130 - DISTURBANCE OF DEFICIT OF ATTENTION AND HYPERACTIVITY (TDAH) IN MALE SCHOOL CHILDREN

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INTRODUCTION

In order to search conditions that can contribute for the appearing or an intensification of signs and symptoms that influence the human being's development, the most common in children, have been found in the family factors associated to several disturbances. Any involved mechanisms, the unstable, uncontrollable or chaotic family atmosphere have been recognized as harmful for the child development. In this aspect, Paiano et al (2007) in the decade of 1980 a monitoring questionnaire for parents was developed in Brazil (QMPI) and applied in 829 children between 5 and 14 years, which had been identified 15% with problems of mental health in the studied population relating to family factors.Those concerns vary from parents to parents, however in general they assume exalted forms, imagining for the worst, whose used mental forms of foreseeing their children's future leave the parents very disturbed. In this perspective, the school becomes the safe and efficient partner to help in the dissipation of part of this parents' concern with their children. Though, the family basis accomplishes the mediation role between the child and the society, therefore, the basic way for which the child begins to establish their relationships with the world. This responsible nucleus for the child's interrelation with the ones that circulates his day by day, it searches the strengthening in the socialization and becoming relevant in the constitution of his cognitive (SOUZA, 1997).

Based on this, it is verified to be unavoidable that the school knows how to address with children who has Disturbance of Attention Deficit and Hyperactivity (TDAH), should also know how they feel and think, in order to elaborate appropriate action and restructuration strategies of the building area, motivating that the school has reading and clarity that special needs can be a result of factors like: family, comorbities, cultural influences, social and economical status, which affect our lives regularly.

In this context, to educate a child who has evidences of TDAH is a difficult task, which requests not only the skills mentioned above, but also scientific knowledge that supports the difficult task of educating and to take care of this child.

Facing this perspective, the task to educate will be followed of a caring task, because this should be attached to the parents' and family's concerns and the future is not so dark in this sense, it was found that the educator and parents who sometimes live on unexpected situations with these children, and taking them to conflict thoughts, which cultural, social, political and ideological values conflict over situation crisis with the children and student.

When it is understood so many details on TDAH, especially to signs and symptoms of this disturbance, I could observe that there could be children in the school age who could present suitable signs in the literature. This way, I started to get most interested on this subject, searching for more information regarding to this issue, which could made it possible the elaboration of the proposal for the support of my field research with school children from municipal school system.

Before the accomplished context, the study justification is in the inexistence of scientific study that demonstrates the children's profile with evidences of TDAH in the school period in the city of Macapá, municipal district that reached an index of urban development in the decade of 90, taking an increase in the indexes of problems in the public health, among which it is believed that TDAH is also included. Therefore the interest in contributing in the education field and of the children's mental health who present evidences of TDAH supports the justification of this study.

In this context, for the support of this study theme, the following question was made: Which the incidence of signs that evidence TDAH in enrolled boys in municipal public schools?

To support the justification and the problem of this study it was elaborated the objectives:

Generall: - To investigate the incidence of signs that evidence TDAH in male school children in the municipal public schools.

Specific objectives

- Identifying signs that evidence TDAH in male school children in municipal public schools.

- To compare the parents' and teachers' perceptions on the signs that evidence TDAH in male school children in municipal public schools.

This study was thought into a viable proposal in the field of Human Motivity Science, it is related to save the knowledge about children and TDHA. This emphasizes the inter-relation between hyperactivity and human Motivity, which from its results will support teachers and the municipal school system of Macapá and children's family who present evidences of TDAH and to educate and care them in closer and recommended way by the literature.

2. LITERATURE REVIEW

The American Association of Psychiatry (apud STUART and LARAIA, 2001) elaborated a diagnose criteria for TDAH. According to these criteria, the main characteristic of the disturbance is a persistent pattern of inattention and/or hyperactivity, more frequent and intense than that presented by individuals of equivalent level of development.

Children carrier of TDAH, are usually of the male gender with concentration problems and absence of the attention, however they must be framed in the established criteria for the DSM-IV, in order they can be classified as carrier, including nine symptoms for inattention, six for hyperactivity and three for impulsiveness, standing out among others the symptom in that the child runs from one side to the other and climbs things in situation that such activity is inadequate.

