



The contribution of the psychopedagogue to the learning of students with ADHD

The Contribution of the Psychopedagogue to the Learning of Students with ADHD

Fernanda de Oliveira Barcelos- World Ecumenical University - USA

Robertha Pinho Campelo - World University Ecumenical - USA

Monaco Gomes de Araújo- Christian Business School- USA

Raquel Arruda de Oliveira-Christian Business School- USA

SUMMARY

The article deals with the contribution of the psychopedagogue to the student's learning with ADHD, aiming to understand the importance of guidance and intervention psychopedagogue, in the teaching and learning process of the student, as well as understanding what is ADHD disorder, its characteristics and causes, also search , clarify the importance of the psychopedagogue to assist in learning, social relationships and affective of the student with ADHD, which does not occur easily , so little without the help of a professional, it is the psychopedagogue who will give guidance, pedagogical strategies, which will facilitate and help both the student with ADHD , as the professionals and the family that plays a fundamental role. The study justifies that this research was born from the need to understand causes, when it starts, symptoms, treatment and professionals who can help overcoming or improving symptoms. To support this study, we sought to base ourselves on several theorists such as: The study was based on the authors: Dumas (2011), Rotta (2006), Silveira (2016), among others. The method used was based on bibliographic analysis, involving the consultation of several existing sources, including articles, monographs, dissertations and chapters of books and websites that addressed the topic in question. The methodology used was bibliographical research. Given the readings, it is concluded that theorists have a very thematic and reflective regarding the subject matter, as well as showing practical ways of acting and intervene in the difficulties encountered in the environment in which the student with ADHD is inserted , showing how professionals can contribute to meaningful learning.

Keywords: Psychopedagogue. Educating. ADHD.



ABSTRACT

The article deals with the contribution of the psychopedagogue to the learning of the educational with ADHD, aiming to understand the importance of the guidance and intervention of the psychopedagogue, in the teaching and learning process of the student, as well as understanding what the ADHD disorder is, its characteristics and causes, it also seeks to clarify the importance of the psychopedagogue to assist in the learning, social and emotional relationships of students with ADHD, which does not happen easily, nor without the help of a professional, it is the psychopedagogue who will provide guidance, pedagogical strategies, which will facilitate and help both the student with ADHD, as well as the professionals and the family who plays a fundamental role. The study justifies that this research was born from the need to understand causes, when it starts, symptoms, treatment and professionals who can help in overcoming or improving symptoms. To support this study, we sought to base it on several theorists such as: The study was based on the authors: Dumas (2011), Rotta (2006), Silveira (2016), among others. The method used was based on bibliographic analysis, involving consultation of several existing sources, including articles, monographs, dissertations and chapters of books and websites that addressed the topic in question. The methodology used was bibliographical research. In view of the readings, it is concluded that theorists have a very thematic and reflective look at the subject addressed, as well as showing practical ways of acting and intervening in the difficulties encountered in the environment in which students with ADHD are inserted, showing how professionals can contribute to significant learning.

Keywords: Psychopedagogue. Educating. ADHD.

ABSTRACT

The article deals with the contribution of the psychopedagogue to the apprenticeship of the student with ADHD, aiming to understand the importance of guidance and intervention of the psychopedagogue in the teaching and learning process of the student, as well as how to understand What is the ADHD disorder, its characteristics and causes. It also seeks to clarify the importance of the psychopedagogue to help with learning, in the social and affective relationship of the student with ADHD, which does not occur easily without the help of a professional. That's him psychopedagogue who will offer guidance and pedagogical strategies that will facilitate It will help both students with ADHD and professionals and their families, who work together fundamental role. The study justifies that this investigation is born of the need for understand the causes, the onset, the symptoms, the treatment and the professionals who can



help in overcoming or improving symptoms. To support this study, we resorted to several theorists, such as: Dumas (2011), Rotta (2006), Silveira (2016), among others. The method used is based on bibliographic analysis, implying consultation of several existing sources, including articles, monographs, dissertations, book chapters and websites that address the topic in question. The methodology used was the investigation bibliographical. In view of the readings carried out, it is concluded that the theorists have a vision thematic and reflective on the topic addressed, as well as demonstrating practical ways of acting and intervene in the difficulties encountered in the environment in which the student with ADHD is insert, showing how professionals can contribute to meaningful learning.

