



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ
ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ

σε συνεργασία με το

ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
«ΔΗΜΟΚΡΙΤΟΣ»
ΙΝΣΤΙΤΟΥΤΟ ΠΛΗΡΟΦΟΡΙΚΗΣ ΚΑΙ ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ

ΔΙΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:
ΕΞΕΙΔΙΚΕΥΣΗ ΣΤΙΣ Τ.Π.Ε. ΚΑΙ ΕΙΔΙΚΗ ΑΓΩΓΗ – ΨΥΧΟΠΑΙΔΑΓΩΓΙΚΗ ΤΗΣ ΕΝΤΑΞΗΣ

ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ

«ΣΤΡΕΣ ΚΑΙ ΔΕΠΥ: MINDFULNESS, ΣΥΝΑΙΣΘΗΜΑΤΙΚΗ ΝΟΗΜΟΣΥΝΗ
ΚΑΙ
ΝΕΥΡΟΔΙΑΒΙΒΑΣΤΕΣ ΣΤΗΝ ΑΝΤΙΜΕΤΩΠΙΣΗ»

Μαρία Αναστασία Ποθητού, Α.Μ.: 726

Μεταπτυχιακή διατριβή που υποβάλλεται στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τ.Ε.Φ. – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο Πληροφορικής και Τηλεπικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης»

Εγκεκριμένο από την τριμελή επιτροπή:

Επιβλέπων/ουσα Καθηγητής/τρια: [Αθανάσιος, Δρίγκας, Ερευνητής Ά Βαθμίδας Ι.Π.Τ.-
Ε.Κ.Ε. Φ. Ε, “ΔΗΜΟΚΡΙΤΟΣ”]

2^ο Μέλος: [Ζωή, Καραμπατζάκη, Συνεργαζόμενη Ερευνήτρια,
Ι.Π.Τ. – Ε. Κ. Ε. Φ. Ε. “ΔΗΜΟΚΡΙΤΟΣ”]

3^ο Μέλος [Κωνσταντίνος, Λολίτσας, , Συνεργαζόμενος Ερευνητής
Ι.Π.Τ. – Ε. Κ. Ε. Φ. Ε. “ΔΗΜΟΚΡΙΤΟΣ”]

Κομοτηνή/Αθήνα

2025

ΠΕΡΙΛΗΨΗ

Η Διαταραχή Ελλειμματικής Προσοχής & Υπερκινητικότητας (ΔΕΠΥ) αποτελεί μία πολύ διαδεδομένη νευροαναπτυξιακή διαταραχή, που σε πολλές περιπτώσεις συνοδεύεται από δυσκολίες στη διαχείριση του στρες και τη συναισθηματική ρύθμιση. Στόχος της παρούσας διατριβής είναι η διερεύνηση της πολύπλοκης σχέσης που υπάρχει μεταξύ του στρες και της ΔΕΠΥ, εστιάζοντας στο ρόλο των πρακτικών ενσυνειδητότητας, της συναισθηματικής νοημοσύνης και των συστημάτων νευροδιαβιβαστών στην αντιμετώπιση και στις στρατηγικές παρέμβασης.

Για τη διερεύνηση του ζητήματος αυτού πραγματοποιήθηκε βιβλιογραφική ανασκόπηση, η οποία βασίστηκε σε μελέτες με κριτές που δημοσιεύθηκαν μεταξύ της χρονικής περιόδου 2000- 2025 σε βάσεις δεδομένων όπως οι PubMed, Scopus και Google Scholar. Στην ανασκόπηση συμπεριλήφθηκαν ευρήματα από κλινικές, νευροβιολογικές και εκπαιδευτικές έρευνες, αναδεικνύοντας τόσο θεωρητικές προοπτικές όσο και εμπειρικά στοιχεία.

Η υπάρχουσα βιβλιογραφία κάνει φανερό ότι τα άτομα με ΔΕΠΥ παρουσιάζουν αυξημένη αντιδραστικότητα στο στρες, γεγονός που τους δημιουργεί γνωστικά, συναισθηματικά και κοινωνικά προβλήματα. Οι παρεμβάσεις που βασίζονται στην ενσυνειδητότητα φαίνεται πως μειώνουν αποτελεσματικά το στρες και βελτιώνουν την συγκέντρωση της προσοχής, ενώ η εκπαίδευση για την ανάπτυξη συναισθηματικής νοημοσύνης ενισχύει την αυτορρύθμιση και τη διαπροσωπική λειτουργία. Σε νευροβιολογικό επίπεδο, η δυσλειτουργία της ντοπαμίνης, της νορεπινεφρίνης, της σεροτονίνης, του GABA και του γλουταμινικού φαίνεται πως επηρεάζει σημαντικά τόσο στα συμπτώματα της ΔΕΠΥ, όσο και στις αντιδράσεις στο στρες. Οι φαρμακευτικές προσεγγίσεις που στοχεύουν στη βελτίωση των συμπτωμάτων του στρες σε άτομα με ΔΕΠΥ έχουν δείξει οφέλη και αποτελεσματικότητα, παρόλο που υπάρχουν και ορισμένοι περιορισμοί και οι μη φαρμακευτικές πρακτικές κερδίζουν όλο και περισσότερο έδαφος.