In a wider extension than for any other species, the human beings create the environments that shape the course of the human development. Their actions influence the multiple physical and cultural features that shape them and that link make them humans - for better or worse – active actors of their own development (BRONFENBRENNER, 2005).

Parents and teachers should be warmed about course of a child's development with evidences of TDAH, which is one of the child disturbances that causes great difficulties for the inclusive schools, mainly for the fact that it is still a little spread theme, and those schools have not had a lot of information about it.

From this scenario, it is necessary to describe the context of Hyperactivity (TDHAH) “is a behavior deviation, characterized by the excessive change of actions and activities, taking little consistence in each task to be accomplished”

(TOPCZEWSKI, 1999, p.19).

The school still needs to know how the children with TDAH feel and think and of his effort to try to change his attitudes. (O'BRIEN, 2000) – she and her son have TDAH, they state the following:

[…] Emotionally, frequently they are three or two years late in relation to their colleagues. Unfortunately, children with TDAH are little understood and many times classified as lazy and non-intelligent or problematic, although these children have a great effort to change this impression that others have about them. For the children with TDAH, the life is a frustrating experience. Truly, they feel so frustrated as their teachers.

Golds (1999 apud MESQUITA; ALMEIDA; OLIVEIRA, 2007) guides parents and teachers in order they can keep a frequent communication to rise the success perspectives of their children with TDAH. They should also set clear objective limits, with disciplinary and balanced attitudes and proportionate frequent assessment, with concrete suggestions and that can assist and develop an adequate behavior of theirs.

Through this study, it is desired that school re-think its pedagogical practices addressed to the children with special educational necessities – TDAH, taking into consideration that they have particular potential characteristics and allowing them a most active and transforming interaction in the society.

It is also important to highlight that pedagogical practices need to worry in taking the special student to transcend the school space, in order they can be ready to face the day-by-day difficulties, to be able to create, to invent, to dream and feel himself useful, independently of his characteristics.

3. MATERIAL AND METHOD

This study was descriptive type, and searched to describe the characteristics of a determined population and involve the use of framed collection techniques of data; of Quantitative analysis, because this is appropriate to measure not only opinions, attitudes and preference but also behaviors (Teixeira, 2007). It is specially planned to generate accurate measures which allow a statistic analysis.

The research was accomplished in the municipal district of Macapá State of Amapá, located in the North Area. This municipal district has a population of: 344.153 inhabitants, Geographical Institute (2007). Macapá is the capital of the state of Amapá, its geographical area is of approximately 6.563 Km².

The municipal school system has 33 schools, from the preschool to the junior-high school, with 14.693 enrolled children in the age group from 05 to 10 years.

The sample was constituted of 956 male children in the age group among 5 to 10 years, from preschool and junior-high, who study at public schools of the municipal district of Macapá-AP.

The study was accomplished in 05 schools, selected by convenience, in the order of authorization given by the Directors and/or Pedagogic Coordinators, which are located in the north and south areas of the municipal district of Macapá-AP, where it is observed differential of cultures, values, habits and parents' and teachers' behaviors, that participated in the study.

It was studied the sample of 275 male children in the parents' perception and 688 male children in the teachers' perception in the age group among 5 to 10 years, according to the return of the used instrument, Conners' questionnaire, by the referred parents and teachers of the five selected public schools.

The instrument for collection of data was Conners' Questionnaire; abbreviated version was used for parents and teachers.

The statistical analysis consisted of a descriptive and inferential approach. To elaborate the descriptive statistics of the data, they were tabulated and analyzed with the support of a statistical program, Statistical Package for the Social Science (SPSS 9,0) and Microsoft Excel for Windows 2007, to categorize and to accomplish the frequency, the description and statistical analysis with average and standard deviation of these, for subsequent interpretation and discussion at the light of the literature and the found reality. It was also used the Global Criteria of TDAH according to DSMIV-TR (2002), which assesses in a specific way the TDAH, stating evidences starting from six to more identified signs by the questionnaire used in the study. At the inferential statistics were applied parametric and non-parametric methods: the quantitative variables were compared by the test t of Student and the categorical variables were assessed by the test of the Qui-square, according to what Ayres recommends; Ayres-Júnior; Ayres; Santos (2007). The significance level α=0.05 for rejection of hypothesis of nullity was adopted in all inferences.

