JOURNAL OF INFORMATION SYSTEMS APPLIED RESEARCH AND ANALYTICS

Volume 19, No. 3
September 2026
ISSN: 1946-1836

In this issue:

4. Household Digital Twin for Storm Preparedness and Response
Chaitali Bonke, University of Texas Rio Grande Valley
Jun Sun, University of Texas Rio Grande Valley

17. AI & Machine Learning Deployment: Best Practices, Costs and Priorities
Nicholas Williams, University of North Carolina Wilmington
Jeff Cummings, University of North Carolina Wilmington
Yu Wang, University of North Carolina Wilmington
Yasin Emre Gokce, University of North Carolina Wilmington

28. Computer-Supported Collaborative Learning: An Analysis of the Relationship Between Human Critical Thinking and the Use of Artificial Intelligence (AI)
Temitope Elijah, Georgia Southern University
Hayden Wimmer Georgia Southern University
Carl Rebman Jr, University of San Diego

41. Enhancing Programming Productivity for Individuals with ADHD Through Generative Artificial Intelligence: An Inductive Analysis
Lionel Mew, University of Richmond

50. AI-Enhanced Interview Preparation: A Comprehensive Review of Technical, Behavioral, and Immersive Training Systems
Silvia Sanjana, Kennesaw State University
Yi Li, Kennesaw State University
Selena He, Kennesaw State University

68. AI-Powered Study Assistant for Exams: QuizAI
Thi Hong Anh Nguyen, City University of Seattle
Sam Chung, City University of Seattle

82. An Emotional Analysis for Psychology, Affective Science, and Mental Health Using Agentic Multi-Agent AI Systems
Cynthia Ani, University of North Texas
Thuan Luong Nguyen, University of Texas at Austin

iscap
Information Systems & Computing Academic Professionals

The **Journal of Information Systems Applied Research and Analytics** (JISARA) is a double-blind peer reviewed academic journal published by ISCAP, Information Systems and Computing Academic Professionals. Publishing frequency is four issues a year. The first date of publication was December 1, 2008. The original name of the journal was Journal of Information Systems Applied Research (JISAR).

JISARA is published online (https://jisara.org) in connection with the ISCAP (Information Systems and Computing Academic Professionals) Conference, where submissions are also double-blind peer reviewed. Our sister publication, the Proceedings of the ISCAP Conference, features all papers, teaching cases and abstracts from the conference. (https://iscap.us/proceedings)

The journal acceptance review process involves a minimum of three double-blind peer reviews, where both the reviewer is not aware of the identities of the authors and the authors are not aware of the identities of the reviewers. The initial reviews happen before the conference. At that point papers are divided into award papers (top 15%) and other submitted works. The non-award winning papers are subjected to a second round of blind peer review to establish whether they will be accepted to the journal or not. Those papers that are deemed of sufficient quality are accepted for publication in JISAR. Currently the acceptance rate for the journal is approximately 35%.

Questions should be addressed to the editor at editor@jisara.org or the publisher at publisher@jisara.org. Special thanks to members of ISCAP who perform the editorial and review processes for JISARA.

2026 ISCAP Board of Directors

Amy Connolly
James Madison University
President

Michael Smith
Georgia Institute of Technology
Vice President

Jeff Cummings
Univ of NC Wilmington
Past President

David Firth
University of Montana
Director

Mark Frydenberg
Bentley University
Director/Secretary

Leigh Mutchler
James Madison University
Director

RJ Podeschi
Millikin University
Director/Treasurer

Bryan Reinicke
Rochester Institute of
Technology / Director

Jeffry Babb
West Texas A&M University
Director/Curricular Matters

Eric Breimer
Siena University
Director/2026 Conf Chair

Tom Janicki
Univ of NC Wilmington
Director/Meeting Planner

Xihui "Paul" Zhang
University of North Alabama
Director/JISE Editor

Copyright © 2026 by Information Systems and Computing Academic Professionals (ISCAP). Permission to make digital or hard copies of all or part of this journal for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial use. All copies must bear this notice and full citation. Permission from the Editor is required to post to servers, redistribute to lists, or utilize in a for-profit or commercial use. Permission requests should be sent to Scott Hunsinger, Editor, editor@jisara.org.

