Learning Disabilities

Current Awareness Bulletin

July 2016

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The following bulletins are also available:
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Sources Used
The following databases are searched on a regular basis in the development of this bulletin:
Cinahl, Embase, PsycInfo and Medline.

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The Academy library will endeavour to use the best, most appropriate and most recent sources available to it but accepts no liability for the information retrieved, which is subject to the content and accuracy of databases and the limitations of the search process. The Academy library assumes no liability for the interpretation or application of these results, which are not intended to provide advice or recommendations on patient care.
Title: “Be proud of the UK’s advances in learning disability care”.

Citation: Nursing Times, 2016, vol./is. 112/3/4(7-), 09547762

Author(s): Carter, Peter

Publication Type: Periodical

Source: CINAHL

Full Text: Available from Nursing Times in Bath Academy Library
Available from Emap in Nursing Times: Note: Collection notes: Institutional non-Athens username and password required - contact ruh-tr.library@nhs.net

Title: ‘Disappointingly slow’ progress on community learning disability provision.

Citation: Independent Nurse, 2016, vol./is. /(2-2), 17479800

Author(s): Bhardwa, Seeta

Publication Type: Periodical

Source: CINAHL

Title: ‘So often they do not get recruited’: exploring service user and staff perspectives on participation in learning disability research and the barriers that inhibit it.

Citation: British Journal of Learning Disabilities, 2016, vol./is. 44/2(130-137), 13544187

Author(s): Crook, Bradley, Tomlins, Rose, Bancroft, Ann, Ogi, Laura

Publication Type: Academic Journal

Source: CINAHL

Title: A Synthesis of Research on Informational Text Reading Interventions for Elementary Students With Learning Disabilities.

Citation: Journal of Learning Disabilities, 2016, vol./is. 49/3(257-271), 00222194

Author(s): Ciullo, Stephen, Lo, Yu-Ling Sabrina, Wanzek, Jeanne, Reed, Deborah K.

Publication Type: Academic Journal

Source: CINAHL

Title: A preliminary discourse analysis of constructivist-oriented mathematics instruction for a student with learning disabilities.

Citation: The Journal of Educational Research, Jul 2016, vol. 109, no. 4, p. 436-447, 0022-0671 (Jul 2016)

Author(s): Xin, Yan Ping, Liu, Jia, Jones, Sarah R., Tzur, Ron, Si, Luo

Abstract: Reform efforts in mathematics education arose, in part, in response to constructivist works on conceptual learning. However, little research has examined how students with learning disabilities (LD) respond to constructivist-oriented instruction in mathematics, particularly in moment-to-moment interactions. To understand the nature of constructivist-oriented mathematics instruction involving students with LD, the authors conducted a case study to analyze teacher–student interactions during constructivist-oriented small group instruction involving a student with LD. The student demonstrated, to a certain degree, the ability to reason mathematically when provided with appropriate opportunities and prompting. However, given the limited
intervention time, his reasoning and problem solving did not seem to go beyond the semiconcrete level of operation, which may have inhibited his solving of complex word problems with large numbers. Findings indicate that more efforts are needed to support students, those with LD in particular, in their transitions from concrete or semiconcrete to abstract conceptual understanding and problem solving. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Active involvement of learning disabilities service users in the development and delivery of a teaching session to pre-registration nurses: Students' perspectives.

Citation: Nurse Education in Practice, 2016, vol./is. 16/1(111-118), 14715953

Author(s): Smith, Penny, Ooms, Ann, Marks-Maran, Di

Publication Type: Academic Journal

Source: CINAHL

Full Text: Available from ProQuest in Nurse Education in Practice

Title: Anxiety and Depression in Children With Nonverbal Learning Disabilities, Reading Disabilities, or Typical Development.

Citation: Journal of Learning Disabilities, 2016, vol./is. 49/2(130-139), 00222194

Author(s): Mammarella, Irene C., Ghisi, Marta, Bomba, Monica, Bottesi, Gioia, Caviola, Sara, Broggi, Fiorenza, Nacinovich, Renata

Publication Type: Academic Journal

Source: CINAHL

Title: Assessments for dementia in people with learning disabilities.

Citation: Learning Disability Practice, 2016, vol./is. 19/1(31-40), 14658712

Author(s): Poveda, Blanca, Broxholme, Sarah

Publication Type: Academic Journal

Source: CINAHL

Title: Bereavement and loss: developing a memory box to support a young woman with profound learning disabilities.

Citation: British Journal of Learning Disabilities, 2016, vol./is. 44/1(78-84), 13544187

Author(s): Young, Hannah, Garrard, Brenda

Publication Type: Academic Journal

Source: CINAHL


Citation: Journal of Autism & Developmental Disorders, 2016, vol./is. 46/2(704-712), 15733432

Author(s): Allen, Melissa, Craig, Eleanore

Publication Type: Academic Journal
Title: Care Certificate: mental health, dementia and learning disabilities.