The project of this study was sent to the Ethics Committee in Technological Scientific Research of the State of Amapá, for analysis and approval for its development, whose protocol is recorded under the nr.04/2008.

4. RESULTADOS AND ANALYSIS

For the descriptive analysis of the sample, the calculation of deviation average was used as standard for the studied variables.

Table 1 – Distribution of the signs which evidence TDAH in male children according to the parents' responses in the Conners' questionnaire, Macapá-AP, 2008, nr=275.

	SIGNS	YES		NO	
A	challenge and intimidate the others	59	21.5%	216	78.5%
B	brave (arrogant) and disrespect his superiors	77	28.0%	198	72.0%
C	cynical with adults	60	21.8%	215	78.2%
D	fight regularly	162	58.9%	113	41.1%
E	disobey the school's rules	60	21.8%	215	78.2%
F	lie at blaming others for his own mistakes	78	28.4%	197	71.6%
G	can't get calm	161	58.5%	114	41.5%
H	climb up everywhere	165	60.0%	110	40.0%
I	do not get quiet during the meals	150	54.5%	125	45.5%
J	his acts seem to be moved by an engine	155	56.4%	120	43.6%

Source: Research protocol: Conners' questionnaire

According to Conners' questionnaire the indicated signs to investigate together with parents are ten, which are expressed in the table 2. The results of the table show quantitative of evidenced signs by the significance parents' responses, which demonstrate the assessment of these, which are: challenge and intimidate the others 24,5% (59) presented this sign, 75,5% (216) did not present this sign; Brave (arrogant) and disrespect his superiors 31,5% (77) yes, they presented and 68,5% (198) did not present such sign; Cynical with adults 24,8% (60) yes, they presented this sign and 75,2% did not present this sign; Fight regularly 56,6% (162) presented this characteristic, and 43,4% (113) did not present; Disobey the school's rules 24,8% (60) presented this sign and 75,2% (215) did not present this sign, Lie at blaming others for his own mistakes 31,1% (78) presented

this sign and 68,9% (197) did not present this sign; Can't get calm 60,1% (161) presented this sign and 39,9% (114) did not present; Climb up everywhere 57,7% (165) presented this sign and 42,3% (110) did not present this sign; Do not get quiet during the meals 56,3% (150) presented this sign and 43,7% (125) did not present this sign; His acts seem to be moved by an engine 54,2% (155) presented this sign and 45,8% (120) did not present this sign.

Table 2 – Distribution of the signs which evidence TDAH in male children according to the teachers' responses in the Conners' questionnaire, Macapá-AP, 2008. (n=688)

	SIGNS	YES		NO	
A	Is regularly restlessness	223	32.4%	465	67.6%
B	Very active	383	55.7%	305	44.3%
C	Very active	179	26.0%	509	74.0%
D	Never complete tasks	344	50.0%	344	50.0%
E	Temperamental and unbearable	113	16.4%	575	83.6%
F	Disturbs other children	388	56.4%	300	43.6%
G	Provoke fights	395	57.4%	293	42.6%
H	Destroyer	114	16.6%	574	83.4%
I	Liar	346	50.3%	342	49.7%
J	Explosive behavior	359	52.2%	329	47.8%

Source: Protocol of research: Conners' questionnaire

According to Conners' questionnaire the indicated signs to investigate together with teachers are also a total of ten, which are expressed on table 3. The results of the table demonstrate a quantitative of signs evidenced by the significant responses, which confirm the teachers' evaluation by the coexistence in classroom, which are: is regularly restlessness 31% (223) presented this sign 69% (465) did not present this sign; very active 44,3% (305) presented themselves as very active and 55,7% (383) did not present such sign; excitable and impulsive 26% (179) yes they did present this sign and 74%, did not present this sign; Never complete a task 50% (344) of the group presented this characteristic and 50% (344) did not present; Temperamental and unbearable 16,4% (113) presented this sign and 83,6% (575) did not present this sign; Disturbs other children 56,4% (388) presented this sign and 43,6% (300) did not present this sign, provokes fight 57,4% (395) presented this sign and 42,6% (293) did not present; Destroyer 16,6% (114) presented this sign and 83,4% did not present this sign; Liar 50,3% (346) presented this sign and 49,7% (342) did not present this sign; Explosive behavior 52,2% (359) presented this sign and 47,8% (329) did not present this sign.

