

COMORBIDITY OF ADHD AND LEARNING DISORDER IN ANDALUSIA (SPAIN)



AUTHORS: Palomino-Urda, N., ADHD Andalusian Primary Care Paediatricians' Association Working Group*. SPAIN



INTRODUCTION

In DSM-5, both attention-deficit/hyperactivity disorder (ADHD) and learning disorder (LD) are clustered within "Neurodevelopmental Disorders."

The juxtaposition of ADHD and LD in DSM-5 might serve to promote further research into the deleterious impact of the frequently co-occurring inattention on academic outcome and intervention response in individuals with LD.

DSM-5 changes might lead to an understanding that the impairments of ADHD extend "beyond behavior" and that those of LD extend "beyond books."

Rates of LD in students with ADHD ranged from 8% to 76% (45%).

OBJETIVES

- 1) To determine prevalence-characteristics of low academic performance in students with ADHD from 6 to 14 year-old children in Andalusia (Spain).
- 2) Determine vulnerability among subtypes.

METHODS

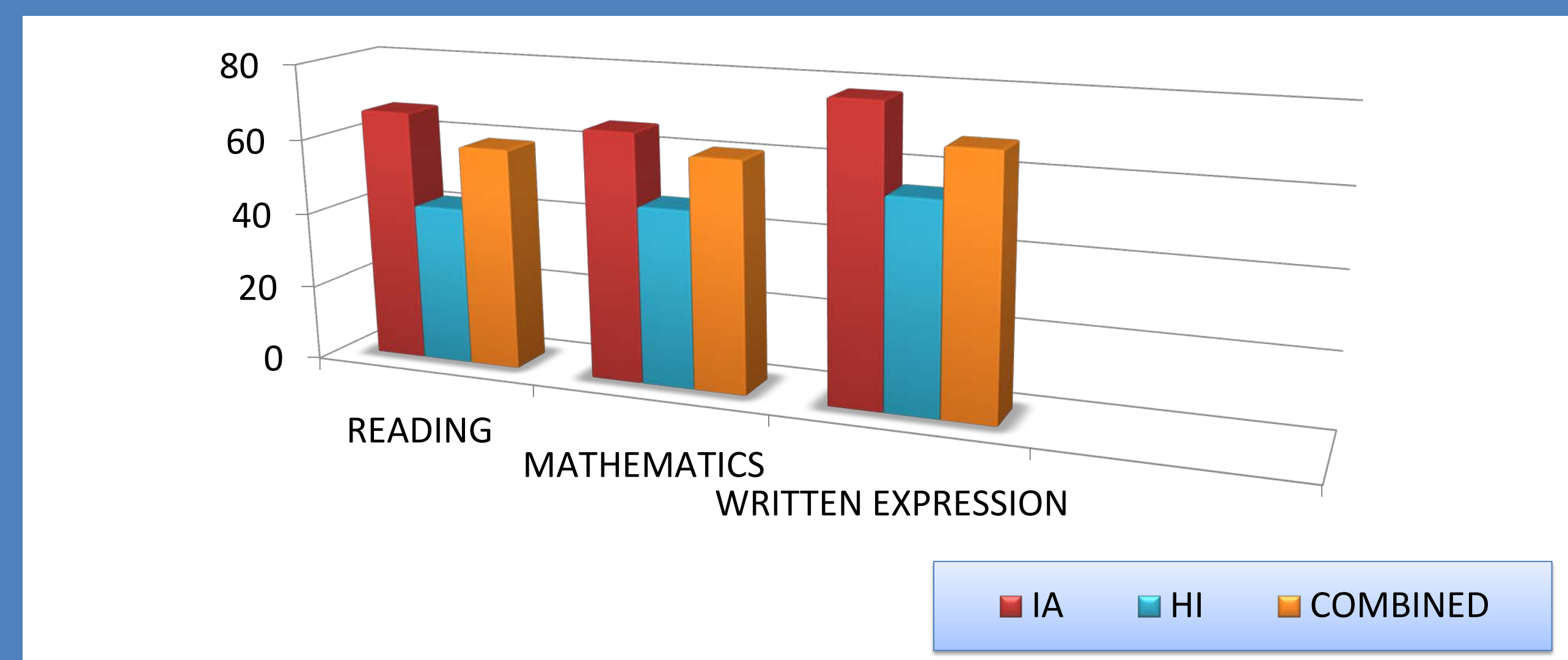
