Reading performance in children with ADHD (Attention-Deficit/Hyperactivity Disorder)

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Psicogente vol.20 no.37 Barranquilla Jan./June 2017
DOI: http://dx.doi.org/10.17081/psico.20.37.2421

ABSTRACT

The aim of the present study is to determine the relationship between age, clinical subtype, institution type and neuropsychological variables in reading tests in children diagnosed with ADHD (n= 36, inattentive; n= 52) and a control group (n=88); 176 children from public and private schools and between the ages of 6 and 13 years old from Manizales-Caldas were part of the study. Their reading performance, attention, constructional skills, memory, language and executive functions were assessed with the Evaluation Neuropsychological Infantile (ENI). The results of the analysis per subtypes (mixed, inattentive and control) show that there are significant differences. The children attending private schools showed a higher performance compared to the ones from public schools, but this difference decreased as the level of schooling increased. Regarding the neuropsychological variables, the results indicated that the attention variables can predict the reading speed. It was concluded that the school variables, age, and clinical subtype help to differentiate the reading performance. The results were discussed and compared with other researches of the same field.