Table 3 – Distribution of the signs which evidence TDHA in male children according to the parents' responses in the Conners' questionnaire, according to the Interval of Trust and the Qui-square Test with correction of Yates Macapá-AP, 2008. n=275.

	SIGNS	YES		IC 95%	NO		p-value
A	Challenge and intimidate the others	59	21.5%	(16.6% a 26.3%)	216	78.5%	<0.0001*
B	Brave (arrogant) and disrespect his superiors	77	28.0%	(22.7% a 33.3%)	198	72.0%	<0.0001*
C	Cynical with adults	60	21.8%	(16.9% a 26.7%)	215	78.2%	<0.0001*
D	Fight regularly	162	58.9%	(53.1% a 64.7%)	113	41.1%	0.0038*
E	Disobey the school's rules	60	21.8%	(16.9% a 26.7%)	215	78.2%	<0.0001*
F	Mind blaming others for their mistakes	78	28.4%	(23.0% a 33.7%)	197	71.6%	<0.0001*
G	Can't get calm	161	58.5%	(52.7% a 64.4%)	114	41.5%	0.0055*
H	Climb up everywhere	165	60.0%	(54.2% a 65.8%)	110	40.0%	0.0011*
I	Do not get quiet during the meals	150	54.5%	(48.7% a 60.4%)	125	45.5%	0.1478
J	His acts seem to be moved by an engine	155	56.4%	(50.5% a 62.2%)	120	43.6%	0.0403*

Source: Protocol of research: Conners' questionnaire. *Qui-square test, with correction of Yates.

The data regarding to the item H represented in the Table 3 demonstrate that 165 parents of a n=275 indicate with a higher incidence the sign rises in every index, with Index of Trust (IC) 54.2% to 65.8%, and with lower incidence of 59 the sign challenge and intimidate others, with Index of Trust (IC) in 16.6% to 26.3%, it is highlighted that p-value of both signs is < 0.0001, that is, < standard mistake 0.05, attesting the study highly significant and contemplating the presence of signs of evidences of TDAH in children in the age group from 5 to 10 years from public schools of the municipal district of MACAPÁ-AP, demonstrated in the Table by the Statistical Test Qui-square.

Table 4 – Distribution of signs which evidence TDAH in male children according to the teachers' responses in the Conners' questionnaire, according to the Interval of Trust and Qui-square test with correction of Yates Macapá-AP, 2008. (n = 688).

	SINAIS	SIM		IC 95%	NÃO		p-valor
A	Is regularly restlessness	223	32.4%	(28,9% a 35.9%)	465	67.6%	<0.0001*
B	Very active	383	55.7%	(52.0 a 59.4%)	305	44.3%	0.0033*
C	Excitable and impulsive	179	26.0%	(22.7% a 29.3%)	509	74.0%	<0.0001*
D	Never complete tasks	344	50.0%	(46.3% a 53.7%)	344	50.0%	1.0000
E	Temperamental and unbearable	113	16.4%	(13.7% a 19.2%)	575	83.6%	<0.0001*
F	Disturbs other children	388	56.4%	(52.7% a 60.1%)	300	43.6%	0.0009*
G	Provoke fights	395	57.4%	(53.7% a 61.1%)	293	42.6%	0.0001*
H	Destroyer	114	16.6%	(13.8% a 19.3%)	574	83.4%	<0.0001*
I	Liar	346	50.3%	(46.6% a 54.0%)	342	49.7%	0.9809
J	Explosive behavior	359	52.2%	(48.4% a 55.9%)	329	47.8%	0.2689

Source: Protocol of research: Conners' questionnaire. *Qui-square test, with correction of Yates.

