

Neurocognitive Outcome and its Relationship to Educational Needs



**Texas Children's
Hospital®**

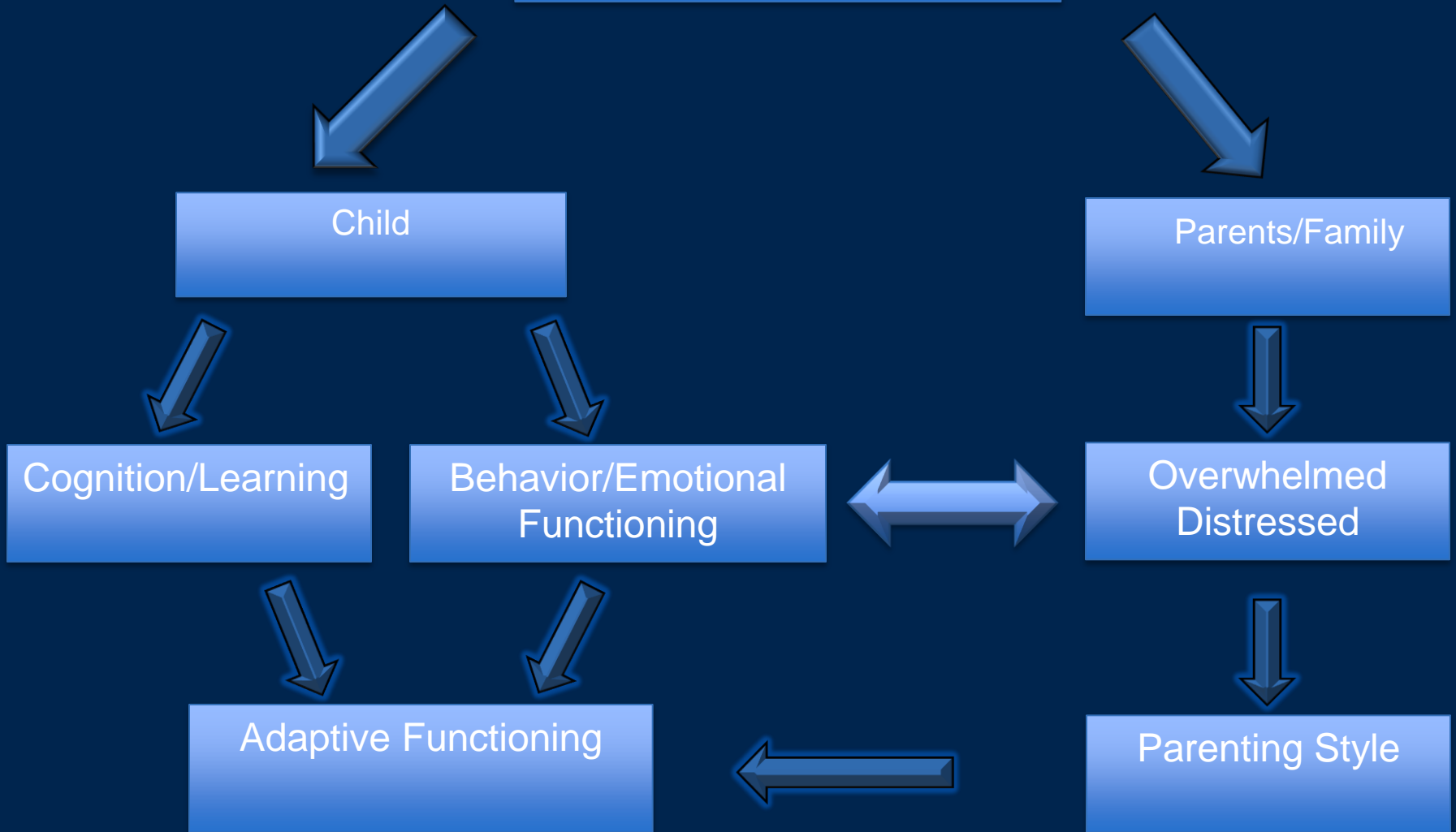
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Baylor College of Medicine

Objectives

- What is a neuropsychological evaluation and....does my does my child really need one?
- What does the literature tell us about cognitive and behavioral outcome?
- How might any cognitive and behavioral changes impact my child's learning and educational needs?