JOURNAL OF INFORMATION SYSTEMS APPLIED RESEARCH AND ANALYTICS

Editors

Scott Hunsinger
Senior Editor
Appalachian State University

Thomas Janicki
Publisher
University of North Carolina Wilmington

2026 JISARA Editorial Board

Biju Bajracharya
East Tennessee State University

Queen Booker
Metro State

Wendy Ceccucci
Quinnipiac University

Biswadip Ghosh
Metro State University

Russell Haines
Appalachian State University

Melinda Korzaan
Middle Tennessee State University

Will Ledbetter
Perdue University

Li-Jen Lester
Sam Houston State University

Muhammed Miah
Tennessee State University

Alan Peslak
Penn State University

Jason Price
Nichols College

Bryan Reinicke
Rochester Institute of Technology

Asish Satpathy
Arizona State University

Dana Schwieger
Southeast Missouri State University

Jeff Strain
Brigham Young University - Hawaii

Katarzyna Toskin
Southern Connecticut University

Karthikeyan Umapathy
University of North Florida

Hayden Wimmer
Georgia Southern University

David Woods
University of Miami Regionals

David Yates
Bentley University

Enhancing Programming Productivity for Individuals with ADHD Through Generative Artificial Intelligence: An Inductive Analysis

Lionel Mew
lmew@richmond.edu
University of Richmond
Richmond, VA 23173

Abstract

This inductive analysis examines how generative artificial intelligence (AI) can enhance programming productivity for individuals with attention-deficit/hyperactivity disorder (ADHD) by addressing executive function deficits that impair coding performance. Through systematic analysis of 45 peer-reviewed studies spanning ADHD interventions, programming productivity research, and AI-assisted development, we identify four primary mechanisms by which generative AI tools mitigate ADHD-related programming challenges: (1) cognitive scaffolding through automated pattern recognition and workflow optimization that compensates for executive function deficits, (2) task decomposition that breaks complex algorithms into manageable, discrete components, (3) real-time contextual support that reduces attention-switching costs by eliminating the need for external documentation searches, and (4) personalized learning systems that adapt to individual ADHD presentations and work patterns. Our analysis reveals that AI-assisted programming demonstrates particular efficacy for entry-level and junior programmers with ADHD, with documented productivity increases of up to 55% in code generation tasks. However, implementation requires careful consideration of code quality validation demands, potential skill development dependency, and privacy concerns. We propose a three-phase implementation framework (Assessment-Integration-Optimization) and discuss implications for computer science education and workplace accommodations. This research contributes evidence-based guidance for leveraging generative AI as cognitive support technology hin neurodiversity-inclusive programming environments.

Keywords: ADHD, programming productivity, generative artificial intelligence, executive function, neurodiversity, cognitive support

Recommended Citation: Mew, L., (2026). Enhancing Programming Productivity for Individuals with ADHD Through Generative Artificial Intelligence: An Inductive Analysis. *Journal of Information Systems Applied Research and Analytics*, v19(n3) pp 41-49. DOI# https://doi.org/10.62273/HMAD7698

Enhancing Programming Productivity for Individuals with ADHD Through Generative Artificial Intelligence: An Inductive Analysis

Lionel Mew

1. INTRODUCTION

Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder that affects approximately 5-7% of children and 2.5-3.4% of adults worldwide (Faraone et al., 2021; Thomas et al., 2015). Characterized by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with functioning and development (American Psychiatric Association [APA], 2013), ADHD presents unique challenges in professional contexts requiring sustained cognitive effort, such as computer programming.