The obtained data and put in the Table 4 confirm in the study, demonstrating the sign of Search for fights with Index of Trust (IC) in 53.7% to 61.1%, and a higher incidence in the teachers' perception and a minimum score for the sign Temperamental and Unbearable, with Index of Trust for 13.7% to 19.2%, whose p-value at both were <0.0001, corresponding to a significant study when confirming p < the Standard Mistake (Alpha) of 0.05, what discards the acceptance of the hypothesis of nullity in the study, proven in the Table by the Statistical Test Qui-square.

Table 5 – Result of Conners' questionnaire in the abbreviated version for male students' parents and teachers of the municipal teaching system according to the Test t (student – bicaudal) (n = 275 and n = 688 respectively)

Conners	Average	DP
For parents	38,46	13,12
For teachers	40,67	12,15

p-value = 0.0014*, test t of Student (bicaudal), t=2.4912, Power of the test = 0.8955 / DP= standard deviation

To assess the difference between parents' and teachers' answers, in a general form for every set of given answers for the Conners' questionnaire, it was observed that parents had an average of 38.46 and for teachers the average was 40,67, the difference between parents and teachers (= 38.46 -40.67 = -2.21) is statistically significant once the p-value = 0.0014* confirms that there is a real disagreement between parents and teachers. We also can conclude that the teachers are more rigorous in their evaluation, as shown in the score difference (= -2.21) indicates that teachers accomplished their evaluation 5.7% more

rigorous than the students' parents.

5. CONCLUSION

This study had as objective to investigate signs of evidences of TDAH in children in the age group from five to ten years, based on the parents' and teachers' evaluations.

The statistical tests accomplished before the results show the degree of significance of this study. According to the qui-square test, this links the evaluation of the nominal variables, establishing the trust index in 95% and alpha mistake of 5%, the obtained p-value evidenced the significance of the study accomplished for each variable contained in the applied instrument. The test t (student-bicaudal), was applied to interrelate and to prove the different perceptions among parents and teachers, in which the p-value was significant, demonstrating the existent divergences between the parents' and teachers' answers, confirming the existence of signs of TDAH in the studied sample.

It is believed to be personalized answers in agreement with the feelings that involve these relationships (parents/children - teachers/students) which can have influence in the moment of assessing; there may be a tendency for not qualifying signs that seem to be very negative to the parents' eyes, taking the differentiation of the perception.

It is possible that signs exclusively from home can correspond, at least in some cases, at one effect of the parents' attitudes. This way, it is believed that the children's group which were not identified signs by the parents and teachers are quite heterogeneous, including children who present a softer form of the signs of TDAH.

We concluded that parents and teachers should know and observe the child with evidences of TDAH, as a person that has potential who will be able to or not to grow, and recognize their responsibilities and commitments on the final result of that process.

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KEY-WORDS: TDAH. Conners. school.

DISTURBANCE OF DEFICIT OF ATTENTION AND HYPERACTIVITY (TDAH) IN MALE SCHOOL CHILDREN

ABSTRACT:

The disturbance deficit of attention/hyperactivity (TDAH) is a very complex diagnostic picture, of a precocious start, with chronic evolution that is expressed in diverse contexts. 3 to 5% of the children in school age fill in the diagnostic criteria for the TDAH established in the DSM-IV. Objective: To investigate the incidence of signals that evidence TDAH in male school children in municipal public schools. Material e Method: Five schools had been selected, for convenience, in the order of authorization of Directors and/or Coordinators. The shortened version of Conners' questionnaire for parents and teachers was after applied. For analysis of data the Qui-square test and student-bicaudal tests were applied. Results: Through 275 questionnaires returned from the parents with an average of 38,46 and standard deviation of 13,12 of the identified signals and the 688 questionnaires returned by the professors presented an average of signals in 40,67 with a standard deviation of 12,15, which was the most evident signal for the teachers who states to search for fight with 57,7% and it goes up in all the parts for the parents with 57,4%, even it is not the objective of the study, 43 children were detected with six or more signals of evidences of the TDAH by the parents and 138 children with six or more signals of evidences of the TDAH by the professors, in the five chosen schools, although that for the evaluation of both parts more took advantage at the absence of signals of evidences of the TDAH, with percentage of the absent signal for the Conners' questionnaire with a higher repercussion the criteria Destroyer had 83,4% for teachers and the criteria of Challenge and Intimidate others had excessively 75,5% for the parents. Conclusion: The statistical tests carried through the results show the degree of significance of this study. According to the qui-square test, this related to the evaluation of the nominal variables, establishing the reliable index in 95% and alpha error of 5%, the obtained p-value evidenced the significance of the study carried through for each variable contained in the applied instrument. Test t (student-bicaudal), was applied to interrelate and to prove the different perceptions between parents and teachers, in which the p-value was significant, demonstrating the existing divergences between parents' and teachers' answers, and certifying the existence of signals of evidence of TDAH in the studied sample.

