33 - PRACTICE OF PHYSICAL EDUCATION AS A MEASURE OF TREATMENT OF CHILDREN WITH BORDERLINE ATTENTION DEFICIT AND HYPERACTIVITY DISORDER

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Introduction

Currently there are many references that bring work on the hyperactivity. Many try to characterize the hyperactivity, which is working with the nature of this disorder, which causes, what are their characteristic, and its consequences. Some references indicate the forms of treatment, which should be done. In order to have a major improvement is the joint work between family and school.

The work presented below has many topics related to children. That is, you will be cited problems involving children, whether in a school environment or family. This study was conducted by means of theoretical references viewing school-age children, as this work is focused on a school environment, although the disorder of attention deficit and hyperactivity disorder (ADHD) is a disorder that affects both children, as adults, But in children, the sooner it work, better opportunities to collaborate with the development is school, family and social may be noticed.

About physical education some authors note the possibility of using the practice of physical activity, act with a helper agent for the treatment of hyperactivity. In the course of this work is now seeking a definition of what is hyperactivity, what are their causes or factors contributing to the development of such a disorder, what are its consequences front of family, school and society. So, consider what should be the position taken by both the family as the school so that the individual can become an active part of society, developing a critical and be creative.

Methodology

This study initially behind the setting for hyperactivity, then identify the possible causes of the problem and describe the main consequences, and even the few forms of treatment. After this time, taking into consideration the school, to be more correct to intervene in school child who suffers from this disorder. And the key point raised by this study, if the lessons of physical education for pupils hyperactive bring any benefit to this problem.

In this context, the work is characterized as a literature search. A literature search, according to MARCONI and LAKATOS (2003) is a research based only on a theoretical framework, it is, studies already published in newspapers, magazines and books. For GIL (2002, p. 44) "the research literature is developed based on material already prepared, made in books and scientific papers." Research is needed to learn to analyze the variability of knowledge among authors, experts and thinkers. For this reason, the demand for new information is always necessary, to improve increasingly the work that is being developed.

Defining the disorder of attention deficit and hyperactivity disorder

Initially it is a quest for knowledge about the subject. Called the Borderline medicine as attention deficit and hyperactivity disorder (ADHD), this disorder is characterized by persistent pattern of inattention and hyperactivity or - impulsivity (DSM-IV-TR ™, 2002). Most cases involving children is, however, can also happen with adults. It is estimated that 3 to 7% of children have ADHD (GES, 2003).

According to Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR ™) classifies the ADHD into three types, which were:

TRANSTORNOS Attention-Deficit Hyperactivity, Type Predominantly inattentive;

TRANSTORNOS Attention-Deficit Hyperactivity, Type Predominantly hyperactive - impulsive;

TRANSTORNOS Attention-Deficit Hyperactivity, Combined Type;

The disorder of attention deficit and hyperactivity disorder

This disorder can be noticed early, even in the cradle when the baby is restless, sleeps little, cries too much and whether to try to get out jumble of him. Based on the definitions of many authors, the topic discussed when it reaches a point of reference, namely hyperactivity has as main features the agitation, inattention and impulsivity, that is, can vary from child to child respecting their particularities and limitations. Therefore bringing consequences to it, especially with regard to learning and the relationship to the rest of society where it is inserted.

Many authors try to get a definition for disorder Attention-Deficit Hyperactivity. For BARKLEY (2002), this disorder affect the development of self, that is affecting periods of attention, triggering an individual impulsive and restless in its activities.

Another relevant factor, and that its recurrence in attitudes is high, is confusing a hyperactive child of a poorly educated. (COSTA, 2006).

For BARKLEY (2002, p. 35), this disorder is not caused by lack of discipline or parental control, as it is not a sign of "evil" of the child.

Causes of Trouble

Causes and factors that can contribute to the development of hyperactivity may be related to issues usually genetic, physical or maternal (MATTOS, 2001).

Genetic, when linked to hereditary factors, some physical boundaries, as an example, some kind of disability. Or maternal, which refers to complications in childbirth, or the misuse of substances such as tobacco, drugs and drink, which comes to affect the fetus during pregnancy. However, those aspects are not databases to identify this problem in children. The hyperactivity in general interferes with the child's development both in family life, school and social development and also in its engine.

Treatments

No doubt the issue of treatment is one of the most important subjects to some of ADHD. There are several forms of treatment for this problem, where only an expert can indicate what is the most appropriate way of working with this disorder. Drugs are the most used at the time for treatment.

According to BENCZIK (2000), about 75% of cases with ADHD show a significant improvement after starting

treatment with the use of any medication.

The Ritalin (methylphenidate), Dexedrina (d-amphetamine), Adderall (Association of d - and l-amphetamine), Cylert (pemoline) are the best known names among the most widely used stimulants (BARKLEY, 2002).

