139 - TDAH, THE CHALLENGE OF THE INCLUSION

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INTRODUCTION

This article aims to demonstrate the need for intervention and teaching resources important to the learning of students with ADHD. The teacher and the whole school are responsible for the systematic transmission of content, then we must consider that a good school is where the student learns. But the historical degradation that the school has undergone causes numerous aspects that deserve to be processed so it can reach minimum levels of quality. Therefore, a glance at the school and the quality of the work it has been developed is a challenge that is urgent.

Devalued in essence, the public school suffers from overcrowded classrooms hindering teachers' work with students with ADHD, because these are students who need individualized monitoring, with an adapted curriculum and differentiated assessment.

After a survey of the faculty, the greatest difficulty was felt by them to adapt the curriculum and make differentiated assessments for students with ADHD.

This article is a result of training conducted for teachers of elementary and secondary education aimed at solving the most relevant problems for a good change in the teacher's pedagogic practice, helping him to create playful, oral, verbal or written reviews , with pictures and practical use best real school environments.

I understand that the teacher has the obligation to respect and assist the student in their limitations, making achievements go in search of knowledge and should encourage them to grow educationally, to accomplish this, the teacher can chain theory to practice, using activities that please the student and will provide pleasure in doing it.

The Special Education Curriculum Guide (2006) makes clear:

> [...] Consider themselves students with special educational needs who , in the educational process, presenting severe learning difficulties or limitations to follow curricular activities (not linked to a specific cause, or related conditions, disorders , disabilities or limitations); conditions for communication and signaling differentiated from the other students , requiring the use of languages and codes and high ability or giftedness . (Parana 2006, p.28)

INCLUSION IN SCHOOL

The Company expects the school to be a democratization and socialization of knowledge, and , along with the family , is supporting and sustaining the human being .

Responsible for the systematic transmission of content, especially the popular classes, then we must consider that a good school is where the student learns. But the historical degradation that the school has undergone causes numerous aspects that deserve to be processed so it can reach minimum levels of quality. Therefore, a glance at the school and the quality of the work it has been developed is a challenge that is urgent.

Devalued in essence, the public school suffers from overcrowded classrooms, insufficient physical space and even often inadequate to the demand, some courseware, poor teacher training, among other problems that end up directly affecting the quality of education. And, besides living with such problems, we end up doing part of their daily routine; the school finds itself amidst the challenge of inclusion. Children and adolescents with ADHD begin to compose your picture of students.

The Federal Constitution (1988) establishes education as a social right, without barriers of race, creed, se , or any other difference, determining that education is a right for all, and making it clear that everyone should care education preferably in public schools.

When thinking of inclusion, we should not limit ourselves only to physical disabilities, because the class of excluded students goes far beyond covering with some type of illness or impossibilities in the risk group, nomadic students, different ethnicities, gender, shy student, with different cognitive levels, among others.

When we talk about inclusion must understand that the subjects are plural and that this plurality should be valued and supported in their singularities. We must reject the labels that fit subjects classifying them as ugly, beautiful, fit or unfit, among others, that end up deleting them or limiting their participation in the process and its possibilities for growth and emancipation.

The inclusion of students is a slow process, but necessary, and must be an inclusive school social space that meets different characteristics and special needs of its students.

According to the Curriculum Guidelines of the State of Paraná (2008) " [...] inclusion is not charity or welfare, but can affirm plurality, difference , learning with others , something that all students should have as a formative experience " (Parana 2008 , p.61) .

Therefore, it is necessary that the school is positioned differently with respect to the teaching learning process by easing your resume and making use of differentiated teaching practices.

We understand, then, that through its Political Pedagogical Project, a more critical pedagogical proposal , as well as its evaluation system , the school must meet the different demands of the social context in which it operates.

A quality public school should not be afraid of changes surveyed by the challenges of their daily lives teachers must face facing these challenges.

KNOWING THE STUDENT WITH ADHD

The student with the disorder Attention Deficit Hyperactivity Disorder (ADHD) is a challenge for our teachers. ADHD is a learning disorder responsible for poor academic performance by having much of the children left behind, at least a lot during his school career. Even with adequate intellectual potential, children with ADHD are doomed to school failure, emotional and language difficulties, and may have problems with other learning disorders.

HALLOWEL & Ratey (1999 , p.201) states that "The ADD (Attention Deficit Disorder) is a learning disorder, and may be accompanied by other disorders such as dyslexia, or acquired disorders of memory, or a specific learning difficulty, such as related to mathematics, in this case, dyscalculia" (p.201) .

ADHD is recognized by the World Health Organization - WHO - classified by the DMS - IV as a neurobiological disorder with genetic causes, characterized by the triad of persistent symptoms of inattention, hyperactivity and impulsivity that manifest themselves in different environments.

Responsible for restlessness, impulsiveness, lack of organization, attention and concentration, ADHD causes the student to be the center of disharmony and problems of the classroom, while generating behaviors that most often end up confused with indiscipline, defiance, laziness, among others, ending often in punishments ranging from a conversation with the teaching staff, even a suspension or expulsion.

