

The Comparison of executive functions and Adaptation components in students with disabilities and without learning disabilities

Seydeh Samira Madani Gilvan*, Leila Moghtader,

Learning can be difficult in many contexts and in many children, in which it is important to have executive functions and components of adaptation. The purpose of this study was to compare executive functions and adaptation components in students with and without learning disabilities. The research method was causal-comparative (post-event). The study population consisted of all students with learning disabilities in Masal city in the second semester of the academic year 2019 with an estimated number of 180 students. The sample consisted of 60 students (30 students with learning disabilities and 30 students with learning disabilities) who according to the background of research related to this field and the criteria for entering and leaving the research by available sampling method. Students with learning disabilities and targeted students with learning disabilities were ed and Collage's Neuropsychological and Personality Test (2002) and the Sinn and Sink Student Adaptation Questionnaire (1998) were completed. Data were analyzed using independent t-test and multivariate analysis of variance. The results showed a significant difference between the total score of executive functions and the components of decision making, planning and inhibition in the two groups of students with learning disabilities and students without learning disabilities (P

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