Attention Deficit Hyperactivity Disorder: implications for the reader constitution

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Rev. bras. linguist. apl. vol.16 no.3 Belo Horizonte July/Sept. 2016

ABSTRACT:

The aim of this article is, by means of a case report, demonstrating the implications of the diagnosis of ADHD for the learning reader's constitution. For this, we present story of Miguel, a student of the 6th grade of the elementary school and be are for the diagnosis of ADHD since the age of 7. To generate the data, interviews were conducted with the boy, his teachers and his mother, as well as the evaluation of his reading and writing, and a documentary research. The data have been analyzed according to socio-historical perspective. The findings reveal that the internalization of the inattentive and restless condition unfavorably influenced the child's reader constitution. It is concluded that the school, before forwarding the student considered very active for health professionals, could accept him in his uniqueness, promoting, among other actions, their integration in significant reading and writing practices.