Citation: Nursing & Residential Care, 2016, vol./is. 18/3(172-175), 14659301

Author(s): Ashurst, Adrian

Publication Type: Academic Journal

Source: CINAHL

Title: Cognitive Profiles of Mathematical Problem Solving Learning Disability for Different Definitions of Disability.

Citation: Journal of Learning Disabilities, 2016, vol./is. 49/3(240-256), 00222194

Author(s): Tolar, Tammy D., Fuchs, Lynn, Fletcher, Jack M., Fuchs, Douglas, Hamlett, Carol L.

Publication Type: Academic Journal

Source: CINAHL

Title: Comparing human and automated essay scoring for prospective graduate students with learning disabilities and/or ADHD.


Author(s): Buzick, Heather, Oliveri, Maria Elena, Attali, Yigal, Flor, Michael

Abstract: Automated essay scoring is a developing technology that can provide efficient scoring of large numbers of written responses. Its use in higher education admissions testing provides an opportunity to collect validity and fairness evidence to support current uses and inform its emergence in other areas such as K–12 large-scale assessment. In this study, human and automated scores on essays written by college students with and without learning disabilities and/or attention deficit hyperactivity disorder were compared, using a nationwide (U.S.) sample of prospective graduate students taking the revised Graduate Record Examination. The findings are that, on average, human raters and the automated scoring engine assigned similar essay scores for all groups, despite average differences among groups with respect to essay length and spelling errors. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Contraceptive choices for women with learning disabilities.

Citation: Learning Disability Practice, 2016, vol./is. 19/2(32-34), 14658712

Author(s): Walmsley, Jan, Earle, Sarah, Tilley, Elizabeth, Chapman, Rohhss, Ledger, Susan, Townson, Lou

Publication Type: Academic Journal

Source: CINAHL

Title: Diabetes education resources for people with learning disabilities.

Citation: Journal of Diabetes Nursing, 2016, vol./is. 20/5(173-177), 13681109

Author(s): Denyer, Michelle

Publication Type: Academic Journal

Source: CINAHL
Title: Effects of two interventions on solving basic fact problems by second graders with mathematics learning disabilities.

Citation: Learning Disability Quarterly, May 2016, vol. 39, no. 2, p. 95-112, 0731-9487 (May 2016)

Author(s): Dennis, Minyi Shih, Sorrells, Audrey McCray, Falcomata, Terry S.

Abstract: This study used a multiple probe across participants design, replicated across two interventions and counterbalanced across participant groups to examine the effects of number sense intervention and extensive practice intervention on strategy transformation when students with mathematics learning disabilities (MLD) solved basic fact problems. In addition, the effects of both interventions on students' fact retrieval performance and generalization performance were also tested. To examine the effects of each intervention, the participants were divided into two groups and the order of the interventions was varied between the two groups. The results showed that, in general, students demonstrated a greater extent of strategy transformation and generalization after receiving the number sense intervention. However, the extensive practice intervention promoted students' use of retrieval-based strategies to solve basic facts. Findings suggested that both interventions had positive impacts on students with MLD and should be used in tandem. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Factors that influence nurses' decisions about secluding people with learning disabilities.

Citation: Learning Disability Practice, 2016, vol./is. 19/5(24-30), 14658712

Author(s): Kernohan, Joshua

Language: English

Publication Type: Academic Journal

Source: CINAHL

Title: Failure of care in mental health trust: Déjà vu in terms of treatment of people with learning disabilities?

Citation: BMJ (Clinical research ed.), Jan 2016, vol. 352, p. i274., 1756-1833 (2016)

Author(s): Willis, Diane

Source: Medline

Full Text: Available from Highwire Press in The BMJ
Available from National Library of Medicine in BMJ, The
Available from BMJ: British Medical Journal in RNHRD Academy Library

Title: From long-stay hospitals to community care: reconstructing the narratives of people with learning disabilities.

Citation: British Journal of Learning Disabilities, 2016, vol./is. 44/2(167-171), 13544187

Author(s): Leaning, Brian, Adderley, Hope

Publication Type: Academic Journal

Source: CINAHL

Title: From long-stay hospitals to community care: Reconstructing the narratives of people with learning disabilities.

Author(s): Leaning, Brian, Adderley, Hope

Abstract: Raymond, a 62 year old gentleman diagnosed with severe and profound learning disabilities, autistic spectrum disorder and severe challenging behaviour, who had lived in long stay campus-based hospital accommodation for 46 years was supported to move to a community project developed to support people to live in their own bespoke flat. This narrative case study describes the journey that Raymond took from institutionalised care to community life. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Health and social care interventions which promote social participation for adults with learning disabilities: a review.