Keywords: Psychopedagogue. Educating. ADHD.

1 INTRODUCTION

Given the current scenario, there has been concern among professionals who work inside and outside schools. The gap is a serious factor in the learning of students and there are several factors, including attention deficit/hyperactivity disorder (ADHD). Psychopedagogy is the area of knowledge that has as its main focus of study the characteristics of human learning.

The psychopedagogue works based on prioritizing school skills, and helps with learning difficulties, having a close relationship with the various disorders, syndromes, existing difficulties, which directly and substantially affect learning, such as Attention Deficit/Hyperactivity Disorder, Depression, Anxiety, Phobias and Learning Disorders, among others. In this scenario, the work highlights the importance of this professional in the face of the needs of students with ADHD.

Therefore, it is imperative for everyone close to these people to observe and mainly understand all the difficulties that students with ADHD face in day-to-day, making it necessary to investigate the work or role of the psychopedagogue and his/her interventions, in the face of this important theme .

The justification for this research arose from the need to understand causes, when begins, symptoms, treatment and professionals who can help overcome or improve symptoms. The problematization comes through this article to require the following questions: What are the characteristics of ADHD? What are the causes of ADHD? What is the role of the psychopedagogue?



in the learning of students with ADHD? What interventions can be used as
How can we help and facilitate the learning process of students with ADHD?

The work aims to understand the importance of guidance and intervention of the psychopedagogue, in the teaching and learning process of the student, as well how to understand what ADHD disorder is, its characteristics and causes, also seeks to clarify the importance of the psychopedagogue to assist in learning, in relationships social and affective of the student with ADHD, which does not occur easily, so little without the help from a professional, it is the psychopedagogue who will provide guidance, pedagogical strategies, that will facilitate and help both the student with ADHD, like the professionals. The family also plays a fundamental role, as it is there that he receives his first teachings.

The aforementioned work was approached in the form of clarifications of texts, reports and experiences guided by scholars and experts in the cited area. This has the intention or purpose of helping those interested in the subject, to have answers to possible questions and to know how to deal with the target audience.

The guiding question was: How can the psychopedagogue help the educating with ADHD? And to answer it we set as a general objective: to understand the work of the psychopedagogue. And as specific objectives to define ADHD and describe the role of the psychopedagogue in the learning process together with the difficulties of the student with ADHD.

The study was based on the authors: Dumas (2011), Rotta (2006), Silveira (2016), among others. The method used was based on bibliographical analysis, involving consultation of several existing sources, including articles, monographs, dissertations and book chapters and websites that addressed the topic in question.

Thus, the research is organized into three topics. The first is the Introduction that provides a brief presentation of the article. The second reflects on ADHD. The thirdly, the role of the clinical psychopedagogue in the learning process with difficulties of the student with ADHD.

2 BRIEF OVERVIEW OF ADHD

Attention Deficit Hyperactivity Disorder (ADHD) is the category psychiatric diagnosis that describes individuals with significant inattention problems and/or hyperactivity and impulsivity. ADHD is one of the most commonly diagnosed disorders in childhood, usually identified in the first years of schooling and can bring significant losses in learning and personal and professional development.



Children with ADHD exhibit behaviors that predominate inattention and/or hyperactivity and impulsivity. These behaviors can cause harm to the child's routine, family, at school, to the class routine, thus preventing the development and functionality and class adaptation.