KEY-WORDS: TDAH.Conners. school.

TROUBLE DÉFICITAIRE DE L'ATTENTION ET DE L'HYPERACTIVITÉ (TDAH) EAUX ENFANTS SCOLAIRES DU SEXE MASCULIN

RÉSUMÉ :

Le trouble du déficit de l'attention /hyperactivité (TDAH) est un cadre de diagnostic complexe, du début précoce,avec une évolution cronique qui répercute en divers contextes. 3 à 5% des enfants en âge scolaire remplissent les critères du

diagnostic pour le TDAH crée en DSM-IV Ojectif : Enquêter l'impact de signes qui attestent le TDAH chez les enfants scolaires du sexe masculin dans les écoles publiques municipales .Materiel et Méthode : Il a été sélectionnées cinq écoles pour la conviviabilité. Il a été utilisé pour le recueil de donnés de version abrégée du questionnaire de Conners pour les parents et pour les professeurs. Pour l'analyse des données on a fait le test Qui-cadre et le test student-bicaudal(t).Résultats On observe à travers 275 questionnaires rendus par les parents avec une moyenne de 36,46 de norme de détours 13,12 des signes identifiés et de 688 de questionnaires rendus par les professeurs ont presentés une moyenne de signes de 40,67 avec une norme de détours de 12,15, étant un signe plus évident pour les professeurs ce qui produit la recherche de bagares avec 57,7% et sur toutes les parties pour les parents avec 57,4% , même sans être l'objectif de l'étude Il fût détectés que 43 enfants avec six ou plus de signes d'évidences de TDAH par les parents et 138 enfants avec six ou plus de signes d'évidences de TDAH par les professeurs, dans les cinq écoles choisies ,malgré que pour l'évaluation des deux parties prévaloit plus l'abscence de signes de grande répercution le critère de Destruction en 83,4% par les professeurs et le critère de Défi et d'intimité des autres en 75,5% par les parents.Conclusion :les tests statistiques réalisés face aux résultats montrent le degré de l'importance de cette étude. En se qui se réfère au test t qui- cadre celui-ci se trouve en rapport avec l'évaluation des variables nominatifs ,fixant un índice de confiance en 95% d'erreurs alfa de 5% le p-valeur obtenue a mis en évidence la signification de l'étude réalisée pour chaque variable contenue dans l'instrument appliqué. Le test t (student bicaudal), fût appliqué par l'interdépendant et a prouvé les différentes perceptions des divergences existantes entre les réponses des parents et des professeurs lequel le p-valeur fût significatif démontrant les divergences existantes entre les réponses de parents et professeurs, attestant les signes de preuves de TDAH dans les échantillons étudiés.

MOTS-CLÉ : TDAH. Conners. école

TRANSTORNO DE DÉFICIT DE ATENCIÓN E HIPERACTIVIDAD (TDAH) EM NIÑOS ESCOLARES DEL SEXO MASCULINO

RESUMEN:

