

The impact of executive function deficits in the pupils with disturbance Lack of attention accompanied by hyperactivity on the reading process

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Summary:

The current study aimed to reveal the most important A set of complex mental processes that are involved in organizing and controlling behavior so that they allow the individual to perform goal-oriented actions, represented in executive functions (EF) Given the paramount importance of: (EF) for pupils with a disorder(ADHD)inability (EF) puts this group of pupils on a slippery slope that often leads to significant academic and social problems. How does executive function deficits affect students with ADHD?(ADHD) in the process of reading?

key words: disturbance (ADHD) executive tasks (EF), reading process

introduction:

Attention deficit hyperactivity disorder is defined by the American Psychological Association (2000,APA) describes a child with a range of symptoms It is represented in the inability to persevere and is characterized by quick forgetfulness and the inability to retrieve what has been learned easily. These symptoms appear clearly in the academic, social and professional aspects. The hyperactive attention deficit in the current study is defined as "the child who combines a mixture of behaviors (inattention, hyperactivity, and impulsivity) to the extent that he is unable to benefit from academic tasks and employ his abilities like other ordinary classmates, which affects his academic performance and makes him suffer from academic difficulties."

They often experience other school-related difficulties that affect learning, including problems with organization, attending class unprepared, writing assignments, bringing home necessary materials to complete assignments, and turning in class assignments on time (2007 et al, White-Gureasko) are inconsistent and careless with their homework (Hinshaw, 2002). About 50 percent of students with (ADHD) are eligible for services Special Education (2006,Barkley). Usually receive those the pupils Services Under the Learning Disability Emotionally Disordered (2006, et al., Reed).

Academic problems are common among the pupils those with attention deficit hyperactivity disorder (ADHD). One cause of academic problems, as difficulties in executive functions (EF) necessary for complex goal-directed behaviors, often appears the pupils People with (ADHD) attention deficit hyperactivity disorder (EF) and as a result experience difficulties in tasks that require planning, organizing, maintaining effort, and controlling activities.

Taconsidered (EF) Cognitive processes essential for complex, goal-directed behavior (Loring, 1999). It includes metacognitive knowledge regarding strategies, tasks, and attentional and memory systems that support these processes (eg, working memory) and self-regulatory processes such as planning and self-monitoring (2007, Meltzer). Students with ADHD often have deficits in (EF) 2004), (Biederman, et al) This is a major concern because EF involves planning, organizing, maintaining effort, and monitoring activities (2007, Meltzer) all of which are necessary for academic success, It is not surprising that EF defects negatively affect academic performance(Clark, et al, 2002)Defect count (EF) is a core feature of ADHD in current theoretical models (eg 2006, Barkley) and there is good reason to suspect that EF deficits play an important role in academic problems. for pupils People with hyperactivity disorder and attention deficit. in this articleswe discuss **How does executive function deficits affect students?People with hyperactivity disorder and attention deficitOn the reading process?**

1- Study problem:

Theories increasingly highlight the role of impaired executive function in individuals with ADHD. (Berger, et al, 2000;Castellanos, et al, 2002;Nigg, et al, 2005)

Executive function refers to a group of high-level skills that are critical to successful functioning in daily life and to learning and adaptive development in children. Disabilities in executive function can result in poor attention and planning, difficulties in creating and executing strategies, inability to use feedback, and inflexibility of thinking (Anderson, 2001).

Poor performance on executive function tasks is associated with dysfunction of the prefrontal cortex and associated subcortical and posterior structures. (Petrides, et al, 2012, Stern, et al.2002)

Furthermore, neuroimaging reveals deficiencies in neural activity within the frontal and posterior frontal circuits of individuals with ADHD. (Arnsten et al. 2009)

Recent meta-analyses provide evidence for a consistent pattern of hypoactivation in frontal brain regions of individuals with ADHD compared to controls. (Cortese, et al.2012)

Research on ADHD in particular has emphasized poor inhibitory control and working memory.