The main feature of ADHD is a persistent pattern of inattention and/or hyperactivity - impulsivity that interferes with development or functioning. It manifests itself in carrying out tasks or activities, lack of persistence, difficulty in maintaining the focus and disorganization. The child is unable to maintain continuous or prolonged attention in various daily activities (meals, games, school activities, etc.), give up easily and does not persist like other children when faced with obstacles or difficulties.

Hyperactivity refers to excessive motor activity when it is not appropriate, fidgeting, drumming or talking excessively. Children have serious difficulty staying still or stay calm when the moment demands or is necessary. Impulsivity refers to hasty actions and occur at the time without intention with high potential damage to person (e.g. crossing the street without looking), impulsive behaviors can also occur social intrusion (e.g. interrupting others excessively).

Main symptoms of ADHD according to (Brazilian Association of Attention Deficit Attention (2016 -online):

- They cannot pay attention to details and make mistakes due to inattention;
 - They cannot listen carefully to what others say;
 - Difficulty in carrying out or organizing tasks at home, school or work;
 - Avoid performing tasks that require great mental effort;
 - Often loses or forgets objects necessary for his/her activity;
 - Frequently distracted in environments with external stimuli;
 - Fidgets with hands and feet or squirms in seat;
 - Excessive motor activity, not influenced by the social context;
 - Stands up in situations where he should remain seated.
 - Runs everywhere and climbs on everything, excessively, in inappropriate situations
-
- Rushes to answer questions before they are finished;
 - Unable to stand in lines or wait their turn in games or other group activities;
-
- Frequently interrupts others or imposes his presence;
 - Talks too much without taking into account social conventions.

The main hypothesis of ADHD is that the disorder is determined by factors genetic, as parents usually have diagnoses, thus being hereditary. In addition to genetics, the cause of neurobiological dysfunction, being factors linked to pregnancy, such as alcohol, cigarettes or drugs or complications during childbirth.



ADHD treatment is based on psychological interventions and treatment medication. There is evidence that says that the most appropriate psychological treatment for disorder is based on strategies from behavioral psychology. The use of medications when necessary it must be prescribed by a specialist doctor, psychiatrist or neurologist who will monitor the most appropriate medication that will evaluate the results and the response of the medicine.

There are cases where the use of the medication is completely unnecessary. Reporting on Attention Deficit Hyperactivity Disorder (ADHD) presents, in the aspect descriptive and historical varieties of concepts and meanings as well as controversies in its definition.

Therefore, the history of ADHD, referred to as legitimate, evolves along with research and studies that modify the description of the disorder, sometimes its classification is classified into different symptoms, as well as alternating the prevalence of others, such as case of inattention, hyperactivity or a combination of both.

According to Vasconcelos (2003 apud Brzozoowski; Caponi, 2009) ADHD is the most common childhood psychiatric diagnosis, characterized by three main symptoms which are hyperactivity, inattention and impulsivity, which has an average rate of prevalence in Brazil of 3.6 to 5% of the school population and, in other studies, it rises to 12% prevalence, with diagnosis being made using criteria established in official guides and fundamentally clinical and subjective.

In this complex context of concepts, meanings and classifications, ADHD remains one of the most cited, debated and discussed disorders in academic circles educational, currently. Highlighting that for medicine the three symptoms are related, The story of ADHD unfolds as the three symptoms alternate in place of greatest or less importance, but authors who study the disorder agree that the symptoms manifest themselves in the school environment, bringing this into the history of that (Caliman, 2010).

Rotta (2006) comments that intelligence and praxis are constituted as "a situation of cause and effect, since not only does intelligence structure praxis, it is also a instrument of intelligence". As we can see there is an interpellation between these processes.

In this sense, psychopedagogical practice can provide through diagnosis and advice on overcoming the difficulties encountered in the process learning, favoring educational bonds and partnerships in the construction of students assiduous, responsible, creative, spontaneous and transformers of their own reality and



context.

Thus, it becomes important to stimulate an educational context that realizes the integration of knowledge in an interdisciplinary way, so important for inclusion and promoting learning considering the body, the organism, desire and intelligence during the process of acquiring knowledge, for example the play box that can provide, through various materials, the awakening of the student's cognitive structures, such as attention, memory, concentration and creativity as a facilitating resource of teaching and learning processes.