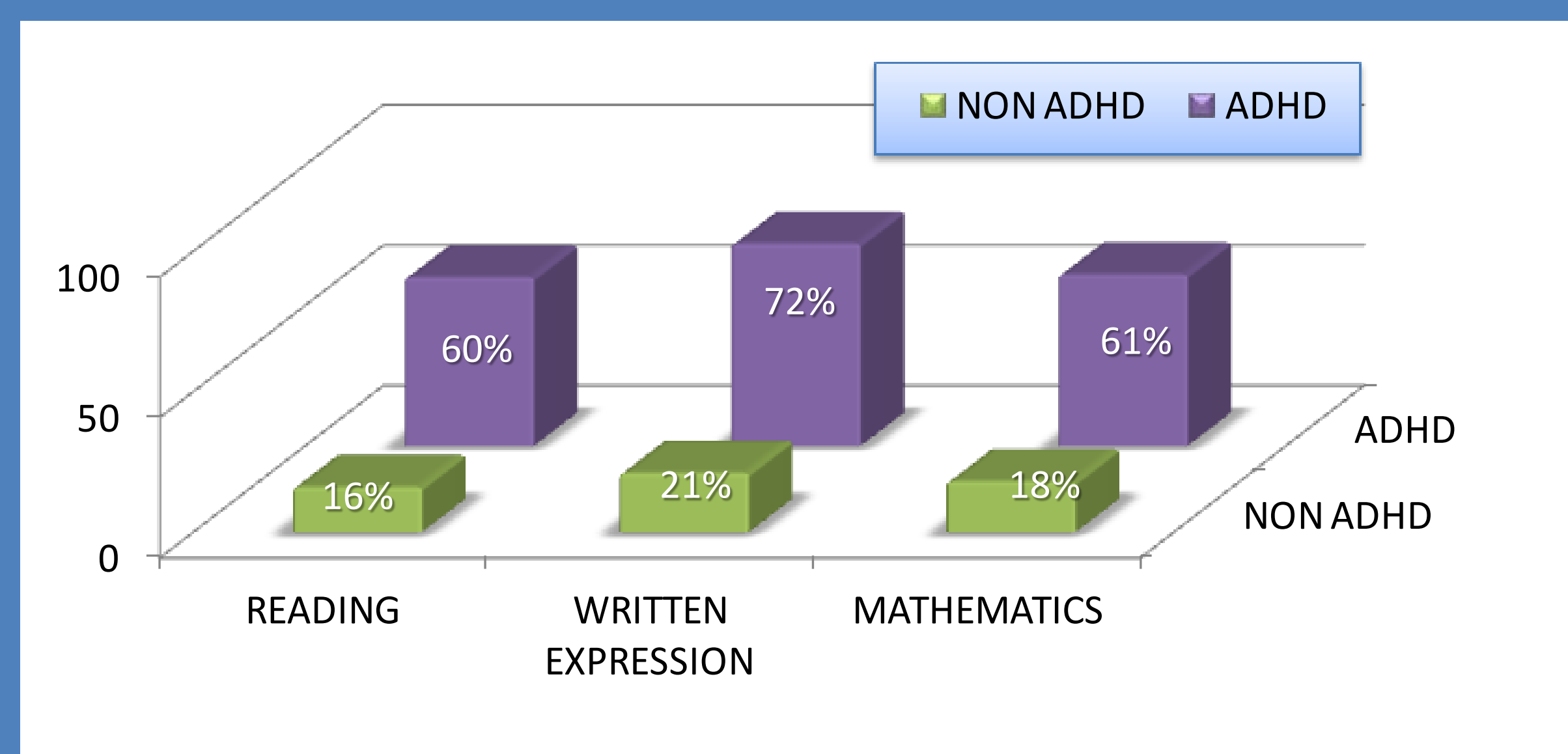
Target population: primary and secondary school students 6-14 year-old= 686332 children; centres= 2493. Multistage cluster sampling centres= 74. 2547 children were included.

- Questionnaires DSM-IV-TR-ADHD.
- Vanderbilt Academic Performance Rating Scales (VARS)
- Clinical diagnostic interview.

RESULTS

210 ADHD-children.

	VANDERBILT ACADEMIC PERFORMANCE SCALES (VARS)					p
	% SOMEWHAT PROBLEMATIC			% PROBLEMATIC		
	IA	HI	COMBINED	ADHD	OR (IC)	
READING	67	42	59	60	8 (6-11)	.000
MATHEMATICS	66	47	61	61	7 (5-9)	.000
WRITTEN EXPRESSION	78	55	68	72	9 (7-13)	.000
RELATIONSHIPS WITH PEERS	45	61	67	45	8 (6-11)	.000
FOLLOWING RULES	69	65	76	66	22 (16-30)	.000
DISRUPTING CLASS	56	75	82	57	12 (9-16)	.000
ASSIGNMENT COMPLETION	83	61	80	76	20 (15-28)	.000
ORGANIZATIONAL SKILLS	87	70	87	82	25 (18-36)	.000



Children with low academic performance in addition to ADHD, have been referred to their school teams guidance for assessment of LD.