Barclay's (1997) model of ADHD emphasizes inhibitory control (i.e., primary response inhibition, sustained response cessation, and interference control) as a primary neuropsychological impairment, which underlies secondary impairments in working memory and related functions. However working memory - a limited capacity system that temporarily stores and processes information while performing complex tasks (Baddeley 2010) has also been suggested as a 'core' deficit in ADHD. According to the functional working memory model of ADHD, inhibition is a byproduct of working memory because stimuli must reach the working memory system before a response can be inhibited. Furthermore, research indicates that working memory is important for learning and the acquisition of academic skills (Alloway, et al. 2010)

This is likely due to the effect that working memory can have on many activities important for learning in the classroom scholastic, Such as remembering instructions or tracking progress on complex tasks. In fact, working memory deficits have been linked to learning problems and poor school performance in children with and without ADHD. (Same as the previous reference).

A meta-analysis indicated that ADHD is consistently associated with moderate impairments in response inhibition and working memory as well as impulsivity, alertness, organization, and some planning actions. (Nigg, et al, 2005))

Despite a large literature examining executive function in children with ADHD, whether there is a deficit in "basic" executive function or a specific pattern of performance on tests remains elusive. Children with ADHD often have difficulty with many aspects of executive functioning, as both inattention and impulsivity are closely associated with deficits in executive functioning. may encounter the pupils Those who regularly fail to follow through on instructions have difficulty retaining information in their memory as they work.

The effect of ADHD and executive function defects on learning and behavior. In practice, ta Contributed the problems With the CEO of the brain in many the difficulties Disorganization, difficulty starting and finishing work, remembering homework, difficulty memorizing facts, writing essays or reports, working on complex math problems, remembering what to read, completing long-term projects, being on time, controlling emotions, and planning for the future.

Y Suppose that Executive functions she has Of utmost importance for children with learning disabilities and ADHD. The cause of academic difficulties with ADHD is unknown, however Problems with executive functions appear as a contributing cause.

Executive functions include planning, organizing, maintaining effort, and controlling activities that are essential for academic success. It is clear that a child with ADHD often has difficulty coping with symptoms and their clinical presentation at school. Deficiencies in executive functions can therefore negatively affect academic performance.

A number of theoretical models have added deficiencies in executive function as their primary characteristics (eg, Barclay, 2006) so there is no argument that executive deficits play a significant role in academics. For pupils with ADHD, and therefore intervention planning and management approaches must be heavily weighted in targeting these deficiencies, especially for pupils who are identified with LD and ADHD because they suffer more from functional misalignment.

There is a significant correlation between IQ, executive functions and achievement. In addition to that, pupils with impairments in executive function are at risk of engaging in impulsive or hostile reactions to stressful situations. Repeated academic failure can lead to withdrawal of the student and representation of behaviors.

And one may say that poor executive functioning skills can put students with ADHD on a slippery slope that often leads to significant social and academic problems.

More specifically, the problem of the current study was the following research question: How do executive function deficits affect students? People with hyperactivity disorder and attention deficit on the reading process?

2 -Objectives of the study:

This current study aimed to:

- Detecting the practical impact of the inability of functional tasks among students with hyperactivity disorder and attention deficit on the reading process.

3-the importance of studying:

The importance of the current study is as follows:

- Help teachers to uncover their shortcomings in skills Cognitive in the pupils with hyperactivity disorder and attention deficit.

- Help teachers By defining the reason for the delay in executive skills among students with hyperactivity disorder and attention deficit.

- Guidance interest Competent researchers towards some topics of a cognitive nature And nervous, which has a significant impact on the educational process and the life of the individual as a whole.

- turnip attention Trustee bodies to some difficulties that are considered by some simple, but very important task deficit Executive), especially in advanced stages of education Primary.

4- The operational definition of the study variable:

- Attention deficit hyperactivity disorder:** It is defined by the American Psychological Association (2000, APA) describes a child with a range of symptoms It is represented in the inability to persevere, is characterized by quick forgetfulness, and the inability to retrieve what has been learned easily.