Citation: British Journal of Learning Disabilities, 2016, vol./is. 44/1(3-15), 13544187

Author(s): Howarth, Sharon, Morris, David, Newlin, Meredith, Webber, Martin

Publication Type: Academic Journal

Source: CINAHL

Title: Health inequalities and access to health care for adults with learning disabilities in Lincolnshire.

Citation: British Journal of Learning Disabilities, 2016, vol./is. 44/1(16-23), 13544187

Author(s): Walker, Carol, Beck, Charles R., Eccles, Richard, Weston, Chris

Publication Type: Academic Journal

Source: CINAHL

Title: Hope as a mediator of loneliness and academic self-efficacy among students with and without learning disabilities during the transition to college.

Citation: Learning Disabilities Research & Practice, May 2016, vol. 31, no. 2, p. 63-74, 0938-8982 (May 2016)

Author(s): Feldman, David B., Davidson, Oranit B., Ben-Naim, Shiri, Maza, Etai, Margalit, Malka

Abstract: The transition to college often occasions excitement as well as elevated stress for students. The latter may be especially the case for those with learning disabilities (LD), who can encounter problems both socially and academically. This study follows students both with and without LD during the first month of college to explore the relationships between LD status and two outcomes: loneliness/social distress and academic self-efficacy. In particular, we hypothesized that hope and optimism would mediate the relationship between LD status and these outcomes. The sample consisted of 344 first-year undergraduates at the beginning of the academic year (Time-1) and a month later (Time-2). Results showed that LD status predicted Time-2 levels of academic self-efficacy and loneliness only indirectly, demonstrating that relationships between LD and loneliness as well as between LD and academic self-efficacy are mediated by hope. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Implementing UK Autism policy & national institute for health and care excellence guidance- assessing the impact of Autism training for frontline staff in community learning disabilities teams.

Citation: British Journal of Learning Disabilities, 2016, vol./is. 44/2(103-110), 13544187

Author(s): Clark, Alex, Browne, Sarah, Boardman, Liz, Hewitt, Leah, Light, Sophie

Publication Type: Academic Journal

Source: CINAHL
Title: Implementing UK autism policy & national institute for health and care excellence guidance- assessing the impact of autism training for frontline staff in community learning disabilities teams.

Citation: British Journal of Learning Disabilities, Jun 2016, vol. 44, no. 2, p. 103-110, 1354-4187 (Jun 2016)

Author(s): Clark, Alex, Browne, Sarah, Boardman, Liz, Hewitt, Lealah, Light, Sophie

Abstract: UK National Autism Strategy (Department of Health, 2010 and National Institute for Health and Care Excellence guidance (NICE, 2012) states that frontline staff should have a good understanding of Autism. Fifty-six clinical and administrative staff from a multidisciplinary community Learning Disability service completed an electronic questionnaire to evaluate levels of Autism knowledge. The results showed that, compared with clinical staff, administrative staff were more limited in their understanding of Autism and less able to access relevant Autism training. Autism training was provided for administrative staff. Focus group feedback about the training sessions and subsequent changes to practice concluded that the outcome of the training was positive. ‘Autism-friendly’ changes to administrative practice included alterations to waiting environments, adapted communication for people with Autism and increased communication between clinical and administrative staff about the needs of people with Autism. Future Autism training for all frontline staff and ongoing evaluation of health professionals’ Autism knowledge are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Informing understanding of young students’ writing challenges and opportunities: Insights from the development of a digital writing tool that supports students with learning disabilities.


Author(s): Vue, Ge, Hall, Tracey E., Robinson, Kristin, Ganley, Patricia, Elizalde, Emma, Graham, Steve

Abstract: Conducting focus groups with target audiences to assess user needs is a critical step in the process of designing and developing a web-based writing environment. This descriptive study examined focus group data gathered to address two questions: First, do data from focus groups affirm and expand our understanding of writing and writing development among middle school students? And second, do data from focus groups provide information helpful to the use of digital technology for enhancing writing instruction, production, and engagement? Analysis of students’ writing experiences across grade levels revealed that sixth graders placed more emphasis on procedural knowledge such as format, editing, and timelines, whereas seventh and eighth graders placed more emphasis on substantive processes such as plan, draft, and revise. Students’ writing experiences also showed a disconnect between writing behaviors they engaged in on their own (texting, social media, and email) and writings they learned in school. Future research and instructional practice implications are discussed, including providing ongoing supports when writing and use of digital technology to enhance instruction and engagement. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Intracranial delivery of interleukin-17A via adeno-associated virus fails to induce physical and learning disabilities and neuroinflammation in mice but improves glucose metabolism through AKT signaling pathway.

