

lescence is characterized by executive functioning difficulties in behavioral inhibition, attentional flexibility, and decision-making. Executive functions were compared in adolescents with recent (past year) appearance of OCD symptoms ($n=40$) and control group ($n=40$). Three computerized tests within the CANTAB battery were completed by all subjects (the Affective Go/No Go task, the Intra-Dimensional, Extra-Dimensional Set-Shifting task, and the Decision-Making task). Using one-way ANOVA showed that compared with control group, the OCD adolescents displayed a bias towards negative stimuli with less errors on sad and hopeless words on the Affective Go/No Go task. They also made faster decisions while they bet more of their available points compared to controls, in the Decision-Making task. Adolescents with recent OCD diagnosis (less than one year) showed greater attention towards sad and hopeless stimuli and more impulsive behavior when making decisions. However, they were able to switch attentional set to neutral stimuli. These findings suggest that executive functioning impairments can characterize adolescence OCD from early beginning of the disorder.

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EW0331

Comparison of learning disabilities in reading, math, spelling and academic progress of children with attention deficit disorder with hyperactivity and normal children at elementary schools

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Learning disabilities and attention deficit disorder with hyperactivity of important issues should be considered in elementary school students. The aim of this study was comparison learning disorders, reading, spelling, math and achievement among students in elementary school grades in Bandar Abbas. For this purpose, 384 students were randomly selected. Instruments for gathering data were:

- k-Math test;
- test spelling disorder (Fallahchai test);
- reading test (Baezat test);
- CSI-4.

Factor analysis of variance test was used to analyze of data. The results showed that in the scale of dyslexia, there were more disorders in the children with attention deficit disorder in reading errors, comprehension and reading speed than normal group. In mathematical disorder scale, there were significant difference between the two groups of children with attention deficit disorder with hyperactivity and normal children. Then, the children with attention deficit disorder had higher disorders in operations math, mathematical concepts, mathematical applications, and general score math. The scale of the problem dictates there were significant difference between the two groups of children with attention deficit disorder with hyperactivity and normal children. Then, the children with attention deficit disorder had higher disorders in problem dictates. In academic achievement, the children with attention deficit disorder had lower mean in academic achievement. Finally, the results showed that age, gender, and their interaction had no significant impact on learning disorders, based on attention deficit disorder and normal groups.

Keywords Attention deficit hyperactivity with mathematics disorder; Reading disorder; Dictates disorder; Academic achievement

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EW0332

Analysis of applied behavior treatment for children with autism spectrum disorder

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According to Boesch et al., people with autism spectrum disorder (ASD) are at a greater risk of developing harmful behaviors, such as self-aggression and other challenging behaviors than individuals with normal development do not exhibit. The method of approach that is supported by scientific evidence for interventional procedures is applied behavior analysis, reported by Carr et al. [1].

Aim In order to provide evidence-based intervention for autism from this approach in practice.

Method In reference to a longitudinal approach, an intervention program was designed and implemented to serve 40 children with ASD, who were treated for one (1) year at the Victory BRT Institute in Florida, US. The behaviors targeted for reduction (excess behavioral), are the following: physical aggression, self-aggression and non-compliance. The program began with a baseline (12 consecutive days) with observations at home and others different natural contexts. The last three (3) months of the year consisted of monthly follow-up sessions to monitor the treatment implemented. The results were analyzed by repeated measures, ANOVA Sig ($P=0.003$) ($F=8$). Analyses show that the critical level associated with the effect of time-content interaction is strong, so the treatment generated a positive effect by reducing the behaviors targeted in time. **Conclusions** These results provide evidence that interventions from applied behavior analysis are effective.

Keywords Autism spectrum disorder; Applied behavioral analysis; Child; Adolescent

Disclosure of interest The authors have not supplied their declaration of competing interest.

Reference

- [1] Carr ME, Moore DW, Anderson A. Self-management interventions on students with autism a meta-analysis of single-subject research. *Exceptional Children* 2014.

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EW0333

Pharmacogenomics and efficacy of risperidone long-term treatment in Thai autistic children and adolescence

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