These symptoms appear clearly in the academic, social and professional aspects. The child knows how to pay attention in the current study is defined as "the child who combines a combination of behaviors (inattention, hyperactivity, and impulsivity) to the extent that he is unable to benefit from academic tasks and employ his abilities like other ordinary classmates, which affects his academic performance and makes him suffer from academic difficulties."

Executive tasks: **Les fonctions executives**

The sum of the processes that play an important role in facilitating the individual's adaptation to the requirements and sudden changes in the external environment, especially in new situations (when current actions become insufficient to face the situations).

It is a set of complex mental processes involved in regulating and controlling behavior that allows an individual to perform goal-directed actions.

-Reading process: It is a mental process, and it means the reader's perception of the written text, his understanding and assimilation of its contents, and it is an interactive process between the reader and the writer, and it is considered an activity to obtain information, as this information is read either silently or aloud, and the reader must be able to pronounce and understand words and letters, signs, and symbols in the text, and reading requires supportive skills such as writing, speaking, and listening skills.

5-Discussion

The researchers began describing the disorder (ADHD) on It is a transitional executive function disorder and in (1999) that the disorder (ADHD) Castellanos **Castellanos** It is "not just an overactive attention deficit from a visual impairment or a simple side activity..." and noted that "the unification of abstraction Principal Affected in singular activity has been described as executive function, which is an evolving concept. There is now fascinating practical support on its importance in singular activity."(Castellanos, 1999)

Although the definition of executive functions is still evolving, most researchers agree that this term is used to refer to brain circuits prioritizing cognitive integration and organizing other functions as executive functions and then managing cognitive brain functions, providing a "self-regulatory mechanism".(Vohs et al., 2004).

The contenders are currently presenting models for understanding the relationship between disorder (ADHD) on executive functions includes very different concepts of what is spent on intrinsic function, how it should be thoughtful and how hyperactivity is related.

Although scientists do not yet agree on the exact elements of executive function, two ADHD researchers, Dr. Russell Barclay and Dr. Tom Brown, have given us insightful job descriptions. Dr. Barclay describes executive function as those "actions we take on ourselves and direct ourselves to achieve self-control, goal-directed behavior, and maximize future outcomes." Using a metaphor, Dr. Brown gives us a useful visual by comparing executive function to the role of a conductor in an

orchestra. The conductor organizes different instruments to start playing individually or collectively, integrates the music by inserting and fading certain actions, and controls the tempo and intensity of the music. Dr. Gerard Gioia and colleagues also contributed to our knowledge of executive functions when they developed Behavior rating scale for executive functions.

That is, all of Barclay Barkley(1997-2001), Brown **Bron**(2000-2005)Where both see that all who suffer from the disorder (ADHD) suffer from these executive functions which are the core of the disorder (ADHD)Noting that such impairments can be properly demonstrated in assessing individuals' performance over time in a variety of daily tasks.(Thomas, 2006)

Therefore, the perturbation (ADHD) It is a phenomenon that affects the way the brain functions. There are three brain structures responsible for this disorder have been identified. frontal lobe, (tropical) chart from basal ganglia its name caudate nucleus development".

Unfortunately, these areas of the brain are responsible for carrying out executive tasks. Understanding executive tasks include:

- ✓ Organizing the state of preparedness, continuing efforts and preparing continuous and appropriate information, (Alberta, 2006). There is a delay of inhibition, and this developmental delay causes external events and sounds around.
- ✓ Focus and keep paying attention.
- ✓ Organizing and prioritizing tasks.
- ✓ Planning and freeflight.
- ✓ Remembering details and accessing short-term memory.
- ✓ necessary distinction.
- ✓ Establish a key point.
- ✓ Curb behavior.(Alberta, 2006)

As for any of the executive tasks Brown says about it **Beawn**It is already an umbrella when we hear about the sick he knew:

- ✓ Lack of insight or poor perception.
- ✓ leave the pupil who is suffering from (ADHD) has always been in this.
- ✓ These pupils have difficulty predicting the consequences of their behavior and learning from the past to modify behavior. "The lack of this ability can be part of destructive hyperactivity."
- ✓ Poor organization.
- ✓ Trouble returning to task and poor ability to use the 'talk' to work through the problem These symptoms can have a significant impact on the pupil's social and academic life.
- ✓ Poor organizational skills predominate over math, writing and reading skills.
- ✓ Some of these symptoms include getting weak absorption and generalization.
- ✓ Not having someone to supervise to control every action.
- ✓ Impulsive jumping inter alia. (brown)

Over the past few years there has been an increased focus on executive skills and how behavior influences these abilities in decision-making in schools and other support programs. There is increased focus not only on the ability to focus and behaviour, but information processing speed, working memory, cognitive flexibility, frustration tolerance and a wide range. Of the emotional cognitive skills, these are the executive skills. (brown)

Among one of the books published in the field of disorder (ADHD) from Thomas Browne **Thomas Brunini**'s book reached a new understanding regarding the disorder (ADHD(In Children and Adults Executive Functions where a description of executive skills is presented and how deficits in these abilities produce symptoms of the disorder)ADHD(Excellently he identified a disorder)ADHD) In the complex of people with congenital and syndromic impairments of executive functions, the brain management system, the system of sensory processes of these chronic impairments, are variable and do not interfere with work in many aspects of our daily lives. Work influences what we see in the environment, how can we focus this effort, how we see the situation (brown).

In the context of disturbance (ADHD(In the long term, executive functions refer to a wide range of cognitive functions that play a critical role in all individuals in terms of managing multiple life tasks. Accordingly, researcher Brown has developed**Brown**An extended paradigm for describing complex cognitive functions in ASD (ADHD) This paradigm describes the executive functions, cognitive management system in the human brain.

Although six groups consistently model these tasks, they usually work together quickly and unintentionally, helping each individual manage the many tasks of daily life. Jobs appear in two basic forms in young children and gradually become more complex as the brain matures throughout childhood, adolescence, and early adulthood.

Everyone sometimes struggles with executive functions and individuals with ADHD ((ADHD It is more difficult to develop and use these tasks than most others of a similar age and level of development, yet those with ADHD (ADHD) severe and usually some executive activities in which it functions very well.

may have difficulty with the disorder (ADHD (Chronic symptoms in most areas of life, this phenomenon of "we could do it here, but never else and nowhere else" which makes it sound like a disorder) ADHD) is a simple problem of lack of will, but it is not. These impairments or in executive functions are usually due to inherited problems in brain chemistry management system.

Psychiatric researcher Thomas Browne compared the description of identical problems with those of normal controls, comparing the disorder comparisons (ADHD) Confirmed and unconfirmed laboratory samples in each age group yielded reports of six identifiable impairments from this paradigm of executive functions. According to the figure shown