The intersection of ADHD and computer programming has garnered increasing attention as the technology sector continues to grow and diversify. Programming requires sustained attention, meticulous organization, and executive functioning—cognitive skills that are often adversely impacted by ADHD (Barkley, 2015). Individuals with ADHD often experience difficulties in maintaining focus on a single task for extended periods, leading to challenges in completing complex programming tasks which require sustained cognitive effort (Fuermaier et al., 2015). These challenges are compounded by the precision and accuracy demands inherent in software development.

Throughout this paper, we use "programming" to refer primarily to the act of writing code, while "software development" encompasses the broader process including design, implementation, testing, and maintenance. While ADHD impacts both activities, our analysis focuses primarily on the coding and implementation aspects of software development where generative AI tools provide the most direct support.

Simultaneously, generative artificial intelligence (AI) has emerged as a transformative force in software development, with productivity measured by the number of lines of code produced increased by 55% for the group using the Large Language Model (LLM) (Gambacorta et al., 2024). The rapid adoption of generative AI tools presents an unprecedented opportunity to address ADHD-related challenges in programming by providing cognitive support, task automation, and personalized assistance.

This paper presents an inductive analysis examining how generative AI can enhance programming productivity for individuals with ADHD. We synthesize current research on ADHD's impact on programming performance, review traditional intervention strategies, and analyze the potential of AI-powered tools to mitigate ADHD-related challenges in software development contexts.

2. METHODOLOGY

This inductive analysis synthesizes research across three domains: ADHD and executive functioning (n=18 studies), generative AI programming tools (n=15 studies), and cognitive intervention strategies (n=12 studies). Literature was identified through systematic searches of ACM Digital Library, PubMed, and IEEE Xplore using keywords: "ADHD," "executive function," "programming," "generative AI," "coding assistants," and "productivity" (2010-2024).

Following established inductive analysis frameworks, we employed a three-phase coding process:

1. Open coding: Identified 87 initial codes describing ADHD challenges and AI affordances in programming contexts

2. Axial coding: Grouped codes into 12 categories linking AI features to executive function support

3. Selective coding: Identified four core mechanisms explaining how AI addresses ADHD-specific programming challenges

Analysis was guided by Cognitive Load Theory (Sweller et al., 2011) as a theoretical lens for understanding mechanism effectiveness. This approach allowed systematic identification of patterns across disparate literature domains without requiring primary data collection.

3. LITERATURE REVIEW

ADHD and Executive Functioning in Programming Contexts

ADHD significantly impacts executive functioning, which encompasses the cognitive processes necessary for planning, organization, working memory, and self-regulation (Diamond, 2013). Programming requires sustained attention, meticulous organization, and executive functioning—skills that can be adversely impacted by ADHD. Research indicates that poor skills in prioritizing and organizing workloads significantly hinder adults with ADHD in their workplace, resulting in occupational and educational underachievement (Wang et al., 2020).

The cognitive demands of programming exacerbate ADHD symptoms in several ways. In many instances, programmers with ADHD experience increased impulsivity and disorganization, leading to mistakes in coding and debugging processes. These challenges manifest as inefficient coding practices, difficulty tracking code changes, and problems managing multiple tasks simultaneously—all essential components of software development.

Furthermore, ADHD also affects interpersonal skills, critical in team-based programming environments in today's collaborative technology industry. Communication difficulties and reduced adaptability to unexpected changes or stressors can significantly impact collaborative programming efforts (Pollak et al., 2021; Tarver et al., 2021).

Traditional Intervention Strategies for ADHD in Programming

Multiple intervention strategies have demonstrated efficacy in supporting individuals with ADHD in professional contexts. Cognitive-behavioral therapy (CBT) has shown promising results, with research indicating that CBT can lead to significant symptom reduction among adults by addressing difficulties in executive functioning and managing daily tasks (Knouse & Safren, 2010). Tailored CBT programs help individuals develop strategies for time management, organization, and task prioritization—vital skills for coding and software development.

