



Cap sur l'école inclusive
en Europe



Pedagogical sheet

“Intervention on Hyperactivity disorder and Attention Deficit – HDAD”

Section of the module /E

Contact: Luis Neves

Partner Entity: Associação de Solidariedade Social dom Algarve OMNES
PRO UNO



Objectives

- Signalling the possible carriers at school age of **HDAD**
- Developing methodological strategies that allow the school success of these students
- Interacting with the families

Principles and theoretical fundaments on the basis of the theory

HDAD is a frequent disorder of the behaviour. It is being more and more valued and diagnosed by the neurosciences. Its early identification, the accurate diagnosis of the different situations associated to it and the effective and full intervention are essential for a better long-term prognosis.

“Teachers must motivate the hyperactive students to be organised, although they may have problems about it” (Parker, 2013, p. 55). The teacher can and should have a very important role in the guidance of the

students with organisational problems verifying if their materials and their area of work is in order. Thus, he will check their desks and will motivate them to present their belongings in an orderly manner. This may be a great help for the hyperactive student. When an activity begins, if a positive reinforcement is made to the student the motivation will increase and the student will dedicate more time managing both the materials and his work. Families should work in a direct collaboration with the teachers in order to cooperate in the training of organisational skills when they stay with their children. This way, they ensure that organisation is present on their everyday life. Quite often, hyperactive students have problems about establishing objectives and performing tasks, especially long-term projects. These students may need an extra help from family and teachers to set realistic goals. The division of the project into tasks and the setting of deadlines for the conclusion of each task will make the success on each phase easier. The constant dialogue between the family and teachers should happen on a frequent basis so that the success reached by the students may be analysed. If there is any progress the students must be praised and motivated with a reference to the positive reinforcement.

The hyperactive students have attention problems and they quickly lose interest on the work they should carry out. So, teachers should develop extra efforts, that is, they should use more attractive methodological strategies so that they can meet their interest. According to Parker (2013), teachers, before presenting a lesson, should try to establish visual contact with the students that have attention problems, like, for example, calling their name and motivating them to actively participate in the lesson. Teachers should make adaptations for the hyperactive student, making the tasks shorter, giving the student extra time to complete his work and, if necessary, increase time intervals in a long period of work or motivate the student to keep working.

. Target public

Students from kindergarten to secondary education.

Material / Instruments :

These are some of the instruments we can use to screen HDAD and which will give us a global vision of the psycho - emotional and behavioural functioning of the student.

- Questionnaire Swan;
- Questionnaire Conners;
- Scale EDAH ;
- Barrage Toulouse Pieront (evaluation of the concentration);
- Complex Figure of Rey (memory evaluation).

Bibliography / References:

CDI-10

DSM-V Manual de Diagnóstico de Estatística das Perturbações Mentais.

Parker, H. (2013). *Desordem por Défice de atenção e hiperatividade*. (2ª ed.). Porto: Porto Editora.

Lopes, J. & Rutherford, R., (2031). *Problemas de comportamento na sala de aula - identificação, avaliação e modificação* (3ª ed.). Porto: Porto Editora.

Rafael Bautista (coord.) (2007). *Necessidades Educativas Especiais*. (2ª ed.). Lisboa: Dinalivro.

Presentation of the methodology (description of the Activity)

“*The teacher is the one of better knows the student, and he should have an important role in the identification of the Special Educational Needs*” (Rafael Bautista, 2007) Lopes and Rutherford consider six techniques as specific strategies to change of disturbing behaviours.

1. Social reinforcement
2. Management of constraint
3. Behavioural contracts
4. Credit systems
5. Positive teaching
6. “Self-management” (Lopes e Rutherford, 2011, p. 81).

These authors also suggest some guiding lines that, in their view, can strengthen this reinforcement, like:

- Ignoring the inappropriate behaviour;
- Using the positive reinforcement immediately after the behaviour that justifies it;
- Individualizing reinforcement, which actually demands a careful observation of the child in different interaction situations;
- Repeatedly systematizing the initial reinforcement;
- Reinforcing the effort of the student to get closer to the wished behaviour and when he reaches it, start doing its reinforcement intermittently
- Putting the student far from the distractors.

Skills affected

- Communication in the mother tongue;
- Social and civic skills;
- Task organisation skills
- Promotion of Concentration and memory

Evaluation:

It is measured by the ability to:

- Communicate thoughts, reflections and emotions both orally and in writing
- Interact in a group of students at the level of inputs e outputs.
- Pay attention to the personal or group productions
- Increase self-confidence and attention.