Reinforces saying: SILVA (2009, p.65)

> As a consequence of hyperactivity/impulsivity, the child is first, think later. React unthinkingly to most stimuli that are presented. Not because it's rude, immature or poorly endowed intellectually.

These symptoms eventually generate oppositional behavior to the rules of ' coexistence', in this case, at school and in particular, in the classroom. Such behaviors are not always understood and end up contributing to the relationship teacher/student /teacher ratio is always tense, conflicting and overwhelming. And if we understand that education takes place in a context of relationships between people, those relationships, then, may or may not contribute to the quality of education. Therefore, how the teacher sees her student often end up determining their interaction with him, affecting their self-image and representations of himself, of his performance as a student and their learning skills. Thus when the teacher is faced with students with ADHD, this relationship can be frustrated, causing situations of embarrassment and humiliation, with disastrous consequences.

By analyzing our practice as a teacher in the dynamics of everyday life of the classroom, realized that we could not accomplish what the law states. We ended up committing many injustices framing all students as equals, with the same cognitive abilities, or just sharing the good and bad class hundred students - the weak, the boundary students, who do not go beyond .

And as we do not intend, we do the reverse process, because we ended up deleting them of what we call ' right to education for all'

Children with ADHD did not meet school models. Disrupting the harmony of the classroom, directly interfere with the educational work of the performance of other students.

Goldstein and Goldstein (1994 , p.23) says:

> In our society and culture , whether good or bad , right or wrong , we greatly appreciate children who remain sitting quietly , watching , plan and manage to achieve their goals [...] the hyperactive child , unable to meet these requirements, it is an immediate candidate for a multitude of problems .

The environment of the regular rooms with high student numbers , adding to the lack of training of teachers , only increases his difficulty in attention and concentration .

ADHD is a real problem , with real causes and consequences , one of the most important developmental disorders among the problems affecting children in their relationships with family , school and social environment.

It's easy , in the classroom, identify the child that not for a minute, that does not know how to wait their turn , dispense their strength in a game with peers, or on the other hand , is oblivious to it all absently , as if not part of context where it operates. We must consider the student as part of a process in its entirety part.

GOLDSTEIN and GOLDSTEN, (1994 , p.24) believes that ADHD is not just a problem in the discipline of Portuguese, or Mathematics , or other discipline specific, but the school as a whole. What good does not work only in a particular discipline, with different practices that meet the specificities of these students, we should not ignore them in their condition with other areas of knowledge, because all one way or another are inserted in the transmission of knowledge.

PROPOSED WORK AT SCHOOL FOR INCLUSION

It is clear then that to happen to the inclusion of children with ADHD, it is first necessary to prepare and qualify teachers that need, as well, to know about it , dealing with the student , to thereby better direct pedagogical practice.

We then direct our gaze to school and teaching practices which are part of everyday life that can be changed or improved and to receive and accommodate students with ADHD as well as other students thus favoring inclusion.

We know that ADHD is not a challenge to be solved only by the school but requires an effective partner, expertise, including physicians, family and school, but as it is in school, in particular, with the teacher in the classroom , which ADHD symptoms can be minimized or exacerbated, we ask: what is the relationship : level of education, ADHD and school routine? And if this relationship is real, then the level of teacher education on the subject interfere directly in their practice with this student?

And, yet, how to work with the student to identify and enhance their potential for the teaching learning process happens in a satisfactory manner?

Goldstein and Goldstein (1994, p.44) makes clear that

> When the hyperactivity is not targeted effectively in the classroom, some children isolate themselves and start getting increasingly inattentive. Other adopt A typical behavior of oppositional defiant or else become the clowns of the classroom.

This argument shows the need for a qualification that direct the teacher's pedagogic practice, avoiding letting him insecure and unprepared to deal with the differences.

Thus, it is necessary to provide information for the teacher, so that understanding the behavior of students with ADHD that is generated more by " [...] Incompetence, inconsistency or disability, and not of disobedience " (Goldstein, 1994 , p . 24), so he can have a different view to that student, discovering their potential and encouraging them to learn for pleasure.

After the teacher know in detail the behavior of your students, enable them, guiding the changes in their practice using different assessment instruments and produce a curriculum tailored to students with ADHD .

As the Curriculum Guidelines of Special Education (2006):

> [...] The challenge of participation and learning, with qualities of students with special needs, the school requires the practice of curriculum flexibility which is realized in the analysis of proposed objects in the adoption of alternative teaching methodologies, [...] for these students exercising their right to learn in equal opportunities and conditions. (Parana 2006, P.09).

METHODOLOGY AND ANALYSIS OF RESULTS

This article is in a qualitative research conducted on a group of teachers from elementary and secondary education, in order to prove the lack of knowledge and resources for teachers to meet the inclusion in regular education.

Initially I made an interview with these teachers to find out their desires , frustrations for failing to achieve the objectives during class , do not get proper attention and lack of control of behavior by the students .