Citation: Brain, Behavior, and Immunity, Mar 2016, vol. 53, p. 84-95, 0889-1591 (Mar 2016)

Author(s): Yang, Junling, Kou, Jinghong, Lim, Jeong-Eun, Lalonde, Robert, Fukuchi, Ken-Ichiro

Abstract: Interleukin-17A (IL-17A) is generally considered as one of the pathogenic factors involved in multiple sclerosis (MS). Indirect evidence for this is that IL-17A-producing T helper 17 (Th17) cells preferentially accumulate in lesions of MS and experimental autoimmune encephalomyelitis (EAE). However, a direct involvement of IL-17A in MS pathogenesis is still an open question. In this study, we overexpressed IL-17A in the brains of mice (IL-17A-in-Brain mice) via recombinant adeno-associated virus serotype 5 (rAAV5)-mediated gene delivery. In spite of high levels of IL-17A expression in the brain and blood, IL-17A-in-Brain mice exhibit no inflammatory responses and no abnormalities in motor coordination and spatial orientation. Unexpectedly, IL-17A-in-Brain mice show decreases in body weight and adipose tissue mass and an improvement in glucose tolerance and insulin sensitivity. IL-17A enhances glucose uptake in PC12 cells by activation of AKT. Our results provide direct evidence for the first time that IL-17A overexpression in the central nervous system does not cause physical and learning disabilities and neuroinflammation and suggest that IL-17A may regulate glucose metabolism through the AKT signaling pathway. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)
Title: LEARNING DISABILITY PATIENTS 'LET DOWN'.
Citation: Nursing Standard, 2016, vol./is. 30/26(10-), 00296570
Publication Type: Academic Journal
Source: PsycInfo

Citation: Journal of Intellectual Disabilities, 2016, vol./is. 20/1(93-93), 17446295
Author(s): Dalton, Caroline
Publication Type: Academic Journal
Source: CINAHL

Title: Learning Disability Nursing at a Glance.
Citation: Learning Disability Practice, 2016, vol./is. 19/1(12-), 14658712
Author(s): Barber, Christopher
Publication Type: Review
Source: CINAHL

Title: Learning Disability Practice gets ready to launch new website.
Citation: Learning Disability Practice, 2016, vol./is. 19/5(6), 14658712
Publication Type: Academic Journal
Source: CINAHL

Title: Learning disability nurses need a vision for the future.
Citation: Learning Disability Practice, 2016, vol./is. 19/1(9-9), 14658712
Author(s): Parish, Colin
Publication Type: Academic Journal
Source: CINAHL

Title: Learning from the experts: A thematic analysis of parent's experiences of attending a therapeutic group for parents of children with learning disabilities and challenging behaviour.
Citation: British Journal of Learning Disabilities, Jun 2016, vol. 44, no. 2, p. 95-102, 1354-4187 (Jun 2016)
Author(s): Thompson-Janes, Emily, Brice, Samuel, McElroy, Rebecca, Abbott, Jennie, Ball, June
Abstract: The Confident Parenting group is a therapeutic group for parents of children with learning disabilities and challenging behaviour, which is informed by the principles of behavioural theory and acceptance and commitment therapy. Parent's experiences of the group were elicited through participation in a large focus group which followed a semistructured interview format with questions and discussion guided by the lead researcher. This aimed to elicit information about parent's overall experiences of attending the group and its perceived effectiveness. Thematic analysis was used to draw themes from parent's rich narratives. Four main themes were
identified: (i) parent's pre-group narratives, (ii) barriers and solutions, (iii) positive aspects of Confident Parenting and (iv) positive outcomes of Confident Parenting. The themes highlighted how beneficial parents found Confident Parenting as well as raised helpful ideas about how to engage families where there are practical and personal barriers to attending. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (journal abstract)

Source: PsycInfo

Title: Learning from the experts: a thematic analysis of parent's experiences of attending a therapeutic group for parents of children with learning disabilities and challenging behaviour.

Citation: British Journal of Learning Disabilities, 2016, vol./is. 44/2(95-102), 13544187

Author(s): Thompson-Janes, Emily, Brice, Samuel, McElroy, Rebecca, Abbott, Jennie, Ball, June

Publication Type: Academic Journal

Source: CINAHL

Title: Liaison and diversion services: embedding the role of learning disability nurses.

Citation: Journal of Intellectual Disabilities & Offending Behaviour, 2016, vol./is. 7/2(56-65), 20508824

Author(s): Shaw, Vanessa Louise

Publication Type: Academic Journal

Source: CINAHL

Title: Looking after people with learning disabilities part three: who will care?

Citation: Learning Disability Practice, 2016, vol./is. 19/3(28-32), 14658712

Author(s): McClimens, Alex, Burns, Sarah

Publication Type: Academic Journal

Source: CINAHL

Title: Mental health and learning disability deaths not probed.

