

Incorporation of ICTs in the Development of Linguistic Intelligence with First Grade of Secondary School Students Diagnosed with the Disorder, and Attention Deficit and Hyperactivity (ADHD)

Morales JIR*

GAMES Research Group, Escolme, Faculty of Health University Institution, Medellin, Colombia

Abstract

Since the 1940s psychiatrists have diagnosed differently to children who are excessively scattered, hyperactive and impulsive. We talked of cerebral "disfuncion minima", child "sindrome of cerebral", "reaccion the infancia" actionpacked lesion, "sindrome of the child hiperactivo" and, more recently, the deficit of atencion "desorden is as well as the concept of "hiperactividad" is part of the colloquial language of our society, children are unformed, labeling them and baptizing them with the "hyper" name, this title that will accompany him throughout his life.

The present study reflects and reconstructs new concepts of education through the development of the intelligence language with incorporation of ICT in first grade high school students diagnosed with the disorder, and attention Deficit and hyperactivity (ADHD). Likewise, casts a critical and constructive look at how affect the traditional models of school discipline pedagogical processes, namely: school coexistence, education, motivation and learning of students ethical and moral training of the student in the standard from the autonomy and for freedom, school organization, the social and cultural projection of school.

Finally, we found that the causes that are associated with the emergence and maintenance of behavior in the students with ADHD belonging to the first grade of high school were: the maturation of the frontal and prefrontal areas of the brain, which have implications in self-control, regulation, planning, time waiting and inhibitory brake; the socio-cultural and family environment, breeding patterns, the establishment of standards, habits and routines, systems of rewards, rewards and punishments and lack of knowledge of the stages of child development, among others.

Keywords: Intelligence linguistics; Disorder and attention-deficit and hyperactivity (ADHD); ICT; Behavioral difficulties; Tags

Introduction

Within the field of education, we know that learning processes are different in each person, depending on factors close to their everyday lives, including tastes, aspirations, customs or individual obligations. In our country, when a model of education arises, be it particularizes characteristic factors from the community; the truth is that those projects educational, apparently characteristic of a particular educational institution, are useful to many others is sharing the same culture with minor changes according to the context. This, because by chance or by General processes, each grade regardless of the institution, has similarities of performance with respect to the same grade in any other.

The developmental delay that constitute a pattern of conduct persistent, characterized by restlessness and lack of excessive attention and which manifests itself in situations that require motor inhibition is what is currently known as hyperactivity disorder Attention Deficit (ADHD). However, there is some consistency in terms of its definition: some consider it a syndrome (set of symptoms) that probably has a biological origin linked to alterations in the brain caused by hereditary factors or as a result of an injury; and for others it is a pattern of persistent behavior in specific situations. While it is a common childhood condition, and makes it quite some time is the subject of interest from doctors and psychologists, the factors giving rise to it have not been identified precisely. Among the possible causes being investigated include biological factors, delay maturation factors pre and perinatal, genetic influences and other variables in the child's environment. However, there is no conclusive evidence indicating that any of these items separately is the last disorder responsible. The most

widespread opinion among experts is that multiple factors interact to applying each its own effects but in joint action.

The human remains by nature in the study of the environment in which circles, making direct or indirect analysis on the daily, their relationship and acceptance with respect to others and their appropriate behavior in the environment that lives. The master is also immersed to the study of a society that changes daily, living with experiences that involve personal, cultural and academic life of human beings, and as a trainer in education, not may be apathetic to the reality but work from it.

We live in a culture where education remains in process and the absolute truth is not told, reason by which all master should seek always be more competent in the work, seeking in varying degrees of schooling educational links, from primary school to higher education to avoid teaching processes isolated and/or advertise with the reality of the social environment. In addition, recognize that become a teacher implies transfer spaces of the school Hall, being in a constant coming and going, questioning on situations from both sides (learner and

*Corresponding author: Morales JIR, Games Research Group, Escolme, Faculty of Health University Institution, Medellin, Colombia, E-mail: joriromo@hotmail.com

Received: May 07, 2015; Accepted June 23, 2015; Published June 30, 2015

Citation: Morales JIR (2015) Incorporation of ICTs in the Development of Linguistic Intelligence with First Grade of Secondary School Students Diagnosed with the Disorder, and Attention Deficit and Hyperactivity (ADHD). *Anthropol* 3: 153. doi:10.4172/2332-0915.1000153

Copyright: © 2015 Morales JIR. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

tutor), still see as a trainer and subject while in training.

Linguistic intelligence developed by the incorporation of ICT becomes an intimate learning act because each form of internalization is unique; Therefore, the interpretation is totally personal and the evaluation of the written form is in the background before the importance of the individual projections. It must be for the student party, a moment of play and fun where enters play the imagination, the freedom to create and the possibility of thinking of a new text. What deny the child the possibility of literacy, as this is the reflection of the understanding of the world? How to respond its myriad of questions without apocar their ideas about the world and limit his writing? The students are anxious to know and learn from the environment as much as possible, are more observant and curious beings who invent thousands of possible worlds; just give them answers, it is not synonymous with Oblivion for them, it is instead the creation of many more doubts and questions that are is simply postponed the answers.

The implementation of instruments of mediation technology and teaching in the classroom, modified forms of education, mostly of students diagnosed with ADHD, learning environments that facilitate learning and contribute to the development of knowledge in the student building. This fact has important implications in the curriculum and in the development of linguistic intelligence, since it allows resetting the processes of teaching in a way that makes them more flexible, participative, dynamic and interactive processes.