Therefore, psychopedagogical ethics can serve as a guide for the actions of the psychopedagogue in the school institution, in order to make his activity a commitment to and for the student in favor of a quality education that is, par excellence, inclusive. (Silveira 2019).

According to the Psicoedu table, 2016:



Fonte: Psicoedu (2016).

ADHD is a complex, multifactorial disorder that has a system diversified, whose history goes hand in hand with its evolutionary process of description as pathology. In this sense, a wide variety of meanings attributed to it can be seen over time to the disorder, as well as changes in descriptions and conceptions of pathology, in all aspects from the biological to the social.

The consensus designed to legitimize helps in assessments and diagnoses, however It is worth mentioning the need for multidisciplinary teams so that clinical diagnosis be truthful and as assertive as possible so that this process is organized and improved.

Attention Deficit Hyperactivity Disorder (ADHD) is a pattern persistent inattention and/or hyperactivity-impulsivity that interferes with functioning or in the development of the subject. The child is usually referred for care psychological, due to behaviors such as low academic performance, wandering while performing tasks, lack of persistence, difficulty in maintaining focus, disorganization and excessive motor activities and then the evaluation is made psychodiagnosis.

3 THE ROLE OF THE CLINICAL PSYCHOPEDAGOGUE IN THE LEARNING PROCESS TOGETHER WITH THE DIFFICULTIES OF STUDENTS WITH ADHD

The psychopedagogue is a specialist in the field of education, whose objective is work on learning processes, as well as the main difficulties and limitations, understands the process that the student has to assimilate and construct knowledge.

Within the school institution, work is encouraged with the coordinator and the teacher, in order to obtain results about the student's daily school routine, behavior in classes, performance and results. Provides guidance and ongoing training to students teachers and students, workshops that strengthen their learning. Their objectives aim to find ways to address all the issues that hinder learning, whether they are biological or arising from the environment in which the child lives.

According to Neves (1991, p.12):

Psychopedagogy studies the act of learning and teaching, taking into account the internal and external realities of learning, maintained together. And thus studying the construction of knowledge in all its breadth, seeking to place on an equal footing the cognitive, affective and social aspects that are clear to it. The psychopedagogue has the autonomy to intervene in a preventive, therapeutic and inclusive way, with the aim of helping the development of the student with ADHD.

Your action or intervention should aim to guide and help the student with ADHD to develop skills, with the help and assistance of the teacher. When it occurs learning difficulties, the psychopedagogue must seek different ways to avoid the limitation or repulsion, resulting from hyperactivity. Playful activities such as games are essential in the work of the psychopedagogue with the student, especially activities



sensory-motor. Example: marbles, hopscotch, intellectual games, such as chess, puzzles, checkers, sensory and motor towers.

Reading has the potential to develop interest and pleasure, using various resources. The psychopedagogue must aim to draw up different ways of hypotheses in the aim to investigate the difficulties presented by students with ADHD. Not all of them are students with ADHD who have learning difficulties, those who do not have difficulty tending to finish their activities faster and then disturb the other students, because they have already finished and due to hyperactivity.

When ADHD is noted in the classroom, the teacher should take notes, otherwise frequent also, among other factors, must be observed for a period of 6 months subsequently, be referred for treatment with a professional so that he can be treated appropriately.

When dealing with hyperactive students, the teacher must be equipped with diversified teaching methods, as well as help them improve their daily behavior. It is essential that students with ADHD should sit at the front desks of the classroom, away from windows and doors that may distract them with the flow of people passing by. It is important to have a fixed daily routine in the classroom, so that the student can ADHD organize your ideas or thoughts.