Citation: Mental Health Nursing, 2016, vol./is. 36/1(8-8), 13530283

Publication Type: Academic Journal

Source: CINAHL

Full Text: Available from ProQuest in Mental Health Nursing

Title: Midwives' experiences of caring for women with learning disabilities - A qualitative study.

Citation: Midwifery, 2016, vol./is. 36/(35-42), 02666138

Author(s): Castell, Emma, Stenfert Kroese, Biza

Publication Type: Academic Journal

Source: CINAHL

Title: Multiple Self-Reported Concussions Are More Prevalent in Athletes With ADHD and Learning Disability.

Citation: Clinical Journal of Sport Medicine, 2016, vol./is. 26/2(120-127), 1050642X
**Author(s):** Nelson, Lindsay D., Guskiewicz, Kevin M., Marshall, Stephen W., Hammek, Thomas, Barr, William, Randolph, Christopher, McCrea, Michael A.

**Publication Type:** Academic Journal

**Source:** CINAHL

**Title:** NICE consultation on learning disabilities and mental health.

**Citation:** Nursing Standard, 2016, vol./is. 30/(11-), 00296570

**Publication Type:** Academic Journal

**Source:** CINAHL

**Title:** Oral Health Status and Barriers to Utilization of Dental Services among Adolescent with Learning Disabilities.

**Citation:** International Medical Journal, 2016, vol./is. 23/2(182-185), 13412051

**Author(s):** Zaihan Othman, Normastura Abd. Rahman, Azizah Yusoff, Noorliza Mastura Ismail

**Publication Type:** Academic Journal

**Source:** CINAHL

**Title:** Paediatric burns with epilepsy or learning disabilities do not have increased risk of hospitalisation or increased length of hospital stay compared to the adult burns.

**Citation:** Burns (03054179), 2016, vol./is. 42/1(233-234), 03054179

**Author(s):** Othman, Diaa, Hamam, Ahmed, Thacoor, Amitabh, Itte, Vinay, Phipps, Alan, Anwar, Mohammad

**Publication Type:** Academic Journal

**Source:** CINAHL

**Title:** Pediatric mixed headache -The relationship between migraine, tension-type headache and learning disabilities - in a clinic-based sample.

**Citation:** Journal of Headache & Pain, 2016, vol./is. 17/1(1-4), 11292369

**Author(s):** Genizi, Jacob, Khourieh Matar, Amal, Schertz, Mitchell, Zelnik, Nathanel, Srugo, Isaac

**Publication Type:** Academic Journal

**Source:** CINAHL

**Full Text:** Available from BioMed Central in Journal of Headache and Pain, The


Available from National Library of Medicine in Journal of Headache and Pain, The

**Title:** People with learning disabilities often wait months for discharge.

**Citation:** Learning Disability Practice, 2016, vol./is. 19/3(6-), 14658712

**Publication Type:** Academic Journal

**Source:** CINAHL
Title: Recognition and management of learning disabilities in early childhood by community practitioners.

Citation: Community Practitioner, 2016, vol./is. 89/5(32-36), 14622815

Author(s): BLOWS, ELIANE SOPHIE, TEOH, LISA, PAUL, SIBA PROSAD

Publication Type: Academic Journal

Source: CINAHL

Full Text: Available from ProQuest in Community Practitioner

Title: Relationships between trait anxiety, demographic variables, and school adjustment in students with specific learning disabilities.

Citation: Journal of Child and Family Studies, Jun 2016, vol. 25, no. 6, p. 1724-1734, 1062-1024 (Jun 2016)

Author(s): McGovern, Jamie C., Lowe, Patricia A., Hill, Jennifer M.

Abstract: The present study investigated relationships between dimensions of anxiety, age, gender, and school adjustment in students with specific learning disabilities (SLD). The 177 students with SLD completed measures of anxiety and school adjustment. The results of a hierarchical regression analysis indicated that age and gender together were not significant predictors of attitude to school, and that after the influence of age and gender had been removed students with more physiological and social anxiety, but less worry tended to have poorer attitudes toward school. A second hierarchical regression indicated that younger students reported more negative attitudes toward teachers, and after controlling for age and gender, students with more social anxiety reported more negative attitudes toward teachers. Implications for school personnel are discussed. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Research with and by people with learning disabilities.

Citation: Nursing Times, 2016, vol./is. 112/6/7(15-18), 09547762

Author(s): Durell, Shirley

Publication Type: Periodical

Source: CINAHL

Full Text: Available from Nursing Times in Bath Academy Library Available from Emap in Nursing Times; Note: ; Collection notes: Institutional non-Athens username and password required - contact ruh-tr.library@nhs.net

Title: Resilience and stress in children and adolescents with specific learning disability.