Collecting, carry up to here an investigative work divided into five key parts: General data of the project and the delimitation of the same nature, justification and purpose of research; objectives; the frame of reference in which the background, the conceptual framework, and of course the understanding from the relational theory are what is called "ADHD"; the design methodology; and finally, the heart of the research: the analysis and discussion of clinical findings. All this to give result findings pointing in these most important aspects discovered or re-discovered through the conduct of research. At the end of this work appears an enclosed section which is a reflection of the so-called "ADHD" to consider that the most important thing is not continue applying more diagnostic categories but to achieve an understanding of the problem that goes beyond components behavioral.

Objectives and Competencies

Skills and general objective

Analyze how influence ICT as mediators in processes of formalization and development of linguistic intelligence in freshmen of basic secondary diagnosed with ADHD.

Competencies

- Powers of Intervention with the design and implementation of situations that develop skills of visualization, argumentation, symbolization and generalization in students diagnosed with ADHD through the use of ICT.
- Powers of Analysis of the implementation of ICT in different situations, which allow students with ADHD reach the formalization and development of linguistic intelligence through the observation and analysis of the invariant properties of a problem situation.

Specific skills, operational objectives

- Systematize the research project, in order to analyse the accompaniment with the use of ICT provided students with ADHD, to build clear concepts that support the exercise teaching in the classroom.

- Argue the issue of the development of linguistic intelligence in students diagnosed with ADHD, to construct a theory of learning that can be applied in a meaningful way in the classroom through the use of ICTs from the ethnographic approach.

- Identify those methods of integration of motor, attentional aspects and control of anxiety in students with ADHD, in the light of the motivation and the proper use of ICT in the development process.

Specific skills

- Competition of Metacognition through reflection, self-criticism and learn the proper use of ICT.
- Competition of creativity in problem solving of adaptative behaviours.
- Integration competence and argumentation of the knowledge based motivation.

Review of the Literature

The impact of ICT on learning can be seen not only in what children learn in the classroom but in how what you learn. A statement that makes a huge difference between the environments of learning, analogue and digital, where academic, emotional and social connotations arise. These possibilities to make reference the authors, multiply precisely by the versatility, diversity, accessibility and dynamism offered by these environments, both in the management of information and communication alternatives. Both options, exploited as tools for learning, are a good alternative to offer students the opportunity to access the world of knowledge and culture in a much broader way. However, it remains a challenge for theoretical and practical, research the pedagogical use of ICT in teaching, learning, and training processes in general. In the work which was implemented, we conducted a review of some of the recent studies developed to investigate deficit disorder with ADHD inattentive in children subtype, to determine their characteristics neuropsychological and social in comparison with their peers. The current status of the diagnosis in children who have the inattentive subtype, raises children (as) are diagnosed younger than before and more frequently, since your behavior today fits most positively on the symptoms presented in the DSM IV. According to the characteristics evaluated Neuropsychological, it is more common to find internalizing symptoms in children with a diagnosis of ADHD than their peers. They also show lower cognitive profiles in academic performance, performance in reading and writing than their peers; In addition, the studies reviewed found that in social functioning, the children with a diagnosis of ADHD show further deterioration in symptoms internalizing, anxiety, isolation and depression than their peers.

This work that was ahead judiciously opens the way to future revisions on the subject, since currently studies on the subject are scarce and more publications that support the evidence described here are required. Individuals affected by ADHD have higher risk of disorders and psychiatric pathologies in social performance, in accordance with the age.

Ramirez [1] believes that "the development of the communicative dimension is fundamental for the general formation of the whole person, because it enables human interaction, the construction of their own knowledge and the transmission of social, cultural and scientific heritage. It is essential in the initial adjustment of the behavioral and emotional, it allows the expression of feelings and conflict resolution, resulting eventually in a means to achieve a healthy personality. The

development and strengthening of the communicative dimension also allows foster in children a set of potentialities allowing the construction and transformation of itself and the world, through the establishment of meanings, their interpretation and interaction with others, in such a way that it will be able to significantly interact and interpret messages critically.

Similarly, Ramirez [1] affirms that the development of the linguistic intelligence is present in every person from before birth and life accompanies it at all times. Parents should develop the ability to know interpret the needs, desires, and emotions of their children and help them increase their fluency and non-verbal in such a way that communication transcends the merely computer and they can give a meaning to everything around him, from interacting with others. Bach and Tobella pose that behavior as "behavior responds to the capacity to interact with the medium, and is mainly due to a boost for conservation, welfare and development. It is interpreted as the set of characteristics of the person and, in particular, of the child. From this beginning, and closely related to biological maturation, the behavior of the child plays various stages of discovery and exploration. "The child makes of the difficulties with which is a reason to fight and overcome, putting into practice a series of smart resources, from which are derived new situations of conquest and dominion, indispensable for social integration" [2].

Another fundamental components for the acquisition and monitoring of standards and conduct laid down to age, for certain places, is the recognition that these are built based on the particular variables of culture, the context and the specific situations of life that pass through the subjects and even to the sex of the populations for which it is established. In this regard Wicks proposes that: The role of socio-cultural norms, perhaps the broadest criteria for judging the conduct was vigorously debated many years ago by anthropologist Ruth Benedict. After studying widely different cultures, Benedict suggested that each society selects a series of behaviors that are valuable, and socializes its members so that they will act according to them. Individuals who do not manifest these behaviors, whatever the reason, are considered by society as deviants. The deviation is always related to cultural norms.

