

Accompaniment children's literacy process diagnosed with Attention Deficit Disorder and / or Difficulties in Learning: A neurolinguistic approach.

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Abstract

This research discusses how the activities involving speaking, reading and writing that, contextualized with what does or may make sense for the subject, enable the acquisition of reading and writing in children diagnosed with the disorder Attention Deficit Hyperactivity Disorder (ADHD) and / or Learning Disabilities. The theoretical and methodological approach will be based on Neuro-Linguistic Discourse (ND) practiced in the Institute of Studies of the Language of the State University of Campinas (IEL / Unicamp). The corpus of the research is composed of the longitudinal follow-up data from the writing acquisition process and reading of two subjects (RN, 09 years and PG, 07 years).

Key words:

Neurolinguistic Discursive, Literacy, Attention Deficit

Introduction

This research presents a longitudinal study of two children in reading and writing learning phase, and sought to understand the difficulties involved in such processes. The theoretical and methodological approach was based on Discursive Neurolinguistic (DN). Three questions guided the research and practice in monitoring the child: 1) Analyze what has been presented as a learning disorder symptom in writing, particularly by Disorder Attention Deficit (with or without hyperactivity); 2) Analyze how the inclusion of different activities of interest of the child, and hold discussions with her, interfere with the writing and reading of children labeled by various diseases e 3) Investigate how materiality, performed with or without technological support, (cell phones, iPhones, tablets and others) can lead children to become literate.

Results and Discussion

During the follow-up of two children can be seen more independence in their writings. The proposed activities, to make sense of them, were successfully carried out. Although still present difficulties in certain situations. Family involvement with the child's development was very important for this to occur successfully. When we encounter the diagnoses made by health professionals, we have seen that little is justified on why to be diagnosed this child with certain difficulty. The little basis in children's school routine and their experience outside the school premises did not prevent these professionals labeled children as having "learning difficulties" and "attention deficit". To diagnose, access to medicines that "control" such disorders is facilitated which results in a growing scenario pathologized children. The position taken by the educational institution, to refer those who do not fit their standards, ultimately encourage medicalization processes.

Conclusions

Children over a short time, were able to develop their own texts and raise relevant issues in relation to his writings (which in CCazinho were not considered wrong, but in the process). This awareness reveals that both RN as PG are considering the act of writing and reading as procedural and thus will gradually entering the system. Therefore, the gaze directed to writing children's literacy phase needs change. The child during the writing process of acquiring formula often complex assumptions and these assumptions can not be dismissed or stigmatized to the point of becoming pathological symptoms.

The reading and writing learning process is developing both children. This shows that the received diagnoses do not correspond to the results obtained during follow-up in CCazinho. RN to reach the literate child status lacks textual experience, not only in the activities proposed by the school, but also in several readings outside the school environment. Although it is a child with digital literacy, it does not fit the mold of teaching proposed by the school practices.

At the same time, PG, despite having an early diagnosis and without foundation, has textual experience inside and outside the school environment, but it is still stigmatized by a diagnosis that has been wrongly attributed to him. No "serious" problems in his writing, as we have seen in our data.

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