



Cap sur l'école inclusive
en Europe



Best practice

Using technology with children with hyperactivity disorder and attention deficit -HDAD

Section of the module/ R

Contact : Luis Neves
Omnes Pro Uno Faro PT

OMNES PRO UNO

1 /Context

Children with educational special needs have problems in their initial school path due to the alterations of their executive, cognitive, metalinguistic, attention and memory functions compromising the acquisition of knowledge in the school context.

We intend to see if, when work the executive functions with the use of technological tools like robotics and logical programming, these children, with learning problems and special educational needs, will benefit from the use of these resources. The project aims to boost their stimuli for the development of the necessary skills to learn how to write, read and build a logical thought.

2 /Objetives.

- Evaluate, quantify and verify the effects of the use of technology to develop the executive functions on students with learning problems in the age group associated to the first cycle of the basic education (from 6 to 10 years old).
- Develop abilities, aptitudes and skills in a playful way.

3/ Development of the Good Practice

A playful learning helps to stimulate the language, of the neurobiological circuits involved in the learning processes and in the executive functions, which will contribute to the development of the skills used by the student to assimilate concepts and incorporate them in his learning process. Children with HDAD can work the attention, concentration, hearing processing while they program and create their own electronic games.

On the other hand, children with opposition disorder associated to HDAD in the impulsive or combined type (inattentive/impulsive) can learn in group and work collectively, respecting the individuality of their colleagues while they program their electronic tools.

4/Evaluation of the Activity

The evaluation is measured in the ability to:

Develop the acquisition of reading, writing and the building of a thought based on a playful learning, as well as see levels of more development of attention and concentration of the child.