Executive Functions Impaired in ADD/ADHD

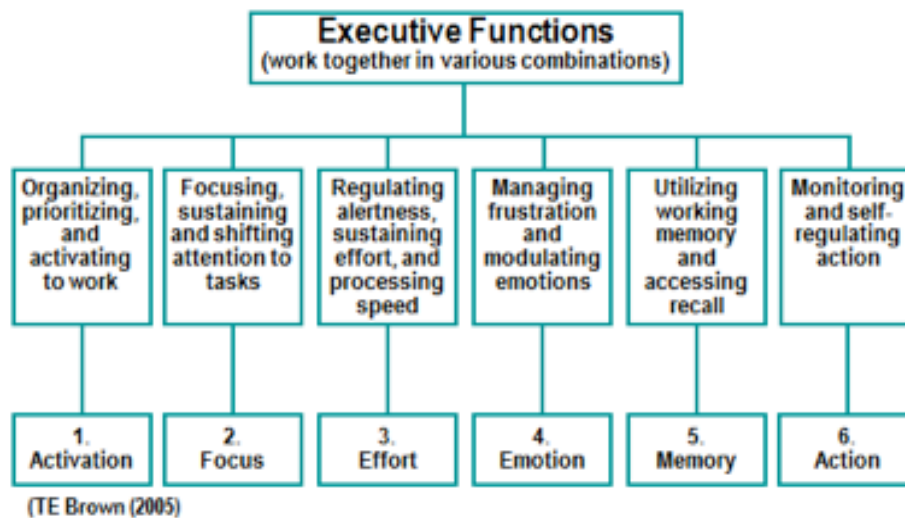


Figure showing: A paradigm describing the executive functions of the brain's cognitive system and complex cognitive functions in perturbation (ADHD) according to Thomas Brown

According to Thomas Brown **Thomas Brown** In an article he published titled: **Is ADHD a behavioral disorder or a cognitive disorder?**

1- Activation Organizing tasks and materials Estimating time and prioritizing tasks Getting started on work tasks Patients with (ADHD) Described chronic difficulty with excessive procrastination, often putting off starting a task until a very important task was handed over to them until the last minute. Although they can't get themselves started until the point they see the task as an acute emergency.

2- Focus: stay focused and shift focus on tasks, some describe as difficult to stay focused on trying similar to a car radio when driving away from a station a weak signal started in: you get some of it and lose some of it, they say not easily forgotten except from the resentment that revolves around but also from the thoughts in our minds in addition to focus on reading raise speech difficulties generally understood to be read but often reading more than once no meaning to be fully understood, remember.

3-efforts Organizing preparedness, sustained effort and speed of processing. Also, the report was able to lead short-term projects, but it is more difficult with continuous effort over long periods of time. It also finds it difficult to complete tasks in a timely manner, especially when explanatory writing is not done, also difficult. Chronically regulating sleep and wakefulness, they often stay up too late because they can't stop.

4-Passion: Managing feelings of frustration benefits from it, and although the Statistical Manual of Behavioral Disorder model (DSM(Do not acknowledge any special management display of emotion besides many children with the disorder)ADHD(Chronic) describe difficulties managing frustration, anger, anxiety, and disappointment craving other feelings. They talk as if these feelings passed when they thought about a computer virus invading the computer, making it impossible for them to care about anything else. We also find it very difficult to get this emotion. In perspective in the back of their mind and get what they need.

5- Memory: Using working memory and accessing recall, people often have an exceptional or sufficient memory for what happened a long time ago but find it very difficult to be able to remember just where to place something someone told them, or what the saying was. Difficulty has described making One or several things are on line while attending to other tasks, in addition they often complain that they cannot pull information from memory that they have learned when they need it.

6- Work:Monitoring and regulation of autonomy, many persons with disorder (ADHD)Even without behavior problems and fueled by report chronic problems organizing their actions they are often very reckless in what they say or not, or in their way of thinking, jumping quickly to inaccurate conclusions.

a person with a disorder (ADHD) also report problems in monitoring the context in which they interact, as we notice when other people are puzzled or harassed by what they said or did and do not modify their behavior in response to specific circumstances and often chronic difficulty in regulating their pace at the slowness or acceleration necessary for specific tasks.

As for the model of the executive functions derived from previous theories of language development (1977, bronowski(interpretation of the word)1966, vygotsky) (Foster,1997) evidence for the first form on (ADHD) in the original text by Barclay 1997B. to Barclay **Barkley**)See Appendix No. 12(. The behavior of placing prevention at a central point is related to the other four executive tasks that depend on it to achieve effective implementation. These four executive tasks depend on self-regulation, which gradually made the behavior under control more than once and influence, so in the future the interaction between these executive tasks is expected to be more effective. Social adaptation work permits towards social future and sufficiency.