Opsoclonus Myoclonus Ataxia



Referral Questions

- What is the child's baseline level of development?
- Is the child's development regressing, plateauing, or progressing?
- Are there any cognitive consequences of the opsoclonus myoclonus ataxia syndrome?
- How are the child's cognitive strengths and weaknesses likely to affect academic performance?

Components of a Neuropsychological Evaluation

- History
- Quantitative Data
 - Child's performance on standardized tests
 - Parent rating scales
 - Teacher rating scales
- Qualitative Information

Cognitive Skills Assessed

- Intelligence
- Language
- Visual-Spatial Ability
- Fine Motor/Visual-Motor Skills
- Memory
- Attention
- Executive Functioning



Other Areas Assessed

- Academic Development
- Behavior
- Emotional Functioning
- Adaptive Functioning



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Neurocognitive Outcome: Literature to Date

- Characterize developmental outcome
 - Cognitive
 - Academic
 - Behavioral/Emotional
 - Adaptive Functioning
- Identify OMA-related factors that predict outcome

Neurocognitive Outcome: Literature to Date

- Literature is currently limited
- Developmental outcome highly variable
- Variability maybe related to chronic relapses

Neurocognitive Outcome: Literature to Date

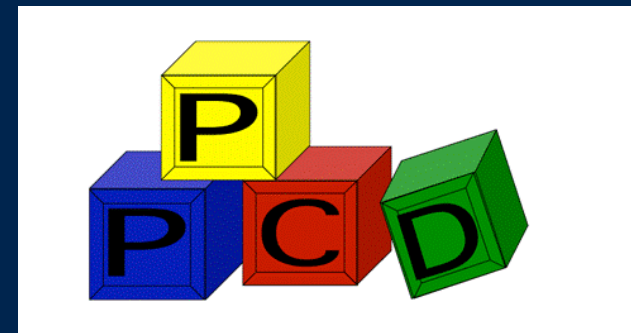
- Speech and Language
 - Articulation
 - Grammar and sentence structure
- Fine Motor/Visual Motor
- Behavior/Emotional Functioning
 - Inattention
 - Difficulty regulating emotions and behavior
 - Anxiety and obsessive compulsive tendencies
- Adaptive Functioning

Objectives

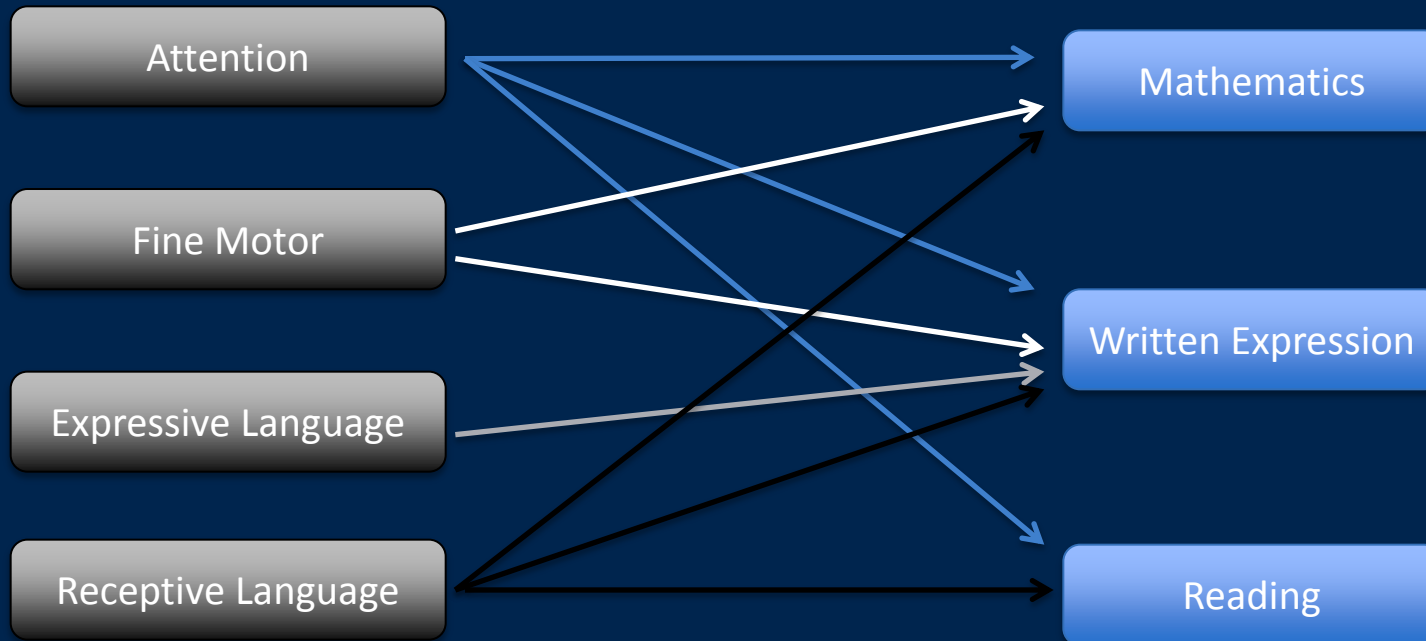
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Intervention: Birth to 5