Εν κατακλείδι, μέσα από την ανασκόπηση της βιβλιογραφίας αναδεικνύεται ότι μια ολοκληρωμένη προσέγγιση, η οποία συνδυάζει την ενσυνειδητότητα, την ενίσχυση της συναισθηματικής νοημοσύνης και τις νευροβιολογικές εκτιμήσεις, είναι δυνατόν να προσφέρει πολλά στην υποστήριξη των ατόμων με ΔΕΠΥ. Η διατριβή καταλήγει στο συμπέρασμα ότι η μελλοντική έρευνα θα πρέπει να εξετάσει περαιτέρω τα μακροπρόθεσμα αποτελέσματα και την εφαρμογή τέτοιων παρεμβάσεων σε εκπαιδευτικά και κλινικά περιβάλλοντα.

Λέξεις-κλειδιά: ΔΕΠΥ, στρες, ενσυνειδητότητα, συναισθηματική νοημοσύνη, νευροδιαβιβαστές, παρεμβάσεις, mindfulness

BIBΛΙΟΓΡΑΦΙΑ

- Al-Saad, M. S. H., Al-Jabri, B., & Almarzouki, A. F. (2021). A review of working memory training in the management of attention deficit hyperactivity disorder. *Frontiers in behavioral neuroscience*, 15, 686873. Retrieved June 13, 2025, from <https://www.frontiersin.org/articles/10.3389/fnbeh.2021.686873/full>
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). American Psychiatric Publishing.
- Angelopoulou, E., Karabatzaki, Z., & Drigas, A. (2021). Assessing working memory in general education students for ADHD detection. *Research, Society and Development*, 10(10), e138101018766-e138101018766. Retrieved September 8, 2025, from <https://rsdjournal.org/index.php/rsd/article/view/18766>
- Arns, M., Heinrich, H., & Strehl, U. (2014). Evaluation of neurofeedback in ADHD: the long and winding road. *Biological psychology*, 95, 108-115. Retrieved June 13, 2025, from <https://www.sciencedirect.com/science/article/pii/S0301051113002469>
- Arnsten, A. F. T. (2006). Stimulants: Therapeutic actions in ADHD. *Neuropsychopharmacology*, 31 (11), 2376–2383. Retrieved July 17, 2025, from <https://www.nature.com/articles/1301164>
- Arnsten, A. F., & Rubia, K. (2012). Neurobiological circuits regulating attention, cognitive control, motivation, and emotion: disruptions in neurodevelopmental psychiatric disorders. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51(4), 356-367. Retrieved June 26, 2025, from <https://www.sciencedirect.com/science/article/pii/S0890856712000433>
- Arksey, H., & O'malley, L. (2005). Scoping studies: towards a methodological framework. *International journal of social research methodology*, 8(1), 19-32. Retrieved August 20, 2025, from <https://www.tandfonline.com/doi/abs/10.1080/1364557032000119616>
- Bakola, N. L., & Drigas, A. S. (2020). Technological development process of emotional intelligence as a therapeutic recovery implement in children with ADHD and ASD comorbidity. *International Journal of Online and Biomedical Engineering*, 16(3), 75–92. Retrieved July 24, 2025, from <https://www.learntechlib.org/p/217998/?nl=1>
- Barkley, R. A. (2012). *Executive functions: What they are, how they work, and why they evolved*. Guilford Press.
- Barkley, R. A. (2015). Concentration deficit disorder (sluggish cognitive tempo). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment*, 81-115. Retrieved June 13, 2025, from http://www.peterraabe.ca/docs/SCT_Barkley.pdf
- Bauminger-Zviely, N., Eden, S., Zancanaro, M., Weiss, P. L., & Gal, E. (2013). Increasing social engagement in children with high-functioning autism spectrum disorder using collaborative technologies in the school environment. *Autism*, 17(3), 317-339. Retrieved July 25, 2025, from <https://journals.sagepub.com/doi/abs/10.1177/1362361312472989>
- Becker, S. P., Luebke, A. M., & Langberg, J. M. (2012). Co-occurring mental health problems and peer functioning among youth with attention-deficit/hyperactivity disorder: a review and

