

Category: Emerging themes in ADHD co-morbidities

STORY COMPREHENSION IN SCHOOL CHILDREN WITH ADHD

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Introduction and Objectives

Attention Deficit Hyperactivity Disorder (ADHD) is the most common psychiatric disorder diagnosed in childhood (APA, 2000). In addition to the core symptoms of inattention, hyperactivity and impulsivity, children with ADHD exhibit problems in academic functioning and language development (Barkley, 2006). It is well documented that successful academic performance depends highly on the development of certain language domains such as comprehension of narratives (Wasssenberg et al., 2010). Taking into account the above considerations, the present study aims to investigate the nature and extent of the deficiencies exhibited by ADHD children in comprehension of narratives, in an attempt to contribute to the explanation of their difficulties in academic functioning.

Methods

Participants were 25 primary school children with ADHD (17 boys and 8 girls) and 25 typically developing (TD) primary school children (16 boys and 9 girls) matched for chronological age and practical IQ. Children were assessed with the WISC_III verbal scales, a Verbal IQ test and a story recall task.

Results

According to the findings, children with ADHD recall less information from the stories compared to TD children, while they are also less sensitive to the importance of the information they recall. Moreover, children with ADHD have more problems in answering factual and inferential questions than TD children.

Discussion

Discussion focuses on the implications of these findings for the planning of more effective prevention and intervention programs.

Key words: ADHD, comprehension of narratives, academic performance

References

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