

Low Performance and Attention Deficit in Student of the Area of Languages
of the Basic Level

By:

Lic. Venecia Tejada R.

AC-4180

Universidad Autónoma de Santo Domingo
Centro UASD

Bonao, Dominican Republic

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Abstract

The objective of this study is to analyze the Low Performance and Attention Deficit in Children of the Area of Languages, of the Basic Level of the educational center Bienvenido del Castillo, in the Rice Sector of this City of Bonaó, Monseñor Nouel Province, during the school period 2018- 2019. The correlation to be investigated is attention deficit-low performance, and as an instrument we use observation to analyze the situation posed by this attention deficit and poor performance in children.

In the study, a questionnaire was designed that consisted of (10) cognitive abilities and skills; after confirming the validity and reliability of the questionnaire, the researchers distributed them to a sample of teachers to respond to the sample of (13) children who could suffer attention deficit from the perspective of their teachers in the classroom. After the data collection and interpretation processes, the results showed a low level of cognitive abilities and a low level of performance and also the absence of differences in the level of these skills and abilities according to the performance of the different age variables.

Key words: attention deficit, poor performance, cognitive abilities, disability, hyperactivity-impulsivity.

Introduction

The social skills of the child contribute to organize the circumstances and the behavior in a unified set of actions directed towards the achievement of objectives that are cultural, social and personally acceptable; Social skills such as cognitive skills and language skills form the basis of social behavior (Hassan, 2009: 70).

Sulieman (2011: 26) states that it is necessary to determine the behaviors and activities to develop the child, as well as the potential that is appropriate for a certain age group. This knowledge is used together with the understanding of children's growth patterns, interests and experience to design an appropriate learning environment for development, taking into account all the factors that affect the promotion of learning.

The integrated educational experiences presented to children include a set of concepts, skills, attitudes and values that coincide with the child's level of development; These experiences aim to develop the child's personality in a balanced and integrated way in all the different aspects of growth; but also the introduction of new language and concepts are very important new experiences for the child that form the basis of their mental development (Mohammadi, 2011: 20).

Most educators in the English area believe that it is essential that the child learn another second language to further awaken their cognitive abilities; Many of them consider that developing their learning capacity in another language, in the child with respect to these cognitive abilities, is their first objective. When formulating their educational goals, they express their hopes and expectations in the preparations for the development of their children, so that they can effectively face the complex problems of life, now and in the future; the child begins to acquire his social skills of the family through his interaction with

his parents and those around him, and when he moves into kindergarten, these skills are reflected in the way he interacts with his peers (Owais 2000: 30).

Our objective is to analyze the Low Performance and Attention Deficit in Children of the Area of Languages, of the Basic Level at the Bienvenido Del Castillo Educational Center, in the Los Arroces Sector of this city of Bona0, Monseñor Nouel Province, R.D., during the 2018-2019 school years. From this perspective, we seek to find a solution to face this problem. This arises in this institution, since the attention deficit is very high in children at the basic level, directly affecting their academic performance.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references, annexes.

Chapter I: Introductory Part of the Investigation

Statement of the Problem

The problem of the present study is to analyze the Low Performance and Attention Deficit in Children of the Area of Languages of the Basic Level of the educational center Bienvenido del Castillo, of the Arroces sector, of this city of Bonaó, Monseñor Nouel Province, Dominican Republic, during the school year 2018- 2019, where as a researcher she noted that this group of children needs special education, programs and attention to address the negative aspects of these characteristics. This contributes to the preparation and organization of educational programs in the area of English that are more in line with their different skills and abilities to develop the learning skills of a second language in a creative and varied way, the level of academic achievement and his capacity for social adaptation.

It should be noted that the current educational programs and the traditional forms followed do not correspond to the capacities of this category; sometimes, they represent an obstacle in the development of their learning of a second language and in the performance of the child in the classroom, which leads the basic children to suffer from lack of adaptation or their inability to adapt to a new language , what it does is increase its problems and difficulties in the educational learning process. Consequently, the problem of the study stands out when answering the following questions:

What is the level of school performance in the area of English in basic children with attention deficit, at the Bienvenido Del Castillo educational center? What attention deficit disorder from the teachers' perspective do children suffer?

