

학습장애를 가진 아동에 대한 K-ABC와 K-LDES의 진단적 타당도

DIAGNOSTIC VALIDITY OF THE K-ABC AND THE K-LDES FOR CHILDREN WITH LEARNING DISORDER AND LEARNING PROBLEM

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목 적 : K-ABC K-LDES가
가

방 법 : ADHD 15 (LP), ADHD 14 가 LD
, 2 15 (: 7~12).
1 1 K-ABC가 , 가 K-LDES

결 과 : K-ABC , , LP ADHD
LP ADHD
K-LDES LP
K-ABC K-LDES

결 론 : K-ABC K-LDES가 가
LD , LD 가
ADHD 가 K-ABC 가 LD ADHD
, K-LDES

중심 단어 : K-ABC · K-LDES ·

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서론

Kirk¹⁾

DSM - R

, DSM - ²⁾

가

가

2

5~10%가

5 : 1

³⁾

⁴⁾가

3~4

1,154

3.8%가

, WISC - R

Bannatyne¹²⁾

Wechsler

가

가

¹⁵⁾

< <

가

WISC - R

가

⁵⁾

¹⁶⁾ Harness

Gordon

108

, 97%

(-)

(

가가

KEDI - WISC

“

”가

가

가

⁶⁾,

가 “ Wechsler

(KEDI - WISC) ”가

⁷⁾ KEDI - WISC

가 , -

KEDI - WISC

⁸⁾

1/3

⁹⁾

가

¹⁰⁾

¹¹⁾¹²⁾

⁴⁾¹³⁾

, < < <

가

¹⁴⁾

LD

ADHD

ADHD

가

가

Bannatyne¹²⁾

Wechsler

가

가

¹⁵⁾

< <

가

WISC - R

가

⁵⁾

¹⁶⁾ Harness

Gordon

108

, 97%

(-)

(

가가

KEDI - WISC

“

”가

가

가

⁶⁾,

16). KEDI - WISC 가
 K - ABC ,
 3~4 .
 / (ADHD) (LD)
 1983 Kaufman ,
 Kaufman¹⁸⁾ K - ABC , K - ABC 가 가 ,
 가 가 20).
 Wechsler . K - ABC

ADHD

연구방법

30 , 1 .
 1. 연구대상
 Hooper Hype¹⁹⁾ K - ABC 2000 2002
 K - ABC가 LD 가 ADHD,
 91% 가 LD 가 ADHD,
 ADHD
 KEDI - WISC IQ가 85
 가
 2
 K - ABC 100
 , K - LDES (LQ) 85 .
 1~6
 가 7 12
 가 가 33 , 가 11 .
 K - ABC가 LD가 5 , LD ADHD가
 K - ABC 10 , (Learning
 Problem : LP) 15 ,
 K - ABC가 ADHD 14 , 15
 가
 가 , LP ADHD KEDI -
 WISC (FIQ), (VIQ),
 (PIQ) (Table 1).
 K - LDES
 K - ABC , ADHD LP

Table 1. Means and standard deviations of age, FIQ, VIQ, PIQ in LP and ADHD

	LP	ADHD	F
	Mean(S.D.)	Mean(S.D.)	
Age	9.80(1.42)	9.14(1.29)	.887
FIQ	105.27(12.78)	113.93(7.04)	3.611
VIQ	106.60(13.47)	112.64(10.62)	.774
PIQ	102.93(13.43)	112.29(9.64)	2.949

2. 검사 도구

1) K-ABC

K-ABC(Kaufman Assessment Battery for Children)⁶⁾ 1983
Kaufman Kaufman, 1997

. K-ABC 2 6 12 5

. 16

7 12 5

3 - , ,

- , 6 - , 5

- 14 가 .
=100, =15 가 ()

2) 한국판 학습장애 평가척도(Learning Disability Evaluation Scale : K-LDES)

LDES

K-ABC K-LDES
person

가

, 가 가 88
8)

가

가 (K-LDES)

. 7 - , , ,
, , , , , ,
3 - “ (1)”; “가
(2)”; “ (3)”-
, =10, =3 가
() . 7 가
=100, =15 (Learn-
ing Quotient : LQ)가 .

