

## PW01-112 - PREVALENCE OF ADHD IN SCHOOL CHILDREN IN ATHENS. ASSOCIATION OF ADHD SUBTYPES WITH CLINICAL IMPAIRMENT

M. Skounti<sup>1</sup>, A. Philalithis<sup>2</sup>, S. Giannoukas<sup>3</sup>, E. Dimitriou<sup>4</sup>, S. Nikolopoulou<sup>5</sup>

<sup>1</sup>Faculty of Primary Education, University of Crete, Rethymno, <sup>2</sup>Department of Social Medicine, University of Crete, Heraklion, <sup>3</sup>6th Primary School, Metamorfoosi, <sup>4</sup>4th Primary School, Melissa, <sup>5</sup>1st Primary School, Elliniko, Athens, Greece

**Objectives:** The aim of this study was to explore the prevalence of Attention Deficit Hyperactivity Disorder (ADHD) and social and academic impairment in 6-11 year-old children residents of Athens, Greece.

**Methods:** Following the DSM-IV diagnostic criteria, the study combined information from teachers for 603 elementary school children following grades first to sixth. A 2-stage screening process was employed including the standardized ADHD test and the Teacher Report Form (TRF).

**Results:** Among 603 children, 36 (6.0%) met the study criteria for ADHD. The estimated prevalence was 8% for boys and 3.8% for girls ( $p=0.028$ ). The most prevalent subtype of ADHD was the Combined type (3.8%), followed by ADHD-Inattentive (1.7%) and Hyperactive-Impulsive type (0.5%). Gender differences were observed in the prevalence of ADHD-Combined subtypes ( $p=0.003$ ). Statistical significant differences were observed between ADHD subtypes and gender ( $p=0.047$ ). ADHD-Combined type was associated with greater impairment in both academic and social domains, where ADHD-Inattentive subtype showed a higher academic, but lower social impairment. The ADHD-Hyperactive-impulsive children were not significantly impaired in their academic functioning, while social functioning resulted moderately impaired.

**Conclusions:** The prevalence of ADHD among schoolchildren in Athens and the risk factors are comparable to those reported in several epidemiological studies worldwide. Impairment in social and academic functioning seems to be strongly associated with the subtype of ADHD. Further research into the association between ADHD symptoms and impairment is warrant.