

behaviors and conduct, as well as activities related to organization (Delgado-Mejia and Etchepareborda, 2013). As it is a disorder that has its origin at an early age, it is very likely to affect the academic performance of the child who suffers from it, because it manifests itself in the child staying a long time in his daily life at school, harming the achievement of school goals for each age and in comparison with his other classmates (Fenollar, Gomez and Munoz, 2015). According to the DSM V catalogue, it includes a series of symptomatological criteria that are specific to and common to inattention or hyperactivity -impulsive as they are the inattention dimension: They do not pay due attention to what they do or are told, as well as committing errors through carelessness. An example of this would be presenting dirty or disordered tasks, difficulties in maintaining attention in class and even in play, often seeming not to hear when spoken to even without seeing a distracting reason present, for example a spontaneous sound, have difficulty following instructions or present unfinished school tasks, for example go from one activity to another without finishing the previous one, frequently forgetting obligations, for example doing school work, forgetting material at school or at home. The symptoms of hyperactivity are as follows: They tend to move their hands and feet excessively and squirm in their seats, leave their seats in class, run in untimely situations, are often unable to keep still when faced with a game or task in a calm manner, move frequently and even when they are still they have to move some part of their body, speak excessively, find it difficult to keep their turn. The inability to concentrate on themselves is detrimental to the development of autonomy in these subjects, so at least, in the school stage, they will need extra support

Situation of the Problem

Several studies, such as those by Shaywitz (2003), Portellano (2010), García, J. (2000) and Luque (2006), recognize these difficulties as learning disorders, due to the alterations in the individual's balance for the acquisition of learning. Following Luque, it is possible to explain that during the Primary Education stage, it is common to find students who find it difficult to learn more than others, some who want to express their knowledge, but whose handwriting is difficult to understand, and others who want their handwriting to be clear, but who change the order of the handwriting. Likewise, in the area of mathematics, they constantly conclude their exercises with equivocal results, in spite of the implementation of multiple teaching techniques. The concern for teacher training, from the point of view of Fierro, Fortoul and Rosas (2010) is a priority within educational reforms and is expressed in this continuous search for new methods that allow an approach to teachers because their importance in the educational process is recognized by giving form and content to educational proposals with an innovative character. Learning difficulties understood as training in psycho-pedagogy in the 1960s, in order to understand the problem of academic performance, school learning. Following Fierro, Fortoul and Rosas (2010) the existence of teachers who can help their students to get in touch with knowledge and appropriate it with their own tools or with those they will provide, as help adjusted to their needs. Scaffolding, symbolic mediation and tailored help will be key pieces so that students can feel and be accompanied in the process of their formation as citizens capable of living harmoniously in society.

Putnam and Borko (2000) consider that "we cannot assume that students in a class always learn the same thing or that they learn by absorbing or recording something literal of what is being taught" (p. 225) because it is also a matter of recognizing that all experience is filtered through the cognitive structures that exist in people that have been constructed throughout life in experiences with others. We cannot forget the role played by peers, parents and other significant people in the constitution of reality for each human being. Casanova (2011) points out that both the organisation of the centre, the climate of the centre and the classroom, the design of the curricular content, and the participation and collaboration of the families must be taken into account. Therefore, Alcaraz Carrillo et al. (2014), the academic problems encountered by adolescents in the classroom, depending on their ADHD profile (hyperactive-impulsive or inattentive), have certain characteristics.

Following (Shaywitz, 2003) he tells us that dyslexia is a "specific ASD learning difficulty of neurobiological origin, characterized by the presence of difficulties in precession and fluency in the recognition of written words and by a deficit in decoding (reading) and spelling (spelling) skills". Another author (Portellano, 2010,p.4) defines dysgraphia as a writing disorder that affects form and meaning and is



functional in nature. It occurs in children with normal intellectual capacity with adequate environmental stimulation and without intense neurological, sensory, motor or affective disorders. Dysortography is the "set of writing errors that affect the word, and not its outline or spelling, (García 2000, p47). Dyscalculia is defined as "the specific learning disorder that affects the acquisition of knowledge about numbers and arithmetic within the framework of a normal intellectual level and that is not caused by school deprivation or a bad learning method". (Garcia, 2012) Dyscalculia is defined as "the specific learning disorder that affects the acquisition of knowledge about numbers and arithmetic within the framework of a normal intellectual level and that is not caused by school deprivation or a poor method of learning". (Garcia, 2012) Attention Deficit Hyperactivity Disorder (ADHD): Defined by Luque (2006) as

"A behavioral syndrome with a neurobiological basis and a strong genetic component, which can occur throughout a person's life, but manifests itself particularly in the vital period between birth and adolescence. This disorder is intrinsic to the person who suffers it, that is, it is due to a neuropsychological alteration that causes dysfunctions in the mechanisms of Executive Control of Behaviour, which directly affects the psychological processes of sustained attention, working memory, self-regulation of motivation and affect, internalisation of language and processes of analysis and synthesis directly involved in the tasks of teaching-learning and school adaptation".

