Abstract

The present study showed that information from both informants - parents and teachers - were valid and important. As information from both of them were significant predictor of established criterion variables of clinical diagnosis, parents and teachers contributed unique and independent information in which no informant's data can be the sole predictor of clinical diagnosis. From the regression analysis, different behaviors were recognized by these two informants as important predictor variables on different diagnosis. Children's over/underactivity were salient variable predicting overall clinical diagnosis. Dependency and poor interpersonal relationship were also significant predictors of various subdiagnosis. Mega variable - difficulty to manage - was also found relating to different problem behaviors of the preschoolers. Although teachers' ratings on children's poor speech or articulation were important in predicting clinical diagnosis on language and intellectual delay, no generalization can be made in which teachers were better informant than parents in assessing children's language and intellectual development.