

## **Abstract**

The present study investigated the relationship between the cognitive deficits and social competence of children with ADHD and its sub-types. The sample of children having ADHD was taken from five educational institutes of Lahore city and it comprised of 34 children, including 10 girls and 24 boys, within the age range of 9-13 years ( $M=11.59$ ,  $SD=1.28$ ) from grades fourth till eighth. Screening of the children with ADHD was done using the DSM-IV TR (APA, 2000) criteria of ADHD followed by the Conners Rating Scale-R (Conner, 1997) both the teacher and parent version. Social Competence Scale for Children (SCSC; Shujja & Malik, 2011) was administered to see the level of social competence of these children. Then four sub-tests i.e. Arithmetic, Digit Span, Coding and Mazes of WISC-R (Wechsler, 1974) were administered to measure the cognitive deficits of working memory and executive functioning in children with ADHD after translating the instructions. The current study proves the presence of both the cognitive deficits and social incompetence in children with ADHD, but the level of these deficits differs among the types of ADHD. The executive functioning was more effected in these children as compared to deficits of working memory. The results of the one-way ANOVA between the types of ADHD show non-significant results, which mean that the social competence was equally affected in all types of ADHD but the highest percentage of screened children fall in the range of below average level of social competence. The findings of current study may be beneficial for the teachers, parents, school counselors, child psychologists, school psychologists and the administration of the schools as well. The results could be used to provide psychological help to the children with ADHD and their parents might also counsel regarding the limitation of their children in both cognitive and social perspective.