

Cognitive Disorders in Primary School Children: A Scoping Review

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Abstract

Our close contact with primary schools has shown us the complexity of children's cognitive disorders. This study aims to map the mental disorders of primary school-age children, register the tendencies during the last twenty years and search for some influent factors. The methodology is a Scoping review based on the Joanna Briggs Institute (JBI). Our research question is based on the Population, Concept and Context (PCC), with children as the population, cognitive disorders as the concept, and primary school as the context. The period of publication collected is between 2005 and 2025, to observe the tendency. The publications search started in PubMed, following other databases and even university repositories. The inclusion criteria were: documents from this period (articles, book chapters, conference papers, reports, dissertations and theses), including the grey literature, in Portuguese, English, and Spanish languages; in open access; and complete documents. Exclusion criteria were duplicates, publications outside the period, no open-access documents and abstracts. The search and selection of documents will be presented in a step diagram, and the results of the included publications will be presented in tables, containing the incidence of each mentioned disorder, samples, school intervention and other relevant data. We will give a panoramic view.