

Chapter 11

Clinical


Neuropsychological

Profile and Interventions

for Co-Occurrence


of ADHD and ASD

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ABSTRACT

The co-occurrence of ADHD and ASD presents a complex diagnostic challenge due to overlapping symptoms, potentially leading to one condition being treated while the other is neglected. They are widely recognized psychiatric conditions in children and adolescents, with a solid hereditary, neurological, and biochemical basis. Effective intervention strategies must consider the distinct needs of both conditions, requiring a flexible, multidisciplinary approach integrating medication, behavioral therapies, educational supports, and family involvement. Increased awareness and education are essential to dispel misconceptions and foster supportive environments. Social and emotional support is crucial for individuals navigating life with both ADHD and ASD, addressing challenges in forming relationships, and managing anxiety. Future efforts should focus on developing sophisticated diagnostic tools, personalized treatment plans, and advocating for those affected by these conditions to enhance overall well-being and opportunities.

INTRODUCTION

Numerous research studies have delved into Attention Deficit Hyperactivity Disorder (ADHD) and its underlying factors, as defined in DSM-V (Swanson et al., 2009). However, despite the abundance of research, ADHD remains inadequately recognized or understood by the general public, primarily due to the numerous controversies, discriminations, and misunderstandings surrounding the disorder (Mueller et al., 2012). Consequently, ADHD remains a contentious subject in children's and adolescents' mental health. Additionally, ADHD often co-occurs with autism spectrum disorders (ASD), further complicating diagnosis and management.

ADHD and ASD are widely recognized psychiatric conditions in children and adolescents, with a solid hereditary, neurological, and biochemical basis (Drechsler et al., 2020). Characterized by signs of inattentiveness and/or impulsiveness and hyperactivity, ADHD significantly affects individuals' behavior and performance at school and home (Purper-Ouakil, 2011). Symptoms frequently persist into adulthood in the majority of patients (Sibley et al., 2017), correlating with functional impairment and increased risks of depression and antisocial behavior (Biederman, 2021). Overall, ADHD profoundly impacts children, parents, and siblings' quality of life, generates substantial economic costs, and leaves lasting effects on families and society (Sciberras et al., 2020).

Children with ADHD commonly face academic challenges, putting them at a disadvantage upon starting school. Research by DuPaul et al. (2001) reveals that compared to their peers without ADHD, they often struggle with basic math and pre-

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