There is no financial conflict of interest.

CONCLUSIONS

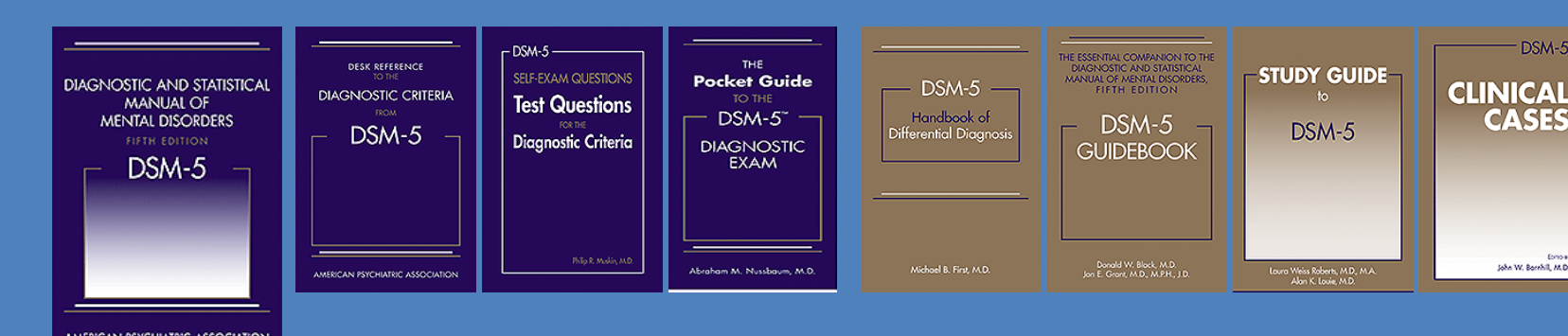
The VARS performance items in combination with interviews about school functioning and examination of school records can be used reliably by pediatricians to determine which children need to be referred for evaluation of a comorbid LD.

Given the relatively high comorbidity rate between ADHD and LD, students who are evaluated for one of these disorders should always be screened for symptoms of the other disorder.

Comprehensive intervention services for students with comorbid ADHD and LD will require empirically supported treatment strategies that address both disorders and that are implemented across school and home settings.

BIBLIOGRAPHY

- Wolraich, M. http://peds.mc.vanderbilt.edu/VCHWEB_1/rating_1.html
- Langberg JM et al. Clinical utility of the Vanderbilt ADHD Rating Scale for ruling out comorbid learning disorders. <http://pediatrics.aappublications.org/content/126/5/e1033.full.html>
- Tannock, R. Rethinking ADHD and LD in DSM-5 : Proposed Changes in Diagnostic Criteria. <http://ldx.safepub.com/content/46/1/5>



* ADHD- ANDALUSIAN PRIMARY CARE PAEDIATRICIANS' ASSOCIATION WORKING GROUP:
WORKTEAM COORDINATOR: LORA-ESPINOSA, A. Paediatrician. Servicio Andaluz de Salud. Unidad de Investigación y Eficiencia del Distrito Sanitario Málaga.
 DÍAZ-AGUILAR, MJ. Psychology. Further Education Advisor, Special Education, CEP Málaga. JIMÉNEZ-ALÉS, R. Paediatrician, Servicio Andaluz de Salud. CS La Roda de Andalucía, Sevilla. MURCIA-GARCÍA, J. Paediatrician, Servicio Andaluz de Salud. CS La Magdalena, Jaén. MARTÍNEZ-MORAL, N. Paediatrician, Servicio Andaluz de Salud. CS Sanlúcar Barrio bajo, Sanlúcar de Barrameda, Cádiz. BAREA-GARCÍA, J. Paediatrician, Servicio Andaluz de Salud. CS La Línea de la Concepción, Cádiz. HERGUETA-LENDÍNEZ, R. Paediatrician, Servicio Andaluz de Salud. CS Pino Montano, Sevilla. MONTES-PEÑA, M. Paediatrician, Servicio Andaluz de Salud. CS Fuensanta, Córdoba. PALOMINO-URDA, N. Paediatrician Servicio Andaluz de Salud. CS Las Flores, Granada.