There are several important assumptions in understanding the archetype as it applies to perturbation (ADHD):

- 1- The ability to restrain behavior first appears in development before most or all of these executive functions but perhaps in conjunction with the first verbal.
- 2- These executive functions appear at different times in development, and may have different developmental pathways and interact.
- 3- this disorder (ADHD) creates in these executive functions secondary to deficits in behavior triggering prevention (improving inhibition these executive functions as well as improving).

- 4- The deficits in behavior arise mainly from a genetic reservationneurodevelopmentalorigins. Rather than just social though, expression is certainly influenced by social development factors.
- 5- Secondary deficits in self-regulation resulting from a primary deficiency in inhibition feed back into further contribution to the poor behavioral value that self-regulation contributes to the reinforcement of self-control (inhibition).).
(Barkley R, 2013).

It was also concluded that these with disorder (ADHD) model predicts that deficits in verbal inhibition behavior lead to deficiencies in working memory and thus:

- ✓ Particularly forms of forgetfulness (forgetting to do at some sensitive point in time)
- ✓ Impaired ability to organize and implement related actions (such as time management).
- ✓ Reducing awareness and prior thinking, which led to a decrease in the provision of proactive action towards the future.

Thus, the ability to organize over time periods of the behavior of this group who suffer from the disorder) ADHD) in the reduced ability to disrupt a complex series of directed actions, over time on future targets.

The greater the degree to disaggregation between the behavioral components of the emergency situation, response and, as a consequence, the greater the difficulty of the task will prove these with perturbation (ADHD) who can not be bound together contingency through time to use it in governing their own behavior as well as that of others.

Some of the research conducted by researchers including: Barclay 1997b Barclay, Edwards, et al. 2001, Barclay-Murphy et al., 2001, Barclay et al. 2008, Murphy et al. 2001, Fraser et al., 2004, Hervey et al. 2004.

of these deficits with disordered students (ADHD) such as verbal working memory, timing, and forward thinking. on those with disordered pupils) ADHD) on the shift of discourse should be a delay, leading to increased excessive public speech and verbal speech less pre-acting thinking less autonomous systems towards less word self-framing.

A word in control of his personal behavior, difficulties following the rules and instructions issued by others, evidence accumulated to support this prediction in order to absorb the word, and given this specificity in discourse is the mainstay working verbal memory, this area of perceptual activity should be in disorder (ADHD) Evidence suggests that this is where pupils were experiencing difficulties with tasks such as number backwards arithmetic, additionally phonetic serial triggers associated with associated learning, and in other tasks thought to reflect the verbal factor memory of children with learning difficulties (Expanded (You may experience difficulties with some of these tasks, making it unclear to what extent working memory deficits are in the disorder.)ADHD) of an extended overlap with these disorders, disorder (ADHD(Extended) may affect the actual comprehension of speech (extended) (reading) but may reflect normal disturbances of comprehension. (Barkley, 2011)

Although the unclear nature of the relationship suggests the association is nonetheless more likely to have learning disabilities (learning disabilities disorders)ADHD) for unique pupils that they are due to the perturbation effect (ADHD) Basic characteristics on executive functions rather than a specific outcome of learning. Executive functions have described those functions that allow analysis of information, reflection on existing knowledge, planning, organization and self-monitoring, mobilizing attention and hindering response, also allowing self-regulation and necessary for the initiation and maintenance of goal and directing behavior.

Supporting the idea of executive function deficits for pupils with ADHD (ADHD) at work where identified for this group of pupils in difficulty executing action strategies on tasks less able to relate to strategies used by others and lack the above perception and abilities to plan and evaluate existing cognitive strategies difficulties with memory is another indicator with executive tasks because memory deficits are considered one aspects of these functions.

