Abstract

INTRODUCTION: Children with attention deficit hyperactivity disorder (ADHD) experience social difficulties affecting their personal and academic functioning.

AIM: To review the research addressing the influence of cognitive/affective abilities involved in their social adaptation, from the perspective of an integrative model that includes executive functioning, theory of mind and pragmatic language.

DEVELOPMENT: Research shows an association between executive functioning (working memory, inhibition, planning), pragmatic abilities, performance in theory of mind tasks, and the social problems experienced by individuals with ADHD.

CONCLUSIONS: Although literature supports a relationship between these constructs, deficits observed in theory of mind tasks or language use, seem rather to reflect a procedural deficit than a conceptual impairment.