Justification

The poor school performance and attention deficit in the area of English in children, at first is considered one of the educational problems that currently receive more attention in schools, since the objective of the educational process is not limited to acquisition of student knowledge. The study of this disorder in children is of great importance given that it has one of the highest prevalence's compared to that reported internationally.

It has been observed that the difficulties of these children can change mainly with the early diagnosis, the non-pharmacological support and, in some cases, with medications, generating changes in the parenting patterns in the home and making changes in the classroom management in the child with measures to improve their attention processes, especially in English. For this reason, it is very important to perform an early search for symptoms and describe in our population what the school performance in the child's English area is to generate the appropriate approach that allows the child to improve their learning process of another language.

Objective

General Objective

To analyze the Low Performance and Attention Deficit in Children of the Area of Languages of the Basic Level of the educational center Bienvenido del Castillo, in the Rice Sector of this City of Bonao, Monseñor Nouel Province, during the school period 2018-2019.

Specific Objectives

1. To investigate what is the level of performance in the English area of children from initial with attention deficit.

2. To investigate what disorder of attention deficit is from the perspective of teachers.
3. To specify the main characteristics associated with the child's attention deficit in the English area.
4. To determine the cognitive skills of children with attention deficit which is more problems present?
5. To investigate what causes the child's attention deficit in the English area and why it's poor performance.
6. To analyze what is the appropriate treatment for the child with attention deficit.

Research Questions

1. What are the signs of attention deficit?
2. What is attention deficit disorder?
3. What causes attention deficit?
4. What are the main characteristics associated with attention deficit, hyperactivity and impulsivity.
5. How can I tell if the child has attention deficit?
6. How to evaluate the child to determine if the child has attention deficit in the English area?

Delimitation

The following work was defined in the Educational Institution Bienvenido del Castillo, Los Arroces Sector, of this city of Bonao, Province and Municipality Monseñor Nouel, Dominican Republic, belonging to Education District 16-04, during the current school year 2018-2019. The problem that will be treated is the low school performance and attention deficit in the area of English in the basic children of this prestigious educational institution.

Geographical Context and Historical Backgrounds

Educational Center Bienvenido Del Castillo. Center Educational Project (PEC). History of the Educational Center Bienvenido Del Castillo. The formal education of the community of Los Arroces begins for the first time, in the decades of the 50, the initiative of Mr. Bienvenido De Castillo that was a land lieutenant of the greatest at the time. This is motivated in giving a small contribution to the education and training of its compueblano, he himself builds a school in the shape of a house was made of wood and zinc, which consisted of the following way: with five classrooms and a multipurpose room so that the teachers will carry out their planning, divided with a corridor. It had an enrollment of 60 students among which 40 were males and 20 females in both courses which was named LOS ARROCES middle school. Due to the great boom in education in the community, it was rebuilt in the 80s by Dr. Joaquin Balaguer, who remodeled it in the following way: with four pavilions, the first one was the library, the kitchen area, the address and the sub-address. The second with five classrooms, the third with two classrooms for the first cycle and a preschool and fourth with a multipurpose room divided with a movable wall, a basketball court, a bathroom for boys and one for females the same was built in block and cement. (Operational manual of the educational center Bienvenido del Castillo, school year 2018-2019).

The current president of the republic at the time in honor of the gift of the property changes the name of the school by placing him Bienvenido Del Castillo, which carries him today. It was remodeled in the years 2008-2009 in the government of Dr. Leonel Fernandez Reyna who under his mandate authorized the repair of it in the following way: construction of the protection mat, repairs of the bathrooms, correction of roof leaks, remodeling of the court, repair of windows among other minors.

Mission. Bring quality learning every day to our students who can systematically meet their physical, biological and intellectual needs and interact to find solutions to problems.

View. To take to the goals of knowledge our students forming for the future men and women thinking, collaborators of the good actions and that give services to the mother country like good citizens and citizens.

Philosophy. This institution bases its learning on a quality education, with integration of the ethical, moral and spiritual values that lead our students to be good men and women.