3. 연구 절차

DSM- 가
가 ,
/

1 1 K-ABC 가

가 (K-LDES)
LD 가 ADHD

가 (learning disability)
(LP)

4. 자료분석

SPSS-PC Window version 10.0
. - LP, ADHD, -
K-ABC K-LDES
가
, ADHD LP

연구 결과

1. LP, ADHD, 정상집단의 K-ABC 결과

가 Table

2 LP (F=2.50, df=2, p<.09). 가

LP ADHD

LP ADHD

LP

2. LP, ADHD, 정상집단의 K-LDES 결과 (K - LDES) 7 Table 3

LP ADHD (LQ)

LP ADHD

LP ADHD

Table 2. Means and standard deviations of K-ABC scaled scores in LP, ADHD and normal group

	LP ¹	ADHD ²	Normal group ³	F	F (IQ controlled)	Post-hoc (Tukey)
	Mean(SD)	Mean(SD)	Mean(SD)			
Sequential Processing Scale	100.87(14.98)	111.43(11.36)	111.33(9.85)	3.63*	.97	
Simultaneous Processing Scale	106.40(15.13)	111.71(8.20)	116.67(5.94)	3.54*	.80	3>1
Mental Processing Composite	105.27(16.13)	113.71(9.36)	117.47(5.50)	4.61*	.	3>1
Achievement Scale	108.20(12.57)	119.76(8.68)	118.33(8.43)	5.76**	2.50(p<.09)	2, 3>1
Hand Movements	10.40(2.90)	12.71(2.05)	12.20(2.11)	3.79*	1.63	2>1
Gestalt Closure	12.00(1.51)	11.57(1.65)	12.33(1.84)	.75	1.27	
Number Recall	10.67(2.38)	11.57(2.65)	11.87(2.26)	.988	.245	
Triangles	11.20(2.73)	13.07(1.77)	13.13(1.30)	4.35*	1.27	2, 3>1
Word Order	10.13(2.53)	11.79(1.52)	12.07(1.87)	3.94*	.477	3>1
Matrix Analogies	9.87(2.89)	12.21(1.67)	11.67(1.99)	4.90*	2.35	2>1
Spatial Memory	13.07(3.13)	13.93(2.43)	15.33(1.95)	3.01	.668	
Photo Series	10.80(3.59)	9.79(3.29)	11.80(2.48)	1.48	5.20**	1>2
Faces And Places	106.27(10.23)	113.57(9.52)	108.60(12.42)	1.71	1.33	
Arithmetic	106.07(14.51)	118.14(9.70)	119.20(9.97)	5.84**	2.06	2, 3>1
Riddles	108.40(8.52)	117.50(7.32)	117.00(10.42)	4.91*	2.12	2, 3>1
Reading/Decoding	97.73(11.13)	108.21(9.55)	104.73(7.54)	4.59*	3.48*	2>1
Reading/Understanding	118.80(18.36)	121.21(10.80)	123.67(6.20)	.54	.25	

* : p<.05, ** : p<.01

LP

ADHD

논 의

3. K-ABC 인지처리과정적도, 순차처리적도, 동시처리적도와 K-LDES의 하위 소검사들간의 상관관계

(Learning disability) 가 가

K - ABC

K - ABC가

Table 4

K - LDES

K - ABC

ADHD ADHD

K - ABC

가 가

K - ABC가 가

가 가

K - ABC 가

Table 3. Means and standard deviations of K-LDES subscales in LP, ADHD and normal group

