

PSYCHOPEDAGOGIC RESOURCES FOR THE DEVELOPMENT OF CHILDREN AND ADOLESCENTS WITH ADHD

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RESUMO: O Transtorno de Déficit de Atenção e Hiperatividade é um transtorno do desenvolvimento aos quais os sintomas ocasionam dificuldades na vida pessoal e interpessoal. Em crianças, adolescentes e adultos compromete sua vida funcional com reflexos diretos no contexto escolar, ocasionando problemas de aprendizagem. Além de fatores genéticos, traços biológicos e sociais estão correlacionados ao desenvolvimento do transtorno, não conseguem cumprir prazos, se esquecem de compromissos importante, como por exemplo pagar contas e datas comemorativas. O presente artigo faz uma revisão das principais Recursos psicopedagógicos voltados à modificação do comportamento, com base na Terapia Cognitivo Comportamental, e que proporcionem o trabalho terapêutico com pacientes portadores do TDAH. Estas técnicas tem o objetivo de instrumentalizar o paciente ao enfrentamento dos conflitos, desenvolvendo algumas funções importantes como: a atenção, o planejamento e a resolução de problemas, diretamente relacionadas às funções executivas, que se mostram precárias em pacientes que apresentam déficits de atenção. Existem na literatura evidencias que a aplicação destes recursos e técnicas sugere ganhos no desenvolvimento das funções executivas.

Palavras-chave: Recursos pedagógicos. Crianças. Terapia cognitivo comportamental. Planejamento.

ABSTRACT: Attention Deficit Hyperactivity Disorder is a developmental disorder whose symptoms cause difficulties in personal and interpersonal life. In children, adolescents and adults, it compromises their functional life with direct consequences in the school context, causing learning problems. In addition to genetic factors, biological and social traits are correlated with the development of the disorder, they fail to meet deadlines, they forget important commitments, such as paying bills commemorative and dates. This article reviews the main psychopedagogical resources aimed at behavior modification, based on Cognitive Behavioral Therapy, and which provide therapeutic work with patients with ADHD. These techniques aim to equip the patient to face conflicts, developing some important functions such as: attention, planning and problem solving, directly related to executive functions, which are precarious in patients with attention deficits. There is evidence in the specialized literature that the application of these techniques suggests gains in the development of executive functions.

Keywords: Pedagogical resources. Children. Cognitive behavioral therapy. Planning.

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INTRODUCTION

The concern of parents, teachers and health professionals has become frequent in relation to the high number of learning problems and their connection with Attention Deficit Hyperactivity Disorder (ADHD).

ADHD is a neuropsychobiological disorder of genetic causes, characterized by symptoms such as lack of attention, restlessness and impulsivity appears in childhood and can accompany the individual for life.

Given the enormous demand for concern and demand for care, since these learning problems have taken large proportions due to the scenario of the Covid-19 Pandemic, there is a need to resort to the care of psychopedagogy, an area of knowledge that has as main focus the study of learning characteristics.

The psychopedagogue has his work especially focused and prioritized in school skills and, helping in learning difficulties, thus strengthening his relationship with various disorders, syndromes, difficulties that affect learning in some way as attention deficit/hyperactivity disorder. The psychopedagogical intervention can be understood as an interference performed to improve the relations with learning.

Dumas (2011) Says that ADHD causes inappropriate behavior in various social, affective, and academic areas, characterized by lack of attention, hyperactivity and impulsivity, thereby promoting various losses in the daily life of the individual and his/her family members, such as stigmatization of lazy, disinterested, ill-educated, disorganized among other adjectives.

According to Barkley R.(2002), ADHD is a disorder of the development of self-control that consists of problems with periods of attention, impulsive control and the level of activity. The child with this disorder has difficulties in controlling emotions and behavior itself. In childhood, this disorder is more noticeable in the school phase, because the child begins to attend a new environment of interaction and reasoning, and from there the difficulties become more evident.

Data from the Brazilian Association of Attention Deficit, show that ADHD is present in up to 8% of the child population in the country and worldwide, but in adults this number is reduced.

The school, the family, health professionals are faced with children and adolescents with the most varied types of learning difficulties, among many children with difficulties, the diagnoses of ADHD stand out. Our study was elaborated in the perspective of understanding how psychopedagogical resources can be used for the development of learning of Children and Adolescents with ADHD?