Values: Quality in the service, Harmony in the staff, Responsibility, Motivation, Positive attitude, Innovation, Work team, Familiarity.

Description of the Center at present (2019)

The educational center Bienvenido Del Castillo, located in the street Duarte community of rice, consists of four pavilions; in the first pavilion is the administrative part (address, sub-direction, Department of Orientation, kitchen area that functions as a classroom and the Library). The second pavilion is located 4 classrooms and a computer center. Third pavilion consists of 2 classrooms and a preschool and in the fourth pavilion consists of the multipurpose room that has now been divided into two classrooms. It has two bathrooms divided into males and females with three cubicles each in addition to the bathroom that teachers use; it was remodeled in the year 2008-2000. (Operational manual of the educational center Bienvenido Del Castillo, school year 2018-2019).

Historical Backgrounds

Like all investigations, we proceeded to review the previous studies related to the subject, and I was able to obtain information relevant studies most recent.

A recent study entitled 'Cross-cultural attribution of academic performance: a study among Argentina, Brazil and Mexico' (Omar and Colbs., 2002) addressed the exploration of the causes most commonly used by basic students to explain their success and / or his failure school. The theoretical framework was provided by the formulations of Weiner and Osgood. The verification was carried out on samples of Brazilian (N = 492), Argentine (N = 541) and Mexican (N =561); students of the last three years of the basic cycle of public and private schools. Every student was selected by their own teachers based on their school performance. In the first place, the students were asked to order ten causes typically ascribed to school performance according to the importance attributed to it. It was verified that students from the three countries consider effort, the ability to study and intelligence as the most important causes of their school performance. Regarding the dimensional significance of the specific causes, the results indicate that successful students, both Argentines, Brazilians and Mexicans, agree in perceiving the effort, intelligence and ability to study as internal and stable causes, Brazilian and Mexican but not Argentines, they also consider the state of mind as an internal and stable cause. The difficulty of the test, the help of the family and the judgment of the teachers, were evaluated as uncontrollable causes by Argentines and Brazilians, although not by Mexicans. Faced with failure, patterns of unique responses emerged.

Bin Hafiz (2014) had the right to "design a metacognitive therapeutic program for children with attention deficit and low school performance in the English area at the initial level, the study provided a design for the therapeutic program for children with attention

deficit and poor academic performance in the area of English, in accordance with the knowledge in the educational and therapeutic area "metacognitive" based on self-organization skills: planning, control and evaluation during and after performing these tasks. This study addressed the clear imbalance to The researcher used the experimental approach by designing the research by an individual, in addition to the previous and subsequent tests, as well as 16 therapy sessions where the client received training on the metatherapeutic approach based on direct explanation, self-control , the attention, the reinforcement of the dialogue aloud. Therapeutic method designed to treat attention deficit and low performance in the English area was successful with respect to the status of the application of the study carried out, when dealing with the three dimensions of the attention deficit and the level of performance in the English area.

Al-Bataineh et al. (2011) was entitled "The level of social skills among ordinary children, and children with learning disabilities of another language and attention deficit". it was different depending on the variable of sex, age group or interaction between them (278) the boys and girls students participated in the study, which included 181 ordinary students girls and boys (97) students with learning difficulties of another language and deficit of attention, which were chosen from schools that contain sections for learning resources in the Directorate of Education.

For the purposes of data collection, a modified form of the social skills scale for students with learning disabilities and attention deficit showed a moderate level of social skills with a preference for ordinary students; the results indicated the presence of statistically significant differences in the level of acquisition of another language between both groups of students for the benefit of ordinary students for the tool in general, and in its subdimensions, and that ordinary student girls possessed more skills than the student. Other

student participants, especially in the skills related to school performance in the English area, the results indicated that ordinary students of the youngest age group (4 -7), and the older group (greater than 8 to 10) years) had more language acquisition skills than the older group (older than 8-10 years), particularly in the dimension of interaction with others.

