

Author's response to reviews

Title: Do Inattention and Hyperactivity Symptoms Equal Scholastic Impairment?
Evidence from three European Cohorts

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Author's response to reviews: see over

October 20, 2007

Dear Editor,

Author's response to reviews: MS: 9018594021275439

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Response to Referee nr. 3:

General comments:

We acknowledge that subjectivity could play a role in teacher ratings of scholastic performance and behavioral ratings (see pages 15-16). We point out that because most children in this study are first-graders, therefore, neither national tests nor official grades are available, with which to obtain an “objective” evaluation. Furthermore, official grades are not given in the Nordic countries until children are much older. Nonetheless, teacher ratings offer ecological validity as they are the ones who in reality record children’s’ scholastic progress and behavioral problems. Teachers rated a number of aspects of child well-being and development, therefore, the connection between ADHD core symptoms and performance was not likely readily made.