Students with ADHD are not prone to sudden changes or unforeseen events. the issue of moving frequently is part of the routine of students with ADHD, It is interesting that the teacher delegates functions to him, so that he feels useful and requested. In this way, it is interesting that the teacher allows the student to leave, with the aim of reestablishing self-control when feeling too agitated.

It is natural for students with ADHD to be disinterested in activities that involve only a blackboard, notebook and pencil or that it is necessary to spend hours sitting, listening to teacher just talking, there is exhaustion, lack of control and impatience. The playful part causes great interest, involvement in students with ADHD, as games develop self-confidence, integration and socialization with other students.

The psychopedagogue is indispensable in the process of student development with ADHD, as it helps, stimulates, and prevents possible difficulties that it may present. Constant dialogue with parents is necessary, daily or weekly, as a way of helping the student. The family must have organized a routine to be followed, with a timetable for all activities, for example: bath, lunch, dinner, bedtime, among other activities.



For Mattos (2006), both the school and the student need help, in a way to develop mechanisms and new attitudes, in the face of the problems to be faced in everyday life, so that the teaching-learning process is developed in a way as assertive as possible.

The combination between psychopedagogue and school inserted and aware to create situations that stimulate and help the hyperactive student will allow him to feel capable and confident in overcoming their behavioral and learning difficulties, consequently of Attention Deficit/Hyperactivity Disorder.

4 FINAL CONSIDERATIONS

The aforementioned article intended to address the contribution of the psychopedagogue in learning of students with ADHD, a brief excerpt of ADHD was analyzed, with characteristics, symptoms and treatment and its historical process of development within of society.

The work aimed to cite the importance of guidance and intervention of the psychopedagogue, in the teaching and learning process of the student, as well as understand what ADHD disorder is, its characteristics and causes, also seeking, clarify the importance of the psychopedagogue to assist in learning, in social and emotional relationships of students with ADHD, which do not occur easily, so little without the help of a professional, it is the psychopedagogue who will give guidance, pedagogical strategies, which will facilitate and help both the student with ADHD, as well as the professionals. The family also plays a fundamental role, as it receives the first teachings.

We conclude that the objective proposed at the beginning of this article was achieved among the proposed perspectives, as well as we suggest the search for professionals such as psychopedagogue, so that the difficulties encountered in these processes can be resolved. teaching and learning aimed at ADHD students.

It is clear that the proposed objective was achieved, providing clarifications and possible solutions to help the target audience mentioned or other scholars or researchers of the related area. Thus, we present suggestions for the use of playful materials, workshops collective interactive, group of parents with suggestions and debates and interactions between professionals student care. Parents and teachers must be committed to controlling the



sufferers of the disorder at home or at school. It is necessary to have knowledge about all the facets of ADHD and its difficulties, as well as knowing how to distinguish behaviors originating from the disorder and behaviors caused for some benefit own.

The teacher has an important role in identifying ADHD, and in many cases, the disorder is only noticed within the school, as it is an environment that demands attention, concentration and motivation. The teacher's interest in adjust and change your activities, teaching methods and strategies so that the content worked with the other students in the room, is understood by the student with the disorder.

In this case, the presence of the psychopedagogue within the school, guiding the teacher, as well as developing work with students is fundamental. Among the functions of the psychopedagogue together with the work with the person with ADHD are the strategies to reduce hyperactivity and improve or increase concentration time, stimulate student's self-esteem, avoiding a compromise in their learning, guiding the teacher on how to act in the classroom, etc.

Dealing with children with ADHD is not an easy task, neither for the family nor for the not even for school. These students usually have difficulty carrying out their tasks or activities, especially when they require mental effort. This type of task or activity is seen by the individual as unpleasant, so he is resistant to carrying it out.

As a result of the difficulties they encounter, individuals with ADHD, avoid or have a strong apathy towards activities that require effort or prolonged attention or that require organization and concentration.

At the end of this work, it was possible to confirm that ADHD is a disorder that has no cure, however, when the patient is willing to undergo treatment involving specialists, therapies and if necessary the use of medication, their symptoms are diminished.