The study of the behavioural difficulties, part always a comparison with normal or expected behavior according to age, the characteristics of the children and the situations that arise frequently. That is why the "normal" behavior and "disruptive behavior" cannot be ever disconnected. Wicks believe that "behavior disorders calls attention since they tend to be atypical, strange or annoying. Can we react to them with confusion, shame, anger, fear, revulsion or sorrow, and that it can make us feel motivated to change them because they do not easily fit into the fabric of social life. Behavior is the product of a multiplicity of biological, socio-cultural and psychological influences that interact with each other. In fact, the normal behavior and abnormal behavior go hand in hand, and that must study the first to understand the second.

The American Psychiatric Association [3] States that the essential characteristic of hyperactivity attention deficit disorder is a persistent pattern of inattention and/ hyperactive-impulsivity, which is more frequent and severe than that observed usually in subjects of a similar level of development (criterion A). Some causing symptoms of hyperactivity-impulsivity and inattention problems may have appeared before los7 years of age. However, many subjects are diagnosed symptoms having been present for several years (criterion B). A mechanical problem with the symptoms must occur in two situations at least (e.g., at home and in school or at work) (Criterion

C). There must be clear evidence of interference in social, academic or occupational activity typical of the level of development (criterion D). The disorder does not appear exclusively in the course of a generalized disorder of development, schizophrenia, or other psychotic disorder, and is not better explained by the presence of another mental disorder (p. ex., disorder of the State of mood, anxiety disorder, dissociative disorder personality disorder) (criterion E). Attention deficiencies can occur in academic, business or social situations.

Pine and Garcia [4] conducted a study with students of basic high school aged between 12 and 16 years. It focused on recognition of types and etiologies of disruptive behaviors in schools from the perspective of teachers, the employment research methodology within their findings and case studies found that more prevalent in schools conflicts occur during explanations in the classroom, although there are other reasons such as: arriving late to class, teasing teachers, lack of respect for the students to their peers, the verbal and physical aggression among others also found that these incidents usually happen in the classroom, and to a lesser extent in the common spaces give them schools.

The Project Methodology

Delimitation of the nature of the project

Which arose from the desire of transformation in teaching, curricular renewal brought the great purpose of search strategies and pedagogical proposals that favoured learning through intermediary of ICT students in an active, dynamic and participative manner in and out of the classroom; the technological development of which we have witnessed so far, offers a wealth of resources that allow advance considerably in this idea, innovating within every classroom in the form of teaching and learning with integrity. The MEN have been proposing projects that seek the way of incorporating what has been called the information technology and communication (ICT) to diversify the materials that allow students to develop their linguistic intelligence from the experience and the interaction with the environment. The development of this project demonstrates the progress that was achieved in the construction of a model training incorporating ICT, obtaining of this enriching and meaningful experiences for both teachers and students.

On the other hand, the MEN in the development of the seminar "Training of teachers on the use of new technologies in the classroom of Spanish language" shows a number of experiences that become a motivating factor for the proposal that is developed in this research, since it focuses on the idea of incorporating new tools; as ICT in the classroom in order to transform them into learning environments where students build knowledge.

The pre-teen age, in terms of Piaget is that which corresponds to the second childhood and goes from 8 to 13 years [5] and experiences that are held, constitute one of the fundamental bases for the development and the consolidation of features to relational, psychological, affective level for humans body, cognitive, communicative, ethical, aesthetic. In addition, this stage, impact significantly in the later stages of development. The traits of personality, characteristics of evolutionary age, significant people, contexts and nearby environments, consistency in the establishment of norms, habits and routines, development of interpersonal skills and for the resolution of conflict and other factors, play a key role in the way how people and especially children, are perceived, how observed and linked with each other and with the world. However, these links and experiences not always settle in the best way, involving the kids an interruption or disruption in their evolutionary development and making it impossible to create and maintain healthy

social relationships, both with adults and with their peers. This means in turn, the reduction of their social world, difficulties of self-esteem and predisposition toward certain disorders of childhood.

The way as children evidenced these interruptions or disturbances in their development, is generating a series of manifestations behavioural and relational negatives, which are defined as disruptive behavior. These behaviors, according to Pineda, "taking into account their frequency, intensity, duration and location to which occur, originate adverse consequences both for the child and for those around you, by interfering with the process of interaction of children with their social group" [6] and his determination, according to proposed it Wicks" is based on a series of criteria which include socio-cultural norms, the age, other evolutionary standards, as well as in the reactions of others.

The appearance of behaviour disruptive, as a result of some of the previously listed situations, are not alien to a large percentage of children, as evidenced by research carried out at national and international level, with different populations groups, which differed between them, such as age-specific variables, schooling, environments of appearance and the comorbidity with specific disorders of childhood as attention hyperactivity deficit disorder (ADHD) or Oppositional Defiant Disorder (TOD). Results of various investigations and the short and long term consequences can be seen in children with ADHD is recognized, justified and valued the importance of the analysis of this issue in the first grade of secondary population, since only when problem behaviors, its causes and consequences are detected, can set strategies in accordance with the characteristics and needs of the student population their families and their environment, which foster by the decrease of these behaviors and that contribute to the formation of accompanying programs, values, conflict resolution and proactive behavior, enabling the consolidation of personalities and relational links calm and healthy children.