Definition of Terms

1. *Attention Deficit*: according Perez Julian P. and Gardey A. (2008): the inability of the child to focus his attention for a period of time during exercising activities accompanied with an instability and excessive movement without calm or comfort, making him rush into doing things without prior thinking and this is reflected in the degrees of the child.
2. *Cognitive Abilities and Skills*: they include the skills related with the mental processes and cognitive activity such as the skills of speculation, inquiring, classification, searching, exploration, holding things, playing, movement and the ability to infer; such skills play an important role in shaping the child's personality, trends, inclinations and experiences (Mohammed 2012: 14)
3. *Low School Performance*: is a frequent problem and has multiple causes; the alterations that characterize it are expressed mainly in the areas of cognitive, academic and behavioral functioning. (C. González Barbera-2004)

Chapter II: Review of the Literature

The Low Academic Performance.

At present there are several investigations that are directed to find explanations of the low academic performance, ranging from exploratory, descriptive and correlational studies to explanatory studies; although it is true that it is an arduous task to locate specific investigations that describe or explain the nature of the variables associated with academic success or failure, it is also true that the theoretical and bibliographic heritage to support a research of this nature is enriching; Therefore, some of them are described below.

Bricklin and Bricklin (1988) conducted research with elementary school students and found that the degree of cooperation and physical appearance are factors influencing teachers to consider students as smarter and better students and thus affect their school performance.

On the other hand, Maclure and Davies (1994), in their studies on cognitive capacity in students, postulate that delayed (school) performance is only manifest cognitive ability of the student at any given time, it is not a label for any characteristic supposedly stable or immutable of the definitive potential of the individual. They also conclude that poor cognitive functioning is not linked to culture or limited to the classroom.

Glasser (1985) in his work with young people who manifested antisocial behavior and who failed in their studies exposes: "I do not accept the explanation of the commonly recognized failure now, that these young people are the product of a social situation that prevents them from success. Blame the Failure to their homes, their locations, their culture, their background, their race or their poverty is inadmissible, for two reasons:

a) Exempts from personal responsibility for failure and b) Does not recognize that success in school is potentially accessible to all the young ones. If young people can acquire a sense of responsibility enough to work hard in school and if the barriers to success are removed from all schools, many of the disadvantageous conditions can be counteracted. "Finally the author concludes with a phrase for the reflection of all those involved in education: "It is the responsibility of society to provide a school system in which success is not only possible, but probable "and especially when it comes to a second language (Glasser, 1985).

Carbo, Dunn R. and Dunn K. (cited by Markowa and Powell, 1997) have investigated the differences in learning styles since the late 70's and have shown categorically that children learn in different ways, and that their school performance depends, to be taught in a style that corresponds to their learning style. According to these researchers there is no one style that is better than another; there are many different approaches, some of which are effective with certain children and useless with others and more when it comes to another language.

What is Attention Deficit Disorder?

The attention deficit is officially known as Deficit Disorder of Attention / Imperativeness (American Psychiatric Association, 1994). Despite the fact that most people and some professionals still call it ADD (the name given to it in 1980). The name of the disorder has changed as a result of scientific advances and the results of careful field trials, and now researchers have evidence to support their position that attention deficit is not a specific disorder with different variations. According to this evidence, the attention deficit is now divided into three subtypes, according to the main characteristics associated with the disorder: lack of attention, impulsivity, and hyperactivity. The three subtypes are:

- a) AD of predominantly combined type.
- b) AD of predominantly inattentive type.
- c) AD of predominantly hyperactive-impulsive type.

These subtypes take into account the fact that many children with attention deficits do not have a hard time sitting quietly or showing inhibitory behavior, but they can be predominantly inattentive and, as a result, have a hard time staying focused on a task or activity. Other people with attention deficit may pay attention to a task but lose focus because they may be predominantly hyperactive-impulsive and, therefore, may have difficulty finding their impulses and activity. The most prevalent subtype in the combined type. These children will have significant symptoms of all three characteristics. (American Psychiatric Association, 1994).

What Causes the Attention Deficit?

The attention deficit is a developmental disability with a neurobiological basis, which is estimated to affect 3 to 5 percent of all children of school age in the United States (Professional Group for Attention and Related Disorders, 1991).

