

# ATTENTION DEFICIT HYPERACTIVITY DISORDER – ADHD: how to deal?

Knowledge as a tool for the teacher



Product of a Professional Master's  
degree in Health and Environmental Sciences

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# PRESENTATION

The present primer content on Attention Deficit Hyperactivity Disorder (ADHD). It presents questions identified as: concept, history of the disease, prevalence, etiology, signs and symptoms, diagnosis, treatment, the educator and ADHD in the school context. The objective of this material is to provide basic information, in a simple way, that can contribute with the teacher's understanding about the disorder and, consequently, improve their pedagogical practice with the students with ADHD. That way, provided with more knowledge, the teacher can draw up appropriate pedagogical strategies in your classes, cooperating for the learning, self-esteem and confidence of this student, being able to be a differential in his teaching-learning process.

Days after...

Rules of the room

- All right, let's end the matter here. Any questions?

- Going back to where we stopped before recess...

- ... we will continue.

- Hey, Pedro, pay attention in class!

- Gabriel, stop throwing paper planes at your classmates!

- Wow, those tips really helped in class! Gabriel and Pedro are great!

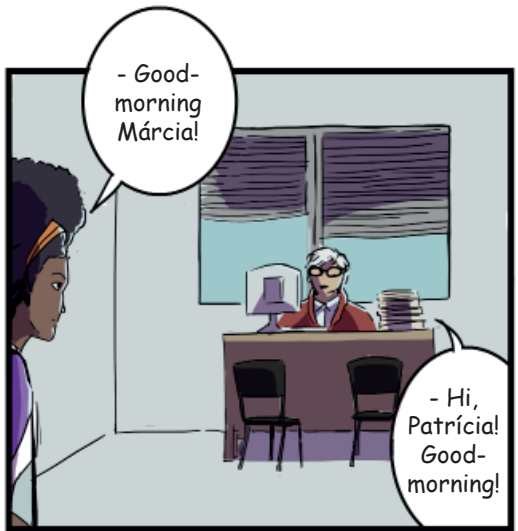
- Teacher, I have a question!

- Hi Peter. Can you show me where your question is?

End

- Oh Gosh, these students are very difficult...

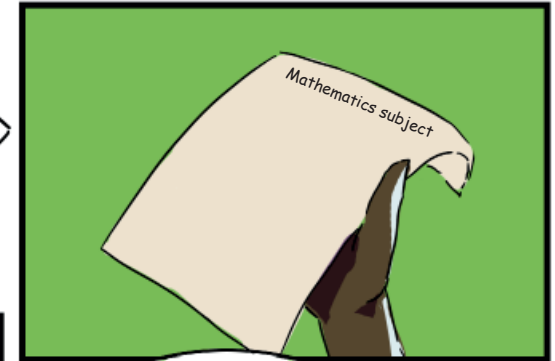
- ...I think it's better to talk to the co-ordinator...



- Stimulate your efforts by avoiding destructive criticism;



- Printed materials for those who present difficulties in copying content of the board in the classroom;



- Give more time to answer questions and performance of tests;

- Disciplines that require more logical reasoning and require more efforts, should be placed at the first time of class;



- To maintain a "channel of communication" between teachers and parents so that important information on behavior can be exchanged.

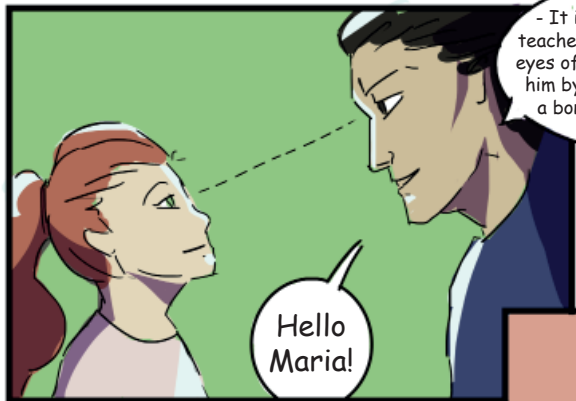


- Here are important tips to deal with ADHD students in the classroom:

- Always put the student in the first desks in the classroom, close to the teacher and away from windows and doors;



- It is indicated that the teacher always looks into the eyes of the student, and calls him by name, strengthening a bond with the student;



Hello Maria!

