A number of other bulletins are also available – please contact the Academy Library for further details.

If you would like to receive these bulletins on a regular basis please contact the library.

For any references where there is a link to the full text please use your NHS Athens username & password to access (if you need any help with this please let us know).

If you would like any of the full references from those that do not have links please let us know & we will source them for you.

Academy Library 824897 or ruh-tr.library@nhs.net
The following bulletins are also available:
AKI
Children's Continence
Commissioning
Continence
Dementia
End of Life Care
Infection Control
Nutrition
Parkinson's disease
Innovation & QIPP
Rehabilitation
Safeguarding
Type 2 Diabetes
Women & Children

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

Disclaimer
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: Identification of infants at high familiar risk for language-learning disorders (LLD) by combining machine learning techniques with EEG-based brain network metrics

Citation: Clinical Neurophysiology, July 2016, vol./is. 127/7(2692-2694), 1388-2457;1872-8952 (01 Jul 2016)

Author(s): Dimitriadis S.I.

Publication Type: Journal: Editorial

Source: EMBASE

Title: Automatic classification of 6-month-old infants at familial risk for language-based learning disorder using a support vector machine

Citation: Clinical Neurophysiology, July 2016, vol./is. 127/7(2695-2703), 1388-2457;1872-8952 (01 Jul 2016)

Author(s): Zare M., Rezvani Z., Benasich A.A.

Abstract: Objectives This study assesses the ability of a novel, "automatic classification" approach to facilitate identification of infants at highest familial risk for language-learning disorders (LLD) and to provide converging assessments to enable earlier detection of developmental disorders that disrupt language acquisition. Methods Network connectivity measures derived from 62-channel electroencephalogram (EEG) recording were used to identify selected features within two infant groups who differed on LLD risk: infants with a family history of LLD (FH+) and typically-developing infants without such a history (FH-). A support vector machine was deployed; global efficiency and global and local clustering coefficients were computed. A novel minimum spanning tree (MST) approach was also applied. Cross-validation was employed to assess the resultant classification. Results Infants were classified with about 80% accuracy into FH+ and FH- groups with 89% specificity and precision of 92%. Clustering patterns differed by risk group and MST network analysis suggests that FH+ infants' EEG complexity patterns were significantly different from FH- infants. Conclusions The automatic classification techniques used here were shown to be both robust and reliable and should provide valuable information when applied to early identification of risk or clinical groups. Significance The ability to identify infants at highest risk for LLD using "automatic classification" strategies is a novel convergent approach that may facilitate earlier diagnosis and remediation.

Publication Type: Journal: Article

Source: EMBASE

Title: An ecological method for the sampling of nonverbal signalling behaviours of young children with profound and multiple learning disabilities (PMLD)

Citation: Developmental Neurorehabilitation, July 2016, vol./is. 19/4(211-225), 1751-8423;1751-8431 (03 Jul 2016)

Author(s): Atkin K., Lorch M.P.

Abstract: Background: Profound and multiple learning disabilities (PMLD) are a complex range of disabilities that affect the general health and well-being of the individual and their capacity to interact and learn. Method: We developed a new methodology to capture the non-symbolic signalling behaviours of children with PMLD within the context of a face-to-face interaction with a caregiver to provide analysis at a micro-level of descriptive detail incorporating the use of the ELAN digital video software. Conclusion: The signalling behaviours of participants in a natural, everyday interaction can be better understood with the use of this innovation in methodology, which is predicated on the ecology of communication. Recognition of the developmental ability of the participants is an integral factor within that ecology. The method presented establishes an advanced account of the modalities through which a child affected by PMLD is able to communicate.

Publication Type: Journal: Article

Source: EMBASE

Title: Learning disability registers in primary care

Citation: British Journal of General Practice, July 2016, vol./is. 66/648(351), 0960-1643 (July 2016)

Author(s): Carey I.M., Hosking F.J., De Wilde S., Harris T., Beighton C., Cook D.G.
Sensorimotor insoles influence on learning disorder

Citation: Foot and Ankle Surgery, June 2016, vol./is. 22/2 SUPPL. 1(108), 1268-7731 (June 2016)

Author(s): Janin M., Marechal E., Muzzolini A., Bodroux V., Mazgai K.

