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Disorder for Deficit Attention by Hyperactivity and Inclusion in Education

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Abstract---*If a teacher does not know what Attention Deficit hyperactivity Disorder (ADHD) is, he will not be able to detect if it exists in the classroom, this is the most common neuropsychiatric condition in young children, symptomatically evolutionary disorder, manifesting itself differently according to age. It is common in boys who, in girls, among the most visible expressions are: behavioral problems (does not obey, does not work, nor let work), difficult concentration, learning difficulties in areas such as mathematics and especially in the language (writing and reading) which causes poor school performance. This research is intended to make an introduction to what ADHD is and its focus on the educational area, contributing meaningful information that helps teachers to establish strategies that allow the inclusion of those who are affected.*

Keywords---*attention deficit, disorder, hyperactivity, inclusion, neuropsychiatric.*

Introduction

A 21st-century education requires well-prepared teachers, knowledgeable not only subjects; but how the cognitive aspect is about teaching the learning of the educated. The lack of knowledge of this about cognitive reality and how it influences, being difficult to identify in the student educational pathologies that are reflected in his behavior in and out of the classroom. High levels of frustration, such as disruptive and hostile behavior, are characteristic symptoms of ADHD sufferers, considered one of the most significant disorders within Child-Youth Psychiatry worldwide.

It is currently estimated that 2 to 5% of the child population is diagnosed with this disorder, with boys being more likely to develop it than girls. From the age of 7, they present specific learning problems in the area of language and literature and mathematics, which generates difficulties of adaptation in classrooms, because they are misunderstood and discriminated against by peers and teachers because they do not know to identify those who have it. Early diagnosis of ADHD in school-age children helps with adequate educational inclusion. Children and adolescents with this disorder possess normal abilities and levels of intelligence that are affected by this disturbance that leads to academic difficulties throughout their educational life, causing significant delays in their Learning.

ADHD, represents a psych pedagogical challenge in the educational field, not being prepared many teachers to face it. In identifying it, it requires European-pedagogic knowledge to treat it. Early detection is valuable to implement strategies that contribute to the academic development of affected children or adolescents.

To achieve this research, the inductive-deductive method was used, allowing the following results: In the educational institutions of Ecuador, children and adolescents who have difficulty in the learning process, because they have behaviors and attitudes that do not allow them to develop their activities within the classroom such as organization of work material, task development, follow instructions, among others, are referred to the Department of Student Counseling (DECE) and with their representatives can work and help improve their academic performance, which are referred to pediatric neuropsychiatric practice where ADHD is most commonly diagnosed.

Faced with this reality, the Ministry of Education of Ecuador promotes the implementation of the Good Living Regime through the implementation of the National Plan "Sumak Kawsay" belonging to axis 1. Rights for all throughout life ([Assembly of the Republic of Ecuador, 2008](#)). Regular educational institutions, through their teaching plant, must perform the pedagogical inclusion of students with ADHD at all educational levels.

For this reason, this article aims to provide information on ADHD that allows teachers to identify those with ADHD to contribute to improving teaching-learning strategies for these children and adolescents and to include it in the educational field.

Materials and Methods

The inductive-deductive method was used in this research paper, which allowed for qualitative, non-experimental research, and no variables were manipulated to make statistical measures. It analyzed ADHD's approaches in the area of education and led to the collection of resources and information for development from the analysis of documents as a scientific research method.

Results and Discussions

Approaches to ADHD in the area of education

ADHD is considered a neurobiological condition whose characteristic is hyperactivity and impulsivity, lack of concentration that is observed in those who have it and that occur in various environments such as social, family and school ([Center D' Asistencia Therapeutics, 2018](#)), is also appreciated as a neurodevelopmental disorder of two neuropsychological abilities such as motor and cognitive inhibition that originate in childhood and that affects throughout life. To identify this disorder, it is based on frequency and intensity because they have three typical symptoms: motor or vocal hyperactivity, impulsivity and attention deficit.

A child or teen with ADHD has difficulty developing the motor and cognitive inhibition shown in their verbal behavior, it may speak excessively or interrupt others, have gestures and impulsive actions in motor inhibition. In the development of cognitive inhibition problems such as excessive motor activity of the individual; manifested through an excess of movements such as: running back and forth, writhing, touching objects, being restless, making impulsive decisions, without considering the consequences of their actions ([Russell, 2011](#); [Chávez et al., 2019](#)).