- Have clear and objective rules in the classroom;



- Look how I sing out loud!  
LA, LA, LA, LA!

- Hey, Marcos, you can't do this!

- Question the child about doubts in class and the past content;

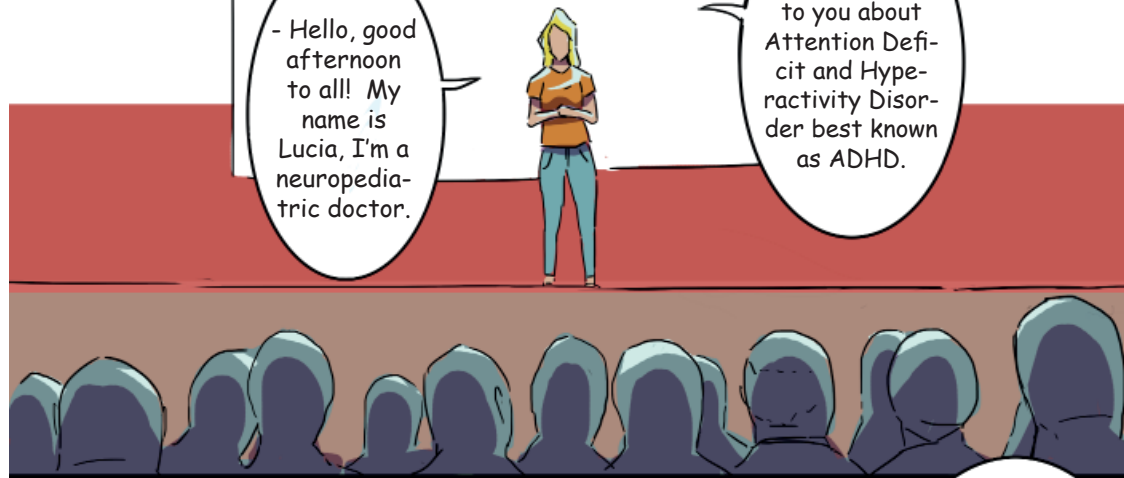
- Do you understand everything, Maria? Do you have any question?



After ...

- Hello, good afternoon to all! My name is Lucia, I'm a neuropsychiatric doctor.

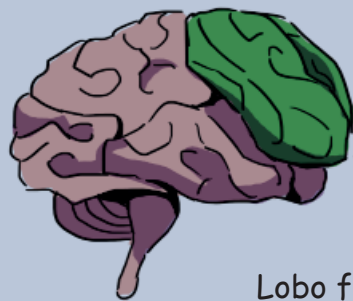
- Today I'll talk to you about Attention Deficit and Hyperactivity Disorder best known as ADHD.



- ADHD is a chronic neuropsychiatric disease starting in childhood, but may remain throughout life. ADHD is a disorder that affects the frontal lobe of the brain involving its functioning ...

- ... as well as planning and execution and the control functions of impulses and emotions. In these individuals the activation of this region and the connections with the rest of the brain is less.

- Is caused by the low production of Catecholamines (adrenaline and noradrenaline), which is a neurotransmitter class.

