

11

CHARACTERIZATION OF VERBAL ACTIVITY OF A CHILD DIAGNOSED WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

CARACTERIZACIÓN DE LA ACTIVIDAD VERBAL DE UN NIÑO DIAGNÓSTICO CON TRASTORNO DE HIPERACTIVIDAD POR DEFECTO DE LA ATENCIÓN

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ABSTRACT

This research has an historical culture approach in the development of language and communication of a boy with a diagnostic of Attention Deficit Hyperactivity Disorder (ADHD) and how this entail with the actual education reform in Mexico, in this specific case based on the characteristics of the first cycle of elementary school in function with expected learnings in the formation field of communication and language. There was found that exists a committal of the regulate language function, some phonemes consolidation, memory, regulation, control and follow-up instructions; and the need of support for the activities.

Keywords:

Attention Deficit Hyperactivity Disorder (ADHD), language, expected learnings.

RESUMEN

El desarrollo de la investigación presenta un enfoque histórico cultural del desarrollo del lenguaje y comunicación en un niño con diagnóstico de TDAH y como se vincula con la actual reforma educativa en México, que en este caso es la perteneciente a los objetivos de la educación primaria en el primer ciclo en función de los aprendizajes esperados que se evalúan en el campo formativo de comunicación y lenguaje. En los cuales se encontró un compromiso importante de la función reguladora del lenguaje, la consolidación de algunos fonemas, la memorización, regulación, control y seguimiento de instrucciones; así como la necesidad constante de apoyo de un agente externo para realizar las actividades.

Palabras clave:

TDAH, lenguaje, aprendizajes esperados.

INTRODUCTION

There are many theories that can help us to understand the human development, but the historical culture theory gives us the opportunity to observe in detail that process, because it considers every social aspect that the person is part of, making language the most important implement to consolidate psychological function as mediator, regulation and other cognitive processes (Luria, 2011).

Language is the one who will influence the development of psychological processes because it has an intervention in all superior psychological functions; Luria (1984) uses the term of function to refer to one part of the general process. This has different levels for a specific work, so language has a social foundation with the objective of transmitting knowledge, cognitive activity regulation, giving characteristics like abstraction, generalization, awareness, and the voluntary aspect to every process (Ledesma, 2009; Fernández & Huepp, 2014).

In education the knowledge transitions happen in the way teachers use the language, so the teachers have to use the correct instruments to make the students approach to the curriculum and the expected learnings no matter which are their conditions; that is why the actual Mexican education reform refers to three aspects: academic fields training, personal areas development and curriculum areas autonomy; in the first one is where we find language and communication and describe each one of the expected learnings for each level (México. Secretaría de Educación Pública, 2017).

In the classroom diversity has different points of view from culture to the different development of the students, this one we can call special educational needs. Mexican special education has different structures that support students with these needs, and those structures have three fundamental aspects: 1) offer appropriate infrastructure to guarantee curriculum access, 2) adapted curriculum and 3) particular attention (México. Secretaría de Educación Pública, 1994; Jiménez, 1999; García, 2000).

Jiménez (1999) resumes Vygotsky when he said we have to understand the bilateral character of the development. Difficulties which have to be coherent with the corrective compensatory work, the characteristic of those difficulties can be since the sensitive periods, and the early detection of needs, the genetic principle in the children with special educational needs in the practical work activity's helping them to develop each one in the right way.

Those needs were denominated by Vygotsky as defects, those are not an obstacle, they complicate the surge when this difficulty affects the organism's functions and the societal

environment do not offer the occasion to increase the opportunity for improvement, he describes three kinds of aberrations: primary, secondary and tertiary; the first one has their origins in the biological aspect and there are inherent to the disorder, the second ones proceed from the difficulty to develop superior psychological functions and the last ones make reference to the work in the educational process to balance the defect.

In those difficulties we can find ADHD, this is more than just a name to include characteristics that are not the ones that are expected in the human development, it is about a biological and social problem that is the top list of ailments because of the number of children that are derivatives to specialists inasmuch as their regulation and control problems, been diagnostic much of them with this neurodevelopment disorder. Actually this is a public health problem that came with the responsibility to make a restructure of the education process, because once more we can see the influence of the language in the first years of life and give them the opportunity to interact with the context.

Solovieva & Quintanar (2010) found that some specialists said that the language development finishes until the children are in the scholar age, that is why a child with seven years old has to have a correct phonological, morphological, lexical and syntactic systems of his mother language; others said that this activity continues its development in elementary school where the children have the complex studies and dominated grammatical.

