

SPECIFIC LEARNING DISORDER (0722) (101702)

Category: **TEMPLATES TO RELEASE**

Scheduled appt type: _____

CC Learning concerns

Area(s) of concern: reading / writing / math Environment of concern (school / home / both): Grade in school at onset of concerns: Specific details: Restricted progress in learning has persisted for at least 6 months despite extra help at home or at school having been provided If reading concerns, are impairments noted in: 1. Word reading accuracy 2. Reading rate / fluency 3. Comprehension If writing concerns, are impairments noted in: 1. Spelling accuracy 2. Grammar and punctuation accuracy 3. Clarity or organization of written expression If mathematics concerns, are impairments noted in: 1. Number sense 2. Memorization of facts 3. Accurate or fluent calculation 4. Accurate math reasoning Specific educational / psychological testing results (if applicable): Teacher observations (if applicable): The child's performance of the skills in question well below average for age as evidenced by: Current interventions (tutoring / online programs / educational apps, etc): Impacts on academic, occupational, or social functioning? PMH: History of intellectual disability, global developmental delay, hearing or vision disorders, or neurological or motor disorders? History of ADHD? History of delayed achievement of developmental milestones? History of oppositional behaviors? History of anxiety symptoms? History of prematurity or very low birth weight? Family history of learning disorder or any hereditary or genetic conditions? Any potential for contributory external factors such as chronic absenteeism (Y/N):

HPI

freeform
ROS _____

Structured ROS

Pert: bullying	_____
Pert: Concerns with behavior	_____
Pert: Teacher concerns	_____
Pert: fidgety or restless	_____
Pert: impulsivity	_____
Pert: trouble concentrating	_____
Pert: change in language, academic or work performance	_____
Pert: fine motor difficulties	_____
Pert: change in short term memory	_____
Pert: change in hearing	_____

Pert: Change in visual acuity	
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Structured exam

Pert: concentration	
Pert: activity level	
NL: age appropriate social/language interaction	
NL: auscultation of heart: regular rate & rhythm, no murmur	
NL: auscultation of lungs: clear & equal breath sounds without rales, rhonchi or wheeze	
NL: gross assessment of hearing: responds to voice	
NL: visual acuity by observation	
NL: activity level: responsive & interested in environment	
NL: general appearance: alert, pleasant, not ill appearing, no distress	

Remaining template documentation elements

Counseling:	
Coordination of Care:	
Diagnosis:	Specific reading disorder(F81.0)
Assessment:	Specific learning disorder in: Based on DSM5 criteria, the severity is noted to be (mild / moderate / severe): Differential diagnoses considered include but are not limited to intellectual disability, neurological disorder, ADHD, and normal variations in academic attainment
	Discussion of specific learning disorders, noting that academic skills have to be taught and learned, and they differ from acquired developmental milestone accomplishment. Reviewed that specific learning disorders are more common in males than females, and often will persist throughout childhood and into adulthood. Reviewed need for initial specific learning disorder and cognitive / psychological assessments if not already completed or in progress. Discussed potential functional

Plan:

risks / consequences of a specific learning disorder, including lower academic attainment, increased high school dropout rates, higher rates of unemployment, and poorer overall mental health including risks of depression, anxiety, or low self-esteem. Extensive discussion about tutors, whether through school or privately. Provided resources to help with study skills and organization if applicable. Build on support existing strengths Reviewed 504 plan or individualized education program (IEP) to assist with setting learning goals as well as determining strategies, services, technologies, and accommodations or classroom modifications that can be provided to support learning within the school setting. Consider consultation with educational advocate regarding specific differences among supplemental educational options. If applicable to the specific learning disorder, reviewed indications for speech-language therapy or occupational therapy. Discussed consideration of medication trial if associated ADHD, depression, or anxiety symptoms. Encouraged close communication with school support team and teachers.

Patient Instructions:

Remaining workflow elements

Procedures

Orders