Neurofeedback represents another innovative approach. Lim et al. describe a brain-computer interface (BCI) based attention training program that can improve attention in individuals with ADHD, with research showing that a 20-session BCI attention training program improved ADHD symptoms (Lim et al., 2012). These techniques focus on training users to achieve specific brain activity patterns, potentially leading to better focus and control over impulsivity.

Mindfulness-based interventions (MBIs) have also gained recognition as effective practices. Tan and Jones conducted a scoping review discussing the advantages of mindfulness in improving emotional regulation and executive functioning in adolescents with ADHD (Tan & Jones, 2024). Evidence suggests that mindfulness practices can reduce stress and anxiety, which may otherwise exacerbate programming challenges.

Traditional productivity enhancement strategies encompass multiple domains:

Environmental Modifications: Research demonstrates that structured workspaces with minimal visual distractions help individuals with ADHD maintain focus for longer periods (Hallberg et al., 2020). Sensory input management represents another important environmental consideration, with individuals with ADHD often benefiting from controlling auditory stimulation (Kooij et al., 2019).

Time Management Strategies: The Pomodoro Technique, a time management method involving focused work intervals separated by short breaks, has shown particular promise for individuals with ADHD. Research by Lindsley and Brass (2018) found that implementing the Pomodoro Technique led to significant improvements in task completion and reduced self-reported stress among adults with ADHD.

Organizational Systems: Color-coding has emerged as a particularly effective organizational strategy, with research showing that color-coded filing systems improved homework management and completion for adolescents with ADHD (Langberg et al., 2011).

Generative AI in Programming and ADHD Support

The intersection of generative AI and ADHD support represents an emerging area of significant interest. Studies suggest that generative AI can significantly alleviate the cognitive load on developers, which is particularly beneficial for those with ADHD who often experience difficulties with focus and task management (Sauvola et al., 2024; Damyanov et al., 2024).

Research highlights that programming environments augmented by generative AI can foster an inclusive educational framework, thereby improving accessibility for individuals with ADHD. The utilization of tools like ChatGPT facilitates not just coding proficiency but also overall engagement, allowing programmers to ask questions and receive immediate assistance in a conversational format.

These AI-powered interactions can break tasks into smaller, manageable parts, making it easier for users with ADHD to stay on track (Ekellem, 2024; Zhao et al., 2024). This capability is particularly valuable given that breaking tasks into smaller components improved task initiation and completion rates among college students with ADHD (Reaser et al., 2019).

However, challenges exist in AI implementation. The variable quality of AI-generated code raises concerns regarding reliability and correctness, which necessitates a level of programming competency to evaluate the output critically (Wills et al., 2024; Idrisov & Schlippe, 2024). For programmers with ADHD, who may already struggle with attention to detail, distinguishing between accurate and erroneous AI outputs can compound existing challenges.

Current Applications of AI for ADHD Management

Recent developments in AI applications for ADHD management demonstrate promising trends. AI-driven chatbots provide customer support and assistance, while virtual assistants can help with organization, prioritization, and time management tasks. ChatGPT can benefit ADHD adults who use it as an AI executive function support tool, helping simplify day-to-day tasks involving organization, prioritization, and time management.

Generative AI tools can help people with ADHD break down big tasks into smaller, more manageable steps, with applications like Goblin. tools offering features such as "magic to-do" lists that automatically break down complex tasks into manageable components (Associated Press, 2024).

Theoretical Framework: Cognitive Load Theory and AI Support

Cognitive Load Theory provides a useful framework for understanding how generative AI can support programmers with ADHD. The theory distinguishes between intrinsic cognitive load (inherent to the task), extraneous cognitive load (imposed by instructional design), and germane cognitive load (contributing to learning and automation) (Sweller et al., 2011).

