

# Hiperactivity in the Classroom

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**Abstract:** *Hyperactivity and Attention Deficit Disorders (ADHD) are more present in the classroom, presenting difficulties in learning, due to this inattention and lack of control in behavior, academic performance may be affected by this, the goal of our research is to know, what measures are implemented and to respond to educational needs. A questionnaire was carried out in a primary school in Madrid, the sample consisted of 80 students. The measures that were implemented were school support, curriculum reinforcement, adaptation of the material.*

**Keywords:** hyperactivity, education, attention deficit, learning

## 1. Introduction

The present research is focused on hyperactivity and Attention Deficit Disorder (ADHD), the development is justified by implementing school support measures, reinforcement curricular and what adaptation of the material should be used by teachers in the classroom.

Attention deficit hyperactivity disorder (ADHD), is a neurological disorder that begins to appear from childhood. It is characterized mainly by deficiencies in the development of the cognitive executive functions of the prefrontal cortex, such as those that allow to establish goals, design plans, follow sequences, select appropriate behaviors and behaviors, as well as activities related to the organization (Delgado-Mejía and Etchepareborda, 2013).

Since it is a disorder that originates at an early age, it is very likely that it affects the academic performance of the child who suffers it, due to the fact that the child spends a great deal of time in his daily life in school, damaging the achievement of the objectives own schoolchildren for each age and in comparison with their other classmates (Fenollar, Gómez and Muñoz, 2015). Based on the DSM V catalog, it includes a series of symptom criteria that are common to inattention or hyperactivity-impulsive as they are in the dimension of inattention: They do not pay due attention to what they do or are told, as well as making mistakes due to carelessness. An example of this would be to present dirty or messy tasks, difficulties to maintain attention in class and even in the game, often seem not to hear when spoken to them even without seeing a reason for present distraction, for example a spontaneous sound, they have difficulty to follow instructions or present unfinished school tasks, for example they jump from one activity to another without finishing the previous one, they frequently forget obligations, for example doing homework, forgetting the material at school or at home.

The symptoms of hyperactivity are the following: They tend to move their hands and feet excessively and writhe in seats, abandon their seats in classes, run in inappropriate situations, are often unable to keep still before a game or task of a They move quietly, and even when they are still, some part of their body must be in motion, they talk excessively, they have trouble keeping their turn.

The academic development of the students with Attention Deficit and hyperactivity (ADHD) disorder is diminished by their cognitive characteristics and behavioral, but also by the lack of organizational and curricular adaptation that occurs to them in the school context in which they develop At the cognitive level, difficulties arise when it is necessary to stop, think, reason and develop an appropriate response to the demands of the context, and at the behavioral level, when it should inhibit behavior, avoid a certain response or control an immediate and disproportionate reaction (Cubero, 2006)

Another characteristic that defines ADHD is excess movement or hyperactivity, and that directly affects the problems to maintain attention. At school, the typical behaviors are: getting up constantly from the chair, wriggling or move when they should be sitting, play with small toys brought from home, talk out of turn and hum or sing when others are silent. TO From here, Barkley (2011) describes two characteristics in relation to this "excess of movement":

- Hyperactivity. Children with ADHD move around much more than other children of your age in similar circumstances, including while sleep The real problem is that they do not regulate or control their level of activity to adjust to the demands of the environment.
- Hyperreactivity. The behavior of ADHD is disproportionate, occurs too fast, too forcefully and too easily. They are more assets that the rest of the boys and girls, activity that occurs as byproduct of their excessive or excessive behavior, in response to a concrete situation. So Barkley (2011) advocates the term hypereactive, since hyperactive from this point of view loses meaning, since hyperactivity and impulsivity are part of the same problem, that of the behavioral inhibition.
- On the other hand, to create safe learning environments (UNESCO, 2004) that favor the establishment of routines and reduce the effects of inattention and behavioral inhibition, we made the following proposals (Siegenthaler and Presentation, 2011, STILL, 2013, González Carro, 2011):
- Anticipate changes in routines. It is necessary as a preventive measure explain them in advance, in order to avoid reactions aggressive or disruptive.
- Sort the time. The order of time is very important, establishing routines that prevent the lack of foresight of these students. So, set a schedule systematic and to set up

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procedures so that schoolchildren keep this in mind continuously, for example by means of signs, sound signals or sticking it behind the cover of each of your notebooks will reduce the dispersion and therefore the lack of organization.

