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## Learning Disabled Students' Performance on the Child Behavior Checklist

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## **LEARNING DISABLED STUDENTS' PERFORMANCE ON THE CHILD BEHAVIOR CHECKLIST.**

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The research to date on the behavioral and emotional problems of learning disabled students has focused mainly on young boys. In the present study, learning disabled children of both sexes and several age groups were evaluated: boys 6-11, boys 12-16, girls 6-11, and girls 12-16. A majority of the studies in this area have been done by Michael Epstein (e.g. Epstein, Cullinan, & Lloyd, 1986). Epstein and his colleagues used the Behavior Problem Checklist (Quay & Peterson, 1975) to determine which behavioral/emotional items, rated by teachers of learning disabled students, loaded on certain scales. However, this instrument has been shown to be relatively unreliable (Martin, 1988); therefore, the Child Behavior Checklist (CBCL) (Achenbach & Edelbrock, 1983) was used in the present study. Forty-three learning disabled students were evaluated using the parent version of the CBCL. The parents rated their children on a variety of behavioral/emotional problems which load on factor analytically derived scales. It was hypothesized that the learning disabled children would differ from the clinical and non-clinical samples on certain subscales of the CBCL. The clinical and non-clinical samples are the original samples upon which the CBCL norms are based. Analyses were performed to test these hypotheses and significant differences were found between the learning disabled sample and both normative groups. In addition, it was found that the learning disabled children were significantly different from the non-clinical normative group on twenty-two of the twenty-six CBCL subscales.