

## P02-301

### THE IMPACT OF PSYCHOSOCIAL FACTORS ON SELF-REPORTED READING DIFFICULTIES IN A LARGE REPRESENTATIVE POPULATION SAMPLE

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**Aims:** The purpose of this study was to examine the relationships in early adolescence between self-reported reading difficulties (RD) and psychosocial and socio-demographic factors in a large representative population sample of 2464 adolescents (50.8% girls) with a mean age of 13.7 (SD: range: ) in Norway.

**Methods:** Sub-sample: Students with self-reported RD; 7.5% (N = 191) of the total sample, 7% girls (N= 88) and 8.5% boys (N =103).

Standardized self-report measures of depressive symptoms based on DSM-IV symptom criteria, (The Mood and Feelings Questionnaire), and on self esteem (The Self-Perception Profile for Adolescents) and attachment (The Inventory of Parent and Peer Attachment) were used.

**Results:** Adolescents with RD were compared to classmates. In univariate analyses RD adolescents demonstrated higher levels of depressive symptoms, more school stress, had lower school grades and lower attachment to parents. They also scored lower on Global Self-worth and on Social Acceptance scales. Further, they reported reduced levels of psycho-functioning during the previous year because of mental health problems. They also had received more help and had used more medication for such problems. In the multivariate logistic regression analysis, receiving help for mental health problems and reduced psycho-functioning showed the strongest association with student RD status (OR=2.32 and OR=1.75, respectively). No gender differences were found.

**Conclusion:** The study demonstrated important differences between adolescents with and without RD. Adolescents with RD might be more at risk for mental health problems than others.