For programmers with ADHD, traditional programming tasks often create excessive cognitive load due to the need to simultaneously manage multiple aspects: problem decomposition, syntax recall, debugging logic, and code organization. Generative AI can reduce this load by:

1. Automating routine coding tasks (reducing intrinsic load)
2. Providing structured guidance and templates (reducing extraneous load)
3. Enabling focus on higher-order problem-solving (optimizing germane load)

4. DISCUSSION

4.1 Four Mechanisms of AI Support for ADHD Programmers

Building on the literature reviewed above, research on AI productivity gains shows significant promise. Studies indicate that LLMs can significantly boost productivity among programmers, with productivity measured by the number of lines of code produced increased by 55% for the group using the LLM (Gambacorta et al., 2024). Notably, the productivity gains were statistically significant primarily among junior staff, with a less pronounced effect on senior employees, suggesting benefits for entry-level programmers who may be developing foundational skills while managing ADHD symptoms. Our analysis identifies four mechanisms that explain these productivity benefits:

Cognitive Scaffolding: AI assistants can detect patterns in work habits to suggest optimal times for focused work, breaks, and transitions between activities—all common pain points for those with ADHD. This external regulation compensates for executive function deficits characteristic of ADHD.

Task Decomposition: Generative AI tools can help people with ADHD break down big tasks into smaller, more manageable steps. In programming contexts, this translates to breaking complex algorithms into discrete functions, providing step-by-step implementation guidance, and suggesting logical code organization structures.

Real-time Support: Unlike traditional programming resources, AI assistants provide immediate, contextual support without requiring

programmers to shift attention to external documentation or references. This reduces attention switching costs, which are particularly challenging for individuals with ADHD.

Personalized Learning: AI apps learn user habits and priorities to generate personalized to-do lists, schedules, and reminders, studying how individuals work best and adapting to keep them on track. This personalization addresses the heterogeneous nature of ADHD presentation.

4.2 Implementation Framework

Based on our analysis, we propose a framework for implementing AI-enhanced programming support for individuals with ADHD:

Phase 1: Assessment and Customization

- Evaluate individual ADHD presentation and programming skill level
- Configure AI tools to match specific attention patterns and preferences
- Establish baseline productivity metrics

Phase 2: Guided Integration

- Introduce AI tools gradually to prevent cognitive overload
- Provide training on effective prompt engineering and AI collaboration
- Establish protocols for validating AI-generated code

Phase 3: Adaptive Optimization

- Monitor productivity outcomes and adjustment patterns
- Refine AI configurations based on usage data and performance metrics
- Develop personalized workflows that maximize AI benefits

4.3 Benefits and Limitations

Primary Benefits:

1. **Reduced Cognitive Load**: AI handles routine tasks, allowing focus on creative problem-solving
2. **Enhanced Organization**: Automated project structure and code organization support
3. **Improved Error Detection**: AI-assisted debugging reduces time spent on detail-oriented tasks
4. **Flexible Pacing**: On-demand assistance accommodates varying attention spans

Key Limitations:

1. Code Quality Concerns: AI-generated code requires critical evaluation, which may challenge individuals with attention deficits
2. Dependency Risk: Over-reliance on AI may impede skill development
3. Privacy Considerations: Using AI chatbots creates privacy issues when providing personal information, emails, calendar, and personal writings to big companies
4. Cost and Access: Premium AI tools may not be accessible to all programmers

4.4 Implications for Education and Industry

Educational Implications:

- Computer science curricula should incorporate AI-assisted programming techniques
- Instructors should receive training on supporting neurodivergent learners with AI tools
- Assessment methods should account for AI-enhanced productivity

Industry Implications:

- Organizations should consider AI tool provision as workplace accommodation
- Training programs should address AI collaboration skills
- Performance evaluation criteria may need adjustment for AI-enhanced workflows.

5. FUTURE RESEARCH

Our analysis identifies several critical areas for future investigation:

Longitudinal Effectiveness Studies

Long-term studies are needed to assess the sustained benefits of AI-assisted programming for individuals with ADHD. Research should examine whether productivity gains persist over time and how AI usage patterns evolve with experience.

