

PubMed

[Full text links](#)

*J Atten Disord.* 2015 Jan 12. pii: 1087054714566076. [Epub ahead of print]

## Long-Term Outcomes of ADHD: Academic Achievement and Performance.

[Arnold LE](#)<sup>1</sup>, [Hodgkins P](#)<sup>2</sup>, [Kahle J](#)<sup>3</sup>, [Madhoo M](#)<sup>4</sup>, [Kewley G](#)<sup>5</sup>.

### Author information

### Abstract

**OBJECTIVE:** The aim of this study was to synthesize published data regarding long-term effects of ADHD on information learned (measured via achievement tests) and success within the school environment (academic performance).

**METHOD:** A systematic search identified 176 studies (1980-2012) of long-term ( $\geq 2$  years) academic outcomes with ADHD.

**RESULTS:** Achievement test outcomes (79%) and academic performance outcomes (75%) were worse in individuals with untreated ADHD compared with non-ADHD controls, also when IQ difference was controlled (72% and 81%, respectively). Improvement in both outcome groups was associated with treatment, more often for achievement test scores (79%) than academic performance (42%), also when IQ was controlled (100% and 57%, respectively). More achievement test and academic performance outcomes improved with multimodal (100% and 67%, respectively) than pharmacological (75% and 33%) or non-pharmacological (75% and 50%) treatment alone.

**CONCLUSION:** ADHD adversely affects long-term academic outcomes. A greater proportion of achievement test outcomes improved with treatment compared with academic performance. Both improved most consistently with multimodal treatment.

© 2015 SAGE Publications.

**KEYWORDS:** ADHD; academic; functional outcomes; systematic review; treatment

PMID: [25583985](#) DOI: [10.1177/1087054714566076](#)

[PubMed - as supplied by publisher]

[LinkOut - more resources](#)



---

## PubMed Commons

[PubMed Commons home](#)

0 comments

[How to join PubMed Commons](#)