

P-288 - CONDUCTUAL EVALUATION OF EXECUTIVE FUNCTIONING IN ATTENTION DEFICIT HYPERACTIVITY DISORDER AND READING DISABILITIES: UTILITY OF THE BRIEF SCALE (GIOIA ET AL., 2000) ADAPTATED INTO SPANISH

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Association between attention deficit hyperactivity disorder (ADHD) and reading disorder (RD) is frequent. They are two of the most common disorders among school-age children and co-occurrence of both disorders range from 20% to 40% (Bental et al., 2007; Willcutt et al., 2010). Our main goal was to know if both disorders share common executive deficits and which are the main deficient areas.

Method: we assessed the executive functioning in a sample of 79 children and teens with ADHD (n=43) and ADHD+RD (n=36), aged 6 to 16, through the administration of the BRIEF-Parent form (Behavior Rating Inventory of Executive Function; Gioia, Isquith, Guy, & Kenworthy, 2000). This scale measures eight components of the executive function, focusing in daily behaviors associated with executive functioning. However, it is not available in Spanish language. For this reason we translated the scale into Spanish and we made an exploratory study with an initial sample of 90 boys and girls, aged 5 to 18, getting some acceptable psychometric properties.

Results: The co-morbid group shared the basic characteristic impairments in executive functions with the pure ADHD. In addition, this group showed a more severe impairment in working memory, monitor and planification.

Conclusions: the results point to a different and more impaired clinical profile in the co-morbid condition. Finally, executive functioning should be considered in the diagnosis of RD and in the design of reading learning programs, which have been focused primarily on the linguistic nature of the task forgetting other possible relevant domains.