No one knows exactly the cause of the attention deficit. Scientific evidence suggests that in many cases the disorder is transmitted generically and is the result of an imbalance or deficiency in certain neurotransmitters or chemicals that help the brain regulate behavior. In addition, a culminating study conducted by the national institute of Mental Health indicated that the speed at which the brain uses glucose, its main source of energy, is lower in individuals with attention deficit than in individuals without attention deficit (Zametkin et al., 1990).

Although the exact cause of attention deficit is still unknown, we do know that attention deficit is a medical problem with a neurological basis. Neither parents nor teachers cause attention deficit; however, there are many things that both can do to help the child manage his or her difficulties related to attention deficit. Before studying what you need to do, we must consider what the attention deficit is and how it can be diagnosed. (Zametkin et al.1990).

What are the Signs of Attention Deficit?

The professionals who diagnose attention deficit use the diagnostic criteria established by the American Psychiatric Association (1994), in the Diagnostic and Statistical Manual of Mental Disorders: the fourth edition of this manual, known as the DSM-IV, was launched in May 1994. The criteria that appear in the DSM-IV (which are discussed below) and the other diagnostic features mentioned in the table on the next page constitute the signs of attention deficit. As can be seen, the characteristics mainly associated with disability include lack of attention, hyperactivity and impulsivity. The following discussion describes each of these characteristics and lists the symptoms, as it appears in the DSM-IV.

The Lack of Attention

A child with attention deficit, being short of attention and easily distracted is usually described, in reality, distraction and lack of attention are not synonymous. Distraction refers to a lack of attention and how easily some children are distracted from any task. Attention, on the other hand, is a process that contains different parts. We focus (we welcome something that needs our attention at that time). (Zametkin et al., 1990).

When we refer to someone as a person who is easily distracted, we mean that a part of the process of that person's attention has been disrupted. Children with attention deficit

may have difficulty concentrating on tasks (especially those that are routine or boring). Others may have difficulty knowing where to start a task, while others may get lost while trying to follow instructions. A careful observer can observe a child and see where the attention process is interrupted. (Zametkin et al. 1990).

The symptoms of inattention, as they appear in the DSM-IV, include: a) he often does not pay attention to details or makes careless mistakes in school work, work, or other activities; b) often has difficulty in sustaining attention in the tasks or play activities; c) often does not seem to listen when spoken directly; d) often does not follow the instructions and does not complete school work, chores or duties at the place of employment (there should be no diagnosis of defiant negativism or the inability to understand the instructions); e) he often has difficulty organizing his tasks and activities; f) often dodges, dislikes, or is reluctant to participate in tasks that require sustained mental effort (such as work or homework); g) often loses the necessary things for tasks or activities (for example, toys, homework, pencils, books or tools); h) is often easily distracted by outside stimuli; i) it is often easily forgotten in daily activities. (American Psychiatric Association, 1994, p.83.84).

What are the Main Characteristics Associated with Attention Deficit, Hyperactivity and Impulsivity

Hiperability

The most visible sign of attention deficit is excessive activity. The infant / hyperactive preschool child is described as "always on the move or" motive for electric motor. "With age, the activity level may decrease. When maturing as a teenager or adult, excessive activity may appear to be restless and nervous behavior (American Psychiatric Association, 1994).

The symptoms of hyperactivity, as they appear in the DSM-IV, are the following: a) he often moves his hands or feet or is restless with the chair; b) he often leaves his seat inside the classroom or in other situations in which he is expected to remain in his seat; c) often runs or climbs trees or other objects excessively in situations in which it is inappropriate (in adolescents or adults this is limited to a feeling of subjective unrest); d) often has difficulty in playing to participate in recreational activities quietly; e) it is often in motion or often behaves as if driven by an electric motor. f) He often talks excessively. (APA, 1994, Pag.84)

The Impulsivity

When we consider impulsiveness, the first thing that comes to mind is cognitive impulsivity, that is, acting without thinking. In the child with attention deficit, impulsivity is a little different. These children act before thinking, because they have difficulty in waiting and with the delay of gratification. Impulsivity leads these children to speak out of turn, to interrupt others, and to participate in what appears to be risky behavior. The child can cross the street without looking or climbing a very tall tree. Although such behavior is risky, in reality the child does not want to take risks but has difficulty controlling his impulses. Often the child is surprised to discover that he or she is in a dangerous situation and has no idea how to get out of it. (APA, 1994, Pag.84).