In order to respond to our research problem, we indicate the following objective: to reflect differentiated alternatives, avoiding or limiting the difficulty caused by symptoms resulting from hyperactivity. Creating situations that stimulate and assist the hyperactive student, which will allow them to feel well-off to overcome their behavioral and learning difficulties, consequent to Attention Deficit/Hyperactivity Disorder. Assist in the development of new patterns of behaviors and thoughts. As well as the motivation and emotional stability to build a new life story, with more autonomy, satisfaction and quality of life. Using the most diverse resources available for them to succeed in their learning.

Accurate diagnosis is the first step in developing any type of intervention. The teacher of the student with ADHD should assume a mediator position, having to evaluate the educational needs of the child and use appropriate methodologies that favor their learning. The variation of teaching resources and teaching strategies proves motivating for the student, making learning more agile and consistent. Pedagogical strategies should help students with ADHD to establish an adoretfocus, especially for early childhood education students and the first year of elementary school (ALENCAR, 2010; BARKLEY, 2002).

Psychopedagogical resources should support educational interventions in a way that facilitates understanding and learning. These resources as support for the activities that will be developed with children and adolescents with ADHD, and should be attractive and dynamic.

There are different techniques resources and methodologies that can be adopted during the intervention of the psychopedagogue, the choice of the best resource will depend on the analyzed framework. One of the main resources is the game, because in it the ludicity can be adapted to different situations and transformed to the necessary practice, because through the game the psychopedagogue can interfere

in the development of the learner, stimulating his creativity, observe how he deals with situations, provide moments of leisure and establish social contacts.

It is essential that the specialized professional is based on secure information. The problem should be abstracted through interviews and family and school observations. It is also necessary to know about the age at which the manifestations began, family functioning during pregnancy, prenatal period, childbirth, psychomotor development and history of mental health of the child, as well as family history, because the loss of self-control may have genetic origin.

Imaging studies suggest that the brain of a child with ADHD is different from that of a normal child. In these children, neurotransmitters (including dopamine, serotonin and adrenaline) act differently. ADHD can be inherited genetically, but its cause is unclear. Regardless of the cause, it seems to establish itself early in the child's life while the brain is developing (ENCYCLOPEDIA OF HEALTH, 2008, p.1).

Psychopedagogical resources for the development of children with ADHD

Attention deficit hyperactivity disorder (ADHD) is a neuropsychological disorder of genetic causes that has as fundamental characteristics impulsivity, lack of attention and agitation.

The etiology of the disorder is multifactorial, that is, while, phenotype ADHD results from the interaction of several environmental and genetic factors that act in the manifestation of its various clinical conditions (Romanet al., 2003).

Regarding emotional immaturity, according to Riesgo and Rohde (2004), some pre- or perinatal events, such as low birth weight, exposure to alcohol or cigarettes during pregnancy, increase the risk for the development of ADHD.

ADHD usually appears in childhood and can accompany the individual throughout life. It is more prevalent in boys, it is important to point out that the diagnosis of attention deficit hyperactivity disorder is not made based so on the characteristics of the person's behavior. The professional will investigate the entire history of frequency, combination and intensity of symptom manifestations. The main symptoms in children are: inattention, uncontrollable agitation, chatter,

distraction, difficulty understanding instructions and anxiety. In adults are: Difficulty to keep the focus, inattention, incomplete works, difficulty planning, forgetfulness, can not define their priorities, see – if overloaded and mood change.

The clinical diagnosis, made through the basis of symptoms, does not require resonance examination, electroencephalogram or any other that can evaluate any characteristics that can evaluate physical characteristics. It is from qualified professionals such as: psychiatrist or a neurologist that treatment can start. Treatment for ADHD usually involves therapies and medications. Psychotherapy is very indicated to treat people with ADHD is called – if Cognitive Behavioral Therapy which in Brazil is an exclusive assignment of psychologists.

ADHD is not a learning problem, such as dyspelling and dyslexia, but the difficulties that the individual has in maintaining attention, restlessness and disorganization greatly impair the performance in the studies.

At school age, the hyperactive child begins to venture into the world and no longer has the family to act as a buffer. Behavior, previously accepted as funny or immature, is no longer tolerated. She now needs to learn how to deal with rules, structure and limits of an organized education and her temperament simply doesn't quite fit the school's expectations. (GOLDSTEIN, 1996, P.106)

The family has a very important role in the learning of the child, because it is through it that the first teachings occur.

It is necessary that parents understand and accept when identified the presence of ADHD, contributing to its integral development, as well as the presence of the family in school, talking to teachers and, coordinators and psychopedagogues, bringing and receiving common information about the individual and participating in the life of the child at all times, providing security to her, involvement and affection.

