



Specific Developmental Disorder

In subject area: [Medicine and Dentistry](#)

Such language-specific developmental disorders are termed either (LI) or specific language impairment (SLI), and deficits associated with SLI can be further subdivided into receptive (SLI-R, comprehension), expressive (SLI-E, production), or combined deficits.

From: [Neural Circuit Development and Function in the Brain](#), 2013

Chapters and Articles

You might find these chapters and articles relevant to this topic.

Child psychiatry I

Lesley Stevens MB BS FRCPsych, Ian Rodin BM MRCPsych, in [Psychiatry \(Second Edition\)](#), 2011

Specific developmental disorders

In these disorders, specific skills such as reading, spelling, arithmetical skills, and language are disturbed. The problems are present from early childhood. In order to make a diagnosis of specific developmental disorder, acquired brain trauma or disease must be excluded and the child must have had reasonable opportunities to acquire these skills at home or school. The causes of the specific developmental disorders are not known for sure but are thought to stem from abnormalities in [cognitive processing](#). They are all much more common in boys than girls.

Specific [reading disorder](#) is particularly common, with a prevalence of 5–10%. Typical reading problems include distortions or additions of words or parts of words, slow reading rate and loss of place in the text. Although specific

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Attention deficit disorders: Are we barking up the wrong tree?

Pedro Cabral, in
[European Journal of Paediatric Neurology](#), 2006

Specific developmental disorders present no clear border separating patients from the normal population, as opposed to acquired deficits. This was shown by Sally Shaywitz in [dyslexia](#),²⁹ and even in the so called 'pervasive developmental' (autistic spectrum) disorders, a continuum with normal performance can be shown in the empathy ability.³⁰ Moreover, in developmental ADD, three features should be underlined: symptoms present marked intra-individual variation during daytime, a different behavioural

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URL: <https://www.sciencedirect.com/science/article/pii/S1090379806000109>

A review of behavioral interventions for the treatment of aggression in individuals with developmental disabilities

Julie Brosnan, Olive Healy, in
[Research in Developmental Disabilities](#), 2011

1 Introduction

A developmental disorder is a disorder that interrupts normal development in childhood. It may affect a single area of development (specific developmental disorder) or several (pervasive developmental disorder). Both intellectual disability (ID) and [autism spectrum disorders](#) (ASD) come under the rubric of developmental disabilities. Individuals with such disabilities are at risk for the development of challenging behavior (Farmer & Aman, 2011; Matson & Shoemaker, 2009; Murphy, Healy, & Leader, 2009). Aggression has been found to be more common among individuals with ID than among those in the general population (Holden & Gitleson, 2006) with an added risk

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URL: <https://www.sciencedirect.com/science/article/pii/S0891422210003136>

Psychopharmacological Management of Children and Adolescents

Boris A. Lorberg M.D., Jefferson B. Prince M.D., in [Massachusetts General Hospital Handbook of General Hospital Psychiatry \(Sixth Edition\)](#), 2010

Developmental Disorders

The term *developmental disorders* includes mental retardation (MR), pervasive developmental disorders (PDDs) (e.g., autism, Asperger syndrome), and specific developmental disorders previously called *learning disabilities* (e.g., nonverbal learning disability).²⁹² MR diagnosis requires impairment in intellectual function (e.g., IQ below 70) and deficits in at least two adaptive skill areas with onset before age 18. At any given time, approximately 1% to 3% of the population meet the diagnostic criteria for MR.^{293,294} PDD symptoms develop before the age of 30 months and involve unusually restricted [behaviors](#) with impaired development of social skills (e.g., reciprocal

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URL: <https://www.sciencedirect.com/science/article/pii/B9781437719277000352>

Intellectual Developmental Disorders (Developmental Delay)

Mark Simms, in [Nelson Pediatric Symptom-Based Diagnosis: Common Diseases and their Mimics \(Second Edition\)](#), 2023

Abstract

Developmental disabilities affect approximately one in six children in the United States. Identification of a specific cause for delayed development in a child is important and may provide insight into prognosis, recurrence risk, therapies, counseling, and linkage with a supportive group. However, even if a specific diagnosis cannot be made, early identification of developmental delay can lead to a program of early intervention or remediation that may improve the child's ultimate functioning. This chapter reviews common risk and protective factors for developmental disorders, approaches to screening, and identification of

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URL: <https://www.sciencedirect.com/science/article/pii/B9780323761741000274>

Cognitive Psychology of Memory

E.L. Grigorenko, in

[Learning and Memory: A Comprehensive Reference](#),
2008

2.38.1 Developmental Disorders of Learning: What Do They Actually Mean?

Phenomenologically, the category of developmental disorders of learning refers to children who, for one reason or another, differ from their peers in acquisition of developmentally appropriate skills (e.g., speaking, counting, reading).

