

# Children’s Wisconsin

## Co-Management Guidelines

To support collaborative care, we have developed guidelines for our community providers to utilize when referring to, and managing patients with, the pediatric specialists at Children’s Wisconsin. These guidelines provide protocols for jointly managing patient cases between community providers and our pediatric specialists.

Mathematics Concerns Specific Learning Disorder in Mathematics				
Diagnosis/symptoms	Referring provider’s initial evaluation and management:	When to initiate referral/ consider referral to Center for Child Development:	What can referring provider send to Center for Child Development?	Specialist’s workup will likely include:
<p><b>Diagnosis:</b> The Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition (DSM-5-TR) includes Specific Learning Disorder with impairment in mathematics as a neurodevelopmental disorder diagnosis.</p> <p><b>Symptoms include:</b></p> <ul style="list-style-type: none"><li>• Difficulties with understanding the magnitude that a spoken or written number represents, or number sense</li><li>• Challenges with memorizing math facts</li><li>• Inaccurate or a lack of fluent calculation skills, like, forgetting or incorrectly applying steps to complete problems</li></ul>	<p><b>Ask questions about math skills and academic performance:</b></p> <ul style="list-style-type: none"><li>• Is the child <u>school-aged (7 or older)</u> and received instruction in math?</li><li>• Does the child understand numbers (e.g., knowing that numeral 5 is same as word five and that means five items)?</li><li>• Does the child have basic math skills (e.g., counting, addition)? Can they skip count or count upward when not starting at the number 1? Do they make frequent errors when counting, such as double counting, and not notice?</li><li>• How does the child do at remembering math facts?</li><li>• Does the child understand the logic and strategies behind math? For example, when adding do they start with the highest number and count up or do they have to count out all numbers?</li></ul>	<p><b>We recommend to first discuss with family school-based evaluation and support options:</b></p> <ul style="list-style-type: none"><li>• In Wisconsin, schools use a Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS) process to deliver evidence-based academic interventions from a prevention model. Students typically are identified based on academic screening at school, however families can contact their teacher directly about concerns and ask whether interventions may be appropriate. To qualify for special education services under a specific learning disability, public schools use the RTI process to see whether children make good progress with two rounds of intervention or if they do not respond. If they do not make progress from intervention, then an evaluation for special education is likely to take place.</li><li>• Referrals for school-based special education evaluations can be made from parents in writing to their home school district if there is reason to believe a child has a disability.</li></ul>	<p><b>Internal Provider using Epic:</b></p> <ul style="list-style-type: none"><li>• <b>Place Ambulatory Referral to Center for Child Development (CCD)</b></li></ul> <p><b>External Provider using EPIC:</b></p> <ul style="list-style-type: none"><li>• Please complete the external referral order via Epic: Send to CHW MENTAL AND BEHAVIORAL HEALTH. Include Center for Child Development in notes and comments</li><li>• Via fax (414) 266-3735 or call Mental and Behavioral Health Access Center (414) 266-3339</li></ul>	<ul style="list-style-type: none"><li>• Children being seen for a comprehensive evaluation by a psychologist from the CCD. Based on referral concerns, speech and language pathologists and other medical providers may be a part of the evaluation team.</li><li>• Evaluation with the psychologist would include an intake with a full history of developmental, academic, social, emotional, and behavioral functioning. Families are requested to send copies of school Individualized Education Plans (IEPs) and 504 Plans if applicable.</li></ul>



<ul style="list-style-type: none"><li>• Inaccurate math reasoning skills, including difficulty applying math concepts or using mathematics logic in word problems or other practical examples (e.g., calculating change, telling time) and more advanced mathematics</li></ul>	<ul style="list-style-type: none"><li>• How does the child solve word-problems? Are they able to pick out key words and identify what operation the problem is asking?</li><li>• How are the child’s other academic skills?</li><li>• Has the child repeated a grade?</li></ul> <p><b>Ask questions about school-based evaluation and support:</b></p> <ul style="list-style-type: none"><li>• What type of school does the child attend (public, private, homeschool, charter)?</li><li>• Has the child participated in any intervention in or outside of school? If yes, is the child improving with intervention?</li><li>• Does the child already have a 504 Plan Individualized Education Plan, or Individual Service Plan? If yes, are formal supports meant to address math concerns they currently have or do they support the child for another reason (e.g., ADHD)? Is the child improving with the support provided?</li><li>• Has the family requested a school-based evaluation?</li></ul>	<ul style="list-style-type: none"><li>• School-based evaluations are needed for children to receive services in schools even if they complete an external evaluation and are identified as having a specific learning disorder in mathematics.</li></ul> <p><b>Examples of when to refer to CCD for evaluation:</b></p> <ul style="list-style-type: none"><li>• Family reports the school-aged child is struggling with math and has co-occurring concerns (e.g., ADHD, anxiety, behavior) impacting functioning at home and school.</li><li>• Family pursued evaluation through their school and have ongoing questions and concerns about their child’s functioning and supports and the child is making limited progress with plan.</li><li>• Family reports pursuing school based evaluations in the past and child continues to struggle despite not qualifying for an IEP.</li><li>• Family reports previously advocating for Response to Intervention services and intervention is not being provided and child is struggling.</li></ul>	<p><b>In order to help triage our patients and maximize the visit</b> It would also be helpful to include:</p> <ul style="list-style-type: none"><li>• What is the patient's chief complaint</li><li>• Pertinent past medical history</li><li>• What is the key question you want addressed</li><li>• Copy of the patient’s IEP in the medical chart (if applicable)</li></ul>	<ul style="list-style-type: none"><li>• Parents, school staff and/or other informants complete behavioral rating scales.</li><li>• In a separate appointment, psychologist works individually with the child to administer standardized tests based on referral.</li><li>• Parent conference appointment with evaluation team to discuss results, recommendations, and appropriate referrals. Parents are encouraged to share the report with their child’s school.</li></ul>
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**References**  
American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>  
Wisconsin Department of Public Instruction (Accessed January 2025). *Specific Learning Disabilities*. Special Education Disability Categories. <https://dpi.wi.gov/sped/program/specific-learning-disabilities>

\*Approved by Specialty Medical Leader, CSG Clinical Integration, CMG Clinical Guidelines Core Team

**Medical Disclaimer**

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