Citation: Journal of the Canadian Academy of Child and Adolescent Psychiatry / Journal de l'Académie canadienne de psychiatrie de l'enfant et de l'adolescent, Jan 2016, vol. 25, no. 1, p. 17-23, 1719-8429 (Win 2016)

Author(s): Panicker, Anuja S., Chelliah, Anujothi

Abstract: Objective: Presence of Specific Learning Disorder (SLD) can be extremely frustrating for a child. The present study aimed to assess the levels of resilience, depression, anxiety and stress among children and adolescents having SLD and to compare with those having Borderline Intellectual Functioning (BIF). It also aimed to evaluate the parental awareness about their child's learning disorder. Methodology: Eighty two children and adolescents, diagnosed as having SLD (N = 41) and BIF (N = 41) were selected for the present study The participants completed Resilience Scale-14 and Depression, Anxiety and Stress Scales and parents completed the Parent Interview Profroma. Result: Low level of Resilience was found in 75% of the children and adolescents with SLD. Severe Stress (16.6%), severe Depression (14.2%) and severe Anxiety (23.8%) were seen in this sample. The level of Resilience was lower among participants with SLD as compared to those with BIF. Ninety percent of parents were aware that their child had SLD, however, only 39% gave individual attention for assisting
them in their studies. Conclusion: The present study emphasizes the importance of individualized Interventions dealing not only with remedial training, but also for incorporating components including parental awareness of the emotional consequences of SLD as well as individual interventions for children, focusing on strengthening their coping and Resilience. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Full Text: Available from National Library of Medicine in Journal of the Canadian Academy of Child and Adolescent Psychiatry
Available from National Library of Medicine in Journal of the Canadian Academy of Child and Adolescent Psychiatry

Title: Resting State EEG in Children With Learning Disabilities: An Independent Component Analysis Approach.

Citation: Clinical EEG and neuroscience, Jan 2016, vol. 47, no. 1, p. 24-36, 1550-0594 (January 2016)

Author(s): Jäncke, Lutz, Alahmadi, Nsreen

Abstract: In this study, the neurophysiological underpinnings of learning disabilities (LD) in children are examined using resting state EEG. We were particularly interested in the neurophysiological differences between children with learning disabilities not otherwise specified (LD-NOS), learning disabilities with verbal disabilities (LD-Verbal), and healthy control (HC) children. We applied 2 different approaches to examine the differences between the different groups. First, we calculated theta/beta and theta/alpha ratios in order to quantify the relationship between slow and fast EEG oscillations. Second, we used a recently developed method for analyzing spectral EEG, namely the group independent component analysis (gICA) model. Using these measures, we identified substantial differences between LD and HC children and between LD-NOS and LD-Verbal children in terms of their spectral EEG profiles. We obtained the following findings: (a) theta/beta and theta/alpha ratios were substantially larger in LD than in HC children, with no difference between LD-NOS and LD-Verbal children; (b) there was substantial slowing of EEG oscillations, especially for gICs located in frontal scalp positions, with LD-NOS children demonstrating the strongest slowing; (c) the estimated intracortical sources of these gICs were mostly located in brain areas involved in the control of executive functions, attention, planning, and language; and (d) the LD-Verbal children demonstrated substantial differences in EEG oscillations compared with LD-NOS children, and these differences were localized in language-related brain areas. The general pattern of atypical neurophysiological activation found in LD children suggests that they suffer from neurophysiological dysfunction in brain areas involved with the control of attention, executive functions, planning, and language functions. LD-Verbal children also demonstrate atypical activation, especially in language-related brain areas. These atypical neurophysiological activation patterns might provide a helpful guide for rehabilitation strategies to treat the deficiencies in these children with LD. © EEG and Clinical Neuroscience Society (ECNS) 2015.

Source: Medline

Full Text: Available from ProQuest in Clinical EEG and Neuroscience

Title: Social functioning using direct and indirect measures with children with High Functioning Autism, nonverbal learning disability, and typically developing children.

Citation: Child neuropsychology : a journal on normal and abnormal development in childhood and adolescence, Jan 2016, vol. 22, no. 3, p. 318-335, 1744-4136 (2016)

