



ORIGINAL RESEARCH PAPER

Pedagogy

ATTENTION DEFICIT AND HYPERACTIVITY DISORDER AND ELEMENTARY SCHOOL TEACHERS ONE: CHALLENGES IN LEARNING

KEY WORDS: Attention Deficit Hyperactivity Disorder, Teachers, Education

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ABSTRACT

The objective of this research is to talk about Attention Deficit Hyperactivity Disorder, as we have seen a significant number of children being diagnosed. Usually the diagnosis is between the ages of seven and twelve when children are entering school life. The methodology used was bibliographic with literature analysis. It is concluded that the study on Attention Deficit Hyperactivity Disorder is a reality in Brazil and worldwide. More and more studies are needed on the challenges of teachers, families and schools in the teaching and learning process.

INTRODUCTION

Attention Deficit Hyperactivity Disorder (ADHD) is defined as a childhood disorder that appears in childhood, continues into adolescence and persists into adulthood. The person who has ADHD will never stop having the disorder, what occurs is a modification in way of dealing with oneself as the individual matures. It is a disorder that affects the whole life, school, affective, social and all that live around you (SILVA; SOUSA; AQUINO, 2016).

According to the Brazilian Attention Deficit Association, it is believed that the cause of a individual having ADHD is linked to a neurobiological factor, with a large participation genetics”(2017, p.4), usually in children who are diagnosed with there are also signs of ADHD in parents who many did not even know about existence in itself, but which exhibited behavioral characteristics, when children, as the same symptoms as children.. (RIBEIRO, 2014).

In recent years we have seen an exponential growth of children diagnosed with ADHD seems to many to have become an epidemic. At Schools in Amazonas it is possible to find a significant number of children with ADHD involving various comorbidities. Many of these children have not even been diagnosed yet, while others, even with finalized diagnosis, face challenges with education professionals, especially when it is related to social and social relations and learning of these individuals.

The scientific relevance of this research is based on the scarcity of studies related to the Attention Deficit Hyperactivity Disorder in the classroom context aimed at list the aspects of social interactions, the consequences of using ritalin in the classroom and student learning disabilities.

METHODOLOGY

This research is characterized as a qualitative research research, whose collection procedures and sources of information will be in the field. According Bogdan and Biklen (1994, p.70) the qualitative research aims to “[...] better understand human behavior and experiences ”Try to understand the process whereby people construct meanings and describe in what consist these same meanings”.

RESULTS

The current education system in Brazil still has characteristics of traditional practices. At Brazilian schools, despite existing public policies, is still far below reality of schools in other developed countries. In general there are precariousness in all aspects of Brazilian education, and the current state of progress technology we meet. The school is walking at a slow pace when we refer to quality education (SILVA, 2016). It is in this context that we find diversity of students, each with their subjectivity in search of better living conditions, because for many students education is a means to social change.

The difficulties of these students are associated with various factors such as emotional, the practice of teacher in the classroom, crowded classes and the disorder itself and its comorbidities. “It is estimated that 65% of children and adolescents with ADHD have more comorbidities conditions ”(RIBEIROS, 2015, p.15) which can be from learning difficulties to disorders such as antisocial, oppositional defiant among others.

For the teacher these children with ADHD are a big challenge, because dealing with difficult behaviors and promote learning for all subjects in the classroom is changed in a difficult task. In addition to the education system in Brazil looking at children with ADHD and set equal goals for everyone with reference to the standard student, without take into account the particularities of each student (RIBEIRO, 2014).

In the classroom the teacher needs to find ways to promote the learning of these students, but their reality is quite challenging, with difficulties in providing a more effective and interesting class that can hold the student's attention. Hence the need to training in order to provide a reflection of their practices.

In the case of special education, the 1994 Salamanca statement proposes that: “The The key to this line of action is that schools should welcome all children regardless of their physical, intellectual social, linguistic or other emotional conditions (Brasil. 1994, p.17 e 18)The Law of Guidelines and Bases of Education - LDB No. 9,394 / 96 in its Article 58 states that special education should preferably be offered through the regular system of education and include children with disabilities, among other specifications as well as the need for specialized support services to assist learners with particular needs.

As in Brazilian schools, the teaching that predominates in everyday life is still traditional, aiming at an improvement in the child's performance, Mattos (2015), recommends that the student in

ADHD classroom should:

- The student should preferably sit in the front row, as close as possible to the teacher and away from the window or door;
- He has to maintain a relatively constant and predictable routine: A child with ADHD requires a structured environment that has clearly established rules and limits its behavior (as it has difficulty generating this structure and control by itself).
- Avoid changing time all the time, changing the “rules of the game” regarding the ratings;
- He has to know how to balance compliance requirements and behavioral flexibility;
- In some circumstances, when the student's level of

frustration is too high, it would be interesting for the teacher to eventually allow a walk around the school to calm the mood;

- The student may have an official role in the classroom if the “helper”;
- Consistent and immediate feedback should be provided on the child's behavior so as to always create a consequence for the child's behaviors. Never use late feedback;
- The teacher should seek to praise or reward the child when he / she behaves appropriately rather than punish him / her when he / she behaves inappropriately;
- The teacher should signal when changing tasks or activities;
- The use of a means of communication with parents is indispensable as diaries.

CONCLUSIONS

The process of knowledge construction happens from the student's engagement allied to their autonomy in order to stimulate an autonomous posture.

The Child with Attention Deficit Hyperactivity Disorder in many cases they are misunderstood by teachers for presenting behavior that is different from others, not fitting the school rules, with challenging attitudes and frustrating parents expectations.

The need for a specialized professional in schools is evident for the guidance of the student teaching and learning process. The figure of psycho-pedagogy in schools facilitates the work of the teacher who can be better oriented in way for the inclusion of these children.

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