Abstract: Aim: Some authors attempted to account to a learning disorder deficit of self-monitoring during the writing action without neurological disability and/or an overt perceptual-motor handicap. Several studies reported poor postural control suggesting difficulty to integrate multimodal sensory information. Plantar system participates in and stimulation improves the balance function. We explore the effect of Sensorimotor orthoses on learning disorders. Method: 30 children with learning disorders were evaluated by Chronodictee normalized test. Balance function was evaluated by podiatrist and Sensorimotor Orthoses (SO) were realized after specific clinical testing (PDN-6, FPI, Maddox Postural, Perception test, stabilo-baropodometry). Results: We report effect of SO on Dysgraphia scale (16.95 +/- 5.17 to 12.95 +/- 5.64 F (1,18) = 12.79 p < .0001; no significant interaction: sexes x SO or classes x SO (p < .05). Discussion: SO induce a new perception. This covers the multisensory modalities of balance function and then cognitive treatment is facilitated. As a result, transposition of the linguistic structure onto a sequence of motor events is improved. Such improvement of the motor program (time estimation, allocation of time to each linguistic event (i.e., individual letters)) could open access to the orthographic sequence movement (i.e., a specific proprioceptive rhythm). As SO improve motor control, writing production improvement follows. Conclusion: SO influence motor control (balance function), then sensory systems and perceptual functions might lead to detection of valid factors. This new state improves children handwriting performance. This requires more precautions and assessments but podiatrist plays a part in the connection between writing scores and balance function.
verbal memory, and brain volumes in HIV-infected women. Participants included 38 HIV-infected women (Mean age = 43.9 years) from the Chicago Consortium of the Women's Interagency HIV Study (WIHS). Participants underwent structural magnetic resonance imaging (MRI) and completed standardized measures of verbal learning and memory and stress (Perceived Stress Scale-10; PSS-10). Brain volumes were evaluated in a priori regions of interest, including the medial temporal lobe (MTL) and prefrontal cortex (PFC). Compared to HIV-infected women with lower stress (PSS-10 scores in lower two tertiles), HIV-infected women with higher stress (scores in the top tertile), performed worse on measures of verbal learning and memory and showed smaller volumes bilaterally in the parahippocampal gyrus, superior frontal gyrus, middle frontal gyrus, and inferior frontal gyrus (p’s < 0.05). Reduced volumes in the inferior frontal gyrus, middle frontal gyrus, and superior frontal gyrus (all right hemisphere) were negatively associated with verbal learning and memory performance. Prefrontal cortical atrophy is associated with stress-related deficits in verbal learning and memory in HIV-infected women. The time course of these volume losses in relation to memory deficits has yet to be elucidated, but the magnitude of the volumetric differences between women with higher versus lower stress suggests a prolonged vulnerability due to chronic stress and/or early life trauma.

**Publication Type:** Journal: Article

**Source:** EMBASE

**Title:** Evaluation of learning disabilities in segmental neurofibromatosis

**Citation:** Pediatric Dermatology, May 2016, vol./is. 33/(S33), 1525-1470 (May 2016)

**Author(s):** Marmottant-Debled E., Chiaverini C., Fossoud C., Passeron T., Barbarot S., Lacour J.-P.

**Abstract:** Background: Segmental neurofibromatosis (SNF) is a rare variant of neurofibromatosis 1 (NF1) in which patients have typical disease features limited to one or more body segments. Any of the typical NF1 complications can be encountered in patients with SNF. However, prevalence of such complications seem lower (approximately 7%) than in NF1. While it was demonstrated in NF1 that learning disabilities (LD) are most common than in general population, it was never researched in SNF. Objectives: The aim of this study was to assess the frequency of LD in SNF patients. Methods: We conducted a pilot, cross sectional, bi-centric study (Nice and Nantes) between May 2014 and August 2014 in patients older than 5 years with SNF according to the Ruggieri and Huson classification. A standardized questionnaire was elaborated in collaboration with a neuropediatrician of Reference Center for Learning Disorders in Nice to detect possible LD/difficulties in these patients. For statistical analysis, patients with and without LD and learning difficulties were compared to find a correlation with the age, presence of neurofibromas, number of affected segments, presence of scoliosis, study level of parents, and learning difficulties of parents and siblings. Results: We included 28 patients, 8 men (28.6%) and 20 women (71.4%), mean age 25.20 years (age ranged from 5 years old to 75 years old) and median age 14.75 years. The majority of the patients had pigmentary changes only (71.4%). No systemic complications were found. Our questionnaire showed 21.4%of LD. Dyslexia was the most frequent disorder (66.7%). LD was diagnosed only in the pigmentary changes only group. A very large proportion of our patients had also learning difficulties (39.3%), most often represented by a grade repetition (n = 7). We didn't find any statistically significant correlation with age, presence of neurofibromas, number of affected segments, presence of scoliosis, study level of parents, and learning difficulties of parents and siblings (p > 0.05). However, we found a higher prevalence than the general French population2 of LD and difficulties: 21.4%versus 2-10% and 39.2%versus 20% respectively, suggesting that these disorders can be specific complications of SNF. This result is in accordance with the very high prevalence of such disorders (50-70%) in NF1 patients3. Conclusion: Even if the incidence of this complication is lower than for NF1 patients, our study suggests that a specific evaluation is necessary for these patients, as for other NF complications.

