Abstract

Understanding writing as a recursive tool, we pretend to explore theoretical base of the principal different models of writing, and also how these models are related to Attention Deficit and Hyperactivity Disorder (ADHD). We hope to establish a thoughtful connection between writing and the difficulties of ADHD, due to the scarcity of literature on this subject. Also, we establish a theoretical relationship between the theory of writing and the current theory of ADHD models. Within these models, and taking into account that is a textual review of the key cognitive processes in writing. We will emphasize two concrete models referring to the process of revising, with the aim of extending the theoretical vision and exemplify the difficulties of children with ADHD in a concrete process of writing.

Keywords

ADHD, Writing, Models, Textual review.