Comparing Two Editions of Wechsler Intelligence Scales and Assessing Reading Skills in Children with ADHD

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SUMMARY

Objective:
This study aimed to examine the cognitive profiles of children with Attention Deficit and Hyperactivity Disorder (ADHD) with the Wechsler Intelligence Scales for Children-Revised (WISC-R) and the Wechsler Intelligence Scales for Children-Fourth Edition (WISC-IV), the latter of which was recently standardized in Turkey. In addition, the reading abilities and intelligence scores of these children were also investigated.

Methods:
A total of 48 children with ADHD between the ages of 6 and 16 years who were outpatients in Muş State Hospital were included in this study. The children were administered the WISC-R, the WISC-IV, and the Oral Reading Skills and Reading Comprehension Test (ORCT).

Results:
There were no significant differences between the WISC-R IQ scores and WISC-IV index scores. Moreover, reading comprehension skills (derived from ORCT scores) were predicted with significant accuracy by both the WISC-R Verbal IQ and the WISC-IV WMI (Working Memory Index).

Conclusion:
Results of this study suggest that the WISC-R and the WISC-IV scale are not sufficient for obtaining a specific cognitive profile for ADHD – there is no significant difference between them. However, the four-factor structure of the WISC-IV is believed to provide more specific information. In addition, results of this study related to reading skills indicate that the importance of reading skills should not be overlooked when assessing children with ADHD.