**Publication Type:** Journal: Conference Abstract

**Source:** EMBASE

**Title:** The reliability of Malay version of parenting stress index-short form (PSI-SF) among caregivers of individuals with learning disabilities

**Citation:** Polish Annals of Medicine, June 2016, vol./is. 23/2(108-112), 1230-8013 (01 Jun 2016)

**Author(s):** Nazurah A., Dzalani H., Baharudin O., Mahadir A., Leonard J.H.

**Abstract:** Introduction Care demands faced by parents of children with learning disabilities (LD) can cause significant stress to them. The parenting stress index-short form (PSI-SF) questionnaire is a widely used instrument to measure parental stress. Cross-cultural translation of PSI-SF takes place to cater the different population around the world. Recently, a cross-cultural translation was implemented in the Malay language. The Malay version of the PSI-SF was developed and tested for psychometric properties among caregivers of individual with LD. Aim The main aim of this study was to examine the reliability and internal consistency of the
Malay version of PSI-SF. Material and methods PSI-SF in English version was translated into Malay language. Back translation, comparison and modification were executed to obtain PSI-SF in Malay version. A total of 30 caregivers who handle individuals with LD were surveyed to evaluate the reliability of PSI-SF in the Malay version. Results and discussion The reliability of PSI-SF in the Malay version was good with Cronbach's alpha = 0.944. The internal consistency on subscale of PSI-SF such as parental distress, parent-child dysfunction and difficult child also scored a high internal consistency with value 0.90, 0.82, and 0.87 respectively. Conclusions The Malay version of the PSI-SF is a reliable questionnaire to evaluate the level of stress among the caregivers of children with LD.

Publication Type: Journal: Article

Source: EMBASE

Title: Evaluation of learning disabilities in segmental neurofibromatosis

Citation: British Journal of Dermatology, June 2016, vol./is. 174/6(1404-1406), 0007-0963;1365-2133 (01 Jun 2016)

Author(s): Marmottant-Debled E., Chiaverini C., Fossoud C., Passeron T., Barbarot S., Lacour J.-P.

Publication Type: Journal: Letter

Source: EMBASE

Title: Age differences in learning emerge from an insufficient representation of uncertainty in older adults

Citation: Nature Communications, June 2016, vol./is. 7/(no pagination), 2041-1723 (10 Jun 2016)

Author(s): Nassar M.R., Bruckner R., Gold J.I., Li S.-C., Heekeren H.R., Eppinger B.

Abstract: Healthy aging can lead to impairments in learning that affect many laboratory and real-life tasks. These tasks often involve the acquisition of dynamic contingencies, which requires adjusting the rate of learning to environmental statistics. For example, learning rate should increase when expectations are uncertain (uncertainty), outcomes are surprising (surprise) or contingencies are more likely to change (hazard rate). In this study, we combine computational modelling with an age-comparative behavioural study to test whether age-related learning deficits emerge from a failure to optimize learning according to the three factors mentioned above. Our results suggest that learning deficits observed in healthy older adults are driven by a diminished capacity to represent and use uncertainty to guide learning. These findings provide insight into age-related cognitive changes and demonstrate how learning deficits can emerge from a failure to accurately assess how much should be learned.

Publication Type: Journal: Article

Source: EMBASE

Title: Native medicinal plants of Iran effective on memory and learning: A review

Citation: International Journal of PharmTech Research, 2016, vol./is. 9/5(466-473), 0974-4304 (2016)

Author(s): Nikfarjam M., Bahmani M., Naimi A.

