

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)

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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 uniformed, 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.

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.