- Due to the problem that people with ADHD have with the sense of time, we help ourselves with physical resources. For this, you can make use of a wristwatch, alarm clock, chronometer or similar, that will help you to know every moment what's left to finish a task, an exam,
- The inability to concentrate on their own hinders the development of autonomy in these subjects, so at least, in the school stage, they will need extra support.

## 2. Objectives

This research aims to answer the problem posed and the needs of tutors with students who have learning difficulties due to the attention deficit. Through the results we obtain we will propose improvement proposals, aimed at promoting and offering alternatives for the improvement of students. This led us to carry out an investigation with the following objective: to understand and know what educational responses are received with students with attention deficit and hyperactivity.

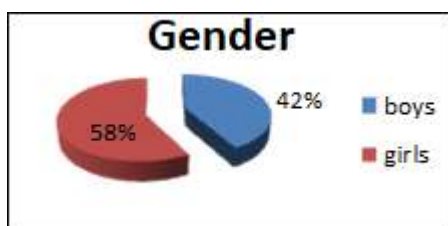
## 3. Methodology

For the research we have used the methodology of participatory action research, with an evaluative character, combining quantitative and qualitative methodology; The methodology we have followed has been as follows: identify the problem, sample, collect data, reliability and obtain results.

The sample of our study was constituted by 80 students from a public primary school in Madrid, with a medical examination of hyperactivity and ADHD. A questionnaire was used to meet the objectives of the research, was divided into the following variables: Gender, identification of attention deficit and hyperactivity, student demands, ordinary measures, grades. The calculation of reliability of the questionnaire by means of the coefficient of alpha of crumbach was obtained 0.90, presenting a high reliability.

### 3.1 Results

After completing the questionnaires, we obtained the results that we will comment on below. From the total results we can see that 42% are girls and 58% are boys, with ages ranging from 6 to 12 years old (see graph 1)



Graph 1: Gender

With regard to the identification variable of attention deficit and hyperactivity, we observe that 78.5% present attention deficit, with respect to the students who present hyperactivity with 21.5%.

The data referred to the demands of the student that he had before being diagnosed, 72% said that they needed help to carry out the tasks of the school, while 28% did not ask for help but did not do the homework or they were left unfinished.

With regard to the ordinary measures required by students, we observe that 62% work better with cooperative learning, compared to 21% that requires reinforcement outside school, 17% need a material adapted in class, this material being exams and homework.

Table 1: Ordinary Measures

| Ordinary Measures    | Percentage |
|----------------------|------------|
| Cooperative learning | 62%        |
| School support       | 21%        |
| Adapted material     | 12%        |

The variable grades in both students with attention deficit and hyperactivity the results indicate that 8.7% obtained grades from the good, 45.6% have a passing grade, 27.6% declare to suspend more than one subject, and 18.1% suspends more than 3 subjects.

Table 2: Qualifications

| Ratings                          | Percentage |
|----------------------------------|------------|
| Suspend more than one subject    | 28%        |
| Suspend more than three subjects | 18%        |
| Approve with enough              | 46%        |
| They get more than               | 8,70%      |

## 4. Conclusions

The main difficulties that ADHD subjects present in terms of school level, can be seen in the basic acquisitions that a child must master in the school stage, such as writing, comprehension and composition of text and mathematics or logical reasoning (Abad -Mas, Ruiz-Andrés, Moreno-Madrid, Herrero and Suay, 2013).

The results of this part of the study have covered the expectations with which they were made, the instruments that have been used in this study. This highlights the importance of educational value for students, parents and teachers; improving your personal development.

Each time, more children with attention deficit and hyperactivity are diagnosed, both teachers and parents are involved in the development of their learning, making different methodologies to make their learning more comfortable and easier when studying. 54% receive school support outside the classroom, this may be because everyone can not for the economy, the center has launched school support after their classes which is attended by 89%. The psychopedagogical attention received by the students shows that only 35% can obtain this help.

It is necessary to train teachers for the demands that are changing society, we can not just let the family be responsible for the difficulties they present, for it, having more resources of psychopedagogical intervention is necessary in schools for the development of the student, and the guidelines that must be established for both teachers and parents, so that they can obtain greater performance in the educational process.

The concern for continuing to support students who have difficulties in learning, is a common concern of all, both teachers and parents, which is committed to get the learning without difficulty for them.

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