Personalization Algorithms

Development of AI systems specifically tailored to ADHD presentations requires research into:

- Attention pattern recognition and adaptive response mechanisms
- Customizable intervention strategies based on individual ADHD profiles
- Integration with existing ADHD management approaches

Comparative Effectiveness Research

Studies comparing AI-enhanced programming with traditional interventions (CBT, medication, environmental modifications) will inform evidence-based practice recommendations. Hybrid approaches combining AI tools with established interventions merit particular attention.

Neurocognitive Mechanisms
Neuroimaging studies could elucidate how AI-assisted programming affects neural networks associated with executive function and attention in ADHD. Understanding these mechanisms could inform more targeted AI tool development.

Equity and Access Research
Investigation of how factors such as socioeconomic status, educational background, and cultural considerations affect access to and benefits from AI programming tools is essential for ensuring equitable implementation.

Ethical Frameworks
Development of ethical guidelines for AI use in ADHD support, addressing issues of autonomy, skill development, and data privacy, requires interdisciplinary collaboration between technologists, clinicians, and ethicists.

6. SUMMARY

This inductive analysis demonstrates that generative artificial intelligence presents significant opportunities to enhance programming productivity for individuals with ADHD. By providing cognitive scaffolding, task decomposition support, and personalized assistance, AI tools can address many of the core challenges that ADHD presents in programming contexts.

The evidence suggests that AI-assisted programming is particularly beneficial for entry-level and junior programmers, where productivity gains of up to 55% have been documented. These tools help mitigate executive function deficits by reducing cognitive load, automating routine tasks, and providing real-time guidance.

However, successful implementation requires careful consideration of individual needs, appropriate training, and awareness of limitations such as code quality validation requirements and potential dependency concerns. The heterogeneous nature of ADHD necessitates personalized approaches to AI tool configuration and usage.

7. CONCLUSIONS

This inductive analysis identified four distinct mechanisms through which generative artificial intelligence addresses executive function deficits in programming contexts: cognitive scaffolding, task decomposition, real-time contextual support, and personalized adaptive learning. These mechanisms operate synergistically to reduce cognitive load, maintain attention, and support skill development, with evidence suggesting particular benefit for entry-level and junior programmers with ADHD.

The convergence of generative AI and neurodiversity awareness represents a paradigm shift toward more inclusive programming environments. As AI tools become increasingly sophisticated and accessible, their application extends beyond individual productivity gains to encompass broader organizational advantages through neurodivergent talent inclusion and diverse problem-solving approaches.

Future success in this domain requires continued collaboration between technology developers, ADHD researchers, educational institutions, and industry stakeholders. Empirical validation of the mechanisms identified here through controlled studies and longitudinal research will be essential. By embracing AI as cognitive support technology rather than mere automation, we can create programming environments that empower individuals with ADHD to reach their full potential while contributing unique perspectives to software development.

The principles of cognitive scaffolding, task decomposition, real-time support, and personalized learning identified in this analysis provide a foundation for broader applications of AI in neurodiversity accommodation across diverse professional domains. As we continue to develop and refine these tools, evidence-based implementation that centers the experiences and needs of individuals with ADHD remains paramount.

8. ACKNOWLEDGEMENTS

Generative AI (Claude) was used to draft initial sections and summarize literature, with all content reviewed and revised by the author. Grok was used to provide comprehensive feedback.

9. REFERENCES

Adamou, M., Arif, M., Asherson, P., Aw, T. C., Bolea, B., Coghill, D., ... & Young, S. (2013). Occupational issues of adults with ADHD. BMC Psychiatry, 13(1), 59. https://doi.org/10.1186/1471-244X-13-59

Adamou, M., Graham, K., MacKeith, J., Burns, S., & Emerson, L. M. (2018). Advancing

services for adult ADHD: The development of the ADHD Star as a framework for multidisciplinary interventions. BMC Health Services Research, 18(1), 184. https://doi.org/10.1186/s12913-018-2988-z

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). https://doi.org/10.1176/appi.books.9780890425596

Associated Press. (2024, May 24). People with ADHD are turning to AI apps to help with tasks. Experts say try it cautiously. *Associated Press*. https://apnews.com/article/adhd-apps-attention-deficit-hyperactivity-disorder-e455a921062dea5e0d5900f993f5d11f

Ayyash, H. (2017). The outcome of an ADHD parenting group training programme (APEG) in the Peterborough neurodevelopmental service (NDS). Clinical Journal of Nursing Care Practice, 1(1), 013-019.

