

# THE ATENTO PROJECT OR HOW TO ASSESS EXECUTIVE FUNCTION IN ADHD



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## OBJECTIVES



Starting point



Goal

### What we assume

- ADHD it's a complex neurodevelopmental disorder, instead of a behavioral one.
- ADHD is a developmental impairment or delay of executive function (but not only).
- Although its good clinic validity, it's necessary to refine its operative criteria for diagnostic purposes.
- Beyond the "label", the most important thing is to describe the specific deficits of each person in order to implement the best intervention.
- Early intervention at scholar period may contribute to personal, familiar, social and academic adaptation also in adulthood.

### What we want

- To address ADHD's assessment from a **neuropsychological, developmental and dimensional perspective**, to better describe the deficits and their impact in daily life.
- To understand the disorder from a more global perspective, focusing on affected processes instead of just the compliant of diagnostic criteria.
- Avoid people's stigmatization.
- Help with the identification of their strengths and weaknesses.
- Allow an adapted and individualized intervention.

## METHODS

### Materials



### Samples

3 -18 years old

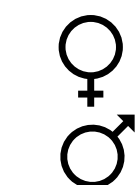


General  
n = 2.055



ADHD  
n = 277

48,9%  
51,1%



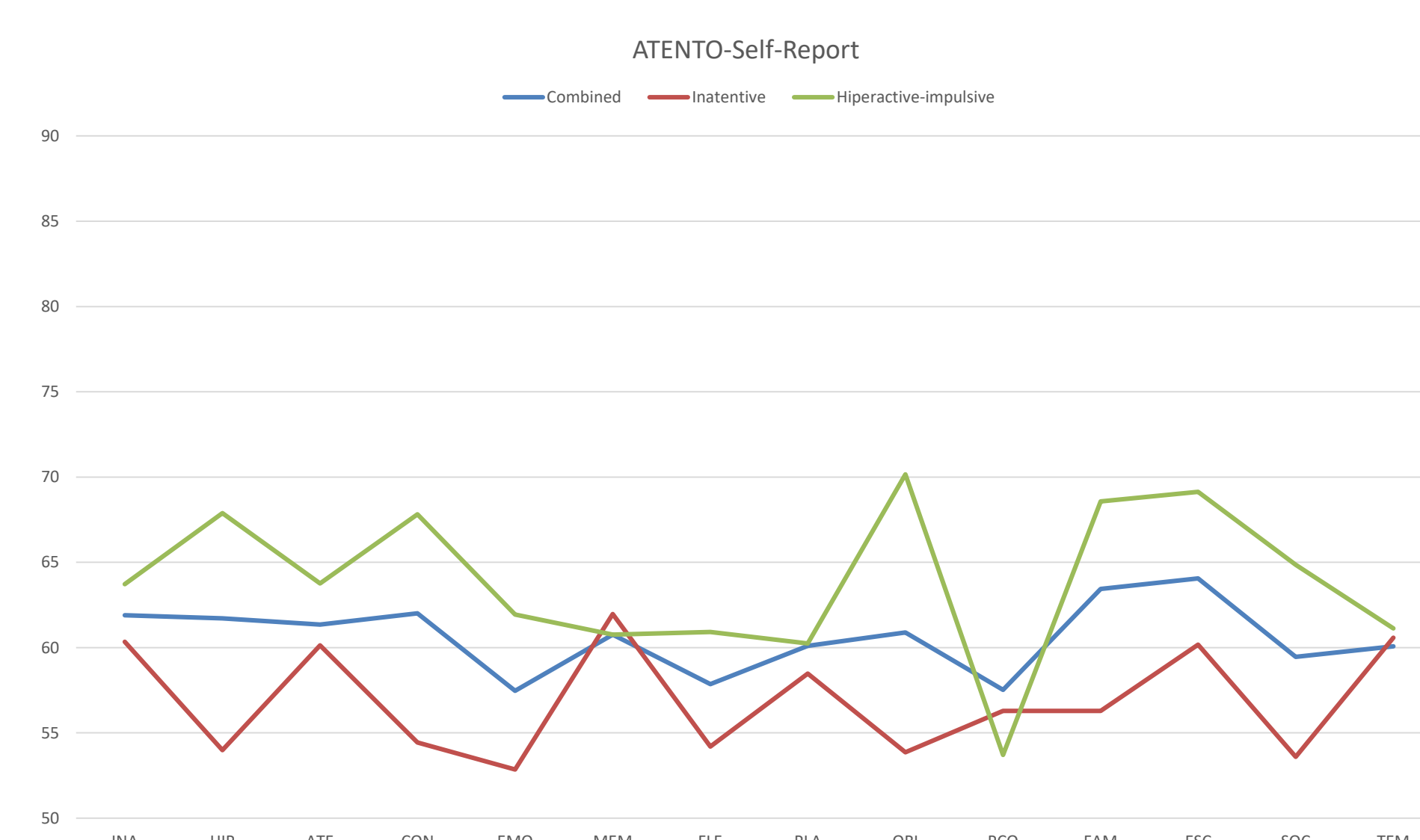
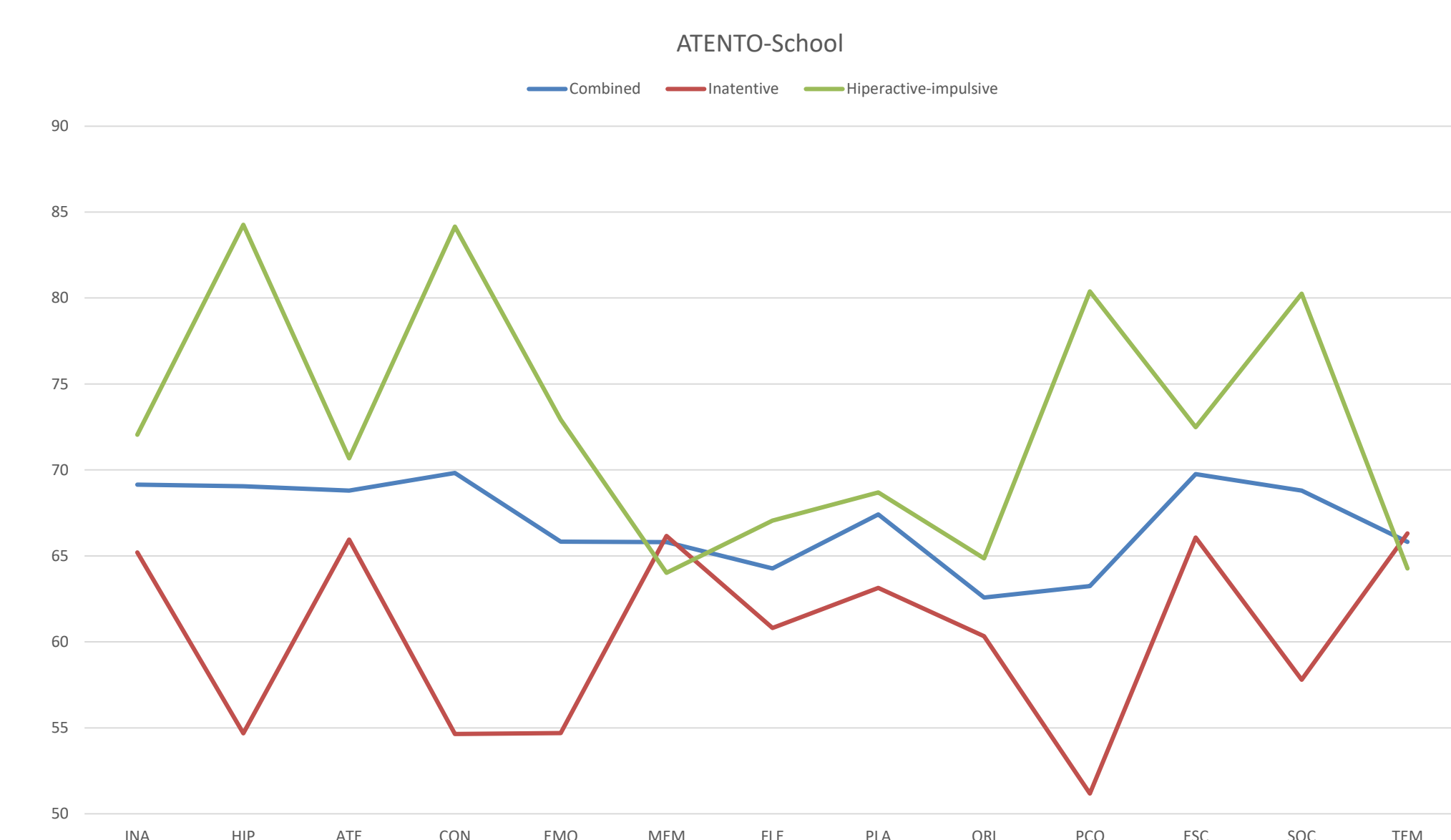
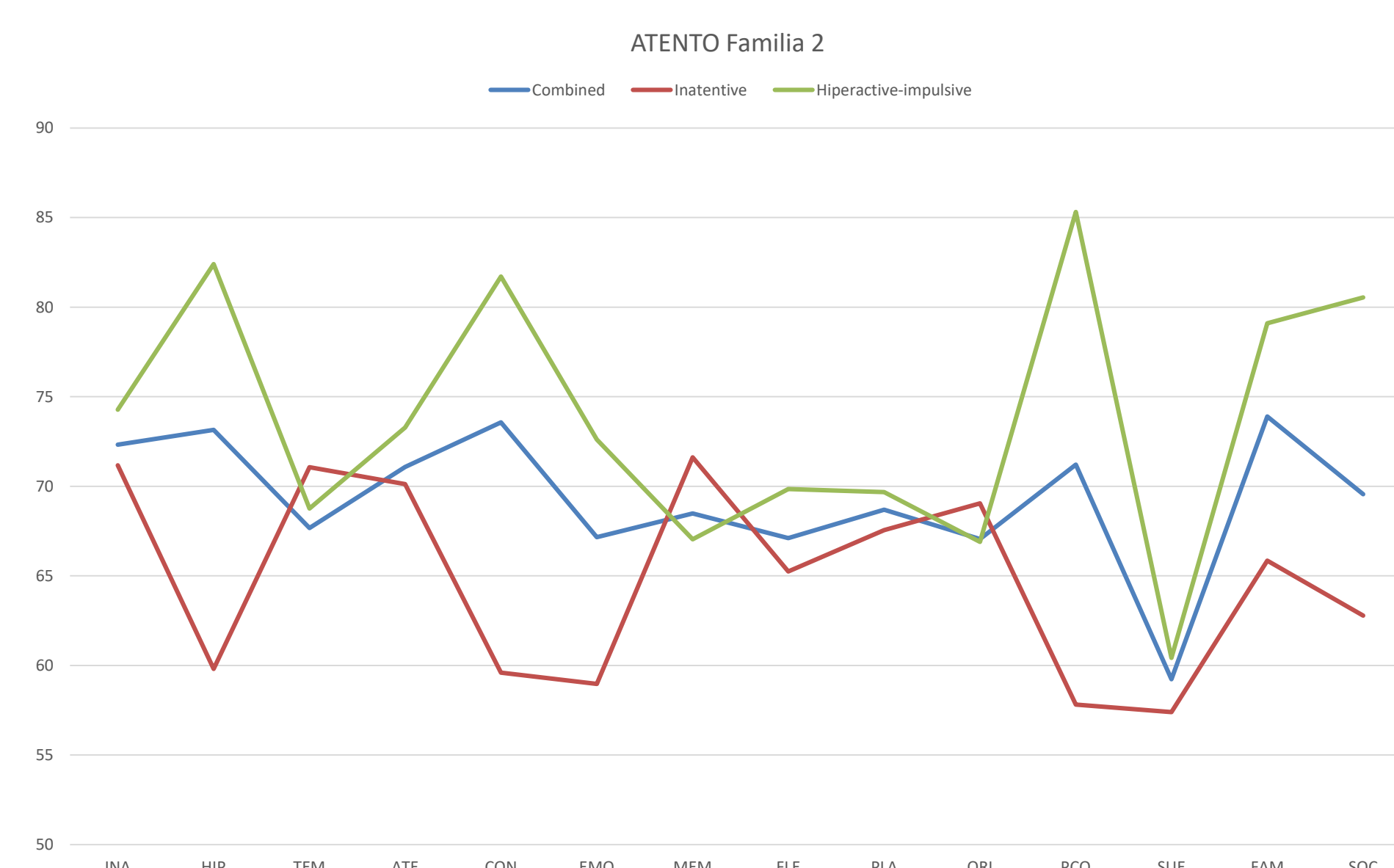
31,3%  
68,7%