Also Berkeley has demonstrated a theoretical model between perturbation (ADHD(which offers another insight into the role of executive functions in disorder)ADHD) causes behavior, and this model is represented in the model of places of reservation of the first executive functions that affect four of the executive functions memory that from the work of self-regulation effect / barriers / arousal internalization of speech, and the re-formation of these secondary functions depends on prevention optimally However, the quality of the function Basic grants can be affected during changes in quality or all of the second order with all interactive operational functions. (Kathy B. Baker, 2014)

It is useful to view the practical impact of executive function deficits in two broad categories:

Specific academic challenges such as writing essays, remembering what is read (comprehension), memorizing information, and completing complex mathematics Relevant core skills such as organizing, starting and finishing work, remembering tasks and due dates, completing homework and long-term projects in a timely manner, processing information in an efficient and timely manner, being aware and good time management, and using oneself. Talk to direct behavior using weekly reports, and plan ahead.

Stated Researchers have found that working memory skills are a better predictor of academic achievement than IQ scores. This explains why children with ADHD and high IQs continue to struggle in school. Deficiencies in working memory and retrieval negatively affect these the pupils in several areas, And because of injured pupils jerkily (ADHD)They find it difficult to remember the past, they have hindsight limited by words other no They easily learn from previous behavior. This may help explain why our children often repeat misbehavior.

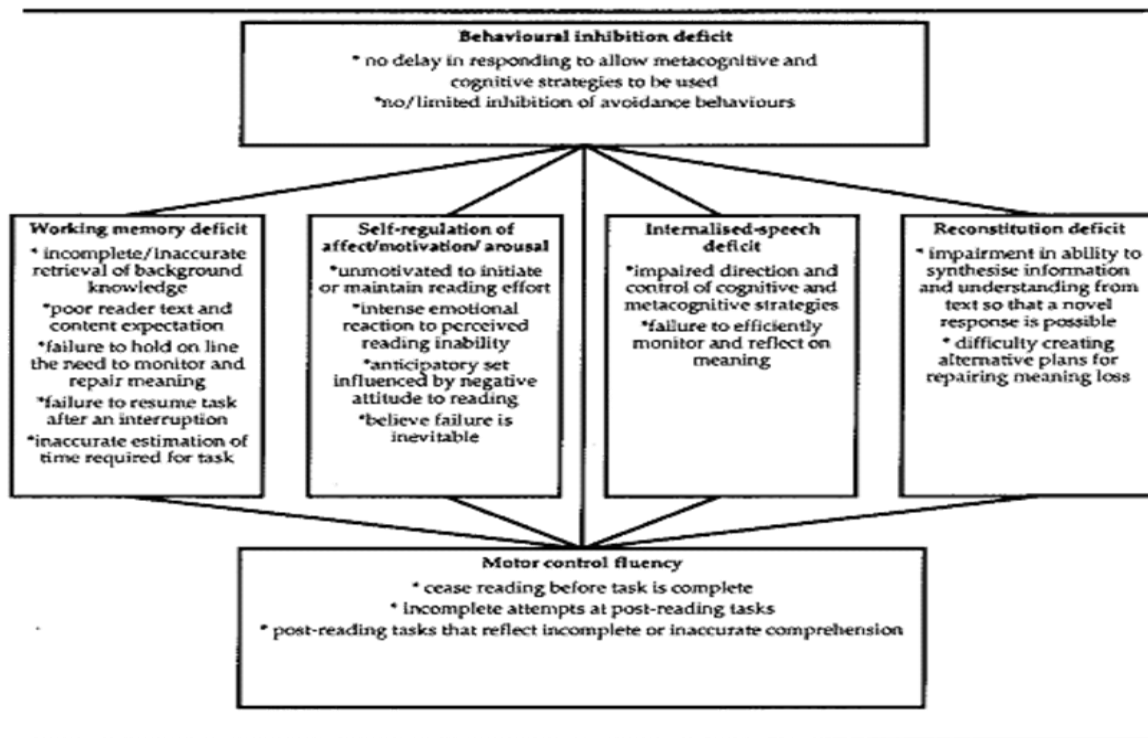
Many encounters injured pupils People with (ADHD) also have difficulty keeping events in mind and using their sense of time to prepare for upcoming events and the future. Thus, they find it difficult to accurately judge the passage of time. In practice, they do not accurately estimate the amount of time it will take to finish a task, and so may not allow enough time to complete the work.

