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## Executive functions deficits in students with LD/ADHD

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ADHD is not a simple hyperactivity, nor a behavior disorder. It is a brain disorder that affects students' executive functions. Executive functions proved to have a huge impact on memory, awareness of time, being organized, getting started and following direction. Would working memory be a better predictor of academic success than IQ Scores? ARE executive functions the new IQ? What are these skills that ensure school success and impact learning and behavior? How to recognize these skills? How do all these skills enable an individual to effectively create a goal, form a plan, and self-monitor through tasks? In this session, we'll try to identify how EF deficits are impacting ADHD students' ability to successfully use classroom learning and what are the accommodations and strategies teachers may use to enhance them.

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## Correlates for self-injurious behaviors among children with autistic disorders

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One of the most perplexing and challenging forms of behavior problem in autism is self-injury. Autistic disorder is a lifelong disability and most child affected with this condition remain unable to live independently and require family or community support or institutionalization, so, the goal of treatment for these children are to reduce disruptive behaviors and to promote learning, particularly. Therefore, the aim of this study was to assess the correlates for self-injurious behaviors among children with autistic disorders. A descriptive correlational design was utilized in this study. A purposeful sample of fifty autistic children were recruited from out-patient clinic in Institute for Postgraduate Childhood Studies-Center for Children with Special Needs (Autism Unit) and Center for Social and Preventive Medicine (child psychiatry out-patient clinic). Four tools were used to measure the current study variables, sociodemographic and medical data sheet, childhood autism rating scale, diagnostic self-injury behaviors scale and Vineland adaptive behavior scale. Findings revealed that there is an association between severity of self-injury and degree of autism disability, communication delay, lowers age and intelligent quotient. To conclude, SIBs represent a very common problem in children with autism. Further researches are needed to outline the course of self-injurious behaviors in autism throughout the life span, in order to develop appropriate treatments that are directed at correcting or even preventing the primary causes of this behavior are recommended.

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