Hyperactivity and the School

We know the first social contact of a child is in school. It is in this new environment that she will learn to how to relate, explain and exchange ideas, it is necessary for the stimulation of coexistence and interaction so that all students can develop the learning of content.

While the school, about 20 to 30% of children with ADHD have difficulties that interfere with their ability to learn (GOLDSTEIN; GOLDSTEIN, 2002). For this reason, many parents believe that there might be a school specializing in children hiperativas. A hyperactive child may have a potential for learning similar to that of normal children (GOLDSTEIN; GOLDSTEIN 2002), however, it serves to make a room alone with children hiperativas if the need for them is the social interaction. The school should be focused on having as objective the development potential of each individual and are often necessary to observe the strengths and weaknesses of each student, to do a balance sheet and to enjoy the positive characteristics and rebuild in a way favorable to those if judged negative. But the teacher in one way or another should always maintain a contact with the body of teaching school, always exchanging ideas with other parents and teachers. The neglect charges by the teacher can create many problems, causing the child becomes increasingly isolated from the rest of the class.

Physical Education

How physical education can serve as a gauge to the aid of these children hiperativas? There are forms of treatment for hyperactivity, for this, the proposal comes from the discipline to act as an auxiliary agent in disorder, since some of the characteristics of hyperactivity is the unrest. Through literature reviewed, the definition found for hyperactivity is that this child has a body activity and thinking very agitated, acting several times so impulsive. Children hiperativas must always be in motion, doing something. So why not combine the useful to the pleasant, that is, synchronize the explosion of purposeless movements, reversing in activities and with a nice goal to be achieved. It is clear then that the proposal is put the child the practice of physical activity.

It is important to emphasize that the discipline in school physical education, often consists of only two or at most three classes per week. How then establish that work with the discipline and children who suffer from this disorder that amount of tuition? The entire project to be developed in stages passes, in this case will not be different. First you should do an analysis of class to work, see what are the possibilities in front of that group, after it set targets, and pick them up during lessons. The best performance of these children during school will be given gradually, since such work requires much attention and time to develop an appropriate plan that class.

Another a second question: what will work in a classroom where a child is hyperactive? All content programmed in the discipline can be developed, provided they are well implemented and the monitoring of teacher, and that is independent of that or not there is a hyperactive student in the room.

Find yourself with this work, define what is hyperactivity, and what is the applicability of physical education classes with children who suffer from this disorder.

Polls show held in the practice of physical activities as a helper in the treatment of hyperactive children. The practice of physical activities is the most found in many references, but you can combine the practice of physical activities for physical education classes.

A child placed in a school environment consistent and predictable brings with it a stimulus to the emotional control, unified strategies for the active and interactive teaching that incorporate physical activity as a learning process are essential. (BENCZIK, 2000).

Inattention and impulsivity are characteristic of ADHD. Another feature found in this disorder is the agitation or restlessness, the manifestation of this symptom, is caused by a motor activity very intense. However, this symptom is a very disorganized, and most often exist without a concrete goal (Benczik, 2000). Also according to Benczik, he refers to this lack of purpose in body movements, which differentiate the normal development of children.

According to Topczewski (1999), there is an agreement with regard to intense body movements, rather, the authors come to a conclusion that there is an excess in body movement and that this excess is so disorderly and without concrete goals and even those who are hyperactive are performing normal development, however, with some lag in motor development. In this context impairing the individual's performance in their motor coordination and balance, then bringing problems in carrying out certain tasks of day-to-day.

In this context, the physical education contribute to the development of hyperactive children. According to Sam Goldstein, "The immediate benefit is to introduce the child in a plan of action, stimulating their psychological development and motor" (2002). The author suggests a plan of action, that is, insert the child to physical activity, helping it to improve its performance is psychological and engine.

Marcia Cristina Carriel Giacomini, highlights that it is very important factor to close analysis of each student, aiming to bring ways of adapting to the tasks has to be developed, because this problem as has been discussed by the fact harm it in their development, emotional, cognitive, social and also in their physical conditions, such as engine performance and physical fitness.

Conclusion

All this came for the knowledge test to some of hyperactivity, their definitions, characteristics, treatment and the main point, the benefit of the discipline of physical education to work with children who suffer from this disorder.

Through the analysis of bibliographical references used in this research, it is clear, the whole discussion surrounding the hyperactivity inside and outside a school environment.

The hyperactivity has been studied for some decades now, however, many references have only a definition for this disorder, that is, pointed what are the characteristics of children hiperativas, what causes this disorder, what are the possible treatments and how it should be action of parents and school to this individual.