The emergence of behavioral disorders can be evaluated by the study on mental health and other types of services; however, this strategy underestimates both the prevalence and the incidence of them. The epistemological studies examine entire populations or representative samples of the same. In fact among the total population of children and adolescents there is a significant prevalence of behaviors that are classified as disorders. These behaviors may be transient, persistent or announce future problems. Current epidemiological studies suggest that 20% of children and adolescents can diagnose are conduct disorders and that most of them do not receive treatment.

The appearance of behavior then, desnormalizadas affects children the normal development of the dynamics both school as family, healthy bonding with their peers and caregivers; Therefore, it affects in a negative way in the acquisition and strengthening of the abilities, skills and social, emotional, expressive and cognitive motivations consistent with the biological and mental age of students; creating instead a kind of favorable based on maladaptive behaviors or little linkage, lasting sometimes for reinforcements, immaturity of the students as expected for the age or features relevant to some specific childhood disorders such as ADHD and the TOD or others. In this sense, it is common to listen to parents, careers and teachers of boys and girls enrolled in the first grade of secondary, list a lot of behaviors considered conflicting and inconvenient in everyday activities, which range from the hiperkinestesica, lies, destructiveness, irritability, tantrums and screams, until the destruction of materials and toys, the physical and verbal aggression towards peers, parents and teachers, the use of profanity, among others [7].

This research aims to contribute to the deepening of the subject of the development of linguistic intelligence in students with ADHD and incorporating ICT into first-grade secondary school children, so that by means of conceptualization, the identification of these behaviors and variables that generate its appearance, may be established possible strategies and intervention guidelines for children to their families or caregivers they give them the possibility of having an integral development, through meaningful experiences and permanent escort, the decrease in behavior disorders and the reinforcement of pro-social skills which lead to the establishment of stable and harmonic personalities. Similarly, the results of this research may serve as starting point for further research on the topic in our environment, responding to the following questions:

1. Creation of the favorable environment strategies can be put into practice using ICT to meet the needs with children who have ADHD?
2. Affect the characteristics of cognitive development-communicative in the intelligence of the population with ADHD?
3. How motivates students the application of ICT for the development of the intelligence of language in the first grade of secondary school students diagnosed with the disorder, and attention Deficit Hyperactivity (ADHD)?

Description of the context in which applied the evaluation experience

The work center where applied the experience of innovation, belongs to the educational institution La Piedad in Medellín, Colombia. E n two groups of 1st grade of secondary school, with an average of 45 students each, students have ages that are between 12 and 13 years. The institution belongs to the public sector, this institution was the object of innovation for improvement in the teaching process learning in literacy, by applying ICT to students with ADHD.

The population comes from field populations in conflict, socio-economic strata they are one, two, and some of the three; unemployment and underemployment appear as problems that affect the sector; belong to the commune of Medellin 12 with 170.950 inhabitants, located in an area of 486,5 hectares, comprised of 15 districts. As a sector of the city that has been affected by conflicts of intrabarrial and domestic violence, forced displacement, the invisible barriers between violent actors in the community and unemployment. In this population, approximately 50% of the parents have a basic level of education, which leads to that their employment possibilities are limited, more than half work as laborers, others involved in the trade and a minimum population plays in driving, surveillance, art, music; some are self-employed or are already pensioners, generating low economic income , allow does not meet the minimum household needs, and this leads to trigger other problems such as family separation, domestic violence, high levels of anxiety and stress, difficulties and little consistency in patterns of breeding, inadequate treatment and little appropriate to the needs requirement levels and evolutionary development processes in accordance with the age. The institutional and collective services use tends to be increasingly significant, since they are developing a series of urban interventions that strengthen cultural and recreational areas of great importance.

Agents and sample

The sample that was taken into account in this study was comprised of 5 students enrolled in the first grade of secondary diagnosed with

the disorder and attention-Deficit and hyperactivity by professionals in Psychiatry, Neurology and Pediatric Neurology. Students belong to two groups of 45 students each, the institution educational La Piedad in the public sector, located in the city of Medellín, Colombia. There was full participation of teachers of Spanish language and art education.

Professionals diagnosed children based on interviews conducted both with parents as children, taking into account, in addition, the references of the teachers responsible for teaching; at no time was applied some kind of neuropsychological assessment battery, even though it is handled in the middle - and - diagnosis requires a battery which are measured both the behaviors of the child as their level of intelligence and the higher mental functions, such as praxias, executive function, memory, among others. It also requires consideration of medical examinations to determine present in minor deficits do not obey to health problems or a pre-morbid physical condition therein (deafness, language, hydrocephalus, among other problems). Information about students was provided mainly by these, as well as also by parents, teachers and family members of the same; this information was collected through individual interviews.

Bearing in mind the present work was carried out by a research study that is framed in the field of psychology and, in addition, he was taken out with the participation of humans, specifically children, were taken into account ethical criteria such as: work under the consent child and his/her legal representative of the institution who collaborated in the investigation based on sufficient information given by the investigator (s) of the project. Techniques and procedures were used with sufficient validity and reliability, justified with scientific bases. In addition, to address the issue of ADHD from the psychodynamic perspective, was at all times a careful judgment, since this is an area in which there are still explicit procedures to address psycho intervention of this "disorder", and taking appropriate precautions to protect the welfare of individuals with whom they worked. Just in case if necessary written information will be revealed to family members or other interested parties, with the written consent of the legal representative of the child.