El transtorno de déficit de atención/hiperactividad (TDAH) es un cuadro diagnóstico bastante complexo , de inicio precoz, con evolución crónica que repercute en diversos contextos. 3 a 5% de los niños en edad escolar llenan los criterios a diagnósticos para el TDAH establecidos en el DSM- IV.Objetivo: Investigar la incidencia de las señales que evidencían TDAH en niños escolares en escuelas públicas municipales . Material y Método: Fueron seleccionados cinco escuelas, por conveniencia se utilizó para la colecta de datos versión abreviada del cuestionario de Conners para padres y profesores. Para el analisis de los datos se aplicó la prueba Qui – cuadrado y la prueba student- bicauda (t). Resultados: Se obtuvo por medio de 275 cuestionarios devueltos por los padres con una media de 38,46% y un desvío padrón 13,12 de las señales identificadas y de los 688 cuestionarios devueltos por los profesores se presentó una media de señales en 40,67 con desvío padrón 12,15, siendo la señal más evidente para los profesores lo que dice buscar peleas con 57,7% en todas las partes para los padres con 57,4% no siendo el objetivo de estudio fueron detectados 43 niños con 6 o más señales de evidencias del TDAH por los padres y 138 niños con seis o más señales de evidencias del TDAH por los profesores , en las cinco escuelas escogidas, a pesar de que la avaliación de ambas partes prevalecierón más la ausencia de las señales de evidencias del TDAH, con un porcentual de señal ausente por el custionariosde Conners de mayor repercución o criterio Destruidor em 83,4% para profesores y el critério de Desafío e Intimida a los demás em 75,5% para los padres. Conclusión: Las pruebas estadísticos realizados delante de los resultados muestran el grado significativo de este estudio. En lo que se refiere a la prueba qui cuadrado este se relaciona a la avaliación de las variables nominales , estableciendo el índice de confianza en 95% y error alfa de 5%, o p valor obtenido se evidenció el grado significativo de este estúdio realizado para cada variable contenida en el instrumento aplicado. La prueba t (student- bicaudal), fue aplicado para interrelacionar y comprobar las diferentes percepciones entre padres y profesores , en lo cual o p – valor fue significativo demonstrando las divergencias existentes entre las respuestas de padres y profesores , certificando la existencia de señales de evidencias de TDAH en la muestra estudiada.

PALABRAS LLAVE: TDAH. Conners. Escuela.

TRANSTORNO DE DEFICIT DE ATENÇÃO E HIPERATIVIDADE (TDAH) EM CRIANÇAS ESCOLARES DO SEXO MASCULINO.

RESUMO:

O transtorno de déficit de atenção/hiperatividade (TDAH) é quadro diagnóstico bastante complexo, de início precoce, com evolução crônica que repercute em diversos contextos. 3 a 5% das crianças em idade escolar preenchem os critérios diagnósticos para o TDAH estabelecidos no DSM-IV. Objetivo: Investigar a incidência de sinais que evidenciem TDAH em crianças escolares do sexo masculino em escolas públicas municipais. Material e Método: Foram selecionadas cinco escolas, por conveniência. Utilizou-se para coleta de dados versão abreviada do questionário de Conners para pais e professores. Para análise dos dados aplicou-se teste Qui-quadrado e o teste student-bicaudal(t). Resultados: Obteve-se por meio de 275 questionários devolvidos pelos pais com uma média de 38,46 e desvio-padrão 13,12 dos sinais identificados e dos 688 questionários devolvidos pelos professores apresentou uma média de sinais em 40,67 com desvio-padrão 12,15, sendo o sinal mais evidente para os professores o que diz procurar brigas com 57,7% e sobe em todas as partes para os pais com 57,4%, mesmo não sendo objetivo do estudo foram detectadas 43 crianças com seis ou mais sinais de evidências do TDAH pelos pais e 138 crianças com seis ou mais sinais de evidências do TDAH pelos professores, nas cinco escolas escolhidas, apesar de que pela avaliação de ambas as partes prevaleceram mais a ausência de sinais de evidências do TDAH, com percentual do sinal ausente pelo questionário de Conners de maior repercussão o critério Destruidor em 83,4% para professores. e o critério de Desafia e Intimida os demais em 75,5% para os pais. Conclusão: Os testes estatísticos realizados diante dos resultados mostram o grau de significância deste estudo. No que se refere ao teste qui-quadrado este se relacionou a avaliação das variáveis nominais, estabelecendo o índice de confiança em 95% e erro alfa de 5%, o p-valor obtido evidenciou a significância do estudo realizado para cada variável contida no instrumento aplicado. O teste t (student-bicaudal), foi aplicado para interrelacionar e comprovar as diferentes percepções entre pais e professores, no qual o p-valor foi significante demonstrando as divergências existentes entre as respostas de pais e professores, atestando a existência de sinais de evidencias de TDAH na amostra estudada.

PALAVRAS-CHAVE: TDAH, Conners, escola.

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