- recommendations for future research. *Clinical child and family psychology review*, 15(4), 279-302. Retrieved June 20, 2025, from <https://link.springer.com/article/10.1007/s10567-012-0122-y>
- Berridge, C. W., & Waterhouse, B. D. (2003). The locus coeruleus–noradrenergic system: Modulation of behavioral state and state-dependent cognitive processes. *Brain Research Reviews*, 42(1), 33–84.
- Biederman, J., Lindsten, A., Sluth, L. B., Petersen, M. L., Ettrup, A., Eriksen, H. L. F., & Fava, M. (2019). Vortioxetine for attention deficit hyperactivity disorder in adults: A randomized, double-blind, placebo-controlled, proof-of-concept study. *Journal of Psychopharmacology*, 33(4), 511-521. Retrieved July 20, 2025, from <https://journals.sagepub.com/doi/abs/10.1177/0269881119832538>
- Biederman, J., Mick, E., & Faraone, S. V. (2000). Age-dependent decline of symptoms of attention deficit hyperactivity disorder: Impact of remission definition and symptom type. *American Journal of Psychiatry*, 157(5), 816–818. Retrieved June 15, 2025, from <https://psychiatryonline.org/doi/abs/10.1176/appi.ajp.157.5.816>
- Bögels, S. M., Helleman, J., van Deursen, S., Römer, M., & van der Meulen, R. (2014). Mindful parenting in mental health care: Effects on parental and child psychopathology, parental stress, parenting, coparenting, and marital functioning. *Mindfulness*, 5(5), 536-551. Retrieved July 20, 2025, from <https://link.springer.com/article/10.1007/s12671-013-0209-7>
- Bølstad, E., Havighurst, S. S., Tamnes, C. K., Nygaard, E., Bjørk, R. F., Stavrinou, M., & Espeseth, T. (2021). A pilot study of a parent emotion socialization intervention: Impact on parent behavior, child self-regulation, and adjustment. *Frontiers in psychology*, 12, 730278. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.730278/full>
- Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences*, 22(2), 218-224. Retrieved July 24, 2025, from <https://www.sciencedirect.com/science/article/pii/S1041608010001214>
- Brown, T. E. (2009). *ADHD comorbidities: Handbook for ADHD complications in children and adults*. American Psychiatric Publishing.
- Bunford, N., Evans, S. W., & Wymbs, F. (2015). ADHD and emotion dysregulation among children and adolescents. *Clinical child and family psychology review*, 18(3), 185-217. Retrieved July 17, 2025, from <https://link.springer.com/article/10.1007/s10567-015-0187-5>
- Bush, G., Valera, E. M., & Seidman, L. J. (2005). Functional neuroimaging of attention-deficit/hyperactivity disorder: A review and suggested future directions. *Biological Psychiatry*, 57(11), 1273–1284. Retrieved July 17, 2025, from <https://www.sciencedirect.com/science/article/pii/S0006322305001113>
- Cairncross, M., & Miller, C. J. (2020). The effectiveness of mindfulness-based therapies for ADHD: A meta-analytic review. *Journal of attention disorders*, 24(5), 627-643. Retrieved July 15, 2025, from <https://journals.sagepub.com/doi/abs/10.1177/1087054715625301>

- Chronis-Tuscano, A., Molina, B. S., Pelham, W. E., Applegate, B., Dahlke, A., Overmyer, M., & Lahey, B. B. (2010). Very early predictors of adolescent depression and suicide attempts in children with attention-deficit/hyperactivity disorder. *Archives of general psychiatry*, 67(10), 1044-1051. Retrieved July 15, 2025, from <https://jamanetwork.com/journals/jamapsychiatry/article-abstract/210897>
- Dekkers, T. J., Popma, A., Sonuga-Barke, E. J., Oldenhof, H., Bexkens, A., Jansen, B. R., & Huizenga, H. M. (2020). Risk taking by adolescents with attention-deficit/hyperactivity disorder (ADHD): A behavioral and psychophysiological investigation of peer influence. *Journal of abnormal child psychology*, 48(9), 1129-1141. Retrieved June 20, 2025, from <https://link.springer.com/article/10.1007/s10802-020-00666-z>
- Del Campo, N., Chamberlain, S. R., Sahakian, B. J., & Robbins, T. W. (2011). The roles of dopamine and noradrenaline in the pathophysiology and treatment of attention-deficit/hyperactivity disorder. *Biological psychiatry*, 69(12), e145-e157. Retrieved July 28, 2025, from <https://www.sciencedirect.com/science/article/pii/S0006322311002605>
- Dickstein, D. P., Barthelemy, C. M., Jenkins, G. A., DeYoung, L. L., Gilbert, A. C., Radoeva, P., ... & MacPherson, H. A. (2021). This is your brain on irritability: A clinician's guide to understanding how we know what we know now, and what we need to know in the future, about irritability in children and adolescents. *Child and Adolescent Psychiatric Clinics*, 30(3), 649-666. Retrieved July 24, 2025, from [https://www.childpsych.theclinics.com/article/S1056-4993\(21\)00028-6/abstract](https://www.childpsych.theclinics.com/article/S1056-4993(21)00028-6/abstract)
- Doulou, A., & Drigas, A. (2022). Virtual Reality & Electronic Games for Assessment in ADHD. *Int. J. Recent Contributions Eng. Sci. IT*, 10(2), 4-15. Retrieved September 8, 2025, from <https://www.mindnest.gr/wp-content/uploads/2023/07/Virtual-Reality-Electronic-Games-for-Assessment-in-ADHD.pdf>
- Doulou, A., Pergantis, P., Drigas, A., & Skianis, C. (2025). Managing ADHD Symptoms in Children Through the Use of Various Technology-Driven Serious Games: A Systematic Review. *Multimodal Technologies and Interaction*, 9(1), 8. Retrieved September 8, 2025, from <https://www.mdpi.com/2414-4088/9/1/8>
- Drakatos, N., & Drigas, A. (2024). The impact of STEAM education using robotics on the executive function of typical and ADHD students along with developmental exploration. *Brazilian Journal of Science*, 3(2), 113-122. Retrieved September 8, 2025, from <https://brazilianjournalofscience.com.br/revista/article/view/467>
- Drigas, A., & Mitsea, E. (2020). A metacognition based 8 pillars mindfulness model and training strategies. *Int. J. Recent Contributions Eng. Sci. IT*, 8(4), 4-17. Retrieved September 8, 2025, from <https://www.academia.edu/download/109253703/8415.pdf>
- Drigas, A. S., & Papoutsis, C. (2018). A new layered model on emotional intelligence. *Behavioral Sciences*, 8(5), 45. Retrieved July 24, 2025, from <https://www.mdpi.com/2076-328X/8/5/45>
- Drigas, A., & Papoutsis, C. (2020). The need for emotional intelligence training education in critical and stressful situations: The case of COVID-19. *International Journal of Recent Contributions from*

