EYE MOVEMENTS AND READING COMPREHENSION IN NEURODIVERGENT READERS: A STUDY ON CHILDREN WITH FORMAL ADHD DIAGNOSIS

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Attention-Deficit/Hyperactivity Disorder (ADHD) is a condition frequently associated with reading difficulties, which can significantly impact academic achievement and daily functioning. Its prevalence has been reported as 7.6% in children and 5.6% in adolescents (Salari *et al.*, 2023). As a neurodevelopmental disorder, ADHD characterized by symptoms of inattention, hyperactivity, and impulsivity (APA, 2013). The available research has shown that individual readers, diagnosed with ADHD, also exhibit challenges in reading comprehension. Eye-tracking methodology has played a methodological role in the study of these challenges, by providing data that facilitate the investigation of oculomotor processes underlying reading. However, the use of eye tracking for studying reading difficulties in children has led to divergent findings, indicating the need for methodological standardization and expansion towards multiple languages (Papadopoulos *et al.*, 2026).

The present study aims to contribute to the research on ADHD by providing data from Turkish, a language characterized by regular and consistent grapheme-to-phoneme mappings. We present findings from ongoing research, particularly focusing on eye-movement metrics, such as fixation durations, saccadic amplitudes, and regression rates, commonly conceived as common indicators of attention and executive function deficits that may occur during reading. The eye-tracking data have been analyzed in relation to a set of cognitive tests, such as WISC-IV Wechsler Intelligence Scale for Children–Fourth Edition (Wechsler, 2003) and behavioral games designed for diagnosing verbal and visual working memory in primary school children (Van de Weijer-Bergsma *et al.*, 2015, 2016), to allows researchers controlling for further metrics, and to study the correlates between visual attention and executive functioning. The data recorded from 52 children diagnosed with ADHD (N = 21) and their typically developing peers (N = 31) reveal significant differences in eye-movement patterns in reading, especially in mean fixation durations on single words.

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