Motor impulsivity and restlessness and inattention are manifestations of behavior for children with ADHD; alterations that are common in school-age children, such as in adolescents who persist into adulthood ([Giraldo & Chaves, 2014](#)). These behavioral alterations allow for early diagnosis of attention deficit hyperactivity disorder.

The diagnostic and statistical manual of mental disorders of the American Psychiatric Association classifies ADHD into three types: 1. Combined: manifests three symptoms hyperactivity inattention, and impulsivity), 2. The predominance of attention deficit: the symptom of which is inattention and 3. Hyperactive-impulsive predominance: hyperactivity and impulsivity behavior predominates ([Psychiatryonline, 2016](#); [Mustika & Harini, 2017](#)).

The exact cause of ADHD is still uncertain, those diagnosed have an attitude that is not accepted in society, it is necessary to propose strategies that allow them to be included and adapted to all contexts, children and adolescents with this disorder impulsive behavior during the teaching process – learning, it is difficult for them to concentrate on tasks, control behavior, pay attention because they have a different appreciation to others, they have certain abilities and abilities in the artistic field, they are imaginary and creative, these skills and abilities can be exploited with the successful intervention of the teacher.

Does a child or teen with ADHD require a special school? Is it a problem for regular schools to accept and educate a child or adolescent with ADHD? are some questions that arise today in the 21st century in the world.

Faced with the affective, cognitive and psychomotor educational needs presented by children and adolescents with ADHD in Ecuador through the Organic Law on Intercultural Education LOEI and its regulations, the Ministry of Education will ensure that those needs non-special educational activities do not become an impediment to access to education (Mineduc, 2011; Chávez *et al.*, 2019).

ADHD and learning problems

In classrooms, the number of children and adolescents with ADHD proliferates, the same as is unknown to teachers. Dysfunctional discipline, inattention, development of behavioral disorders, hyperactivity and impulsivity, excessive motor activity, are common behaviors and manifestations of children and adolescents with ADHD, whose mis fitness results behavioral problems, such as poor academic performance evident in areas of learning such as mathematics (it makes errors in calculation of operations and slowness in the information process) (Meliá, 2009) and especially in language (writing and reading) (Miranda *et al.*, 2001).

Teachers seek advice to work and treat students who may have ADHD, such as those who have been diagnosed because it is the reality that is lived daily within educational institutions (Sánchez & Herrera, 2010), this being the first learning problem in 21st-century units. How to help the educated?

It should be noted, that to help students you must know the origin that causes ADHD. Figure 1 shows the difficulties students experience with this disorder.

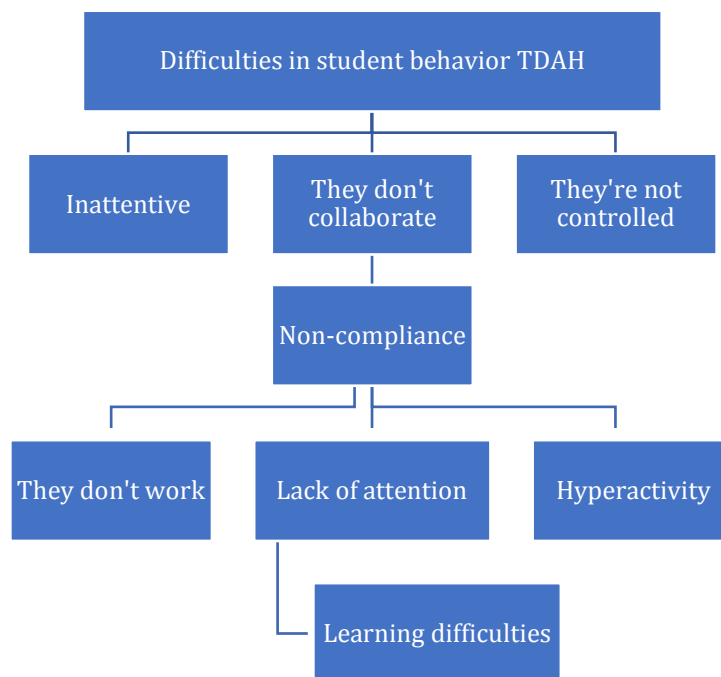


Figure 1. Difficulties in the behavior of students with ADHD

Learning difficulties

In children and adolescents are contained from the home becoming apparent when they enter to study, as shown in Figure 1 most are cataloged by the deficiencies shown above. Students fail to comply with the basic standards established in educational institutions. Manifestations that affect the teaching and learning process being an obstacle to educational development from an academic, personal and social point of view, it is necessary to clarify how these behaviors and expressions affect children and adolescents.