Sample-version	General	ADHD Combined	ADHD Inattentive	ADHD Hyperactive-Impulsive
Family	2.055	134	97	41
School	1.964	119	84	38
Self-report	1.451	70	56	15

### Procedure

- Each person was evaluated by a parent and a teacher/caregiver.
- Self-report was only available above 8 years old.

## RESULTS



**INA** Inattention  
**HIP** Hiperactivity and impulsivity  
**TEM** Tempo Cognitivo Lento  
**ATE** Attentional control  
**CON** Behavioural regulation  
**EMO** Emotional regulation  
**MEM** Working memory  
**FLE** Flexibility

**PLA** Planification and organization  
**ORI** Temporal orientation  
**PCO** Behavioural problems  
**SUE** Sleeping problems  
**FAM** Impact in familiar context  
**ESC** Impact in schoolar context  
**SOC** Impact in social context

Note: T scale, M = 50, Sd = 10

## CONCLUSIONS

ADHD seems to be characterized by a **different executive profile** in comparison with general scholar sample, although executive disfunction it's not a unique or specific impairment in this population.

ADHD sample shown poor **attentional control, working memory, planning and organization and temporal orientation** in comparison with general population.

The main differences between ADHD subtypes were observed in **behavioral regulation, emotional regulation and behavioral problems**.

This pattern of dysfunctions may be related with the presence of adaptation problems in familiar, scholar and social contexts.

So the comprehension of the individual profile is essential in order to **plan the most appropriate intervention** and to **improve the quality of life** of these children and their families.