- Engineering, Science & IT (iJES)*, 8(3), 20–35. Retrieved July 24, 2025, from <https://online-journals.org/index.php/i-jes/article/view/17235>
- Drigas, A., Papoutsis, C., & Skianis, C. (2021). Metacognitive and metaemotional training strategies through the nine-layer pyramid model of emotional intelligence. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 9(4), 34–52. Retrieved July 24, 2025, from <https://online-journals.org/index.php/i-jes/article/view/26189>
- Drigas, A., Papoutsis, C., & Skianis, C. (2023). Being an emotionally intelligent leader through the nine-layer model of emotional intelligence—The supporting role of new technologies. *Sustainability*, 15(10), 8103. Retrieved July 24, 2025, from <https://www.mdpi.com/2071-1050/15/10/8103>
- DuPaul, G. J., & Stoner, G. (2014). *ADHD in the schools: Assessment and intervention strategies* (3rd ed.). Guilford Press.
- Edden, R. A. E., Crocetti, D., Zhu, H., Gilbert, D. L., & Mostofsky, S. H. (2012). Reduced GABA concentration in attention-deficit/hyperactivity disorder. *Archives of General Psychiatry*, 69(7), 750–753. Retrieved July 27, 2025, from <https://jamanetwork.com/journals/jamapsychiatry/article-abstract/1211983>
- Endres, D., Perlov, E., Maier, S., Feige, B., Nickel, K., Goll, P., ... & Tebartz van Elst, L. (2015). Normal neurochemistry in the prefrontal and cerebellar brain of adults with attention-deficit hyperactivity disorder. *Frontiers in behavioral neuroscience*, 9, 242. Retrieved July 27, 2025, from <https://www.frontiersin.org/journals/behavioral-neuroscience/articles/10.3389/fnbeh.2015.00242/full>
- Faraone, S. V., & Larsson, H. (2019). Genetics of attention deficit hyperactivity disorder. *Molecular psychiatry*, 24(4), 562-575. Retrieved July 27, 2025, from <https://www.nature.com/articles/s41380-020018-0070-0>
- Faraone, S. V., & Radonjić, N. V. (2024). Neurobiology of attention deficit hyperactivity disorder. In *Tasman's psychiatry* (pp. 815-842). Cham: Springer International Publishing. Retrieved July 27, 2025, from https://doi.org/10.1007/978-3-030-51366-5_33
- Faraone, S. V., Banaschewski, T., Coghill, D., Zheng, Y., Biederman, J., Bellgrove, M. A., ... & Wang, Y. (2021). The world federation of ADHD international consensus statement: 208 evidence-based conclusions about the disorder. *Neuroscience & biobehavioral reviews*, 128, 789-818. Retrieved June 14, 2025, from <https://www.sciencedirect.com/science/article/pii/S014976342100049X>
- Faraone, S. V., Sergeant, J., Gillberg, C., & Biederman, J. (2003). The worldwide prevalence of ADHD: Is it an American condition? *World Psychiatry*, 2(2), 104–113. Retrieved June 14, 2025, from <https://pmc.ncbi.nlm.nih.gov/articles/PMC1525089/>
- Ferrando, M., Prieto, M. D., Almeida, L. S., Ferrándiz, C., Bermejo, R., López-Pina, J. A., ... & Fernández, M. C. (2011). Trait emotional intelligence and academic performance: Controlling for the effects of IQ, personality, and self-concept. *Journal of Psychoeducational Assessment*, 29(2), 150-159. Retrieved July 24, 2025, from <https://journals.sagepub.com/doi/abs/10.1177/0734282910374707>