Without a doubt the polls showed a hyperactive child as having an excessive amount of movement, without mentioning the turmoil during the day. It was also clear that a child who has this disorder suffer from a motor disability during its development may bring serious consequences throughout his life if not treated.

However, the question arises: a hyperactive child does not have an excessive movement? So because she suffers in her motor development? The answer has become clear from the moment when one of the authors pointed out that large amount of movement is always happening in a chaotic, uncontrolled and purposeless concrete.

The hyperactive child needs a predictable environment, either at home or at school, regardless of the place she frequent, this place should bring her safety, she must rely on what is being proposed, thereby improving their ability to care and development activities that will develop.

While school, it is known that many of them are unprepared to receive this child, that because of ignorance on the subject or not have a support, to help her, because her teacher does not have an exclusive to it, and moreover, Will have other children placed in the same environment.

Now while the discipline of physical education, all considered benchmarks show as characteristic of hyperactivity and agitation over the handling of the individual. In a passage of text, a specialist shows up physical exams to rule out some shortcomings, as it is to diagnose the problem. And yet the agitation or movement as disorderly and purposeless.

At no time during this study aimed to physical education and treatment, but as aid in the treatment, the first child should be referred to a specialist for an attestation of the case, thereby developing the practice of activities, regardless of which is to stimulate this student group working on improving their school performance. So the discipline of physical education comes as aid in the treatment of hyperactivity.

Because this test was conducted only on a theoretical basis, no practice was developed. For this fact can not be said that the physical education works or not for a better performance of the student. It is known only that the hyperactivity brings a certain deviation is motor, affective, cognitive and social your child, so seeing physical education as a benefit in improving these factors. Even as questions arise: within two or three classes per week, which is currently set for a school to the discipline of physical education in Brazil, can be applied to work successfully? Or what would be the best content to be developed?

For the amount of lessons in discipline will know whether or not a better performance without the practice is somewhat vague when, but everything indicates the success with this work, through the theoretical framework researched, however, this work should have a gradual development, In the same way as the return is gradual, the results will come after the beginning of this practice. No use also stipulate time, precisely because every child be a case have their limitations, so the results can vary in accordance with, for example, the age group, the treatment received and their relationships with family and school.

Now while the content can be developed to work what is in the planning done by the teacher, but that content should be applied in a clear and objective so that the student understands what you want to be passed and stimulates their development, regardless of activity that is, even a school specific, for example, football, judo and others, it varies depending on the tastes of students. However, it is important to clarify that in case of specific school, the child should enjoy what you do and do not be done if it occurs this way, that is, parents provide an activity for your child, what happens is just the spending power of children, and the next day, it's back "in full swing," because it is doing something that does not call attention.

It should be borne in mind that this work for the teacher to be determined, and well prepared to receive the student. So, can help the student, regardless of it being hyperactive or not.

Key words: ADHD, Physical Education, School Performance.

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THE PRACTICE OF PHYSICAL EDUCATION AID AS TREATMENT FOR CHILDREN WITH TRANSTORNO OF DEFICIT OF ATTENTION AND HYPERACTIVITY

ABSTRACT

The studies related to hyperactivity are known since the mid-twentieth century, but with deepening made only in recent decades. This study addresses the influence of school / teacher in the life of a student, since the problem discussed behind deviations the child is emotionally or their social adaptation, damaging then in their school and also affecting their interpersonal contacts. Thus, by means of the analysis, the practice of physical activities behind an improvement in the performance of the child hyperactive. Thus serving as mediator for the treatment of this problem, so that this student is inserted and actively participating in objective manner in class, thus encouraging it to be a critical individual and participatory. For this, it was found that the work between teacher and student must be continuous and that through the experiences the teacher to collaborate with the development of motor and social skills of children. By means of surveys, studies show the possibility of changing these individuals after started the process of working with the practice of physical activities. So the reference point for this work is to examine the theories already developed and discuss to what extent, this can work for the progress of children with hyperactivity, while respecting their particularities and their boundaries, in view of the inclusion of that person not only the environment school, but also in society where it is inserted.

Key words: TDAH, Physical Education, School Achievement.