Conceptually, the category of developmental disorders of learning refers to deviations from typical development (1) that are substantial enough to qualify as disorders and (2) that affect learning. However, there is no single nosological category that brings these disorders together, and the two most established diagnostic manuals, the [Diagnostic and Statistical Manual of Mental Disorders](#) (DSM-IV, published by the American Psychiatric Association, 1994) and the *International Classification of Diseases and Related Health*

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A systematic review of mirror neuron system function in developmental coordination disorder: Imitation, motor imagery, and neuroimaging evidence

Jess E. Reynolds, ... Melissa K. Licari, in
[Research in Developmental Disabilities](#), 2015

1 Introduction

[Developmental coordination disorder](#) (DCD) is a condition characterised by impaired motor coordination and an inability to perform and learn motor skills at an age appropriate level (American Psychiatric Association [APA], 2013). [DCD](#) is one of the most common childhood developmental disorders, affecting approximately 6% of school-aged children (APA, 2013; World Health Organisation [WHO], 2010). The poor motor performance displayed by children with DCD may present as persistent difficulty acquiring basic motor skills such as running, throwing, and

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URL: <https://www.sciencedirect.com/science/article/pii/S0891422215001602>

Neurocognitive Development: Disorders and Disabilities

Maëlle Biotteau, ... Yves Chaix, in
[Handbook of Clinical Neurology](#), 2020

Definition and Prevalence

Definition

The term “developmental coordination disorder” (DCD) is used to describe children with disturbances in their [psychomotor development](#) subtending voluntary motor

skills, but normal [neurologic examination](#), and preserved intellectual abilities.

This [neurodevelopmental disorder](#) is characterized by major and persistent difficulties in performing [activities of daily living](#) (ADLs), owing to deficits in the acquisition (learning) and execution of coordinated motor skills (both gross and fine motor skills, either with or without object use). Children with [DCD](#) experience extreme clumsiness and substantial delays in both the early stages (e.g., late sitting, crawling, walking) and later stages of psychomotor development

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Cross-cultural adaptation, reliability and predictive validity of the Italian version of Developmental Coordination Disorder Questionnaire (DCDQ)

Barbara Caravale, ... Brenda N. Wilson, in
[European Journal of Paediatric Neurology](#), 2014

1 Introduction

The [Developmental Coordination Disorder](#) (DCD),¹ and Specific Developmental Disorder of Motor Function (ICD-10)² have similar [diagnostic](#) criteria. According to the [Diagnostic](#) and Statistical Manual of Mental Disorders Text Revision (DSM-IV-TR), [DCD](#) is a [movement disorder](#) characterized by an evident impairment in the development of motor coordination. A diagnosis is made if the impairment significantly interferes with academic achievement or [activities of daily living](#); if the movement disorder is unrelated to a medical condition such as [cerebral palsy](#) or [muscular dystrophy](#), or fails to meet the criteria for autistic spectrum disorder.

DCD is a unique and separate disorder which can coexist with one or more other [neurodevelopmental disorders](#) such as [attention deficit hyperactivity disorder](#) (ADHD) and developmental [dyslexia](#).³ The estimated prevalence of DCD among school children in Europe is about 5%.^{4,5} DCD is a life-long disability, and school and emotional problems may persist through adulthood.^{6,7} The lifetime difficulties underline the need to identify the problem early and intervene with specific programs.

Administering a motor test is too time consuming and expensive for population screening. An economic and efficient tool for screening children is to administer parent and teacher questionnaires.⁸ Questionnaire results can then be confirmed by motor tests.⁹

One parent report instrument, developed in Canada, is the Developmental Coordination Disorder Questionnaire

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URL: <https://www.sciencedirect.com/science/article/pii/S1090379813001864>

Related terms:

[Dyslexia](#),

[Pervasive Developmental Disorder](#),

[Specific Language Impairment](#),

[Drug Therapy](#), [Cognition](#),

[Obsessive Compulsive Disorder](#),

[Activating Transcription Factor 6](#), [DSM-IV](#),

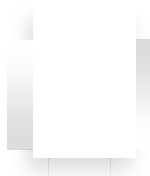
[Intraparietal Sulcus](#), [Mood Disorder](#).

Recommended publications



Research in Developmental Disabilities

Journal



Brain and Development

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Journal of the American Academy of Child & Adolescent Psychiatry

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The Lancet

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