- Fotoglou, A., Moraiti, I., Diamantis, A., Stergios, V., Gavriilidou, Z., & Drigas, A. (2022). Nutritious diet, physical activity and mobiles. The game changers of ADHD. *Technium BioChemMed*, 3(2), 87-106. Retrieved September 8, 2025, from <https://www.academia.edu/download/98797966/2474.pdf>
- Franke, B., Faraone, S. V., Asherson, P., Buitelaar, J., Bau, C. H. D., Ramos-Quiroga, J. A., ... & Reif, A. (2012). The genetics of attention deficit/hyperactivity disorder in adults, a review. *Molecular psychiatry*, 17(10), 960-987. Retrieved July 10, 2025, from <https://www.nature.com/articles/mp2011138>
- Hirvikoski, T., Lindholm, T., Nordenström, A., Nordström, A. L., & Lajic, S. (2009). High self-perceived stress and many stressors, but normal diurnal cortisol rhythm, in adults with ADHD (attention-deficit/hyperactivity disorder). *Hormones and behavior*, 55(3), 418-424. Retrieved July 14, 2025, from <https://www.sciencedirect.com/science/article/pii/S0018506X08003395>
- Hölzel, B. K., Carmody, J., Vangel, M., Congleton, C., Yerramsetti, S. M., Gard, T., & Lazar, S. W. (2011). Mindfulness practice leads to increases in regional brain gray matter density. *Psychiatry research: neuroimaging*, 191(1), 36-43. Retrieved July 24, 2025, from <https://www.sciencedirect.com/science/article/pii/S092549271000288X>
- Hoza, B. (2007). Peer functioning in children with ADHD. *Journal of Pediatric Psychology*, 32(6), 655–663. Retrieved July 18, 2025, from <https://academic.oup.com/jpepsy/article-abstract/32/6/655/1024187>
- Huber, L., Plötner, M., In-Albon, T., Stadelmann, S., & Schmitz, J. (2019). The perspective matters: a multi-informant study on the relationship between social–emotional competence and preschoolers’ externalizing and internalizing symptoms. *Child Psychiatry & Human Development*, 50(6), 1021-1036. Retrieved July 24, 2025, from <https://link.springer.com/article/10.1007/s10578-019-00902-8>
- Isaksson, J., Nilsson, K. W., Nyberg, F., Hogmark, Å., & Lindblad, F. (2012). Cortisol levels in children with attention-deficit/hyperactivity disorder. *Journal of psychiatric research*, 46(11), 1398-1405. Retrieved July 20, 2025, from <https://www.sciencedirect.com/science/article/pii/S0022395612002543>
- Jensen, P. S., Hinshaw, S. P., Swanson, J. M., Greenhill, L. L., Conners, C. K., Arnold, L. E., ... & Wigal, T. (2001). Findings from the NIMH Multimodal Treatment Study of ADHD (MTA): implications and applications for primary care providers. *Journal of Developmental & Behavioral Pediatrics*, 22(1), 60-73. Retrieved July 25, 2025, from https://journals.lww.com/jrnldbpf/fulltext/2001/02000/Findings_from_the_NIMH_Multimodal_Treatment_Study.8.aspx
- Jia, R. M., Mikami, A. Y., & Normand, S. (2021). Social resilience in children with ADHD: Parent and teacher factors. *Journal of Child and Family Studies*, 30(4), 839-854. Retrieved July 25, 2025, from <https://link.springer.com/article/10.1007/s10826-021-01907-5>
- Kabat-Zinn, J. (2023). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hachette UK.