LA PRATIQUE DE L'ÉDUCATION PHYSIQUE COMME UNE MESURE DE TRAITEMENT DES ENFANTS À LA LIMITE DÉFICIT DE L'ATTENTION ET D'HYPERACTIVITÉ AVEC TROUBLE

RÉSUMÉ

Les études liées à l'hyperactivité sont connues depuis le milieu du vingtième siècle, mais avec l'approfondissement effectué seulement au cours des dernières décennies. Cette étude examine l'influence de l'école / enseignant dans la vie d'un étudiant, puisque la question examinée derrière les écarts de l'enfant est émotionnel ou leur adaptation sociale, de manière préjudiciable à leur rendement scolaire et affecte également leurs contacts interpersonnels. Ainsi, les considérations examiné par le biais de la pratique d'activités physiques derrière une amélioration de la performance de l'enfant hyperactif. Ainsi, agissant comme médiateur pour le traitement de cette question, de sorte que l'étudiant est inséré et en participant activement à un objectif dans la salle de classe, donc l'encourager à être un critique et participative. À cette fin, il a été constaté que le travail entre l'enseignant et l'étudiant doit être continu et grâce à l'expérience que l'enseignant peut travailler avec le développement social et de la motricité des enfants. Par le biais d'enquêtes, les études montrent la possibilité de modifier ces personnes a commencé après le processus de travail avec la pratique d'activités physiques. Par conséquent, le point de référence pour ce travail est d'étudier les théories déjà mis au point et de discuter dans quelle mesure, cela peut travailler pour le progrès des enfants à l'hyperactivité, tout en respectant leurs particularités et leurs limites afin d'inclure non seulement l'individu dans l'environnement l'école, mais aussi dans la société où elle est insérée.

Mots-clés: le TDAH, de l'éducation physique, le rendement scolaire.

LA PRÁCTICA DE LA EDUCACIÓN FÍSICA COMO UNA MEDIDA DE TRATAMIENTO DE LOS NIÑOS CON EL LÍMITE DE DÉFICIT DE ATENCIÓN Y HIPERACTIVIDAD

RESUMEN

Los estudios relacionados con la hiperactividad son conocidas desde mediados del siglo XX, pero con la profundización de realizarse sólo en las últimas décadas. Este estudio examina la influencia de la escuela / profesor en la vida de un estudiante, ya que la cuestión debatida detrás de las desviaciones que el niño es su emocionales o sociales de ajuste, de modo perjudicial en su rendimiento escolar y afecta también a sus contactos interpersonales. Por lo tanto, las consideraciones examinadas por medio de la práctica de actividades físicas detrás de una mejora en el desempeño de los niños hiperactivos. Así pues, que actúa como mediador para el tratamiento de esta cuestión, de modo que el estudiante se inserta y participa activamente en un objetivo en el aula, favoreciendo así que se trata de un individuo crítico y participativo. Con este fin, se constató que el trabajo entre maestro y alumno debe ser continua ya través de las experiencias que el profesor puede trabajar con el desarrollo social y de habilidades motoras de los niños. Por medio de encuestas, los estudios muestran la posibilidad de cambiar estas personas después de iniciado el proceso de trabajo con la práctica de actividades físicas. Por lo tanto, el punto de referencia para este trabajo es analizar las teorías ya desarrolladas y discutir en qué medida, esto puede funcionar para el progreso de los niños con hiperactividad, respetando sus particularidades y sus límites a fin de incluir no sólo la persona en el medio ambiente la escuela, sino también en la sociedad donde se inserta.

Palabras clave: ADHD, Educación Física, el rendimiento escolar.

A PRÁTICA DA EDUCAÇÃO FÍSICA COMO AUXÍLIO DO TRATAMENTO DE CRIANÇAS COM TRANSTORNO DE DÉFICIT DE ATENÇÃO E HIPERATIVIDADE

RESUMO

Os estudos relacionados a hiperatividade são conhecidos desde meados do século XX, porém, com aprofundamentos realizados somente nas últimas décadas. Este estudo aborda a influência da escola/professor na vida do aluno, uma vez que o problema discutido trás desvios a criança seja emocional ou a sua adaptação social, prejudicando então em seu rendimento escolar e também afetando seus contatos interpessoais. Sendo assim, a por meio das considerações analisadas, a prática de atividades físicas trás uma melhora no desempenho da criança hiperativa. Desta maneira servindo como mediador para o tratamento desse problema, fazendo com que esse aluno seja inserido ativamente e participando de forma objetiva nas aulas, assim, estimulando-a ser um indivíduo crítico e participativo. Para isso, constatou-se que o trabalho entre professor e aluno deve ser contínuo e que por meio das vivências o professor possa colaborar com o desenvolvimento das habilidades motoras e sociais das crianças. Por meio das pesquisas, os estudos mostram a possibilidade de evolução desses indivíduos depois de iniciado o processo de trabalho com a prática de atividades físicas. Portanto, o ponto referencial para este trabalho é analisar as teorias já desenvolvidas e discutir até que ponto, tal situação pode colaborar para o progresso da criança com hiperatividade, respeitando suas particularidades e suas delimitações, tendo em vista a inclusão desse indivíduo não só no ambiente escolar, mas também na sociedade onde está inserida.

Palavras chaves: TDAH, Educação Física, Desempenho Escolar.