Author(s): Semrud-Clikeman, Margaret, Fine, Jodene Goldenring, Bledsoe, Jesse

Abstract: Social perception is an important underlying foundation for emotional development and overall adaptation. The majority of studies with children with High Functioning Autism (HFA) or nonverbal learning disabilities (NLD) evaluating social functioning have used measures of parent and/or teacher ratings. The present study utilized parent and teacher ratings of behavior as well as executive functioning in addition to direct measures of social perception. Three groups participated in this study (control [n = 38] HFA [n = 36], NLD [n = 31]). Results indicated that the HFA group experienced the most difficulty understanding emotional cues on the direct measure while both the HFA and NLD groups experienced difficulty with nonverbal cues. Significant difficulties were reported on the parent rating scale for sadness and social withdrawal for both clinical groups. Executive functioning was found to be particularly problematic for the clinical groups. The direct social perception measure was highly correlated with the measures of executive functioning and reflects the contribution that executive functions have on social functioning. These findings suggest that the clinical presentation on behavior rating scales may be very similar for children with HFA and NLD. Moreover, it appears that measures of executive functioning are sensitive to the clinical difficulties these groups experience. The findings also suggest there is a commonality in these disorders that warrants further investigation.
Title: Stigma and stratification limiting the math course progression of adolescents labeled with a learning disability.

Citation: Learning and Instruction, Apr 2016, vol. 42, p. 47-57, 0959-4752 (Apr 2016)

Author(s): Shifrer, Dara

Abstract: Learning disability (LD) designations may produce stigma by masking the real causes of learning differences, altering perceptions, and legitimizing stratification. This study uses data on adolescents and their teachers from The Education Longitudinal Study of 2002 to show the negative effect of LD designations on adolescents' math course attainment is partially mediated by disparities in adolescents' earlier math course placements, and teachers' more negative attributions and expectations. Results indicate addressing low achievement through LD designations may reproduce disadvantage through stigma and stratification. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Structural Validity of the WISC-IV for Students With Learning Disabilities.

Citation: Journal of Learning Disabilities, 2016, vol./is. 49/2(216-224), 00222194

Author(s): Styck, Kara M., Watkins, Marley W.

Publication Type: Academic Journal

Source: CINAHL

Title: Supporting learning disability nurses 'ought to be the paramount target'.

Citation: Learning Disability Practice, 2016, vol./is. 19/6(8-9), 14658712

Author(s): Hunt, Louise

Publication Type: Academic Journal

Source: CINAHL

Title: Supporting students to care for people with learning disabilities.

Citation: Learning Disability Practice, 2016, vol./is. 19/3(24-27), 14658712

Author(s): Kwiatek, Elaine, Powell, Hazel, Mathieson, Alex

Publication Type: Academic Journal

Source: CINAHL

Title: Supporting young people with learning disabilities: bridging the gap.

Citation: Drug & Therapeutics Bulletin, 2016, vol./is. 54/5(50-50), 00126543

Publication Type: Academic Journal

Source: CINAHL

Title: THE SOCIAL HISTORY OF LEARNING DISABILITY.

Citation: Learning Disability Practice, 2016, vol./is. 19/4(14-17), 14658712
**Author(s):** Atherton, Helen, Ackroyd, Vicky, Barker, Rachel, Moorhouse, Emily  
**Publication Type:** Academic Journal  
**Source:** CINAHL

**Title:** Taking your time: mindfulness for learning disability nursing students.  
**Citation:** Learning Disability Practice, 2016, vol./is. 19/6(26-30), 14658712  
**Author(s):** Hutchison, Amy, Cunningham, Tracy  
**Publication Type:** Academic Journal  
**Source:** CINAHL

**Title:** Teaching Algebra to Students With Learning Disabilities.  
**Citation:** Journal of Learning Disabilities, 2016, vol./is. 49/4(437-447), 00222194  
**Author(s):** Watt, Sarah J., Watkins, Jessie R., Abbitt, Jason  
**Publication Type:** Academic Journal  
**Source:** CINAHL

**Title:** The experiences of orthopaedic and trauma nurses who have cared for adults with a learning disability.  
**Citation:** International Journal of Orthopaedic & Trauma Nursing, 2016, vol./is. 22/(13-23), 18781241  
**Author(s):** Drozd, Mary, Clinch, Christine  
**Publication Type:** Academic Journal  
**Source:** CINAHL

**Title:** The impact of Irish policy and legislation on how adults with learning disabilities make choices.  
**Citation:** British Journal of Learning Disabilities, 2016, vol./is. 44/2(111-121), 13544187  
**Author(s):** Carey, Eileen, Griffiths, Colin  
**Publication Type:** Academic Journal  
**Source:** CINAHL

**Title:** The support needs of learning disability nurse facilitators of sex offender treatment programmes: a discussion.  
**Citation:** Journal of Intellectual Disabilities & Offending Behaviour, 2016, vol./is. 7/2(94-102), 20508824  
**Author(s):** Smith, Keeley  
**Publication Type:** Academic Journal  
**Source:** CINAHL

**Title:** The university experiences of students with learning disabilities.  
**Citation:** Learning Disabilities Research & Practice, May 2016, vol. 31, no. 2, p. 90-102, 0938-8982 (May 2016)
Author(s): McGregor, Karla K., Langenfeld, Natalie, Van Horne, Sam, Oleson, Jacob, Anson, Matthew, Jacobson, Wayne