The playful work, arouses interests and needs of individuals with ADHD who have difficulty in relating to other children, because during these games there is socialization among the children in the room, favoring the participatory environment and building challenging situations for the student with disorder without causing a feeling of shyness – Rizzo says: " hyperactive children give work to the teacher, but I

do not advise combating agitation, but providing varied activities that occupy the child as long as possible giving them freedom of choice and movement." (1985, p.307).

Art therapy is also a major therapeutic contribution during the diagnostic or even intervention process with a ADHD patient. This is because this technique brings even more knowledge in "dealing with learning" by artistic mediations. In addition, the child or adolescent can get in touch with their deepest emotions, without having to expose, that is, talk when they do not feel like it.

According to FERREIRA (1999), intervening means making an intervention in order to interfere in the development of: interceding. It is precisely in this definition that the psychopedagogue's work is based on the learning difficulties of students with ADHD, because intervention is a predetermined action, an active attitude of connection between one person and another, aiming to produce transformations.

Another strategy that the psychopedagogue can help teachers develop is the issue of the organization of the contents to be taught. A very valuable tip is to make the subjects more difficult for the beginning of the class, since not only students with ADHD, but also all other students are more rested, more fitter and more attentive to learning. At the beginning of school hours and opportunist a few minutes of relaxation between one activity and another. For Craff (2004; p. 156)

the best way to work with the student with this disorder is to teach with conviction that the student can learn." That is, it is necessary for the teacher to believe and be motivated as to the ability of this student to learn.

Belli (2008) states that parents of students with ADHD need to know that their involvement in their child's life should be redoubled. They must be prepared to take control of the situation and avoid any kind of prejudice and rejection that the child may suffer.

It is important to highlight that among the medications used to control the symptoms of hyperactivity, the most recommended are psychostimulators, such as Ritalin and its derivatives. Children with ADHD have a positive improvement with the use of the drug, decreasing the agitated behavior, outofvasated, increasing the level of attention.

One of the problems encountered in the classroom with children with ADHD is the non-wanting to do the lessons, especially from home, because they cannot concentrate to solve the activities, thus leaving it behind the other students in the room, increasingly harming their cognitive process. Among other most common difficulties encountered in children with ADHD and precisely in spatial organization and orientation, motor vision deficit, poor reading, with a marked difficulty in interpreting text although it has an excellent vocabulary.

Alicia Fernández (2001, p.22) states that:

Between teaching and the learner opens – a field of differences where the pleasure of learning is situated. The teacher delivers something, but to be able to appropriate – if what the learner needs to invent – it again. It is an experience of joy, which facilitates or disturbs, as the teacher is positioned. Teachers are parents, siblings, uncles, grandparents and other family members, as well as teachers and companions at school.

It is essential that the teacher has knowledge so that he can deal with children with ADHD, enabling pedagogical proposals appropriate to their needs, making them participate in the activities, have chances of progress and overcome their deficits. The teacher should encourage these students to be organized, to live in groups, thus avoiding a poor school performance, relationship difficulties at school, in the family and in society. In this way, the classroom should provide a good structure and resources necessary to facilitate the child's learning. So for GOLDSTEIN,2006, P. 5th

An efficient classroom for inattentive children must be organized and structured. The structure assumes clear rules, a predictable program and separate portfolios. Prizes must be consistent and frequent. A gain-and-loss-based reinforcement program should be an integral part of class work. Teacher evaluation should be frequent and immediate. Interruptions and minor incidents have minor consequences if ignored. The teaching material should be appropriate to the child's ability. Cognitive strategies that facilitate self-correction, as well as improve behavior in tasks, should be taught. Assignments should vary, but continue to be interesting for students. Transition times, as well as special breaks and meetings, should

be supervised. Parents and teachers should maintain frequent communication. Teachers also need to be aware of the negative reinforcement quality of their behavior. Expectations should be adequate to the child's skill level and should be prepared for change.

ADHD is one of the psychiatric disorders studied in the world, however there is a question about its origin and so far there is no scientific consensus on its real causes, that is, as to whether it is genetic or acquired. We can divide the factors that cause ADHD into neurobiological factors (which include genetics to brain abnormalities) and environmental factors that are acquired. (VANLIERET AL,2007, LARSSON ET AL., 2011).

To conceptualize ADHD, the English physician George Still used the term "Moral control deficit", because he considered the biological factors inherited by individuals or injuries to the central nervous system were the cause of the disorder, and that because of this children who had these disorders were unable to learn from the consequences of actions performed by them, and thus would not have intellectual damage.

With the beginning of school life, the difficulties faced by children with ADHD become more evident. The explanation for this is that classroom activities require cognitive skills that are impaired in students diagnosed with the disorder—especially working memory and task planning skills.

