Executive Functioning and Impairment in Emerging Adult College Students With ADHD Symptoms

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Abstract

OBJECTIVE:
To better understand current issues with adult ADHD assessment contributing to adult ADHD being under recognized and undertreated.

METHOD:
This study examined the relationship between symptoms, impairment, and executive functioning (EF) in a college sample.

RESULTS:
Among individuals screening negative for ADHD, those higher in EF experienced significantly less impairment than those lower in EF. Executive functioning was shown to have a negative relationship with impairment while ADHD symptomology was shown to have a positive relationship with impairment. In addition, impairment was significantly predicted by ADHD symptom level and EF, and there was a significant interaction between EF and ADHD symptom level in predicting impairment. However, high EF did not significantly protect against impairment in individuals reporting a significant level of ADHD symptoms.

CONCLUSION:
Further research is needed to clarify the relationships between these variables in emerging adult college students.