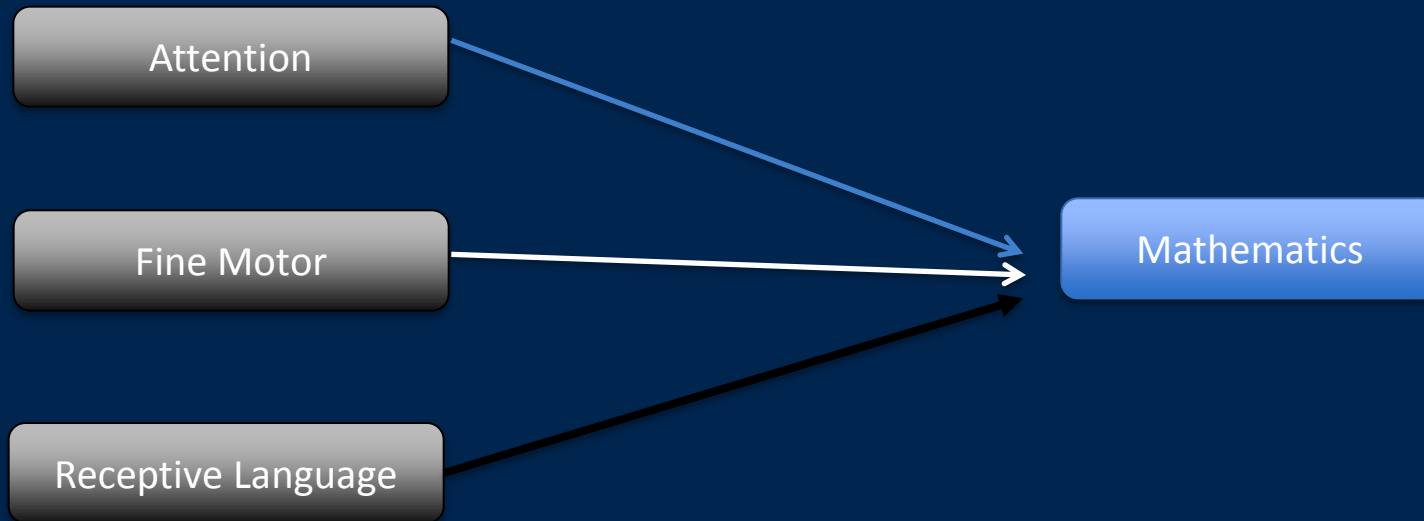
- Early Childhood Intervention
 - Birth to 36 months
 - Dept. of Assistive and Rehabilitative Services
- Preschool Program for Children with Disabilities
 - 3 to 5 years
 - School District
- Private
 - Therapies
 - OT, PT, Speech Therapy
 - School



