

Kakouros, E., Papaeliou, Ch., & Karaba, R. (2005, August). Relations between AD/HD and emergent literacy skills: implications for early identification and intervention in reading disability. Oral presentation at the 12th European Conference on Developmental Psychology, Tenerife, Spain. CD of Abstracts, file:// J3-C6-PA124.

Research has demonstrated a substantial overlap between reading disability (RD) and Attention Deficit Hyperactivity Disorder (AD/HD). It is also suggested that emergent literacy skills in preschoolers may mediate the link between AD/HD and RD observed in older children. The present study aimed to investigate the association between pre-literacy skills and AD/HD in Greek preschoolers. Participants were 20 children with possibility of AD/HD (mean age=5.3, SD=4.1) and 20 controls (mean age=5.5, SD=3.2). The possibility of AD/HD was measured using the AD/HD Rating Scale-IV (DuPaul, 1998). Children were administered a number of tasks to assess phonological processing abilities: phoneme discrimination, syllable discrimination, rhyme detection, syllable segmentation, syllable composition, and syllable subtraction. Results showed that compared to controls, children with possibility of AD/HD demonstrated significantly lower scores in tests of phoneme discrimination, syllable discrimination, and rhyme detection. However, no significant differences were found in tests of syllable segmentation and syllable composition. The syllable subtraction test seems to be equally difficult for both groups. The correlation indicated between AD/HD and emergent literacy skills in preschoolers may have predictive value for the identification of children at risk for later difficulties in developing skilled reading. The implications of these findings for early intervention are also discussed.