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#### **Early Attention Problems and Children's Reading Achievement: A Longitudinal Investigation**

#### File number :

CS-PC-14e

#### Bibliographic reference :

Rabiner, D., & Coie, J.D. (2000). Early Attention Problems and Children's Reading Achievement: A Longitudinal Investigation. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39(7), 859-867.

#### Abstract :

##### Study Objectives

This American study addresses the relationship between attention problems and reading achievement among preschool and primary students. The main objectives of this research project were: 1) assessing to which extent early attention problems contribute to the development of clinically significant reading difficulties; 2) determining whether attention problems predict the development of reading difficulties; and 3) examining whether screening for attention problems could help identify students at risk of developing reading difficulties.

##### Methodology

The sample of this study involved 387 students (50% girls and 50% boys) who were already the subjects of a longitudinal survey (from kindergarten to the fifth grade) dealing with the development and prevention of behavioural problems. The study was conducted in seven areas of the United States by the Conduct Problems Prevention Research Group. Several standardized evaluations providing information on reading achievement, attention, intellectual quotient (IQ), hyperactivity, internalizing problems, externalizing problems and parental role in children's education were administered at multiples points to teachers, students and their parents.

##### Main Results and Conclusion

Among the variables examined (hyperactivity, internalizing problems, externalizing problems) while the IQ, initial reading level and parental role in children's education were considered as controlled variables, it has been determined that only attention problems predict students' reading achievement. Some indications have also shown that reading difficulties prevalent in kindergarten children predict increases in attention problems in first grade. However, several fifth graders with reading difficulties already exhibited this type of difficulties in their early stages of schooling, regardless of whether or not they exhibited an attention problem. Results have also shown that inattentive first graders with a normal reading level after kindergarten are at risk for developing reading difficulties.

Lastly, since first grade seems to be a determining period in the acquisition of reading skills, screening for attention problems in kindergarten or first grade helps identify students at risk of developing reading difficulties.

#### Links :

This journal is also available in electronic format.

#### Key Words :

Behavioural Disorders, Attention Problems, Attention Deficit Disorder, Reading, Intelligence, Hyperactivity, Attention Deficit Hyperactivity Disorder, ADHD, Internalizing Problems, Externalizing Problems, Conduct Problems Prevention Research Group, Quantitative Analysis, Preschool, Junior Kindergarten, Kindergarten, Primary, Elementary

#### Monitored Countries :

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