

P-318 - AGREEMENT BETWEEN PARENT AND TEACHER FOR BEHAVIORAL AND EMOTIONAL PROBLEMS IN A NORMATIVE SAMPLE OF TEHRAN CHILDREN AGED 7-11

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Introduction: The purpose of this study was to determine the degree of agreement among parents and teachers with respect to the Child Behavior Checklist (CBCL) and Teacher's Report Form (TRF).

Methods: A total of 800 randomly selected children (400 boys, 400 girls) aged 7-11 years (mean age 9.28, SD 1.42) were assessed using CBCL and TRF. Parents completed the Child Behavior Checklist (CBCL) and teachers completed the Teacher's Report Form (TRF). Approximately 98% of the respondents were listed as the mothers and 2% as the fathers. For the TRF, 100% of the respondents were child's teacher. Analyses included degree of concordance of ratings as a function of informant and child gender. The collected data were analyzed using Pearson Coefficient of Correlation.

Results: Coefficient of correlation showed low to moderate agreement among informants (parent-teacher) ($r=0.39$). Furthermore the correlation of scores on the externalizing scale were generally significantly higher ($p < 0.01$) than the scores on the internalizing scale for parent-teacher correlation. There were no significant effects of gender on concordance among ratings.

Conclusions: The results indicated that correspondences between parent and teacher ratings of behavioral and emotional problems across home and school settings differ. This difference is at least partly due to the situation specific behavior of children. Externalizing behaviors, in general, are more easily noticeable than internalizing behaviors, which partially explains why there tends to be greater correlation between raters on externalizing behavior. These results help to gain a greater understanding of how the perception of child behavior varies between raters.