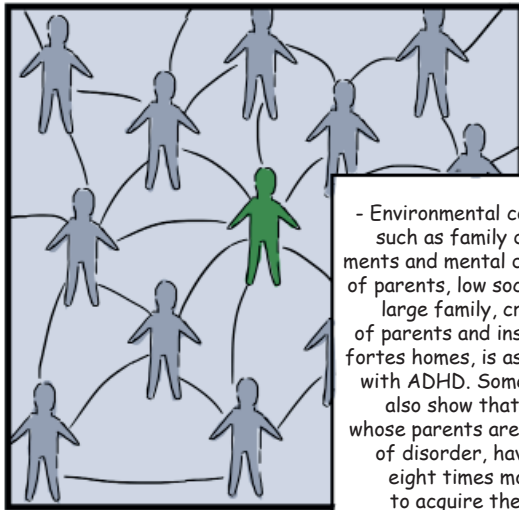


Lobo frontal

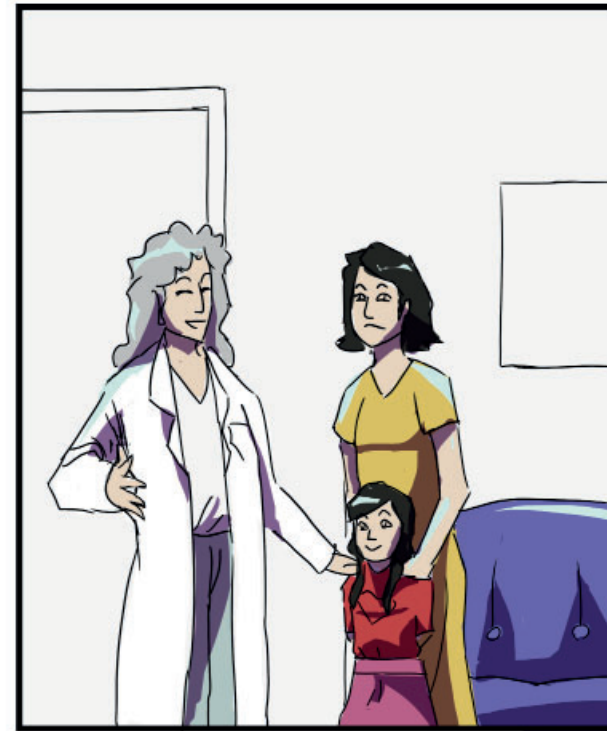
- ... among other activities, the management of cognitive processes, including memory, reasoning, task flexibility and problem solving ...



- Catecholamines are responsible for controlling various neural systems in the brain, including those that rule attention, motor behavior and motivation.



- Environmental conditions such as family disagreements and mental disorders of parents, low social class, large family, criminality of parents and insertion in forties homes, is associated with ADHD. Some studies also show that children whose parents are carriers of disorder, have two to eight times more likely to acquire the disease.



- The treatment of ADHD involves multiple approaches, from psychosocial interventions to psychopharmacology. Neurobiochemical regulators have no curative effects; however, they help to adapt the demands of the environment, to improve school performance and interpersonal relationships.

- Children with ADHD are usually noisy, agitated, impulsive, hyperactive, inattentive, disorganized, and seem to be unable to do what is expected of them.

- There are three categories of symptoms: inattention; hyperactivity and impulsivity, featured by the presence of an inadequate level of attention in relation to the expected age, which leads to motor, perceptive, cognitive and behavioral disorders.

- Indicated psychotherapy must be cognitive-behavioral and must be objective, structured and goal-oriented.





- The diagnosis of ADHD has to be accurate, due to the fact that there is no physical, neurological or psychological test that proves its existence. The exam is clinical and is based on the child's history data and obtained in the clinical evaluation, that turn, will be linked to two poles of signs and symptoms: the set of hyperactivity/ impulsivity and inattention.

- The evaluation that brings the most results is done through an interview with the child, with their parents and through information obtained at school.



- Inattention is characterized by the difficulty of paying attention to details, leading children to make mistakes in school activities, not being able to follow long instructions and not being able to perform the activities properly.

The child has difficulty in organizing, planning, performing tasks that involve sustained mental effort, as well as losing their belongings with ease and easily distracted by stimuli from the environment



- Hey, Miguel, pay attention in class!



- In the case of hyperactivity, motor activity is intense, being demonstrated by the following behaviors:

shaking hands or feet or moving in the chair; not being able to remain seated; run too much; talk to much; not being able to get involved in leisure activities silently;

seems to be "a mile a minute" or "full steam ahead", not able to control his own body and not keep the focus on cognitive activity, generating a poor intellectual production.

- For impulsive behaviors have difficulty waiting their turn; answer the question before it ends and meddle in the conversation of others. Along impulsivity, there is also instability, apathy, irritability, aggressiveness, perseverance, low threshold to frustrations.



List...

Look this!

But I want!