Previous studies have identified that cerebral zones have a compromise in this disorder, those areas are: prefrontal and control, sequential organization movements and actions, visual spatial integration; those mechanisms are related with cortical thirds previous sectors (frontal lobes) and posterior (temporo-occipital-parietal lobes), as subcortical sectors like reticular formation (Luria, 1984; Solovieva, Quintanar & Lázaro, 2006; Quintanar & Solovieva, 2006; Solovieva, Mata & Quintanar, 2014).

Other studies characterize the language of the children with diagnostic or characteristics of ADHD where they have identified difficulties with the pragmatic learning of the language vinculated with adults, problems with the speech organization, poor attention, difficulty following instructions, speech intentionality, self-correction, pauses, use of verbal times, organization on phrases and contextual level relevance, reading comprehension, textual production from cohesion, coherence; that is why the regulation of language function has been the transcendental axis of the rehab of children with ADHD using dynamics, role playing

(Giraldo & Chaves, 2014; Riaño & Quijano, 2015; Báez, 2017; Girando-Sepulveda, 2018).

Through this characteristic the ADHD students present there can be identify some problematics in the classroom, those challenges in education put the teacher as an observant of the children's development, this give him the opportunity of comprehend some of the students' special needs in special in language area.

This investigation makes a characterization of the actual development of a student with a diagnostic of ADHD with the historical cultural view and it entailment with the actual Mexican education reform.

DEVELOPMENT

This investigation is a study case, corresponds to a qualitative methodology because is based on the production of narrative and descriptions dates that does not have an numerical evaluations of the events in the specific phenom, in this case of ADHD and the relation with the language (Stake, 1999; Quecedo & Castaño, 2002).

Case

D.T is boy with 6 years and 10 months old, right handed, studies the second grade of elementary in a public school, he has been diagnostic with neurofibromatosis type I and ADHD, he can be in regular classroom with the support of the Support Unit of Special Services Education (Unidad de Servicios de Apoyo a la Educación Especial); his clinical history presents a development delay in language and psychomotor, conduct problems in kindergarten and had been attended in CAPEP.

Previous education cycle has been detected problems in: communications al language, social abilities, autonomy and independence. In language and communication training file the report said this student has 3.5 psycholinguistic age which corresponds with a delay of 2 years, he studied the first year of elementary school and is a student with a global lag in neurodevelopment with prevalence in communication and language which is a limitation in those competences.

D.T. presents an affection un phonological level un specific with occlusive phonemes, diphthongs use, his semantics need more experience to increase vocabulary, in pragmatic level gave a symbolic meaning to the language and this is limited by his phonological problems. Use the oral language for communicates in conversations and begins them with events of his daily life.

Instruments: Brief Infant Neuropsychological Evaluation (Solovieva & Quintanar, 2009) to appraise the functions

sated of the neuropsychological factors which represent the level of psychophysiological human activity given the opportunity to identify the strong and weak neuropsychological factors and as diagnosis confirm. Neuropsychological Evaluation of Verbal Activity (Quintanar & Solovieva, 2010) which allows to assess the level of impairment of verbal activity and its characteristics. Table of comparison of expected learnings in communication and language training field (México. Secretaría de Educación Pública, 2017) which assesses the advances in the expected learning; as well as, interview with parents, teacher and psychology.

The neuropsychological evaluations show a favorable function of the next mechanism: especial integration, regulation and control in the presence of adults; nevertheless, there is a committal in the mechanism of sequential organization, audio-verbal retention, visual retention, the formation of objetal images, phonetic integration, an cinesthetic integration.

The psychological evaluations show an indicative psychological development for his age, because exists a consolidation lack in graphic and verbal activity cause of the insufficient development of the intern language, for those reasons his scholar process lack writing, reading, and calculus are developing.

In the verbal activity evaluation there are committal in audio verbal retention, text denomination, regulation and control to executed activities because these ones have those be like games. In verbal production the committals are in audio-verbal retention, visual-verbal retention, voluntary regulation in special analysis and synthesis; and in verbal comprehension the committal is in the verbal retention, visual-verbal retention, voluntary regulation and hearing perception.

The interview parents' data show the involvement to work at home with the D.T. because they recognizing he has an especial educative need and want D.T be able to read, write and worth it for yourself, but there some inconsistencies in the discipline.

The interview with the USAER psychologist show that the work in the service unit with D.T is based in the interest of improve his abilities in literacy and perception, and his parents support is present during the process. During the entering in the new scholar year the psychologist gave his vacations work and ask the parents to continue with the plans traced in the last months, and they finish every vacation work. In the evaluation she made, it shows some improve in writing, and spatial location, nonetheless, dication exist some difficult because he changes or omit some phonemes. She said that D.T. does not have an adapted curriculum because of the operating status these

adaptations are only for the children before the third grade, and if he is under this grade it is only when the student is unable to access the curriculum, in D.T. case they only gave to the teacher some methodological and material suggestions to the learning process.