Subscale	LP ¹	ADHD ²	Normal group ³	F	F (IQ controlled)	Post-hoc (Tukey)
	Mean(SD)	Mean(SD)	Mean(SD)			
Listing	7.87(3.16)	10.36(2.02)	11.33(2.02)	7.83**	4.95*	3>1
Thinking	7.40(3.24)	11.36(3.79)	10.20(2.51)	5.87**	4.11*	2>1
Speaking	8.73(3.13)	11.42(3.78)	10.27(2.55)	2.63	1.71	
Reading	6.27(3.75)	11.86(3.70)	10.27(1.79)	11.875**	8.67**	2, 3>1
Writing	4.93(3.03)	10.07(2.06)	10.27(2.09)	22.75**	19.68**	2, 3>1
Spelling	5.33(3.48)	10.36(2.73)	10.13(2.10)	14.89**	11.92**	2, 3>1
Mathematical calculation	9.40(3.52)	11.93(1.54)	12.07(2.37)	4.84*	1.92	2, 3>1
LQ	84.13(15.89)	103.93(8.80)	103.53(9.43)	13.44**	9.23**	2, 3>1

* : p<05 ** : p<01

Table 4. Correlation between K-ABC scales and K-LDES subscale

K-LDES K-ABC	Listing	Thinking	Speaking	Reading	Writing	Spelling	Mathematical calculation	LQ
Sequential Processing	.364*	.314*	.280	.420**	.301*	.344*	.464**	.407**
Simultaneous Processing	.278	.229	.234	.248	.167	.182	.411**	.292
Mental Processing	.346*	.294	.279	.353*	.254	.276	.498**	.381*
Achievement	.322*	.441**	.447**	.526**	.401**	.394**	.617**	.516**

* : p<05 ** : p<01

K - ABC LP , ,
 ADHD 8)21)
 LP , K - LDES LD
 LD ADHD 가
 K - ABC LP ADHD
 LP K -
 LDES ADHD , LP
 가
 K - ABC , K -
 LDES LD ADHD
 LP 가
 LP 가 LP K - LDES
 5 , 10 ADHD , K - LDES
 가 ADHD K - LDES
 LP 가 가
 , , , , .30~.46
 , , .34~.50
 , LP 가 K -
 ADHD , LD가 LDES
 ADHD
 K - ABC가 LD ADHD ,
 가
 K - LDES . ADHD
 K - LDES , LP
 가 가
 , , 가
 LP K - ABC K - LDES가
 , 가 , ADHD

, LP
 . K - ABC가 ADHD LD
 LD 가 LD가 ADHD 가
 LD ADHD 가 , LD
 가 K - LDES

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**DIAGNOSTIC VALIDITY OF THE K-ABC AND
THE K-LDES FOR CHILDREN WITH LEARNING DISORDER AND
LEARNING PROBLEM**

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Object : This study examined the diagnostic validity of the K-ABC and the K-LDES for identifying the cognitive deficits and the learning difficulty of children with learning disorder and to diagnose the learning disorder.

Method : The clinical group consisted of 15 children with learning disorder or attention deficit hyperactivity disorder accompanying learning problem(LP) and 14 children with attention deficit hyperactivity disorder. They were diagnosed either learning disorder or attention deficit hyperactivity disorder based on DSM-IV criteria by child psychiatrists and clinical psychologists visiting Seoul National University Children's Hospital. The normal group was composed of 15 children be going to an elementary school. All groups were between the age of 7 and 12. The K-ABC was administered to the clinical and the normal group. The K-LDES was also administered to mothers of all groups.

Result : There were no significant differences on sequential, simultaneous, mental processing subscales of the K-ABC in three groups. However, The LP group showed slightly lower scores on Achievement scale and significant low scores on Reading/Decoding than the other groups. On K-LDES, LP group showed significant low scores on Listing, Thinking, Reading, Writing, Spelling, Mathematical calculation, Learning quotient(LQ) than the other groups. Also there were significant correlations between K-ABC and K-LDES subscales.

Conclusion : The result of present study showed that the K-ABC and the K-LDES are a valid and effective instruments for evaluating and diagnose the learning disorder.

KEY WORDS : K-ABC · K-LDES · Learning disorder · Diagnostic validity.