

The current study aims to understand the role of executive functions in learning mathematics among children with Autism Spectrum Disorder (ASD). The study sample consists of two children of different genders (a boy and a girl) attending regular schools in the primary grades in Sidi Bel Abbès province. This study employs a descriptive methodology, specifically a case study approach, utilizing the PGEX Executive Functions Assessment Scale and the academic performance results in mathematics for both cases, as reflected in their school report cards. The data was processed using Microsoft Excel to analyze and interpret the results.