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📄 **Elementary School Students with AD/DH: Predictors of Academic Achievement**

File number :
CS-PC-22e

Bibliographic reference :
DuPaul, G.J., & al. (2004). Elementary School Students with AD/DH: Predictors of Academic Achievement. Journal of School Psychology, 42, 285-301.

Abstract :
Research Issues
To date, several factors have already been identified as good predictors of the academic achievement of students with attention deficit hyperactivity disorder (ADHD). As part of this American (Pennsylvania) study, the authors examined other factors that might possibly account for these students' academic achievement.

More precisely, the purpose of the authors was to address the following research issues: 1) To what degree can ADHD symptoms, conduct problems, classroom behaviour and academic skills predict academic achievement in children with ADHD (students' socioeconomic status and ethnicity were also considered)? 2) To what degree does the established prediction model vary based on academic subject (reading, math) and/or how achievement is measured (achievement test scores, school records)? 3) To what degree does the prediction model established for students with ADHD differ from the prediction model established for students without ADHD?

Methodology
Two groups of students attending first through fourth grade participated in this study, including 136 students with ADHD and 53 students without ADHD (control group). The proportion of boys was the same in both groups. These groups comprised Caucasian, Latino and African-American students.

Assessment of academic achievement and reading and math achievement was determined with WJ-III test scores or school records. As for assessing the academic achievement predictors at issue, several rating scales were used such as the Inattention and Hyperactivity-Impulsivity Subscales of the AD/HD Rating Scale-IV and the Conduct Problems Subscale of the Behaviour Assessment System for Children. An observation grid of students' behaviour during reading and math classes was also used.

Main Results
Once the effect of socioeconomic status and ethnicity were considered, the factors that proved to influence academic achievement included teacher perceptions of students' academic skills, non-academic skills conducive to academic achievement such as motivation and interpersonal skills (academic enablers), symptoms of inattention and observed off-task behaviour.

The relative contribution of these factors was not consistent. Results differed based on the groups (ADHD or non-ADHD), academic subjects or how achievement is measured.

For the two groups, the investigated model predicted reading achievement better than math achievement.

The most significant achievement predictor was teacher perceptions of students' academic skills.

Reading achievement revealed differences between the two groups. For children with ADHD, reading scores could be predicted with teacher perceptions of students' reading skills and non-academic skills conducive to achievement. As for the control group, reading scores could be predicted only with reading skills.

Based on the above result, the authors concluded that teachers might be influenced by the disruptive behaviour of students with ADHD. This behaviour is likely to disrupt these students' reading performance without necessarily affecting

their reading skills. Lastly, the authors suggested using an approach allowing further study of academic and non-academic skills that foster achievement rather than an approach targeting only ADHD symptoms.

Links :
This journal is also available in electronic format.

Key Words :
Behavioural Disorders, Attention Deficit Hyperactivity Disorder, ADHD, Academic Skills, Non-academic Skills, Reading, Mathematics, Teacher Perception, Learning Difficulties, Quantitative Analysis, Primary School, Elementary School, Newsletter1

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United States

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