The result obtained from the interviews was that most of these teachers are unaware of the deficiencies of the students, especially ADHD have difficulties in providing their classes , and the difficulty in interpreting the issues of evaluations by students .

Among the testimonies of teachers selected a few to continue the search.

"I can not work with students who have award." I never learned to do adapted curriculum -- What is a differentiated assessment? I can not do that."

According to the research then prepared a course, whose aim was to develop studies and reflections on Deficit Disorder Attention Deficit Hyperactivity Disorder (ADHD) and the challenge of inclusion of these students. Divide this course into two parts, exposure of the theoretical foundation in the form of slides, and the second part in the construction and production of differentiated assessments of various disciplines.

After the course we held a roundtable feedback, teachers were surprised with the excellent reviews produced differentiated.

FINAL CONSIDERATIONS

As seen previously, people with special needs have their right to inclusion ensured by law, requiring its participatory space in society, including the bearer of ADHD . But in the case of ADHD, many people do not believe in their existence, saying it's just a medical or pharmaceutical industry, or invention , an excuse for the lack of limits on children as a result of parental incompetence .

Contrary to this, many authors agree that the symptoms of ADHD are formed by the trio of base: inattention, hyperactivity and impulsivity.

In the legal opinion requested by ABDA on the rights of individuals with ADHD (2006) found:

> [...] The ADDer has every right to education as a way to exercise their citizenship, behold, it comes to an individual as any other, and that the eyes of the law can not be excluded , while he was on the network public education or private endeavors.

Being responsible for the poor academic performance , several studies confirm that it is in school that the hyperactive child will demonstrate the characteristics that define the disorder , such as difficulty concentrating , unable to focus on one thing , move and talk constantly.

Winnick (2004) says , " [...] addition to repetition and dropout , more than half of children with ADHD should depict conduct problems , social problems and early drug use " (p.149) .

The most important when analyzing the symptoms of ADHD is not the way they manifest, but the context in which the child is inserted, because the way the school , family and social environment welcomes this child will be essential to catalyze their symptoms , making them more serious than they seem or softening them to the point of not being perceived , and the child with ADHD may have their cognitive and social performance equal to or better than their peers. We conceive these children as beings endowed with skills and capabilities that need to be considered and encouraged.

We can see the example of success with ADHD famous as Albert Einstein, Beethoven, Alexander Graham Bell, Leonardo da Vinci, Salvador Dali, Michael Jordan among and others.

For this purpose, the child with ADHD need to find a skilled school to accommodate their needs , physical and pedagogical structure that meets all , realize that the differences over a possibility and not as a mark of lack , the devaluation and prejudice environment . Today's society can not accept the exclusions.

However, we understand that educational practice can not be limited to school , but the family and the society as a whole . So the family should be engaged in school, and the school is taking task effectively in partnership to function as parents to provide students opportunities to evolve as human beings.

This article helped a lot in creating a folder support with differentiated assessments of all materials for both elementary school and for high school. And made the teachers showed more interest in learning difficulties of students with ADHD.

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ABSTRACT

The inclusion is a reality and put that society in general can not seal the eyes. The attendance of students with disorders Attention Deficit Hyperactivity Disorder (ADHD), requires greater attention from teachers and teaching staff. From this point of view , this article is in a survey on the need and the right guaranteed student with ADHD doing its differentiated and appropriate site evaluation so that the concentration is not impaired, the action of the educator is key to achieving the student and his knowledge . The purpose of this article is to educate the teacher that he has an obligation to respect and assist the student in their limitations, making him go in search of conquests of knowledge and encourage them to grow educationally. Having to justify the difficulty of teachers working with students with ADHD feel the need to empower them to improve the process of teaching and learning. Thus, the teacher will perform changes in pedagogical practice adapting to the particularities of the pupil using different assessment instruments.

KEY - WORDS: ADHD, Inclusion and Teacher

TDAH, O DESAFIO DA INCLUSÃO

RESUMO

A inclusão é uma realidade posta e que a sociedade de uma forma geral não pode vedar os olhos. O atendimento dos alunos com Transtornos de Déficit de Atenção e Hiperatividade (TDAH), necessita de uma atenção maior por parte dos professores e equipe pedagógica. Partindo deste ponto de vista, este artigo trata-se de uma pesquisa sobre a necessidade e o direito assegurado do aluno com TDAH fazer sua avaliação diferenciada e em local apropriado, para que a concentração não seja prejudicada, a ação do educador é fundamental para atingir o aluno e ao seu conhecimento pleno. O objetivo deste artigo é conscientizar o professor que ele tem a obrigação de respeitar e auxiliar o aluno em suas limitações, fazendo-o ir em busca de conquistas do saber e de estimulá-los a crescer pedagogicamente. Tendo como justificativa a dificuldade dos professores em trabalhar com os alunos com TDAH sentimos a necessidade de capacitá-los para melhorar o processo de ensino-aprendizagem. Assim, o professor realizará mudanças na prática pedagógica adequando-se as particularidades do aluno usando instrumentos diferenciados de avaliação.

PALAVRAS – CHAVE: TDAH, Inclusão e Professor