Performance of children with attention deficit hyperactivity disorder in phonological processing, reading, and writing

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ABSTRACT

Purpose:
To compare the performance of students with Attention Deficit / Hyperactivity Disorder and students with good academic performance in Phonological Processing, Reading, and Writing of real and non-real words.

Methods:
30 students, aged between 9 and 12 years old, of both genders, of the elementary school in public and private education, participated in the study, divided into: Experimental Group (15 students with Attention Deficit / Hyperactivity Disorder) and Control Group (15 students with good academic performance), paired with Experimental Group as to age, gender, schooling, and type of educational institution (public or private). The instruments used for assessment were: Sequential Assessment Instrument (CONFIAS), Serial Rapid Naming Test (RAN), Test of Repetition of nonsense words and Test of Reading and Writing. The results were analyzed by statistical tests (Mann-Whitney Test and T of Student), with a significance level of 5% (0.05), in order to compare the performance of the students.

Results:
The results were analyzed by statistical tests and revealed significant differences between the experimental and control group in the tests evaluated.

Conclusion:
The students with Attention Deficit / Hyperactivity Disorder had lower performance in phonological processing, reading, and writing words, when compared to students without Attention Deficit / Hyperactivity Disorder with good academic performance.