



# The use of games to increase performance occupational therapy of adults with attention deficit hyperactivity disorder (ADHD)

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## 1 INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is characterized by "a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development." (Diagnostic and Statistical Manual of Mental Disorders, 2014, p. 59). According to the Diagnostic and Statistical Manual of Mental Disorders (2014, p. 59) the inattention present in ADHD manifests itself "as rambling on tasks, lack of persistence, difficulty maintaining focus, and disorganization. In adults, these symptoms significantly affect occupational performance, leading to difficulties performing occupations that are "necessary activities that people need, want, and are expected to do" (World Federation of Occupational Therapists, 2012a, p. 2). Most have difficulty staying in their jobs, inconstancy in relationships, and when performing adult responsibilities, these instabilities can interfere with and cause feelings of frustration and guilt (Children and Adults with Attention-Deficit/Hyperactivity Disorder, 2022). Occupational performance is characterized as "the achievement of the selected occupation resulting from the dynamic transaction between the client, the context and environment, and the activity or occupation" (American Occupational Therapy Association, 2015, p. 14). In this case the games aim to provide strengthening of the ability to perform these actions, working the executive functions, the "executive functions (EF) refer to the ability to engage in goal-oriented behavior, performing voluntary and self-organized actions" (CAPOVILLA; ASSEF; COZZA, 2007, p. 1).

## 2 METHODOLOGY

The present study is a literature review with a qualitative approach. A search was conducted in the databases: Coordination for the Improvement of Higher Education Personnel (CAPES) and Virtual Health Library (BVS) and the Website of the organization Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), combining the descriptors together with the Boolean connector "AND": Attention-Deficit Hyperactivity Disorder, TDHA, Adults, occupational performance and games.



### 3 CONCLUSION

Games are tools that help to evaluate and increase occupational performance in order to improve learning, memory, attention, problem solving, and planning, thus contributing to the individual's cognitive process. According to Muragaki et al. (2010), there are several types of games used in the process of cognitive rehabilitation such as: digital games; educational games; manual games; and logical reasoning games. Muragaki et al. (2010), presents the games as contributors to the assessment and intervention of people with cognitive deficits, also presenting them as a way to allow a recharge of energy that favors the performance of daily activities. To highlight the games as a resource focused on the adult population can be a great contributor to the processing of the mature brain by building new synapses and brain reorganization, enhancing it (MURAGAKI et al., 2010). Therefore, presenting resources that assist in the process of care and act as facilitators in the treatment, corroborate positive results in the occupational performance of patients in cognitive rehabilitation.



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