



Cap sur l'école inclusive
en Europe



Best practice

Disorder of Hyperactivity with Attention Deficit, DHAT – Strategies of Intervention Section of the module/ D

Contact :

OMNES PRO UNO

1 /Context

The singing of the birds, the colleagues talking, the tick-tick of the watch ... all this is a motif to distract a child with DHAT in the classroom. Teaching children that have this development disorder demands a lot of patience, creativity and knowledge about the referred disorder. According to some experts on neuroscience, the behaviour of a student with DHAT can be a challenge in the classroom.

“Students with DHAT usually have low grades and they often are reprimanded and punished what may lead to low self-esteem and aversion to school. The teacher has to understand that the student has a potential to learn, but the teaching and evaluation methods have to be adapted to the way this disorder functions.”

2 /Objectives.

- Facilitate learning
- Develop the potential of the children and adolescents with DHAT

3/ Development of the Good Practice

if there is a student with DHAT in the classroom, the teacher must make learning easy for him, using an adequate methodology and trying to reduce the distracting stimuli that condition behaviours, which disturb concentration. Let's see some strategies:

The students must stay far from distractions (like windows/doors/other students with the same disorder), and be near students that may help him and whenever possible near the teacher's desk.

Giving more time for the student to do his tasks.

As the non-verbal communication is a priority strategy on the intervention of this disorder, to teach the topics graphics, images, lists and different colours should be used, the teacher should create signals to communicate with the student about the expected behaviours, for example, paying attention to the lesson, doing the proposed task, etc. Praising from time to time when the student accomplishes a task as a positive reinforcement. Helping the student to organize the school materials.

4/Evaluation of the activity

The evaluation is measured by the capacity to:

- Answer to tests that should not have more than one item or topic of the curriculum.
- Doing works that may replace the tests.

5/Limites.

6/Perspectivas..