- Khodoruth, M. A. S., Ouanes, S., & Khan, Y. S. (2022). A systematic review of the use of atomoxetine for management of comorbid anxiety disorders in children and adolescents with attention-deficit hyperactivity disorder. *Research in Developmental Disabilities*, 128, 104275. Retrieved July 20, 2025, from <https://www.sciencedirect.com/science/article/pii/S0891422222001056>
- Kofler, M. J., Irwin, L. N., Soto, E. F., Groves, N. B., Harmon, S. L., & Sarver, D. E. (2019). Executive functioning heterogeneity in pediatric ADHD. *Journal of abnormal child psychology*, 47(2), 273-286. Retrieved July 22, 2025, from <https://link.springer.com/article/10.1007/s10802-018-0438-2>
- Kooij, S. J., Bejerot, S., Blackwell, A., Caci, H., Casas-Brugué, M., Carpentier, P. J., ... & Asherson, P. (2010). European consensus statement on diagnosis and treatment of adult ADHD: The European Network Adult ADHD. *BMC psychiatry*, 10(1), 67. Retrieved June 14, 2025, from <https://link.springer.com/article/10.1186/1471-244x-10-67>
- Kuyken, W., Weare, K., Ukoumunne, O. C., Vicary, R., Motton, N., Burnett, R., ... & Huppert, F. (2013). Effectiveness of the Mindfulness in Schools Programme: non-randomised controlled feasibility study. *The British Journal of Psychiatry*, 203(2), 126-131. Retrieved July 22, 2025, from <https://www.cambridge.org/core/journals/the-british-journal-of-psychiatry/article/effectness-of-the-mindfulness-in-schools-programme-nonrandomized-control-feasibility-study/BEB4925E41DEB31345A4FB14FA264A09>
- Laborde, S., Brüll, A., Weber, J., & Anders, L. S. (2016). Trait emotional intelligence in sports: A protective role against stress through heart rate variability?. *Personality and individual differences*, 51(1), 23-27. Retrieved July 20, 2025, from <https://www.sciencedirect.com/science/article/pii/S0191886911001231>
- Liston, C., McEwen, B. S., & Casey, B. J. (2009). Psychosocial stress reversibly disrupts prefrontal processing and attentional control. *Proceedings of the National Academy of Sciences*, 106(3), 912–917. Retrieved July 23, 2025, from <https://www.pnas.org/doi/abs/10.1073/pnas.0807041106>
- Lupien, S. J., McEwen, B. S., Gunnar, M. R., & Heim, C. (2009). Effects of stress throughout the lifespan on the brain, behaviour and cognition. *Nature Reviews Neuroscience*, 10(6), 434–445. Retrieved July 23, 2025, from <https://www.nature.com/articles/nrn2639>
- Martel, M. M. (2009). Research review: A new perspective on attention-deficit/hyperactivity disorder: Emotion dysregulation and trait models. *Journal of Child Psychology and Psychiatry*, 50(9), 1042-1051. Retrieved June 24, 2025, from <https://acamh.onlinelibrary.wiley.com/doi/abs/10.1111/j.1469-7610.2009.02105.x>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New ability or eclectic traits?. *American psychologist*, 63(6), 503. Retrieved June 23, 2025, from <https://psycnet.apa.org/journals/amp/63/6/503/>
- Meppelink, R., de Bruin, E. I., Wanders-Mulder, F. H., Vennik, C. J., & Bögels, S. M. (2016). Mindful parenting training in child psychiatric settings: heightened parental mindfulness reduces parents' and children's psychopathology. *Mindfulness*, 7(3), 680-689. Retrieved July 23, 2025, from <https://link.springer.com/article/10.1007/s12671-016-0504-1>

- Michellini, G., Kitsune, G. L., Cheung, C. H., Brandeis, D., Banaschewski, T., Asherson, P., ... & Kuntsi, J. (2016). Attention-deficit/hyperactivity disorder remission is linked to better neurophysiological error detection and attention-vigilance processes. *Biological psychiatry*, 80(12), 923-932. Retrieved July 24, 2025, from <https://www.sciencedirect.com/science/article/pii/S0006322316325380>
- Mitchell, J. T., Zylowska, L., & Kollins, S. H. (2015). Mindfulness meditation training for attention-deficit/hyperactivity disorder in adulthood: Current empirical support, treatment overview, and future directions. *Cognitive and behavioral practice*, 22(2), 172-191. Retrieved July 20, 2025, from <https://www.sciencedirect.com/science/article/pii/S107772291400128X>
- Mitsea, E., Drigas, A., & Skianis, C. (2022). Mindfulness strategies for metacognitive skills training in special education: the role of virtual reality. *Technium Soc. Sci. J.*, 35, 232. Retrieved September 8, 2025, from https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/techssj35§ion=17
- Moraiti, I., Fotoglou, A., & Drigas, A. (2023). Mindfulness training—effect on adults with adhd and depressive symptoms and the role of digital technologies. *Journal Health and Technology-JHT*, 2(3), e2339-e2339. Retrieved September 8, 2025, from <https://jhealthtechnology.org/index.php/jht/article/view/39>
- Naaijen, J., Bralten, J., Poelmans, G., Glennon, J. C., Franke, B., & Buitelaar, J. K. (2017). Glutamatergic and GABAergic gene sets in attention-deficit/hyperactivity disorder: association to overlapping traits in ADHD and autism. *Translational psychiatry*, 7(1), e999-e999. Retrieved July 28, 2025, from <https://www.nature.com/articles/tp2016273>
- Oades, R. D. (2008). Dopamine-serotonin interactions in attention-deficit hyperactivity disorder (ADHD). *Progress in Brain Research*, 172, 543–565. Retrieved July 28, 2025, from <https://www.sciencedirect.com/science/article/pii/S0079612308009266>
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British journal of psychology*, 98(2), 273-289. Retrieved July 24, 2025, from <https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1348/000712606X120618>
- Pliszka, S. R. (2000). Patterns of psychiatric comorbidity with attention-deficit/hyperactivity disorder. *Child and adolescent psychiatric clinics of North America*, 9(3), 525-540. Retrieved June 24, 2025, from <https://www.sciencedirect.com/science/article/pii/S1056499318301056>
- Polanczyk, G., de Lima, M. S., Horta, B. L., Biederman, J., & Rohde, L. A. (2007). The worldwide prevalence of ADHD: A systematic review and metaregression analysis. *American Journal of Psychiatry*, 164(6), 942–948. Retrieved June 23, 2025, from <https://psychiatryonline.org/doi/abs/10.1176/ajp.2007.164.6.942>
- Quinn, P. O., & Madhoo, M. (2014). A review of ADHD in women and girls: Uncovering this hidden diagnosis. *Primary Care Companion for CNS Disorders*, 16(3), PCC.13r01596. Retrieved June 13, 2025, from https://www.psychiatrist.com/wp-content/uploads/2021/03/25641_review-attention-deficit-hyperactivity-disorder-women.pdf
- Ravishankar, V., Chowdappa, S. V., Benegal, V., & Muralidharan, K. (2016). The efficacy of atomoxetine in treating adult attention deficit hyperactivity disorder (ADHD): A meta-analysis of controlled

