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THE ROLE OF ADHD IN ACADEMIC FLUENCY: A FOLLOW-UP STUDY

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Objective: To examine the relationship between academic fluency and the symptoms of ADHD as measured by rating scales and a new instrument, the Center for Learning rating scale (C4L), in an ADHD and community control sample.

Methods: The school-age sample (aged six to 12 years) included 116 children with ADHD and 186 community controls. Group differences were evaluated for Woodcock Johnson-III Reading Fluency (RF), Woodcock Johnson-III Math Fluency (MF) and each of the C4L items. Within the groups, the C4L items were correlated with RF and MF. Correlations of SNAP-IV subscales with RF, MF and each of the C4L items also were performed.

Results: Significant group differences (effect sizes ranging from .88 to 1.45) were found for both RF, MF, and for each of the C4L items. Among the ADHD group SNAP subscales failed to predict RF or MF scores. The key C4L rating item of interest (item 1: "Takes an inordinately long time to finish homework, regardless of the subject or level of difficulty") was correlated with poor math fluency [$r=-.398$, $p=.0009$] and the same C4L item also was correlated with the Inattention subscale of the SNAP [$r=-.409$, $p=.0001$].

Conclusions: The key C4L rating item was found to be elevated in individuals with ADHD and also was correlated with academic fluency problems, while a typically used ADHD rating scale was not. These findings point to the utility of the C4L fluency-rating item in a study that included a community comparison group and support its inclusion in rating scales commonly used to screen for symptoms of ADHD.

Keywords: ADHD, EDUC, SAC

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