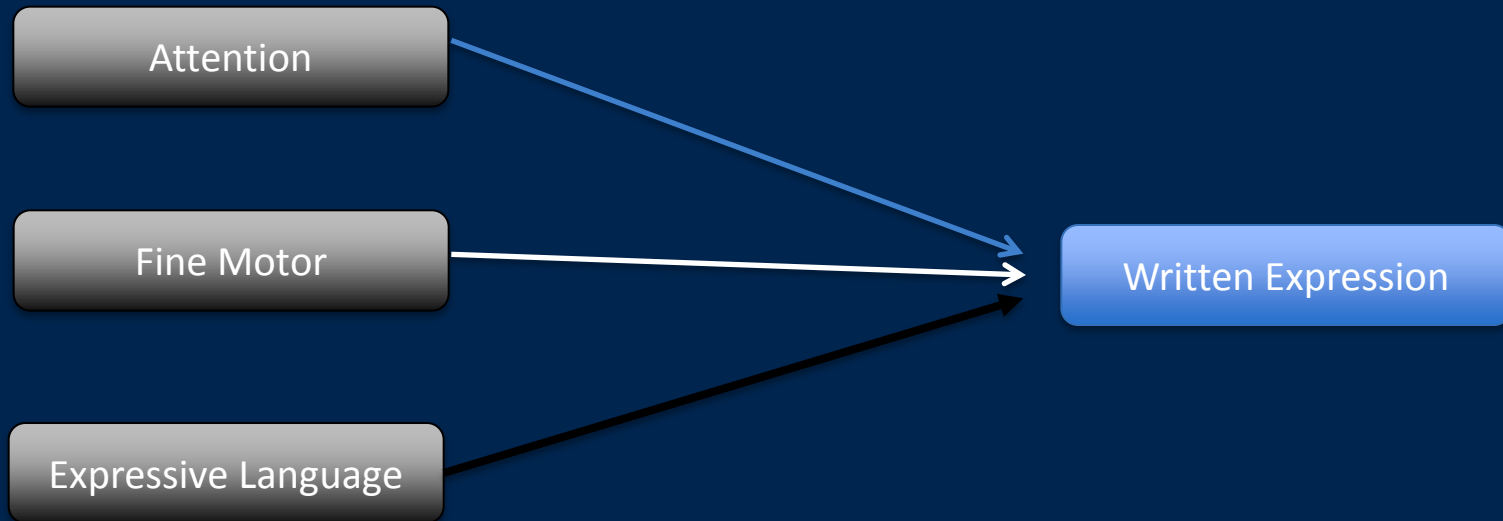
Relationship of Cognitive Weaknesses to Academic Development



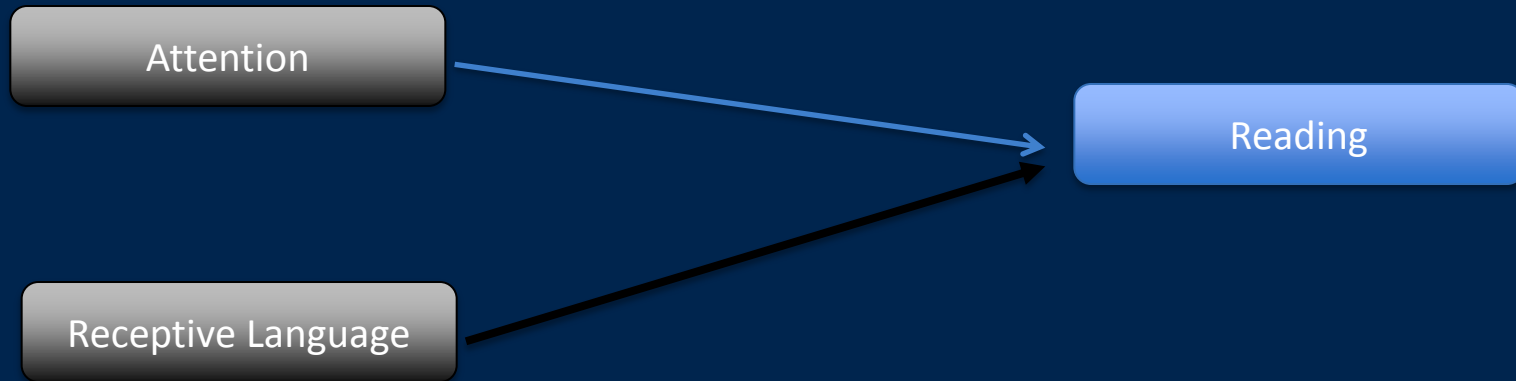
Relationship of Cognitive Weaknesses to Math



