

P01-242 - LEARNING DIFFICULTIES AND BEHAVIORAL MISCONDUCT

F. Rocha, A. Rocha, E. Massad

School of Medicine - University of São Paulo, São Paulo, Brazil

Objective: A percentage of children with learning difficulties (LD) in reading and calculating have behavioral problems (BP), too. Two LD groups - having (GA) and not-having (GB) behavioral problems according to their teachers - were studied.

Methods: Child Behavior Checklist (CBCL) was filled by the teachers of 236 LD children, 45 of them having BP complaints. Factor Analysis was employed to analyze CBCL data.

Results: Two Factors accounted for more than 70% of the total data variance on both GA (F1 and F2) and GB (F3 and F4 in Table 1) groups.

Table 1

	GA		GB	
	F1	F2	F3	F4
ATE	0,169469	0,733778	0,498621	0,640568
HIP	-0,05095	0,946782	0,812922	0,134896
OPO	0,137782	0,94206	0,916017	0,074784
SOC	-0,68666	-0,07978	0,266948	-0,77538
ANX	0,815656	0,322785	0,585002	0,537535
AFE	0,780882	0,211107	0,192574	0,8036
SHY	0,910416	0,115476	0,388887	0,753765
AGR	0,220908	0,868927	0,854194	0,171585
SOM	0,793687	-0,16911	0,56652	0,163216
Eigenval	4,141261	2,437599	4,351063	1,644172
Variance	46,01401	27,08443	4,351063	18,26857

[Table1]

ATE - attention deficit; HIP - hyperactivity; OPO - opposition-defiant; SOC - sociability; ANX - anxiety; AFE - affective complaints; SHY - shyness; AGR - aggressiveness; SOM - somatic complaints.

According to the DSM-V and the above results, GA children have a CBCL profile compatible with Generalized Anxiety Disorder (GAD - F1) or Attention Deficit/Hyperactivity Disorder (ADHD), Combined Type (F2), whereas GB students are either ADHD, Predominantly Hyperactive-Impulsive Type (F3) or ADHD, Predominantly Inattentive Type (F4).

Conclusion: The results indicate that teachers tend to consider either ADHD/Hyperactive-Impulsive (F3) or ADHD/Inattentive (F4) as not having BP and to consider misbehavior associated with GAD (F1) and ADHD/Combined (F2).