The symptoms of impulsivity, as they appear in the DSM-IV (p.84) are the following: (g) often lets out the answers before the questions have been completed; (h) he often has difficulty waiting for his turn; (i) often interrupts or gets involved in the affairs of others (for example, interrupts the conversations or games of others). APA, 1994, Pag.84).

It is important to note that, in the DSM-IV, hyperactivity or impulsivity are no longer considered as apparent characteristics.

According to Barkley (1990), hyperactivity-impulsivity is a pattern that originates in a general difficulty to inhibit behavior. In addition to problems with lack of attention or hyperactivity impulsivity, the disorder is often accompanied by other associated characteristics. Depending on the child's age and developmental level, parents and teachers may notice a low tolerance for frustrations, outbursts of outrage. An authoritarian attitude, difficulty in following the rules, disorganization, social rejection, low self-esteem, poor academic performance, and inadequate self-application (APA, 1994).

How to Evaluate the Child to Determine if he has an Attention Deficit in the English Area.

If the child is experiencing difficulties in assimilating a word and pronouncing it in English, or is experiencing other difficulties in this area as in another, it may be that he has deficit of attention; parents can choose one between two paths that lead to an evaluation. They may request the services of a professional or private clinic, or they may request that the local school district conduct an evaluation.

While pursuing the services of a clinic or professional so that your child is assessed in a particular way, language teachers should consider the training and experience of the clinical staff regarding the disorder, as well as their availability for the coordination of various types of treatments. Most support groups for parents of children with attention deficits have lists of clinical staff with adequate training for the evaluation and treatment of children with attention deficits. (APA, 1994, Pag.88).

Schools have the obligation to evaluate the child from 3 to 12 years old, if the school staff is prepared and suspects that they may have attention deficit and other disability that adversely affect their school performance. This evaluation is provided free of charge and must, accord to the law; include more than one standardized test or process. In addition, the tests and interviews must be in the child's native language. The law also says

that the school must use the parents' native language to communicate with them, if necessary. If you suspect that your child has a problem with attention or hyperactivity, or if you are sure that your child has attention deficit and your school performance has been adversely affected, you should request that your child be evaluated by the school system. When requesting this, a good idea would be to specify what difficulties your child is experiencing in school. If your child is an infant or preschool age, you can research what early intervention services are available within the setting where you live. (American Psychiatric Association, 1994, p.83.84).

Guidelines and Strategies Addressed to the Teacher to Work with Students with Disorder for Deficit of Attention and Hyperactivity

Within the classroom it is necessary to introduce environmental and methodological adaptations that can benefit both students with ADHD and the rest of the group. Below are a series of guidelines and strategies that can be used by teachers as a guide for action and that each teacher must adapt to their group and the ages of their students. It is not a matter of reducing the level of demand but of modifying the conditions in which the class develops. (Balbuena, 2014).

Physical Environment:

- a. Locate the student near the teacher, facilitating eye contact and supervision of tasks, as well as control of distractors. This way you can help him redirect attention with a non-verbal signal when he is distracted. Said signal will be previously agreed with the child. (For example: a certain word, clearing your throat, knocking on the table with your knuckles).
- b. Place him among peers who will serve as models, guide him in tasks and help him in his personal self-control.

- c. Organize the classroom space by enabling different places of work: space for group work, space for personal work, a place where you can even work standing or on the floor.
- d. Flexible use of said organization based on the activities and objectives that are to be achieved.
- e. Transfer stimuli out of your visual field (maps, posters, attractive objects). This measure will reduce the chances of other visual or auditory stimuli distracting the student or student of the activity you are doing at each moment.
- f. Locate the student in a place where interference is minimal; for example, in the front of the class, away from the window and the door, from the bin, etc.