In reports submitted for the evaluation of research only be appropriated the necessary data for evaluation purposes, preserving also the names of the people involved in the investigation and avoiding to disclose information that could lead to the identification of participants, protecting them, therefore, of possible physical and psychological damage. The findings were described as they met, avoiding biased description of them, fraud and hide scientific information that contradicts the results. Likewise, avoided the most diagnostic labeling, and most importantly, the knowledge and techniques developed during the research will be used to contribute to achieve a better quality of life for all the people who will be involved, one way or another, in the same. Finally, they chose at any time by giving greater importance to the inclusive and psychotherapeutic process in the development of the linguistic intelligence of the students involved in the research.

Intervention design

Week of 14-18 October: The study was launched in three phases, the first phase of exploration: was presented with the rector of the institution, the two groups of the first level of secondary and teachers of Spanish language and art education in order to socialize them the innovation project on the application of ICT in the development of linguistic intelligence with students diagnosed with ADHD. The goals, materials, resources and time were taken into account. Requested the rector the signing of the consent to carry out research with students and then proceed with data collection and an interview of exploration

with teachers and students, as well as systematization of observations within the classroom. In the course of the first phase was carried out a literature review of the institutional education project (PEI) in order to make a diagnosis of the guidelines that govern the educational entity, during this time became familiar with the student population, this approach was possible grandiose diagnosis, through the different weekly remarks conducting, the elaboration of educational journals and field surveys, ongoing dialogue with the teachers of the institution, which contributed to this analysis.

In the second phase is everything that has to do with the collection of data, perform the interviews students, interviews with teachers and the observations of classes, s Act the use of ICT to discuss the promotion of further development of the linguistic intelligence in students with ADHD. Entry into the field of action in which the investigative work was developed is relevant to make a characterization of each of the groups. So this tracking provides necessary elements of subjects with those who will carry out the investigative process. For this purpose was elaborated a diagnostic classroom characterization, already described in the section of the sample.

The two groups of secondary intervened present difficulties with the discipline at a general level in all areas that are offered in the institution, the Coordinator of coexistence has been present in the course and has been in dialogue with them; but disciplinary problems continue, this must be attach that most students do not carry out the proposed activities and are constantly interrupting his companions and do not allow them to perform activities, one of the conclusions after observing them, talk with them as a group and analyze the survey applied, is that it presents a contradiction between those who say want to study and be there in order to overcome but in class there is evidence this love, is worrying as only in the area of art education are available to perform the activities. Finally it should be noted that boys are very eager to make progress in their learning process and see very useful which may have a new opportunity to achieve the objectives that were inconclusive, because of the difficulties that has been presented to them at some point in their lives.

Week of 19 to October 21: Subsequent to the execution and analysis of the information that week we collected in the field diaries and pedagogical, and from the evaluation that was the implementation of the ICT material, used a series of instruments that allowed the collection of valuable information for verification and validation of the core problem. This information was analyzed and categorized in order to be able to build a number of useful proposals to try to solve the problem that was occurring in the process of teaching and learning in the area.

The results of the implementation of the didactic proposal contributed to the qualification of the processes of teaching and learning of linguistic intelligence of students diagnosed with ADHD, which provide flexible teaching strategies so that all teaching improve environments and situations of learning in any area of the curriculum, to the extent that offer different possibilities for participation and knowledge construction.

Materials and Methods

While the ADHD issue has already been addressed, is little identification and description which has been made of this type of behavior in first grade high school students taking into account the own variables that influence their emergence. This research is framed within the non-experimental type which in the words of Hernandez,

Fernandez and Baptista which is performed without deliberately manipulate independent variables, and is based on categories, concepts, variables, events, communities or concepts that have already occurred, or occurred without the researcher's direct intervention and has therefore a retrospective approach.

Likewise, it is transversal or transactional that as it is described by the authors before set forth data collectors in a single moment and aims to describe variables and interaction at any given time and will be focused from correlational descriptive level which aims to investigate the incidence and the values that one or more variables; manifested or locate, categorize and provide a vision of a community, an event, a context, a phenomenon or a situation. This procedure consists of measure or locate a group of persons, objects, situations, contexts, phenomena, in one or more variables or concepts and then provide your description.

Tested with a series of approaches of students to the use of ICT as mediators, specifically with the tool Paint, seeking thus to inquire about the impressions and effects that students have in the use of these tools, to the formalization of the development of linguistic intelligence, from the relationship between various objects were. There was collaborative work, since they worked for groups, students showed their work to peers, in such a way that they were evaluated, autoevaluados and coevaluados regarding the appropriate use of ICT.

Techniques of data analysis

The research is qualitative approach with a descriptive cut - explanatory, since those who participated in this work modified schemes having as pillar autonomy and a critical attitude without completely removing subjectivity. Qualitative research enables researchers to study small groups providing direct observation, thus generating strategies based on the obtained results.

In this type of research, there is a combination of research, education, learning, action; which involved the people concerned at the formulation and discussion of solutions. Observation instruments applied to art education and Spanish language classes, and of course interviews with the students and teachers who were drawn up taking into account the triple input box, reviewing the contextualization, project and subject of innovation as well as the evaluation of the results. Each of the interpretations offered on the data obtained, necessarily undergo the theory from which reads, hence has a theoretical election giving rise to the claims offered about what has been done in the project; as expressed Fourez [8].

