

Developing the Potential in Children with Attention Deficit Hyperactivity Disorder

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Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder that has features like inattention, hyperactivity and/or impulsivity. For a child be diagnosed with this disorder, the manifestation of these features in at least two different environments of the life of the child is required, may be at home, at school, on outings with family and friends, travel or other activities.

Parents and educators can observe if the child exhibits the following behaviors:

- Difficulties to finish school tasks or activities;
- Constant forgetfulness or loss of personal belongings;
- Does not appear to listen to people, as if mentally focused in another place;
- Difficulty in organizing your materials;
- Manifestation of excessive talking, presenting difficulty in wait your turn to speak;
- Be easily distracted by stimulus;

The attention deficit hyperactivity disorder may occur according one of these three subtypes: hyperactive-impulsive; inattentive type or combined hyperactive-impulsive and inattentive.

During the school routine, the child can receive individualized support of the educator, through constant observation, in order to meet the needs of this student. In addition, the school may refer the child to a class of specialized support counting on pedagogical resources adapted.

It is essential that family and school work jointly in the pedagogical intervention of the children, in order to work with the same strategies, without the presence of contradictory guidelines.

The education professionals can orient the parents on how to assist this child in the task of homework, as well as in daily routine at home, because often due to lack of knowledge or information, many parents feel insecure without knowing how assist your kid the best possible way to your growth and development.

Here are some tips to assist in the educational work of the child with ADHD, in the school and at home:

- Guide the child with simple and objective rules, staring into your eyes and in your height in order to minimize distractions while guidance is given;
- Explain to the child what needs be done rather than what should not be done in a situation;
- When the child has a positive conduct compliment your behavior pointing the positive factors of your attitude;
- Try to arrange the utensils of the house the same way frequently, in order that the child can find them without difficulty;
- Develop along with the child writing on a chart, your daily activities, including times for waking up, taking a bath, have breakfast, go to school, do homework, play outdoors, among others.
- In the school environment, it is necessary that the teacher acts as a facilitator in the learning process of the student, socializing the child with the classmates and with the daily school routine.
- Have patience and goodwill with this student, having the consciousness that like any other child, this student have your own time for learning and development;
- Establish a teaching routine along with the child, and annexed it in the class in order that this student can be guided with more confidence and autonomy;
- Put in the child's schedule, some important messages to be read by parents in order that they can closely participate to the development of your child;
- Use audiovisual resources to better explain the contents of learning in the classroom to the child.

Children with learning difficulties have a different way of conceiving the learning, but are fully capable of developing your skills and capabilities. The key point is in the adaptation of the pedagogical planning and of the teaching strategies that must be in according to the individual needs of this student. It is essential to joint support of the student, parents and educators in order to perform an effective and complementary work, aiming to improvement the competencies and potential that this child has.

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