Teaching Proposals:

- a. Propose significant activities for the student, related to their previous knowledge or that have to do with their daily life and that arouse interest. For this it is vital importance to dedicate enough time for a deep knowledge of the student's individuality: tastes, hobbies, interests, needs.
- b. Develop activities that involve the active participation of the student or student. The tasks must be organized to the maximum. They must be short, graduated in difficulty and in simplified formats to avoid excess information that may exceed their capacity for sustained attention and generate boredom.
- c. Encourage activities that involve joint work by teachers and students.
- d. Enable dialogical learning: interactive groups, gatherings, etc.

Behavior Management

Children with ADHD usually show behavioral difficulties or disruptive behaviors within the classroom, which are generated by the own symptomatology of the ADHD. Such

as: interrupting, moving, not finishing their homework, being distracted or disturbed inside the classroom, provoking situations difficult to handle by the teacher, but which are often difficult to avoid for the boy or girl. To control these situations it is necessary to take into account a series of considerations and guidelines, such as those detailed below. (Balbuena, 2014).

Establishment of norms and limits that regulate the operation of the classroom:

- a. Encourage a coherent and coordinated action with the entire teaching team.
- b. Establish an organized environment, with clear rules and regulations.
- c. Encourage greater self-control on the part of the student or student, so that we let him know when he is not respecting the rules, before the conflicts are difficult to control.
- d. Determine, in a consensual manner with the entire teaching team, the consequences of non-compliance with the standards.
- e. Establish natural consequences. Example, if when he leaves class he or she always wants to be the first one and for that, he gets ahead of whoever he finds, next time he will have to leave at the end so as not to stumble and then practice doing it in an orderly manner.
- f. Give short, clear and concrete directions.
- g. Use a firm tone, emotionally neutral and merely informative.
- h. Formulate positive norms (walking a little, speaking softly), to teach appropriate behaviors.

Improvement of Socio-Emotional Aspects

Students with ADHD are characterized by their immaturity and their great emotional dependence. They behave on many occasions as younger students, seeking the

most direct contact with the teacher at infrequent ages, calling their attention and needing to feel sheltered and protagonists. As the student grows he is more aware of his mistakes and the rejection of others, so his threshold of tolerance to the frustration goes down. They are students with low self-esteem, low tolerance to experiences of failure, negative expectations about their future performance, a great feeling of lack of control over their lives and probably anxious and depressive symptoms. Even so, each child is different and, therefore, it is essential to dedicate enough time to get to know him or her in depth: academic and family history, interests, needs, etc. (Balbuena, 2014).

Improvement of Coexistence within the Group

Teachers are a key element when channeling the integration of students with ADHD into the group and minimizing the effects of their symptoms, in order to improve not only their learning but also their social skills and their self-esteem. The child with ADHD can have a correct school development that helps their full integration in the group if the appropriate interventions are applied in the classroom, without prejudice for the rest of the students. (Balbuena, 2014).

Management of Complementary and Extra-School Activities

It is not advisable to allow students with ADHD to remain without participating in extracurricular activities because of their behavior or excessive movement, for example, in outings, excursions, end of year performances or Christmas. You should look for alternatives with the teacher or teacher so that the student can perform the activity safely and without problems for the group or for the child himself. If he teachers are not able to assume this responsibility, it is recommended to assess the possibility that the child goes with a companion provided by the school or family. Guidelines are proposed to facilitate participation in extracurricular activities of students with ADHD. (Balbuena, 2014).

Chapter III: Methodology and Data Collection

In This paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research. In order to improve the problems arising during the same.

Method. The method we used in this field research was Observation and it is a method of data collection whose objective is to represent as accurately as possible what happens in reality Piéron (1986).

Technique. For the data collection we use the questionnaire technique that will be applied to the teachers of the Bienvenido Del Castillo, center.

Research Design. The term research design refers to the plan or strategy designed to obtain the information that is desired. The present investigation has a non-experimental design, since what is done is to observe the phenomena that affect as they occur in their natural context, and then update them. In this type of design according to the same author, the researcher has to limit himself to the observation of already existing situations, given the inability to influence the variables and their effects.