This research is made use of observation, mainly participatory as a method for collecting information, requiring an implication of the observer in the events that is observing, making it possible to the orientation of the learning process of each of the members of the Group and allowing the description and interpretation of the results obtained from the techniques used for the collection of the information. The qualitative in-depth interview characterized for being flexible and dynamic in the investigation of the issue the subject of research: incorporation of ICTs in the development of the linguistic intelligence of students diagnosed with ADHD in first grade high school; this is unfolding in an encounter of dialogue between the researcher and the participating subjects. As Sandoval, Carlos puts it "not policy questions are formulated and learn what is important to respondents before focusing the research interests".

Triple input box

For the construction of the triple research input box, taking into account clear research question which attempted to answer, also subordinate questions, the objectives of the study, the assumptions that were made and the theory that was at the beginning.

Focused interview

It is a technique to obtain data that consists of a dialogue between two persons: the "researcher" interviewer and the interviewee. This is done in order to obtain information that otherwise would be difficult to achieve. According to Guber [9] interview and its context puts in cognitive relation to two subjects through questions and answers, so that, in this process of knowledge "the questions and answers are not two separate blocks but parts of a same reflection and a same logic, that of who interrogates: investigator." And this is not due to the researched subject to answer what the researcher wants to hear (or not to tell the truth) but how much say will be incorporated by the researcher to its own context. "To ask their questions, the researcher Sets the interpretive framework of responses, that is, the context where the verbalized by the informants will make sense for research and obviously for data analysis" [9].

For the interview, it is necessary that researcher has security in itself, put in the place of the interviewee, which must have a good prior preparation of the theme which will deal with the interviewee, and also be sensitive to catch problems that might arise and to understand the interests of the interviewee. For an interview is necessary to remove prejudice and as far as possible from any influence empathic. At the beginning of the investigative project, interviews were conducted with pupils, students, teachers and campus, teachers to know what place technology in its everyday practices, they helped us show that the children are largely interested in new technologies, even if access and use to them are not frequent. Interviews were a source of information to know what teachers and teachers expressed the influence of new technologies in education.

Observation

It is a technique that involves looking carefully at a phenomenon, fact or case, take information and record it for later analysis. The observation is a key element of all investigative process; in it the researcher relies to obtain the highest number of data. This research took into account scientific observation, which has a target clear, defined and precise. It is watched carefully and critically aspects related to the development of linguistic intelligence, ADHD, and technology, specifically the use of the computer. They are:

1. The skills and attitudes of children and girls against the development of grafico-plasticas and technological activities.
2. Behaviour and conceptions of teachers into the teaching of new technologies.
3. Spaces and tools provided by the institution to promote technological and normative work.
4. The data obtained during the observation are reported in the journal of field and in audiovisual materials (recordings, photographs, computer productions), which are starting points to analyze and interpret the information collected and conclusions.

The observation carried was direct, participant and structured, insofar as there is a direct contact with the event, phenomenon or group to investigate, the obtained data through the inclusion of the researcher in the group. In this investigative practice observation is an

act of utmost importance, as in the actions of children, girls, teachers and the everyday life of the institution allow us to obtain data that require our research foundations. For example, in terms of the use of the arts and ICT in the classroom or expressions or attitudes of teachers and students towards new technologies.

Results

That in many cases the pedagogy serve science for the approach of the formerly considered undisciplined child, supposed to give up their field of action, more for comfort and anxious response to the idea of a supposed efficiency, than by a real improvement in the quality of life of the child. Certain school institutions are welcome in their relationship with the child to the imperative of the performance and hope to secure him stuffing information, but provided that there is no greater reflection on their content, as importantly does not seem to be, become subjects for life and the link with the other, but comply with what is called competencies.

It is surprising that in the current education there is the tendency to prefer that the boy and his family are not considered responsible for pathologies of the bond and to be rather attributed to a condition external to the education. Say that the restless child is a patient, is less compromising, and is even more reassuring, to accept the fact that something has failed in the transmission of the law by the parents and of the environment in which the child develops. Assume this fault and analyze it as result of pathology of the link and a disturbance in the relationship with knowledge, would return to the assumption of a pedagogical responsibility which is played on the field of the teacher-student relationship and not between the brain and behavior.

The phenomenon of the concern, ICT propose you educator move of this kind of pedagogy of the suspicion that characterizes it today and who has corresponded more to totalitarian regimes that restless in the field of desire and the link with other democratic organizations such as the school, to the question of what happens to the child. With this movement is looking for four fundamental things:

1. Recognize that the interest of the child is not always a problem, neurological but subjective.
2. Put the agenda the question of the subjective responsibility of educators, children and the family in the educational field.
3. Analyze reasons why is common now in the family, society and the school, arise large deficiencies in the transmission of the symbolic law, law that as not being natural but culturally, is in charge of lead that a child becomes a citizen capable of living in society, thanks to his resignation to instinctual trends of which one of his names is the concern.
4. Recognize beyond competences and of the importance which may be made in the process of accumulation of the child's information, there is a subject who wants, asks for its being and its existence and has uncertainties. The widespread concern presenting today the child, may be mostly a response to these questions that I don't know how to respond because it does not have enough symbolic instruments to do so.

One of the issues that has been demonstrated in this paper, is why the concern of the child constitutes a form of the impulse to find satisfaction through a flood of the body by an enjoyment that aren't sure how to order, regulate or if you want to calm down. It is not surprising then that the restless child, diagnosed with ADHD, is characterized by an impulsive uncontrollable and incomprehensible,

even to him. While the role of the educator is not clinically listening to children who are under their charge in a classroom, it is Yes be an acute observer, not to determine which child looks sick with concern, but to form an idea of what kind of relationship is that right for you the child to display docile with respect to learning and not necessarily the teacher. Whether rebel teacher standards and the standards that the school wants to impose to obey unquestionable mandates of the official discourse, can become, if it captures in where is located your interest, a child interested in knowledge, but not in any knowledge, but in the one who manages to capture their attention because he has discovered that you there is something which feels concerned as subject and not as cerebral machine which builds up a restless child information.

