

P-1431 - TREATING ADOLESCENTS WITH LEARNING DISORDERS IN THE COMMUNITY

H.Lazaratou, K.Sakkeliariou, Z.Kalogerakis, V.Vassilopoulou, D.Anagnostopoulos
University of Athens, Athens, Greece

The aim is the registration of the school learning disorders of adolescents who attended the Community Mental Health Centre of Byron-Kesariani during 2006-2010, and the assessment of the suggested rehabilitation means. A reasonable question is raised: do adolescents have a second chance when their learning difficulties are diagnosed late during their high school attendance? School failure in adolescence could be attributed to pre-existing developmental learning disorders, mild mental retardation or emotional problems which can pertain to temporary mental disorders inherent in adolescence or to genuine mental disorders.

Learning disorder is the most frequent diagnosis given to the adolescents who attend our Centre. Statistical trials have the following results: boys present more learning problems than girls. They are more often junior high-school students than high-school students, and their mean age is lower than that of the adolescents' general sample. Referral to the Centre is usually made by the school. The diagnosis is related to the demand. No significant difference was found between the managing means and the compliance to the suggested treatment.

Early diagnosis of learning difficulties in preschool or elementary school years allows for effectiveness of therapeutic interventions. The potential recovery of learning disorders after entry in adolescence is limited, and their management proved to be inadequate. It has been shown that the main managing method has been limited to the diagnostic assessment and the issue of a certificate used as a means of receiving lenient grading in school. Psychotherapeutic and psycho-educational treatment constituted selective approach means in individual cases.