Abstract: Memory and learning are considered as the most important functional levels of central nervous system (CNS) which helps to encode, store, retain, and recall information in the brain. Since the role of medicinal plants in learning and memory has attracted the attention of many researchers. Therefore, the aim of this review article is to report the native medicinal plants of Iran that are used for memory and learning. According to the findings, Rosmarinus officinalis, Ficus carica, Melissa officinalis, Silybum marianum, Glycine max, Nigella sativa, Cannabis sativa, Origanum vulgare L., and Boswelia spp. are some of the native medicinal plants of Iran that are used to improve memory and learning. The mechanism actions of these plants are not fully understood but they could be effective on learning and memory due to their phytochemical compounds and antioxidant activities.

Publication Type: Journal: Article

Source: EMBASE
Reversal-learning deficits in childhood-onset bipolar disorder across the transition from childhood to young adulthood

Citation: Journal of Affective Disorders, October 2016, vol./is. 203/(46-54), 0165-0327;1573-2517 (01 Oct 2016)

Author(s): Wegbreit E., Cushman G.K., Weissman A.B., Bojanek E., Kim K.L., Leibenluft E., Dickstein D.P.

Abstract: Background Bipolar disorder (BD) is a severe mental illness that can have high costs for youths (<18 years old) and adults. Relative to healthy controls (HC), individuals with BD often show impaired attention, working memory, executive function, and cognitive flexibility (the ability to adapt to changing reward/punishment contingencies). In our study of youths and young adults with BD, we investigated 1) how cognitive flexibility varies developmentally in BD, and 2) whether it is independent of other executive function deficits associated with BD.

Methods We measured errors on a reversal-learning task, as well as spatial working memory and other executive function, among participants with BD (N=75) and HC (N=130), 7-27 years old. Regression analyses focused on the effects of diagnosis on reversal-learning errors, controlling for age, gender, IQ, spatial span, and executive function. Similar analyses examined non-reversal errors to rule out general task impairment. Results Participants with BD, regardless of age, gender, or cognitive ability, showed more errors than HC on the response reversal stages of the cognitive flexibility task. However, participants with BD did not show more errors on non-reversal stages, even when controlling for other variables. Limitations Study limitations include the cross-sectional, rather than longitudinal, design; inability to measure non-linear age effects; and inclusion of medicated participants and those with psychiatric comorbidity. Conclusions Individuals with BD show a specific impairment in reversing a previously rewarded response, which persists across the transition from childhood to young adulthood. Tailored interventions targeting this deficit may be effective throughout this developmentally turbulent time.

Publication Type: Journal: Article

Source: EMBASE

An RCT to Treat Learning Impairment in Traumatic Brain Injury

Citation: Neurorehabilitation and Neural Repair, July 2016, vol./is. 30/6(539-550), 1545-9683;1552-6844 (01 Jul 2016)

Author(s): Chiaravalloti N.D., Sandry J., Moore N.B., Deluca J.

Abstract: Objective. To examine the efficacy of the modified Story Memory Technique (mSMT) to improve learning (ie, acquisition) and memory in participants with TBI. The mSMT is a behavioral intervention that teaches context and imagery to facilitate learning within 10 sessions over 5 weeks. Methods. A total of 69 participants with moderate-severe Traumatic Brain Injury (TBI), 35 in the treatment group and 34 in the placebo control group, completed this double-blind, placebo-controlled randomized clinical trial. A baseline neuropsychological assessment was administered, including questionnaires assessing everyday memory. Repeat assessments were conducted immediately posttreatment and 6 months following treatment. Participants in the treatment group were randomly assigned to a booster session or a non-booster session group after completion of treatment with the mSMT to examine the efficacy of monthly booster sessions in facilitating the treatment effect over time. Results. The treatment group demonstrated significant improvement on a prose memory task relative to the placebo group posttreatment (eta<sup>2</sup> = 0.064 medium effect). Similar results were noted on objective measures of everyday memory, specifically prospective memory (Cohen's w = 0.43, medium effect), and family report of disinhibition in daily life (eta<sup>2</sup>=2</sup> = 0.046, medium effect). Conclusion. The mSMT is effective for improving learning and memory in TBI. Classification of evidence. Based on widely accepted classification systems for treatment study design, this study provides class I evidence that the mSMT behavioral intervention improves both objective memory and everyday memory in persons with TBI over 5 weeks. Thus, this study extends the evidence for efficacy of the treatment protocol to a sample of persons with TBI.

Publication Type: Journal: Article

Source: EMBASE

Accommodation Decision Making for Postsecondary Students With Learning Disabilities.

Citation: Journal of Learning Disabilities, 2016, vol./is. 49/5(484-498), 00222194

Author(s): Weis, Robert, Dean, Emily L., Osborne, Karen J.