Barkley, R. A. (2015). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment (4th ed.). Guilford Press.

Bikic, A., Reichow, B., McCauley, S. A., Ibrahim, K., & Sukhodolsky, D. G. (2017). Meta-analysis of organizational skills interventions for children and adolescents with attention-deficit/hyperactivity disorder. Clinical Psychology Review, 52, 108-123. https://doi.org/10.1016/j.cpr.2016.12.004

Cooper, N., Clark, A., Lecomte, N., Qiao, H., & Ellison, A. (2024). Harnessing large language models for coding, teaching and inclusion to empower research in ecology and evolution. Methods in Ecology and Evolution, 15(10), 1757-1763.

Daley, D., Oord, S., Ferrín, M., Cortese, S., Danckaerts, M., Döepfner, M., ... & Sonuga-Barke, E. (2017). Practitioner review: current best practice in the use of parent training and other behavioural interventions in the treatment of children and adolescents with attention deficit hyperactivity disorder. Journal of Child Psychology and Psychiatry, 59(9), 932-947.

Damyanov, I., Tsankov, N., & Nedyalkov, I. (2024). Applications of generative artificial intelligence in the software industry. TEM Journal, 2724-2733.

Diamond, A. (2013). Executive functions. Annual Review of Psychology, 64, 135-168.

Ekellem, E. (2024). Leveraging conversational AI for adult ADHD management: enhancing social skills and daily functioning.

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.

Fuermaier, A. B. M., Tucha, L., Koerts, J., Aschenbrenner, S., Kaunzinger, I., Hauser, J., Weisbrod, M., Lange, K. W., & Tucha, O. (2015). Sustained attention in adult ADHD: Time-on-task effects of various measures of attention. Journal of Neural Transmission, 122(12), 1681-1690. https://doi.org/10.1007/s00702-015-1426-0

Gambacorta, L., Qiu, H., Shan, S., & Rees, D. (2024). Generative AI and labour productivity: a field experiment on coding. BIS Working Papers, 1208. https://www.bis.org/publ/work1208.htm

News reports. (2024, August-September). Multiple news sources covering AI applications for ADHD management. Various outlets including AP News, VOA Learning English, US News & World Report.

Hallberg, E., Klingberg, T., & Seckler, P. (2020). Working memory training in adults with ADHD: A randomized controlled trial. Journal of Attention Disorders, 24(6), 918-927. https://doi.org/10.1177/1087054718756728

Idrisov, B., & Schlippe, T. (2024). Program code generation with generative AIs. Algorithms, 17(2), 62.

Jongh, M., Wium, A., & Basson, W. (2019). The piloting of a specific support programme for grade R teachers on attention deficit hyperactivity disorder: the process of development. South African Journal of Communication Disorders, 66(1).

Knouse, L. E., & Safren, S. A. (2010). Current status of cognitive behavioral therapy for

adult attention-deficit hyperactivity disorder. Psychiatric Clinics of North America, 33(3), 497-509. https://doi.org/10.1016/j.psc.2010.04.001

Kooij, J. J., Bijlenga, D., Salerno, L., Jaeschke, R., Bitter, I., Balázs, J., ... & Asherson, P. (2019). Updated European Consensus Statement on diagnosis and treatment of adult ADHD. European Psychiatry, 56(1), 14-34. https://doi.org/10.1016/j.eurpsy.2018.11.001

Langberg, J. M., Epstein, J. N., Becker, S. P., Girio-Herrera, E., & Vaughn, A. J. (2011). Evaluation of the Homework, Organization, and Planning Skills (HOPS) intervention for middle school students with attention deficit hyperactivity disorder as implemented by school mental health providers. School Psychology Review, 40(3), 477-492. https://doi.org/10.1080/02796015.2011.12087714

Li, Y., Choi, D., Chung, J., Kushman, N., Schrittwieser, J., Leblond, R., ... & Vinyals, O. (2022). Competition-level code generation with AlphaCode. Science, 378(6624), 1092-1097.

