
Title: Neurodevelopmental Disorders and Importance of Early Assessment and Early Interventions



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Proposal

Various researches reveal the importance of screening in early childhood and the necessity of early identification of developmental problems among young children. With the inauguration of the DSM-V a new category of disorders was defined under the name "Neurodevelopmental Disorders", which includes: Intellectual Disability, Communication Disorders, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disorder, Motor Disorders and Other. Combining all these disorders in one category indicates the idea of early onset conditions that tend to diminish with age but remain persistent throughout individual's lifetime.

A diagnostic method such as the "gold standard" Autism Diagnostic and Observation Schedule (ADOS-2) has a Toddler Module designed specifically for small children, although its diagnostic validity is still not fully supported. There is a requirement for diagnosing autism not earlier than 18 months. Nevertheless, a few sensitive psychometric instruments exist for even earlier assessment of development and psychological functioning, providing very early indication of problems as well as revealing child's strengths that can inform designation of appropriate intervention strategies.

Early screening and psychological assessment of infants at risk for neurodevelopmental disorders in clinical practice is important for the purpose of prevention of deterioration of the disorder through early diagnosis and early interventions. This involves the implementation of comprehensive measures and instruments that provide the opportunity for elaboration of complex individual profiles of psychological functioning. It contributes to the process of individual patient's potential been confirmed within clinical practice. This approach aids to individual care planning and development, periodic monitoring of treatment results, follow-up re-assessment of achievements and areas for developmental stimulation. The latter makes all messages to parents more understandable, clarifying infant's strengths and weaknesses, as well as informative for treatment's rationale and direction. It helps professionals distinguish clinical subgroups eligible for future group work, facilitates differential diagnosis, counseling, individual care planning development, and feasible re-assessment for achieving optimal effectiveness of the therapeutic programs.

The topic of early diagnostics and interventions in cases of neurodevelopmental disorders is important and actual. It also provides opportunities for exchange of experience between various specialists, unification of terms and instruments, sharing scientific results and working models of treatment and care that improve the lives of affected children and their families.