The results given by the teacher she has a common knowledge of ADHD and recognize that the students with this characteristic need more special attention, she said this is her second case of ADHD in her classroom but with D.T. his parents are more in touch with her, they make every assignment, and present the documents that endorse his diagnostic and explain her the characteristics of his case. When she was questioned about D.T. personality she answers "he is very restless, I have to attract his attention to remember him the classroom rules, but he finish his work on time, his traces are big and impulse and he need to work in group in this way he feels motivated". In his language he cannot produce some sounds, he reads and comprehend what is he reading, sometimes he need help following instructions, has problems in special and temporal orientation he needs other show him his mistakes to correct them, and in his evaluations he is the average.

To make the analysis of the development and how this has as influence in the educations process it was made

a table that is in the end of the documents, and it show in the first column the expected learnings in communication a language, the second some characteristics based in the literature that has a committed whit a diagnostic of ADHD, in the last one shows D.T difficult. The table show that the most important committed are in the poor speech organization, selective attention, problems in phonemic identification, audio verbal retention and following big instructions.

Is important to show that most of the expected learnings has a committed because of the selective attention, disorganized production of oral language, and the production on comprehension of text an instruction the committed is in the regulation, control. Selective attention, verbal retention and the problems identifying phonemes, nonetheless, there some discrepancy between the evaluations results and the teacher evaluations.

The agreements are between the USAER evaluations and works results and the neuropsychological evaluations applicate to D.T. especially in the problems of phonemes, regulation and attentions, selective attention and memory process.

Table: Characterization of communication and language

Expected learnings.	ADHD difficult.	D.T characteristics.
Choose and comment readings.	Disorganizes communication, problems with: verbal retention, syntax level, selective attention.	Disorganizes communication, poor vocabulary, problems in verbal evocation, syntax and selective attention.
Identify and read different informative texts.	Visual memory, compression of long text, selective attention.	Text denomination, objetal image formation.
Resume information about natural and social processes.	Disorganizes communication, problems in syntax level, special analysis and synthesis.	Disorganizes communication, spatial and temporal analysis.
Expose a theme using visual material.	Visual memory, disorganizes communication, problems with verbal retention, special analysis and synthesis.	Disorganizes communication, problems in verbal retentions, analysis and spatial synthesis.
Write simple texts where describes people or places.	Visual memory, problems in syntax level, special analysis and synthesis, organization and planning.	Organizations and planning, impulsivity, poor tolerance to frustration, phonemic identification.
Read and listen some simple narrative texts.	Internal language: regulation and control, comprehension of long text, follow instructions.	Regulation and control, selective attention, comprehension of long text, phonetic identification.
Write narrative texts of different subgenres.	Organization, planning, selective attention.	Selective attention, phonetic identification.
Listen and read lyric texts.	Comprehension of long text, problems in verbal retention, selective attention.	Selective attention, verbal attention, comprehension of long text.
Play writing various lyrical text to reflect about the writing system.	Roles games, analysis and spatial synthesis, follow instructions, regulation and control problems.	Game predilection, no clear refection, regulation and control.
Read and represents fragments of children's plays.	Roles games, analysis and spatial synthesis, follow instructions, regulation and control problems.	Activity game with no apparent objective, phonetic identification.
Identify some identity documents, recognize the importance of his data.	Visual memory, analysis and spatial synthesis.	Visual memory, analysis and synthesis.
Follow and elaborate instructional books.	Follow instructions, internal language: regulation and control, comprehension of long texts.	Follow instruction, internal language: regulation and control, phonemic integration.

Explore and identify informative notes and print advertisements.	Visual memory, comprehension of long text, analysis and spatial synthesis.	Selective attention, comprehension of long text.
Redact simple text and illustrations for the classroom newspaper.	Follow instructions, visual spatial integration, selective attention.	Visual spatial integration, follow instruction, selective attention, phonetic identification,
Recognizes the linguistic diversity.	Problems in verbal retention and selective attention.	Selective attention, verbal retention problems.

Source: Own elaboration based on the consulted references

CONCLUSIONS

This investigation confirms that D.T has difficulty in consolidation of some phonemes, memorization, regulation, control, following instructions, he needs continue and supervised support to make some activities and to edit mistakes, and the work that happened at school. Parents, and therapies are making DT be able access to curriculum of his age, nevertheless, in important to make some activities bases on his rector activity to increase his vocabulary, to respect instructions, and secure regulation and control.

As a conclusion is important to show that the progress in D.T, case is consequence of the articulated work, but is important to make some efforts to improve the work with the students that have special education's needs.

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