But, after all, what is ADHD? The acronym stands for Attention Deficit Hyperactivity Disorder, and refers to a neurobiological disorder of genetic origin that affects the functioning of the brain. Among the main symptoms of ADHD are inattention, agitation and impulsivity. Thus, their carriers are usually disorganized, forgotten students, who are very easily distracted and do not follow instructions.

Therefore, it is essential that educators offer them special attention and use methods that favor their intuitive learning. Want to know the main pedagogical tools to support children with ADHD? So continue reading!

- Practical learning

Most students with ADHD are better adapted to practical learning than to the traditional class model. Therefore, it is important to adopt strategies that involve more "doing" and help in the construction of self-confidence, such as: oral responses, group work, classes in laboratories, participation in fairs, use of audiovisual materials and technological tools.

- Mindfulness

The term Mindfulness (Portuguese, "mindfulness") refers to a set of meditation techniques that aim to achieve a mental state of concentration in the activities of the present. In the school environment, the practice of Mindfulness significantly reduces adhd symptoms—students become more attentive and less impulsive.

- Diversified activities

In this technique, children with ADHD develop a diverse range of activities with the same goal. For example, you can write content and then reinforce it through games and practices on your computer, tablet, or other technology resources. In this way, students are invited, at all times, to restart their concentration process.

- Adaptations in the classroom

It is necessary to make some adaptations in the classroom, to avoid distractions. Ideally, children with ADHD feel close to teachers, avoid being near doors and windows or in the back rows.

Another interesting adaptation is to reorganize the environment to get out of the routine, suggesting that students feel in groups or in a circle.

- Reminders and notes

The memory difficulties of children with ADHD can be compensated with reminders and notes. That can be done in: Agenda, self-adhesive blocks and tables with delivery dates of work, are essential materials that will assist in this task.

The teacher should encourage students to highlight important parts of the content, this helps in the process of acquiring new knowledge and memory.

These are some of the main techniques that favor the intuitive learning of children with ADHD. It is noteworthy that the application of these pedagogical tools in the school environment ensures not only a more profitable teaching and learning process, but also a significant improvement in the teacher-student relationship and in the interaction between classmates.

FINAIS CONSIDERATIONS

Understand the importance and need of psychopedagogical resources, used for the interventions of health, education, and family professionals to help individuals who are affected by Attention Deficit Hyperactivity Disorder (ADHD). The essential characteristic of ADHD is the persistent pattern of inattention and/or hyperactivity-impulsivity with functional repercussion, being better conducted and treated by involving resources that suggest environmental adaptation, specific therapies and medications.

Because it is a disorder with relatively recent description and the recognition in adults was made only in the 1980s, its behavior, symptomatology and consequences have been progressively more understood, assuming a tendency to avoid more and more undiagnosed cases and, consequently, reduce the personal, social and economic impact.

The school success of children who are affected by ADHD disorder depends on the information that educators and family members receive on the subject, in order to contribute to minimize harm, supporting them through appropriate learning strategies.

From this perspective, knowledge is relevant from the perspective of providing adequate resources in the conduct of problems. This disorder is widely researched, but the data are not easy to prove in clinical practice. Most teachers have erroneous knowledge of the problem. And, the portion that has the knowledge has difficulty in dedicating attention to the child, because most of the time lack of material conditions and adequate support. ADHD depends on training appropriate behaviors, which will make life easier for the child in the classroom or in other environments.

The psychopedagogue's work comes to subsidize the work of the teacher and the family. The family and teachers need to collaborate so that the disorder reduces the impacts on the child's life and, together with the appropriate help, can transform the most pleasurable learning moments.

Moreover, it is necessary to understand that ADHD has several consequences in the adult life of the child. It causes serious damage that can cause the person to be subjected to drug use, isolation or even psychological problems, as the problem will not disappear into adulthood. Although the student's diagnostic or evaluation is not the teacher's task, it is necessary that he has a more accurate look when observing the symptoms of the disorder to verify whether it is a simple problem of emotional background or part of a disorder that hinders learning.

Finally, the family needs to believe that the child with ADHD will succeed like any other, both in the school environment, as in the social or family environment, because it is a fundamental part for the result of the treatment to be positive and generate results, learning. Family support is decisive to strengthen your self-esteem and, consequently, contribute to your overall performance. The specialized professional will make all the difference to provide support and advice in the circulation of information about ADHD and its treatment. Behavioral interventions have better effects than the drug on behavior, academic performance, tasks, hyperactivity, impulsivity, attention, and the psychopedagogue's performance is very important and indispensable.

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