The restless child may not need an education official, but rather a passionate teacher which makes, but this passion will not be transmissible but that put in question the role of technician education and takes their time to reflect on their teaching position. The child does not need a "master" that is telling him all the time how has to be, what way should behave and you keep looking for miraculous techniques that favor their learning, because, while they may not have the child as subject subjected to multiple difficulties, will be experienced as something that nothing has to do with it, so creates them very useful. When using a pedagogical technique, whatever, have to ask who best meets your needs; If the subjects to which it is addressed or to the institution that promotes it. An innovative teaching model raises the importance of with the particular in the educational field, rather than reducing their act to a purely massive question based on the economic argument of reducing costs and the politician to expand coverage. The fury of turning everything into something massive, prevents the creation of spaces qualified reflection, requires implicit and explicitly treat everyone equally, ignores human beings as subjects of the law and this brings as consequence a deterioration in the quality of education.

According to Gardner [10] creative intelligence is a source of knowledge that all human beings have, and in this we support to enhance the visual culture as a possibility of intercept technology and audiovisual media in the field of arts education. It has the following characteristics:

- A field of infinite possibilities: The relationship with knowledge is not unique, there are many application possibilities and every human being has their own ways of relating to knowledge, which, in turn, are enduring.
- An unmanifest field: Creative intelligence appears hidden and unexplored features. Thoughts arise spontaneously, they come from a potential field of knowledge which is hidden to our material senses, but we experience its effects spontaneously.

When humans interact with technology, they explore a virtual world that envisions infinity of possibilities and that is what stimulates the creative intelligence, which will enhance student learning of arts education. Spatial competition for Gardner [10] can be easily seen in all known human cultures. It is true that inventions specific geometry or physics, kinetic sculpture and Impressionist painting, are restricted to certain societies, but the ability to find a way within an intricate environment seems to be everywhere to participate in arts and crafts complex, and for sports and games of different types. Art teaching is of great importance the spatial conception because, when awareness of the environment, have a better appreciation of this and if it is to use other tools such as the internet, is supremely important to recognize the concept of virtual space because there is no other way to conceive in a simulated or projected reality environment (another reality)

putting a class different from the casual to the kind of artistic education in interaction, increasing the interest of the students and the creative dynamics.

The technologies are based on visual aesthetics, great teaching power and seduction. They are sensual, attract people and make that we want to look at them. Global Visual technologies depend on aesthetic strategies that promote the pleasure of perception and teach us how get more pleasure from them. Through this aesthetic, Visual technologies are used to suggest, to represent. Using the technology, the ideas are referenced and arise easily in ways that the public should interpret personally, but through the eyes of culturally influenced. Visual technologies can allow us to cross, easily and quickly, borders concept, provide connections between people, places, objects, ideas, and even professional disciplines.

The set of technological images blur the boundaries between truth and fiction, acting as both. Some student's talks about programs of television as if they were real, believe in the images that they see on the internet and in ads, and social interaction-based computer games. Children see art in computer games, as they enter a graphic environment that is increasingly more sophisticated, developing changes in role with complex simulations that put them to analyze images, music and stories. These computer games exemplify border crossing, problem solving, entertainment and other viewpoints of art.

When we look at art, play a computer game, or see a movie, we get involved with the creators to try to understand his creation, while we build our own images in stories from their suggestions.

The artistic production by computer may be an important use of technology for students: the generation of interactive graphics with paint programs, video capture, software animation, multimedia systems, etc. In this way students can test colors, moving forms, animate objects, and recycled paints easily and quickly without making permanent changes to an original image. The interactive capabilities of technology computer science, along with the large amount of images and information available on the internet, offers students a wide range of resources that you can download, print, cut and paste in your files, etc. Students with common interests can contact between if and which have little in common can learn from one another. As they have access to the computer, this requires our attention if you want to understand the use of the technology by them, since not only is there an interaction between the present, but it also opens the possibility to interact with other ethnic groups, communication patterns develop and promote the use of different learning processes.

Features found in the students interviewed ADHD diagnosis in the Yoicas functions:

- Reality check: The accuracy of perception is altered in these students; do not respond properly to what you asked.
- Trial: Diagnosed students is observed an alteration of consciousness of the adequate and the likely consequences of his future conduct, they do not anticipate dangers and behave in a way that is socially disapproved, not seeming to mind the consequences of their actions.
- Regulation and Control of instincts, emotions and impulses: its impulses, affections, and instincts are expressed directly, there is no delay or control them.
- Thought process: They have altered the thinking processes; their attention is dispersed, not concentrating on the activities

carried out: there is no anticipation, the formation of concepts is scarce, associations do not, there is perseveration in their memories and their responses are often inconsistent.