Parents and teachers must be committed to containing the person with the disorder. at home or at school. It is necessary to have knowledge about all forms of ADHD and their difficulties, as it is also necessary to know how to differentiate behaviors originating from disorder and behaviors caused for some personal benefit.

The teacher has an important role in identifying ADHD, since in many cases, the disorder is only detected within the school, as it is an environment that demands attention, concentration and motivation. The teacher's interest in adapt your activities, teaching methods and strategies so that the content worked with the others

students in the classroom, is understood by the student with the disorder.

In this way, the presence of the psychopedagogue within the school, guiding the teacher, as well as developing work with students is fundamental. Among the functions of the psychopedagogue together with the work with the person with ADHD are the strategies to reduce hyperactivity and improve or increase concentration time, stimulate self-esteem student, avoiding compromising their learning, guiding the teacher on how act within the classroom, etc.

REFERENCES

BRAZILIAN ASSOCIATION OF ATTENTION DEFICIT, 2016. Available at: <<https://tdah.org.br/>>
Accessed on: September 24, 2023

BRZOZOWSKIL, FS, & SANDRA, CA (2009). Attention deficit disorder with hyperactivity: classification and classifieds. Physis: **Journal of Public Health**.
Available at: <<https://www.scielo.org/article/physis/2009.v19n4/1165-1187/>>. Accessed: September 25, 2023.

CALIMAN, Luciana Vieira. **ADHD: Between functions, dysfunctions and optimization of attention**. Psychology in Study, Maringá, v. 13, n. 3, p. 559-566, Accessed on: September 23, 2023

CALIMAN, LV (2010). **Notes on the official history of attention deficit/hyperactivity disorder ADHD**. Psychology Science, 30(1). <https://www.scielo.br/j/pcp/a/K7H6cvLr349XPPXWsmsWJQq/?lang=en> Accessed on: September 23, 2023

DUMAS, JE **Psychopathology of childhood and adolescence**. (3rd ed.). Porto Alegre: Artmed. 2011.

MAMEDE NEVES, MA **Psychopedagogy: One term and many meanings**. 21st ed. São Paulo: Revista da ABBPp, V.10, 10th Semester, 1991.

MATTOS, P.; BOURBON, S.; FIEL, L. **Early Childhood Education The child and ADHD- Disorder Attention Deficit Hyperactivity Disorder**. Viçosa-MG, 2006.

MATTOS, P. **Interview on the De frente com Gabi Program** on September 5, 2010.
Available at: <<http://www.youtube.com/watch?v=rIGRxs7q2k>>. Accessed on: September 23, 2023.

PINA, Ione Lima et al. Evaluation of a pedagogical intervention in the learning of children with Attention Deficit Hyperactivity Disorder – ADHD – within the scope of public policies of the State of Pará. **Essay: Evaluation and Public Policies in Education**, 18, n. 66, 2010.

RIZZO, G. **Preschool Education**. 3rd Ed. Rio de Janeiro: Francisco Alves, 1985.

ROTTA NT. **Learning difficulties**. In: Rotta NT, Ohlweiler L, Riesgo R, eds. Learning disorders: neurobiological and multidisciplinary approach. Porto Alegre:

Artmed; 2006.

SILVA, BB **Restless minds: better understanding the world of distracted, impulsive and hyperactive people.** São Paulo: Editora Gente, 2003.

SILVEIRA, Rafael da Psychopedagogical Activity in Non-Governmental Organizations
Pedagogical Praxis, **Journal:** v. 2 n. 3 (2019): Postgraduate Program
Academic Master's Degree in Education.

STROH, Juliana Bielawski. ADHD – psychopedagogical diagnosis and its interventions through Psychopedagogy and Art Therapy. **Construção Psicopedagógica**, São Paulo, v. 18, n. 17, 2010.

TOPAZEWSKI, A. **Hyperactivity:** how to deal with it? São Paulo: Casa do Psicólogo, 1999.