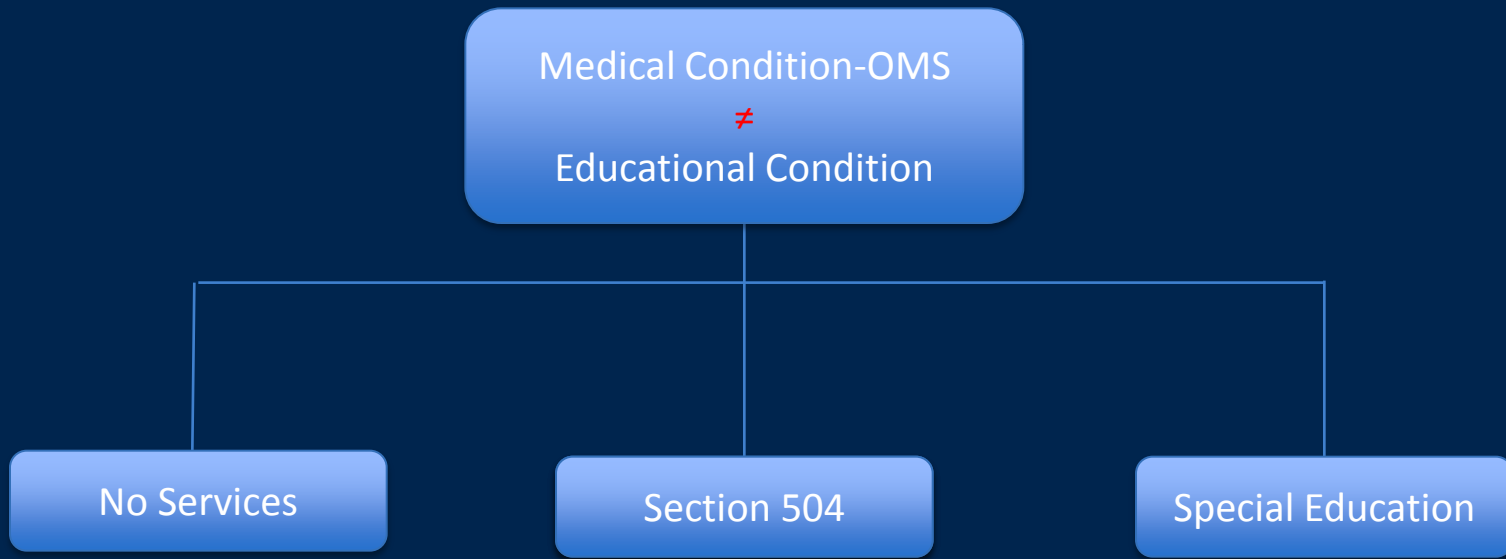
Relationship of Cognitive Weaknesses to Written Expression



Relationship of Cognitive Weaknesses to Reading



Accessing Educational Support



Educational Conditions:

- Other Health Impaired (OHI)
- Speech Impairment
- Specific Learning Disability

- Intellectual Disability
- Orthopedic Impairment
- Auditory Impairment
- Visual Impairment
- Traumatic Brain Injury
- Autism
- Emotional Disturbance
- Multiple Disabilities

Section 504 of the Rehabilitation Act

- Eligibility:

- Physical or mental impairment
- Substantially limits a major life activity (speaking, learning)

- Accommodations:

- Provide students with disabilities equal opportunity to participate in regular education
- Do not lower or alter academics standards

- May receive related services (OT, Speech, PT)

Special Education – IDEA 2005

- Must have a condition plus an educational need
- Specifically Designed Instruction - IEP
 - Adapts content or delivery of instruction to meet the educational need arising from disability
- Modifications
 - Changes that affect expectations and standards

Special Education Services

- Continuum of Services

- General Education

- Accommodations

- Modified content – individualized goals and objectives

- Modified standards – STAAR-M

- In-Class Support

- Content Mastery

- Resource Class

- Self-Contained Class

- Therapies

- Speech Therapy, Occupational Therapy, Physical Therapy

- Assistive Technology

Websites

DARS ECI Website

www.dars.state.tx.us/ecis

Texas Education Agency – Special Education Page

<http://ritter.tea.state.tx.us/special.ed/>

IDEA Manual

www.disabilityrightstx.org

Thank You OMS Life



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