Many students with (ADHD) have poor working memory and some also have slow speed processing, they are important components of executive function. Not surprisingly, these skills are essential for writing essays, remembering what is read, and completing long-term projects.

Determined the Thresher at the research that pay It is Written expression as the most common learning problem among the pupils People with ADHD (65 percent).Therefore Writing essays, drafting book reports, or answering questions on tests or homework assignments can often be very challenging. For example when writing essays students often have difficulty keeping ideas in mind, working on and organizing ideas, quickly retrieving grammar, spelling and punctuation from long-term memory, juggling all this information, remembering ideas to write them down, organizing material in a logical sequence, and then Error review and correction.

In the sense of reading is to build the reader's process in a continuous series of hypotheses revisions, this process in monitoring and controlling the executive through the use of teaching strategies, monitoring behavior allows the reader to evaluate progress towards the goal of understanding the text of successful reading depends on the effective use through life experiences and information in it Knowledge of text content and appropriate reading strategies for monitoring meaning constructing and repairing meaning discovery for meaning loss.

Analyzing the executive tasks that were deficits for the pupils indicates that this deficit affected the reader's ability to remember and apply the relevant basic knowledge, as well as the executive abilities of control tasks to monitor any construction process and motivation to start the reading effort as it is difficult to achieve and the result is to be the overthrow of the pupil's negligence. The non-reader begged himself to read the menacing paradigm based on Barclay (**Berkley**)Executive disability form job offer. This model illustrates: The impact of deficits in executive functions on the reading process.



form illustrates: Barclay's 1996 model Connect prevention, executive functions, motor control, fluency.

(Cathy B. Baker, 2001)

Brown describes **Brown** Poor executive performance and its impact on the ability to:

- ✓ Organize and start tasks.
- ✓ détail and avoid Distractibilité.
- ✓ Regulating alertness and processing speed.
- ✓ Sustain where appropriate, inhibit focus.
- ✓ Short term use, working memory access.
- ✓ Persistent motivation to Works.
- ✓ Manage emotions appropriately.

He favors the ineffectiveness of executive functioning over the brain's cognitive processes and likens it to the work of a symphony orchestra, where even though individuals may possess effective skills in managing these connections they will not perform well. Although deficits in executive functioning are traits with conditions in such a disorder (ADHD) Other undiagnosed disorders may also be affected. Meltzer, L et al, 2010)

These findings illustrate an important message to educators: namely, that a student who struggles with achievement may be challenged with impaired executive functioning, not just with a diagnosis of the disorder.

Lots of research on people with (ADHD) Described as the most commonly extensively studied, as well as the most controversial disorder.

Disturbance (ADHD)It is not just chaotic behavior, but rather a complex of symptoms of impairment in the mind management system. Examples of such behaviors are impairment of executive functions in self-regulation that undoubtedly affect cognitive performance. Diagnosis of these individuals in general, including increased risk of decreased academic achievement or school incomplete expulsions increased. Chance of engaging in ineffective relationships and increased risk for psychological and emotional problems.

Additionally it was determined that the disorder(ADHD)At least one other problem to deal with or that has a higher risk of such as a mood disorder or depression. It is recommended that all educators, including teachers, become familiar with the new model of appropriate intervention to assist them.(Brown, T, E, 2007)

Conclusion:

Obviously, school is often very difficult for students with ADHD. And When executive function deficits are also present, the associated problems are often overwhelming for the student and the family. Some parents and teachers had little awareness or empathy for the challenges these shortcomings combined presented. We hope today's teachers and parents realize that ADHD is often a very complex condition! It is much more than a simple case of hyperactivity. When executive function deficits and related learning problems are present, students may do their best and still not succeed in school.

Success in school is one of the most therapeutic things that can happen to For a child! So do whatever it takes to help this kind of kid son success in school.

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