Lim, C. G., Lee, T. S., Guan, C., Fung, D. S. S., Zhao, Y., Teng, S. S. W., ... & Krishnan, K. R. R. (2012). A brain-computer interface based attention training program for treating attention deficit hyperactivity disorder. PloS One, 7(10), e46692.

Lindsley, M., & Brass, K. (2018). Time management interventions for adults with ADHD: The Pomodoro Technique vs. traditional scheduling. Journal of Applied Psychology, 103(4), 358-372.

Liu, T., Hsiao, R., Chou, W., & Yen, C. (2024). Prospective and cross-sectional factors predicting caregiver motivation to vaccinate children with attention-deficit/hyperactivity disorder against covid-19: a follow-up study. Vaccines, 12(5), 450.

Magon, R., Latheesh, B., & Müller, U. (2015). Specialist adult ADHD clinics in east anglia: service evaluation and audit of nice guideline compliance. BJPsych Bulletin, 39(3), 136-140.

Pollak, Y., Shoham, R., Dayan, H., Gabrieli-Seri, O., & Berger, I. (2021). Symptoms of ADHD predict lower adaptation to the COVID-19 outbreak: financial decline, low adherence to preventive measures, psychological distress, and illness-related negative perceptions. Journal of Attention Disorders, 26(5), 735-746.

Reaser, A., Prevatt, F., Petscher, Y., & Proctor, B. (2019). The learning and study strategies of college students with ADHD. Psychology in the Schools, 56(1), 82-94. https://doi.org/10.1002/pits.22149

Sauvola, J., Tarkoma, S., Klemettinen, M., Riekki, J., & Doermann, D. (2024). Future of software development with generative AI. Automated Software Engineering, 31(1).

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory. Springer.

Tan, L., & Jones, M. (2024). Hyped-up or meditate: a scoping review of mindfulness-based group interventions for adolescents with attention deficit hyperactivity disorder. Clinical Child Psychology and Psychiatry, 29(4), 1383-1399.

Tan, L. (2015). A critical review of adolescent mindfulness-based programmes. Clinical Child Psychology and Psychiatry, 21(2), 193-207.

Tarver, J., Daley, D., & Sayal, K. (2021). A self-help version of the new forest parenting programme for parents of children with attention deficit hyperactivity disorder: a qualitative study of parent views and acceptability. Child and Adolescent Mental Health, 27(3), 215-222.

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.

Vujoviæ, D. (2024). Generative AI: riding the new general purpose technology storm. Ekonomika Preduzea, 72(1-2), 125-136.

Wang, Q., Xu, R., & Volkow, N. (2020). Increased risk of COVID-19 infection and mortality in people with mental disorders: analysis from electronic health records in the

united states. World Psychiatry, 20(1), 124-130.

Wang, Z. (2017). Neurofeedback training intervention for enhancing working memory function in attention deficit and hyperactivity disorder (ADHD) Chinese students. NeuroQuantology, 15(2).

Wills, S., Poon, S., Salili-James, A., & Scott, B. (2024). The use of generative AI for coding in academia. Methods in Ecology and Evolution, 15(12), 2189-2191.

Zhao, Q., Li, H., Yu, X., Huang, F., Wang, Y., Liu, L., ... & Wang, Y. (2017). Abnormal resting-state functional connectivity of insular subregions and disrupted correlation with working memory in adults with attention deficit/hyperactivity disorder. Frontiers in Psychiatry, 8.

Zhao, X., Cox, A., & Chen, X. (2024). Disabled students' use of generative AI in higher education.