

Examination of the Effectiveness of Cognitive-Functional (Cog-Fun) Intervention in Improving Sense of Self- Efficacy during Functional Performance among Children with Attention Deficit/ Hyperactivity Disorder (ADHD)

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Key words: executive functions, daily function, occupational goals, occupational therapy

Objective: This study examined differences in sense of self-efficacy during functional performance among children with ADHD before and after receiving Cog-Fun intervention. The intervention is described, including a brief case study. **Method:** Cog-Fun (10 weekly sessions) was administered to two groups of children (Group A, n = 50, Group B, n = 49) ages 7-10 with ADHD and their parents, with a 3-month interval between them. Sense of self-efficacy during functional performance of daily occupations was measured by children's self-report on the Canadian Occupational Performance Measure (COPM), for goals (average of 3 goals per child) as defined during treatment and at the final session. Correlations between executive functions, measured by the global score on the parent version of the Behavior Rating Inventory of Executive Functions (BRIEF) at baseline, and self-efficacy during performance, were analyzed before and after treatment. **Results:** No differences between groups were found on demographic and personal variables. A significant difference was found between the initial and final average COPM performance scores, with a large effect size for both groups (partial $\eta^2 = .738$). The correlations between the initial average BRIEF scores and the final average COPM performance score were low and insignificant ($p > 0.5$). **Conclusion:** The findings of this study suggest that Cog-Fun may be efficacious for improving self-efficacy during functional performance among children with ADHD.

The Relationship between Executive Functions and Participation among Adolescents with and without Attention Deficit Hyperactivity Disorder (ADHD)

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Key Words: attention-deficit hyperactivity disorder, executive functions, participation, adolescents

Objective: Attention deficit hyperactivity disorder (ADHD) is characterized by an impairment of executive functions (EF) that accompanies the individual throughout his/her life. This impairment manifests as difficulties in emotional, social, educational and occupational functioning and participation. The purpose of this study was to examine the ramifications of executive dysfunction on the participation of adolescents with ADHD in comparison to that of adolescents without ADHD.

Method: The study included 71 adolescents ages 12-18 years (ADHD study group, $n = 27$, typical controls, $n = 44$). EFs were examined using the Behavior Rating Inventory of Executive Function (BRIEF) questionnaire. Participation was measured with the Child and Adolescent Participation Scale (CASP). Both measures were completed by parents. **Results:** The average BRIEF scores of the control group were in the normal range and those of the study group were significantly higher with a clinically significant effect size. The average score of the meta-cognitive index for the study group indicated a clinical disorder. Significant differences with a moderate effect size were found between groups for participation, such that the scores of the study group indicated a lower level of participation than that of the control group. The relationship between EF and participation showed a significant negative correlation with a moderate effect size, such that greater EF impairment reflected a lower level of participation. **Conclusion:** It is imperative that executive dysfunction and participation be considered when designing intervention for adolescents with ADHD.