Abstract: To explore the university experiences of students with learning disabilities (LD), 63,802 responses to the 2014 Student Experience in the Research University Survey were analyzed. Compared to other students, those with self-reported LD (5.96 percent) had difficulty with assignments and had more obstacles caused by nonacademic responsibilities and imposed by their skill levels. Students with self-reported LD sensed more bias toward people with disabilities on campus, and they were less satisfied with their overall experience. Interactions between disability status and age suggested even more challenges for older students who self-reported LD. Approximately one-third of students who self-reported LD received accommodations. The rate of accommodations was higher among individuals who were wealthy, who lived alone, and who were out-of-state students. Compared to students who self-reported LD but reported no accommodations, those with accommodations had more contact with faculty and less difficulty with assignments. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: The use of psychological interventions for adult male sex offenders with a learning disability: A systematic review.

Citation: Journal of Sexual Aggression, May 2016, vol. 22, no. 2, p. 206-223, 1355-2600 (May 2016)

Author(s): Cohen, Georgia, Harvey, Joel

Abstract: There is a drive to attend to the specific treatment needs of sexual offenders with a learning disability (LD) and increasing recognition of treatment limitations in this group. Cognitive behavioural therapy (CBT)-based sex offender treatment programmes (SOTPs) are being increasingly adapted for the LD population. This review systematically considers the evidence base for LD adapted CBT-based SOTPs. Ten studies together comprising 358 participants were reviewed. LD adapted SOTPs were conducted in prisons, secure settings and in the community. Within-treatment findings generally indicated positive cognitive shift, improvements in victim empathy and increased sexual knowledge on psychometric measures. Whilst findings are encouraging, many of the studies have methodological limitations. In particular, all studies used pre-test post-test study designs lacking control groups therefore restricting the evaluation of treatment outcomes. The LD sex offender literature remains underdeveloped and there is a strong case for further research to establish a valid evidence base for treatment. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Trends in the identification of children with learning disabilities within state schools in England.

Citation: Tizard Learning Disability Review, 2016, vol./is. 21/2(108-112), 13595474

Author(s): Hatton, Chris, Emerson, Eric

Publication Type: Academic Journal

Source: CINAHL

Title: VIP care in learning disability nursing.

Citation: Learning Disability Practice, 2016, vol./is. 19/4(29-33), 14658712

Author(s): Doody, Owen

Publication Type: Academic Journal

Source: CINAHL

Title: Vulnerability in custody: perceptions and practices of police officers and criminal justice professionals in meeting the communication needs of offenders with learning disabilities and learning difficulties.

Citation: Disability & Society, 2016, vol./is. 31/4(553-572), 09687599
Author(s): Parsons, Sarah, Sherwood, Gina
Publication Type: Academic Journal
Source: CINAHL

Title: What cognitive and numerical skills best define learning disabilities in mathematics?
Citation: Estudios de Psicología, Jan 2016, vol. 37, no. 1, p. 115-134, 0210-9395 (Jan 2016)
Author(s): Rodríguez, Cristina, Jiménez, Juan E.
Abstract: Differentiating students with mathematical learning disabilities (MLD) from those with low achievement (LA) is still an unresolved issue. This study explored whether the specific combination of certain cognitive and numerical skills can classify students with MLD, with LA, and without MLD. In order to do this, an analysis was carried out of the performance of 756 Spanish students in grades two to six, on different numerical and cognitive tasks. Two factors were extracted using a principal component analysis of the tasks: a semantic-cognitive factor and a verbal-automation factor. The results obtained from comparing the groups showed that students with MLD and LA demonstrated significant differences in the semantic-cognitive factor, and that these differences were consistent across grade levels. In contrast, there were no differences between groups in the automatic-verbal factor. These results confirm that the groups are not only quantitatively different but also qualitatively different.

Source: PsycInfo

Title: Will General Practitioners be adequately prepared to meet the complexities of enhanced dementia screening for people with learning disabilities and Down syndrome: key considerations.
Citation: British Journal of Learning Disabilities, 2016, vol./is. 44/1(43-48), 13544187
Author(s): Rowe, Michelle
Publication Type: Academic Journal
Source: CINAHL

Citation: British Journal of Social Work, 2016, vol./is. 46/3(773-788), 00453102
Author(s): Dixon, Jeremy, Robb, Megan
Publication Type: Academic Journal
Source: CINAHL

Title: ‘People with learning disabilities need a commissioner and a legal charter of rights’ – no they do not!
Citation: Disability & Society, 2016, vol./is. 31/3(426-430), 09687599
Author(s): Richards, Michael
Publication Type: Academic Journal
Source: CINAHL