- trials. *Asian Journal of Psychiatry*, 24, 53-58. Retrieved July 27, 2025, from <https://www.sciencedirect.com/science/article/pii/S1876201815300654>
- Richardson, A. J. (2006). Omega-3 fatty acids in ADHD and related neurodevelopmental disorders. *International review of psychiatry*, 18(2), 155-172. Retrieved July 27, 2025, from <https://www.tandfonline.com/doi/abs/10.1080/09540260600583031>
- Rubia, K. (2018). Cognitive neuroscience of attention deficit hyperactivity disorder (ADHD) and its clinical translation. *Frontiers in Human Neuroscience*, 12, 100. Retrieved June 24, 2025, from <https://www.frontiersin.org/journals/human-neuroscience/articles/10.3389/fnhum.2018.00100/full>
- Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: a randomized controlled trial. *Developmental psychology*, 51(1), 52. Retrieved July 25, 2025, from <https://psycnet.apa.org/journals/dev/51/1/52/>
- Sciberras, E., Mulraney, M., Silva, D., & Coghill, D. (2017). Prenatal risk factors and the etiology of ADHD—review of existing evidence. *Current psychiatry reports*, 19(1), 1. Retrieved June 21, 2025, from <https://link.springer.com/article/10.1007/s11920-017-0753-2>
- Sevincok, D., Ozbay, H. C., Ozbek, M. M., Tunagur, M. T., & Aksu, H. (2020). ADHD symptoms in relation to internalizing and externalizing symptoms in children: The mediating role of sluggish cognitive tempo. *Nordic journal of psychiatry*, 74(4), 265-272. Retrieved June 20, 2025, from <https://www.tandfonline.com/doi/abs/10.1080/08039488.2019.1697746>
- Seymour, K. E., Chronis-Tuscano, A., Iwamoto, D. K., et al. (2012). Emotion regulation mediates the relationship between ADHD and depressive symptoms in youth. *Journal of Abnormal Child Psychology*, 40(4), 595–606. Retrieved July 25, 2025, from <https://link.springer.com/article/10.1007/s10802-011-9593-4>
- Shaw, P., Stringaris, A., Nigg, J., & Leibenluft, E. (2016). Emotion dysregulation in attention deficit hyperactivity disorder. *Focus*, 14(1), 127-144. Retrieved July 23, 2025, from <https://psychiatryonline.org/doi/abs/10.1176/appi.focus.140102>
- Sideraki, A., & Drigas, A. (2024). GABA and Executive Functions in ASD. *Scientific Electronic Archives*, 17(3). Retrieved September 8, 2025, from https://www.researchgate.net/profile/Angeliki-Sideraki/publication/380235325_GABA_and_Executive_functions_in_ASD/links/663b774b7091b94e930a22e3/GABA-and-Executive-functions-in-ASD.pdf
- Simon, V., Czobor, P., Bálint, S., Mészáros, Á., & Bitter, I. (2009). Prevalence and correlates of adult attention-deficit hyperactivity disorder: Meta-analysis. *British Journal of Psychiatry*, 194(3), 204–211. Retrieved June 24, 2025, from <https://www.cambridge.org/core/journals/the-british-journal-of-psychiatry/article/prevalence-and-correlates-of-adult-attentiondeficit-hyperactivity-disorder-metaanalysis/FBBDAEA596D69D26F49318ECAD410C4>

- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of business research*, 104, 333-339. Retrieved June 14, 2025, from <https://www.sciencedirect.com/science/article/pii/S0148296319304564>
- Spencer, T. J., Biederman, J., & Mick, E. (2007). Attention-deficit/hyperactivity disorder: diagnosis, lifespan, comorbidities, and neurobiology. *Journal of pediatric psychology*, 32(6), 631-642. Retrieved June 14, 2025, from <https://academic.oup.com/jpepsy/article-abstract/32/6/631/1022252>
- Tang, Y. Y., Holzel, B. K., & Posner, M. I. (2015). The neuroscience of mindfulness meditation. *Nature Reviews Neuroscience*, 16(4), 213-225. Retrieved July 22, 2025, from <https://www.nature.com/articles/nrn3916>
- Tang, Y. Y., Ma, Y., Fan, Y., Feng, H., Wang, J., Feng, S., ... & Fan, M. (2009). Central and autonomic nervous system interaction is altered by short-term meditation. *Proceedings of the national Academy of Sciences*, 106(22), 8865-8870. Retrieved June 24, 2025, from <https://www.pnas.org/doi/abs/10.1073/pnas.0904031106>
- Theule, J., Wiener, J., Tannock, R., & Jenkins, J. M. (2013). Parenting stress in families of children with ADHD: A meta-analysis. *Journal of Emotional and Behavioral Disorders*, 21(1), 3-17. Retrieved June 24, 2025, from <https://journals.sagepub.com/doi/abs/10.1177/1063426610387433>
- Thomas, R., Sanders, S., Doust, J., Beller, E., & Glasziou, P. (2015). Prevalence of attention-deficit/hyperactivity disorder: A systematic review and meta-analysis. *Pediatrics*, 135(4), e994-e1001. Retrieved June 23, 2025, from <https://publications.aap.org/pediatrics/article-abstract/135/4/e994/77059>
- Van de Weijer-Bergsma, E., Formsma, A. R., de Bruin, E. I., & Bögels, S. M. (2012). The effectiveness of mindfulness training on behavioral problems and attentional functioning in adolescents with ADHD. *Journal of child and family studies*, 21(5), 775-787. Retrieved July 26, 2025, from <https://link.springer.com/article/10.1007/s10826-011-9531-7>
- Van der Oord, S., Bögels, S. M., & Peijnenburg, D. (2012). The effectiveness of mindfulness training for children with ADHD and mindful parenting for their parents. *Journal of child and family studies*, 21(1), 139-147. Retrieved July 26, 2025, from <https://link.springer.com/article/10.1007/s10826-011-9457-0>
- Vlachou, J. A., Polychroni, F., Drigas, A. S., & Economou, A. (2022). Neurofeedback and ADHD. *International Journal of Recent Contributions from Engineering, Science & IT (IJES)*, 10(01), 47-56. Retrieved September 8, 2025, from <https://www.academia.edu/download/111925322/10983.pdf>
- Volkow, N. D., Wang, G. J., Kollins, S. H., et al. (2009). Evaluating dopamine reward pathway in ADHD: Clinical implications. *JAMA*, 302(10), 1084-1091. Retrieved July 27, 2025, from <https://jamanetwork.com/journals/jama/article-abstract/184547>
- Vysniauske, R., Verburgh, L., Oosterlaan, J., & Molendijk, M. L. (2020). The effects of physical exercise on functional outcomes in the treatment of ADHD: a meta-analysis. *Journal of attention disorders*, 24(5), 644-654. Retrieved July 28, 2025, from <https://journals.sagepub.com/doi/abs/10.1177/1087054715627489>

- Webster-Stratton, C. H., Reid, M. J., & Beauchaine, T. (2011). Combining parent and child training for young children with ADHD. *Journal of Clinical Child & Adolescent Psychology*, 40(2), 191-203. Retrieved June 24, 2025, from <https://www.tandfonline.com/doi/abs/10.1080/15374416.2011.546044>
- Willcutt, E. G., Doyle, A. E., Nigg, J. T., Faraone, S. V., & Pennington, B. F. (2005). Validity of the executive function theory of attention-deficit/hyperactivity disorder: a meta-analytic review. *Biological psychiatry*, 57(11), 1336-1346. Retrieved June 20, 2025, from <https://www.sciencedirect.com/science/article/pii/S000632230500171X>
- Wüstner, A., Otto, C., Schlack, R., Hölling, H., Klasen, F., & Ravens-Sieberer, U. (2019). Risk and protective factors for the development of ADHD symptoms in children and adolescents: Results of the longitudinal BELLA study. *PloS one*, 14(3), e0214412. Retrieved June 24, 2025, from <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0214412>
- Zografou, M., & Drigas, A. (2022). The role of executive functions and ICTs in anxiety management of children with learning disabilities. *Scientific Electronic Archives*, 15(8). Retrieved September 8, 2025, from https://www.researchgate.net/profile/Athanasios-Drigas/publication/362398353_The_role_of_executive_functions_and_ICTs_in_anxiety_management_of_children_with_learning_disabilities/links/63ef410b51d7af054030c35e/The-role-of-executive-functions-and-ICTs-in-anxiety-management-of-children-with-learning-disabilities.pdf
- Zylowska, L., Ackerman, D. L., Yang, M. H., Futrell, J. L., Horton, N. L., Hale, T. S., ... & Smalley, S. L. (2008). Mindfulness meditation training in adults and adolescents with ADHD: A feasibility study. *Journal of attention disorders*, 11(6), 737-746. Retrieved July 26, 2025, from <https://journals.sagepub.com/doi/abs/10.1177/1087054707308502>