Attentional deficit. - Inability to cognitive inhibitory control that influences its relationship with the educational, social and family context, does not pay sufficient attention, easily distracts, does not follow instructions, or terminates its activities, loses work material (Portela *et al.*, 2016).

Hyperactivity. - Inability to control motor inhibitory control where no control of movements and coordination is associated with difficulties in fine and coarse motor skills (Herrera *et al.*, 2003). You notice excessive movements, little coordination, excessive speech, difficulty playing quietly.

Impulsivity. - Inability to monitor inhibitory behavior in the face of aspiration to satisfy immediate desires. This is not only a manifestation of outbursts, but it is also characterized by defiance, opposition, discrepancy to understand tasks or instructions (Servera & Galván, 2001). On the other hand: not waiting for your turn, interrupting or meddling with others, answer unexpectedly or before a question has been concluded (Servera & Galván, 2001).

It is important that both parents and teachers understand that ADHD is a condition with which the child or adolescent can live and must work from detection.

Table 1 shows the analysis of ADHD approaches in education and its learning problems exposed by several authors.

Table 1
Conceptualization of ADHD by several authors

Author	Theme	Year	Interpretation
Center D' Therapeutic Assistance	Psychic additions and problems the optimistic response	2018	ADHD is considered to be a neurobiological condition whose characteristic hyperactivity and impulsivity, lack of concentration.
Giraldo, Y., & Chaves, L.	Deficit/Hyperactivity Disorder (ADHD) and Pragmatic Language Issues.	2014	TDAH common in school-age children, as well as in adolescence and persist into adulthood
Herrera, E., Calvo, M., & Peyres, C.	Attention deficit hyperactivity disorder from a current perspective. Guidance to parents and teachers.	2003	Hyperactivity. - Inability to control inhibitory motor control where movement control is lacking and coordination is associated with difficulties in both fine and coarse motor skills.
Meliá, A.	Math skills and executive functioning of children with attention deficit hyperactivity disorder and math learning issues.	2009	Kids with TDAH make mistakes in calculating operations and slowness in the information process causing low academic performance.
Mineduc.	Regulations of the LOEI.	2011	Its inclusion is guaranteed. The effective, cognitive and psychomotor educational needs of children and adolescents with ADHD are no impediment to access to education
Miranda, A., García, R., & Jara, P.	Access to the lexicon and reading comprehension in the different subtypes of children with TDAH.	2001	Children with ADHD have difficulty reading and writing.
Portela, A., Carbonell, M., Hechavarría, M., & Jacas, C.	Attention Deficit Hyperactivity Disorders: Some Considerations About Your Etiotogenia and Treatment.	2016	Attentional deficit. Inability to control cognitive inhibitory control that influences its relationship with the educational, social and family context.
Psychiatry online. La asociación Americana de psiquiatría	diagnostic and statistical manual of mental disorders.	2016	TDAH is classified into three types: 1. Combined: it manifests three symptoms of hyperactivity

			inattention, and impulsivity), 2. The predominance of attention deficit: the symptom of which is inattention and 3. Hyperactive-impulsive predominance: Hyperactivity and impulsivity behavior predominate.
Russell, B.	Tdah: Diagnosis, demography, and classification in subtypes	2011	TDAH difficulty with the development of motor and cognitive inhibition
Sánchez, D., Herrera, E.		2010	Lack of counseling to work and treat children and adolescents with TDAH.
Servera, M., & Galván, M.	Problems of impulsivity and inattention in the child. Proposals for evaluation. Madrid: CIDE.	2001	Impulsivity - Inability to inhibitory control of behavior in the face of aspiration to satisfy immediate desires.

Source: Various authors

Conclusion

It should be noted that those diagnosed with ADHD are sparsely aware of their reality, their inattention affects school performance which causes difficulty in learning due to their hyperactive and impulsive behavior. In addition, to face the reality of their social environment, they have to assume the changes that will occur in their educational environment because they will meet teachers of which will be more understanding than others in their situation. Immediate intervention is needed to help improve the quality of life of children and adolescents diagnosed with ADHD, to minimize the impact on both academia and social this reality. As a result, working with children and teens with ADHD plays an important role in the attitude of a teacher which must be active and inclusive in order to allow the transformation of the teaching process – learning in favor of the inclusion of them.

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