- Adaptive regression in the service of the self: Student's diagnosed relaxation of cognitive acuity and secondary processing of the thinking mode are altered, not allowing therefore the emergence of mobile forms of ideation unconscious and preconscious, and influencing the ability of self to stop and reverse the regression and return to the process of secondary thought.
- Defensive performance: Use of very primitive defenses (splitting and projective identification and screening) affects inadaptativamente ideation and behaviour.
- Operation autonomous: The autonomy of them is altered, needing always to parents or caregivers for their functioning in society.
- Synthetic-integrative performance: Its integration of attitudes, values, emotions, behaviors and representations conflicting or potentially conflicting; as well as the degree of clustering and integration of behavioral and mental events are not so contradictory, are altered.
- Dominio-Competencia: Performance of students diagnosed is disturbed, its ability to interact with the environment and dominate it is committed.

Conclusions

This study allowed establishing, in accordance with other research carried out both at national and international level, which is determined by the ADHD behavior can vary in intensity and duration, according to age, sex, education, level of emotional, cognitive, evolutionary development and the characteristics of the population or sample evaluated. Also could be seen, socio-cultural and family environment, breeding patterns, habits and routines established both at home and at school, play a fundamental role for the emergence, reinforcement or subsequent decrease of the OCD behaviors.

In particular, for people enrolled in the first grade of high school the educational institution La Piedad, in this study showed a high percentage of students (56.18%) who have a diagnosis of ADHD or other dysfunctional behaviors. This could be explained in the first place, since students in mention, show high levels of reactivity and impulsivity and low levels in the time expected the inhibitory brake, planning and regulation; This is because that has not completed the maturation of the frontal and prefrontal areas of the brain and neurochemical processes, as well as implications of this behavioral entails. In second place, being immersed in family with a high level of violence, and socio-cultural contexts become factors stressors and generators of anxiety for families and especially for the children, who not have strategies to cope with difficulties and daily conflict situations, take as a model of behavior the negative examples provided to them by the Middle and then in many cases, behavioral difficulties, a defense mechanism front adverse situations that the environment provides. Finally, is considered other factors that influence the emergence and reinforcement of disruptive behavior in the students of this institution are the ambiguity regarding the establishment of norms, habits and routines that will facilitate the strengthening of appropriate social interaction patterns and behaviors, shifting the authority to other caregivers, shock or little consistent sanctions against the inadequate behaviors, the ignorance of the stages

and processes by which students, in such a way that it can provide an effective and affective accompaniment based on the real needs of the boys cross.

This study also found that many parents and teachers of children and girls with ADHD and/or problems behavioural evident difficulties to perform a permanent, effective and affective support and instead respond to these difficulties in a reactive manner and with anger, screaming and expressions profanity or desvalorizadoras towards children, threats of punishment displacements of the authority, bumps or little consistent sanctions; which showed that parents and teachers do not have the resources to deal effectively and affective, difficulties with their children at the same time that bear the other factors stressors them imposed by social, economic and family context.

- It is necessary to design and carry out research population in Colombia and other countries, which can help determine the prevalence of the disorder in children (as) and support with subtypes and explanatory models of disorder evidence in them.
- It would be great scientific help to make comparative analyses in the Colombian medium on the characteristics of the social performance of the children with ADHD compared with those who do not have the diagnosis.
- It is necessary to create in the Middle a database of recognized global researchers with recent studies developed on the subject, in order to establish a cultural and academic support among institutions engaged in the training of professionals in the

middle and to improve ease of access to the information that should be consulted.

So, as the furthering of models and strategies for teaching with students suffering from this type of disorder or special educational needs is necessary and convenient to.

References

1. Ramirez G (2008) Towards a comprehensive family.
2. Bach M (1990) The country of silence. Bogotá, Norma.
3. Omrod JE (2005) Human learning. Pearson Education, Spain.
4. Pine M, Garcia T (2007) Concept, types and etiology of disruptive behaviors in acenter of secondary education from the perspective of teachers. In *Journal of pedagogy* 28: 111-134.
5. Rendon M (2001) Game, expression and creation at the beginning of schooling -project for education of creative ability in preschool-age children. Center for educational and pedagogical research.
6. Zintilini MSI, Giménez GSM (2008) Socio-cognitive skills in children with disruptivebehavior and victims of Maltreatment. In *Univ Psychol* 7.
7. Aguilar C, Navarro j (2008) Functional analysis and intervention with economy and contract contingencies in three cases in the school environment-disruptive behaviors. In: *Revista Latino americana de psychology* 40: 133-139.
8. Fourez G (2000) The construction of scientific knowledge. Madrid, Narcea, South Africa.
9. Guber R (1991) The Metropolitan savage. Reconstruction of social knowledge in the field.
10. Gardner HE (1995) Multiple intelligences: The theory in practice, A Reader.

Citation: Morales JIR (2015) Incorporation of ICTs in the Development of Linguistic Intelligence with First Grade of Secondary School Students Diagnosed with the Disorder, and Attention Deficit and Hyperactivity (ADHD). *Anthropol* 3: 153. doi:[10.4172/2332-0915.1000153](https://doi.org/10.4172/2332-0915.1000153)

Submit your next manuscript and get advantages of OMICS Group submissions

Unique features:

- User friendly/feasible website-translation of your paper to 50 world's leading languages
- Audio Version of published paper
- Digital articles to share and explore

Special features:

- 400 Open Access Journals
- 30,000 editorial team
- 21 days rapid review process
- Quality and quick editorial, review and publication processing
- Indexing at PubMed (partial), Scopus, EBSCO, Index Copernicus and Google Scholar etc
- Sharing Option: Social Networking Enabled
- Authors, Reviewers and Editors rewarded with online Scientific Credits
- Better discount for your subsequent articles

Submit your manuscript at: <http://www.omicsonline.org/submission/>