Publication Type: Academic Journal

Source: CINAHL
Title: Specific Learning Disorders.

Citation: Journal of Learning Disabilities, 2016, vol./is. 49/5(532-545), 00222194

Author(s): Bonifacci, Paola, Storti, Michele, Tobia, Valentina, Suardi, Alessandro

Publication Type: Academic Journal

Source: CINAHL

---

Title: Preschool to School in Autism: Neuropsychiatric Problems 8 Years After Diagnosis at 3 Years of Age.

Citation: Journal of Autism & Developmental Disorders, 2016, vol./is. 46/8(2749-2755), 15733432

Author(s): Barnevik Olsson, M., Lundström, S., Westerlund, J., Giacobini, M., Gillberg, C., Fernell, E.

Publication Type: Academic Journal

Source: CINAHL

---

Title: Brief Report: Simulations Suggest Heterogeneous Category Learning and Generalization in Children with Autism is a Result of Idiosyncratic Perceptual Transformations.

Citation: Journal of Autism & Developmental Disorders, 2016, vol./is. 46/8(2806-2812), 15733432

Author(s): Mercado, Eduardo, Church, Barbara

Publication Type: Academic Journal

Source: CINAHL

---


Citation: Language, Speech & Hearing Services in Schools, 2016, vol./is. 47/3(181-190), 01611461

Author(s): Ricks, Samantha L., Alt, Mary

Publication Type: Academic Journal

Source: CINAHL

---

Full Text:
Available from ProQuest in Language, Speech and Hearing Services in Schools
Available from EBSCOhost in Language, Speech & Hearing Services in Schools

---

Title: The subjective experiences of firesetting by men with mild intellectual disabilities detained in a secure hospital.

Citation: International Journal of Offender Therapy and Comparative Criminology, Aug 2016, vol. 60, no. 11, p. 1278-1297, 0306-624X (Aug 2016)

Author(s): Rose, John, Lees-Warley, Gemma, Thrift, Su

Abstract: This article explores the lived experiences of men with mild intellectual disabilities who have deliberately set a fire and are detained in a secure hospital. Semi-structured interviews were used to explore the subjective experiential claims of seven male firesetters with mild intellectual disabilities residing in a forensic intellectual disability hospital. Interpretative Phenomenological Analysis was used to interpret participants’ meaning making of their firesetting. Five super-ordinate themes emerged from the analysis: (a) “the importance of the first fire,” (b) “firesetting to escape distress,” (c) “firesetting to enable positive emotional experiences,” (d) “firesetting to communicate with services,” and (e) “Fire Setters Treatment Programme.” The analysis provides an understanding of why some firesetting behaviours emerge and highlights factors that contribute to the maintenance and desistence of repeat firesetting acts. The findings are considered in relation to evolving risk
assessment measures and risk reduction strategies for facilitating rehabilitation into community settings.
(PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo

Title: Is visual content in textual search interfaces beneficial to dyslexic users?

Citation: International Journal of Human-Computer Studies, Aug 2016, vol. 92-93, p. 17-29, 1071-5819 (Aug-Sep 2016)

Author(s): Berget, Gerd, Mulvey, Fiona, Sandnes, Frode Eika

Abstract: Dyslexia is a learning disability characterised by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities. Although several studies have addressed dyslexia and Web accessibility, less is known about how dyslexia affects information search. This study investigated whether the inclusion of icons in search user interfaces enhances performance among dyslexics. A total of 21 dyslexics and 21 controls completed 52 search tasks in 4 conditions: icons only, words only, and both icons and words in a grid layout and a list layout, while eye movements were recorded. Dyslexics took significantly longer than controls to locate targets in tasks containing text, but not in the icon-only condition. Dyslexics had longer fixation durations than controls in both icon and text based search arrays, suggesting higher mental load associated with search tasks generally. The addition of words to icon arrays led to faster search times within controls, but not dyslexics. Dyslexics also exhibited more fixations on dual-modality tasks, and longer scanpaths than controls in list layout. Both groups were fastest searching the list layout, with icons and words listed in columns. Results are discussed in terms of the design of accessible search interfaces for dyslexic users, taking into account mental load of dual-modality information display, and the arrangement of search items. Empirical data is provided for the design of accessible search results interfaces for dyslexics. (PsycINFO Database Record (c) 2016 APA, all rights reserved)(journal abstract)

Source: PsycInfo