

Table S1. Summary of therapy (cognitive rehabilitation) sessions for children with ADHD

Sessions number	Session content of therapy sessions
1	Alternating attention and time perception
2	Central processing speed
3	Central processing speed
4	Conceptual reasoning
5	Dissociated attention and time perception
6	Fine motor control
7	Fine motor speed
8	Focused attention and emotion perception
9	General attention and time perception
10	Immediate memory
11	Response inhibition
12	Selective attention and emotion regulation
13	Sustained attention
14	Visual perception
15	Visual processing
16	Visual scanning
17	Visual pursuit
18	Visual-spatial categorization and emotion regulation
19	Visual-spatial sequencing
20	Working memory and time perception

Table S2. Summary of therapy (Floortime) sessions for children with ADHD

Sessions number	Session Content of therapy sessions
1	Introducing the therapist and mother - describing the treatment process for the mother, answering the mother's ambiguities and questions, conducting a pre-test
2	Observing the type of mother-child interaction, identifying the strengths and weaknesses of each. Gaining a realistic view of the level of interaction and intimate mother-child communication
3	Placing the therapist next to the mother and performing an interactive action appropriate to the child's developmental level, and considering the child's sensory-emotional regulation
4	Performing floor time in the treatment session by the mother and correcting possible errors, and giving the therapist the task of doing floor time at home
5	Creating a playful and free space for the child following the child's sensory-emotional rhythm and the type of behavior and request that the child has, and experiencing intimacy, interaction, and body-structure play with the child and recording the sensory-emotional reaction and determining the signal for the start and end of the play time for the child to understand the length of time.
6	Taking into account the child's sensory-emotional conditions, accompanying him in every movement he makes, from gross to subtle movements, in a way that allows the experience of shared sense, in the attention to what he does, he is given maximum attention and response.
7	Attention is paid to the continuity and expansion of the exchanges that are created. Efforts are made for an appropriate emotional experience in exchanges, however simple. In other words, simultaneous attention is paid to the number of two-way exchanges and the depth of emotional experience.
8	Giving the child the opportunity to show his desire with as much freedom as possible in the space of the treatment room. Such as choosing a place, sitting, the distance he chooses, the body position, such as lying down and rolling over, and accompanying him in this movement.
9	Allowing the child to explore and be curious, and being very careful in understanding when the game starts and ends, and the length of time the child has spent playing.
10	playing with the child's fingers in a happy and playful atmosphere and melodious speech, playing playfully, holding and holding to the child's satisfaction, and understanding the length of time the child is talking.
11	stroking the child's head, neck, and face when he is very excited, and paying attention to the non-verbal and verbal exchanges and transfers appropriate to the work being done and the child's sensory-emotional states.
12	Exaggerating the symbolic movements of eating, calling, bathing, dressing, and falling to attract attention. Sharing and speaking appropriately with these symbolic movements, with maximum excitement, and marking the time for the game to end.

- 13 Repeating movements similar to the movements he makes, accompanying him in running, falling, and using appropriate verbal and non-verbal exchanges, creating harmony and attracting attention, and Eye contact, laughter, and more intimacy
 - 14 Creating simple obstacles and practicing problem-solving, within the child's patience and tolerance, and marking the time when the game ends
 - 15 Games aimed at understanding past and future time and creating pleasure are performed along with symbolic work (such as going to school, going to the bathroom, etc.). Happy and playful melodious speech and efforts for facial-verbal exchanges, and strengthening the responses to verbal exchanges
 - 16 Designing multi-stage motor games following the child's desire and attracting maximum participation in combining and constructing the use of separate components and separate tools to achieve the goal and desire that the child is looking for over a specific period, according to the child's opinion
 - 17 Using symbolic games with the help of animal models and dolls to convey the feeling of hunger, pain, and the need for help, attracting attention and assistance from the child and planning several movements before the action and repeating it verbally and starting to take action to help the child, attracting maximum participation of the child and organizing the child's behavior according to the situation.
 - 18 Practicing bridging between two or more events in the past and future (early or late, morning to evening, etc.), verbal and non-verbal expression with appropriate excitement and carrying them out practically through the language of dolls, expressing the passage of time, expressing the causes, and being careful in two-way exchanges and emotional communication and continuous sincere communication.
 - 19 Symbolically and observing communication with calmness and Appropriate emotional exchanges, verbal-sensory, two-way, attracting attention and asking for help from the child, requesting massage, symbolic requests for food at the same time, questions and answers, and creating appropriate speech contexts and high emotional feedback with pleasure to the child, playing the roles of mother, father, doctor, driver by the child and making appropriate demands on him.
 - 20 Reviewing the child's progress with the mother, summarizing the contents of the meetings, concluding, and conducting a post-test
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