Research Instruments. According to the purpose of the investigation, two instruments were used to collect information, one was the observation technique (to directly observe the problem) and the questionnaire that was administered to the teachers to gather information about this situation, the It was carried out during the period 2018-2019. This will allow us to detect any problems that may arise.

Population. The subjects of study in this project are the students of the English area of Basic level. The research was carried out during the English classes, during period school the year 2018-2019, in children from 4 years to 10 years, at the Bienvenido Del Castillo School, in the municipality of Bonao.

Schedule (Chronogram) of Activities

Calendar of activities

This represents a 4 week empirical research activities at Bienvenido Del Castillo Center

Activity	Week 1	Week 2	Week 3	Week 4
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X	X	
Application Survey			X	
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report			X	X

Chapter IV: The Results and Data Analysis

Expect Results

In this Chapter, data collection based on low performance and attention deficit is presented in a detailed and comprehensive manner, the results or data provided by the search of the instruments applied according to the purposes of this study, which was demonstrated between the correlation of attention deficit and low performance in the area of English as a foreign language, it was carried out in two stages. The first consisted of direct observation about the object of study, I mean knowing the study subjects to identify their needs and situational language. The second was applied an observation form of ten interactive activities during field research, followed by an analysis and interpretation of information through content analysis.

The research was carried out at the institution in the Bienvenido del Castillo, in the Arroces, Bonaó, during the period 2018-2019.

The question that serves as a guide in relation to the objectives was the following: What are the signs of attention deficit. The project was carried out in compliance with the tasks completed in the schedule of activities of the project proposed in chapter 3. The results corresponding to the research question, was answered mostly giving, where you can see very clearly that there is a possible failure in terms of attention deficit and poor school performance in the English are

Conclusion

According to the main findings of this investigation, we can say that there is a greater risk of failure and poor school performance in the English area in children with attention deficit disorder, being similar in children from 4 to 7 years, and in some from 8 to 10, with a slight decrease in risk of poor academic performance during the school year.

You can see, in addition, the grades in students with attention deficit are much lower compared to students without this symptom, which was predominant in the subject of English. After the study, new methodology has been incorporated into the classroom to improve this situation as it would be: through the application of interactive activities in English classes integrating learning strategies, and the use of technology so that the child pays more attention in the teaching of the classes, selection of careful oral activities and pleasant work with the environment.

In addition to the findings described above, it is important to highlight the study population, since the majority of the population of the city of Bonaio is located in rural areas, this being the first study of attention deficit in the area of English in Initial children, which relates the school prognosis with this disorder.

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Attached

UNIVERSIDAD AUTÓNOMA DE SANTO DOMINGO
Faculty of Humanities
School of Foreign Languages EFL

QUESTIONNAIRE FOR PROFESSOR

1. Institution _____ 2. Teacher's name _____
3. Class Level _____ 4. Age _____ 5. Sex _____

The instrument, mentioned, allows the collection of specific information related to the attention deficit and this is composed of 10 elements that allow describing the characteristics of the situation. In the following questions, choose the answer you most consider.

1. When starting English classes with children as is their behavior?

- a) Pay attention
- b) Do not pay attention
- c) They do nothing

2. Does listening to the CD in the English class help the children to better understand them?

- A) Yes
- b) At some point
- c) Never

3. Do children feel comfortable in English classes?

- A) Yes
- a) At some point
- b) Never

4. Do you use laminas in English as a strategy to teach correctly in the classroom?

- A) Yes
- b) At some point
- c) Never

5. Do children understand you when you speak in English?

- A) Yes
- b) At some point
- c) Never

6. Do children show an attitude of wanting to pay attention during class?

- A) Yes
- b) At some point
- c) Never

7. Does your teacher use songs, games, to orally teach the language?

- A) Yes
- b) At some point
- c) Never

8. Do the children appear to be imperative in the classroom?

- A) Yes
- b) At some point
- c) Never

9. How does the teacher constantly involve children in English classes?

- A) Yes
- b) At some point
- c) Never

10. Do children easily memorize some words in English?

- A) Yes
- b) At some point
- c) Never

Thanks