Attention-deficit hyperactivity disorder (TDHA) is one of the most common neurodevelopmental disorders in children. Global estimates of the prevalence of TDHA range from 8% to 10% in children and adolescents, and from 2.5% to 4% in adults. Approximately one third of childhood TDHA persists into adulthood, making this disorder a major public mental health problem (Faraone, 2015). Currently, these various disorders are attributed to TDHA, knowing that this is not the one that is present in all cases, if a student has difficulty learning, he or she is automatically diagnosed with ADHD, emphasizing that this should not be diagnosed by the teacher, but by a specialist, even if he or she is suspicious of it. It should be noted that the learning disorders mentioned above can be reflected in children in various activities, including non-school activities, however simple they may seem, such as verbal and motor games, or in others such as taking a pencil, understanding maps, etc. (Waisburg 2016, p.87). Children don't go to school to study, they go to school to play, they learn as they play. If they can't learn regularly, they can't play. If they can't play, they can't bond properly with their peers, and if they don't bond with their peers, they become frustrated and the learning disorder becomes worse. In relation to these difficulties, Waisburg, 2016 considers that both the school and the parents in most cases are wrong, thinking that the problem will be solved in time, underestimating its seriousness. For this reason, the sooner it is diagnosed, the easier it is to correct it. In this sense, the correct treatment is of vital importance, both pedagogically and clinically -if necessary-. From the pedagogical point of view, involving parents, teachers and guidance counselors of the center, design together teaching techniques to meet these needs. If clinical treatment is used, the school must be part of it, so that it can be effectively consolidated. Immersed in a century full of transformations and constant evolution of the social functions of schools, education becomes the fundamental tool for change. The problems derived from the complexity of the classrooms or the number of students with diverse needs, are presented as frequent situations that the school alone cannot face. Following Ortega (2002), educational centres have to respond to increasingly complex socio-educational needs. The increase in conflict and violence in the classroom, the phenomenon of migration, the role of information and communication technologies in educational practice, as well as problems derived from school absenteeism and failure, make up the reality of the current educational framework. Some Autonomous Communities have chosen to include education professionals as a way of responding to new demands, but there is still a preference for rigid educational models that lack an open curriculum and for other professionals in social and educational intervention. Education is one of the fundamental pillars on which the growth of our society is based. It is the key to openness to knowledge, which is not restricted to the school environment, but encompasses our entire growth process, in which we are exposed to a wealth of information from multiple contexts, being an essential part of society that varies according to the time and on which various variables influence.

That is why education has to adapt to the changes that arise with the advance of societies, breaking with educational models or fixed curricula that, at present, are not capable of satisfying the new needs of the school framework. This is a task that implies a constant renewal and updating of the education system in favor of an agreement between methods, pedagogical models or elements of the curriculum and against a teaching system that is becoming obsolete. "The world demands flexibility and creativity in order to adapt to a profoundly changing life, and schools assume fixed curricula that have been defined for centuries. Young people who will live in the XXI century trained with teachers of the XX century, but with pedagogical models and curricula of the last century" (De Zubiría, 2013, p.1) In the last twenty years, the acceleration of

various social, political and economic changes have shaped a different social panorama, which has had an impact on the school framework and its development, but also on the emergence of new socio-educational problems. Social relations are increasingly plural and complex, especially family and generational relations, in which we have experienced a series of changes in family structure that directly affect the role of families and schools in the education of minors. The problems derived from the conflict and complexity of the classrooms also appear as more frequent situations, in which we see as cases of school abandonment or absenteeism are increasing. On the other hand, the growing diversity of the student body, the increase in migratory flows or the different socio-economic circumstances require a plurality of interventions to deal with a more concrete reality and individual and specific needs. Following are some of the socio-educational needs of the current school framework: Following Garcia (2005), school abandonment, absenteeism and lack of motivation have become, in recent years, in a good number of European countries, one of the main concerns of politicians and educators. School failure is one of the most serious problems in our country. It is defined as the inability to achieve the objectives set by the educational authorities for compulsory education, or what is the same, leaving school without having obtained an academic qualification. Failure is not only the responsibility of the student, but also of the education system. In our country the educational system fails more than 30% of students, twice as many as the average in European countries. (Roca et al., 2010). Therefore, it is necessary to rethink from an eco-systemic point of view, in which we start from actions that break with the conception of the child as a school failure, in favor of interventions that take into account the main areas of intervention such as the school and family systems.

On the other hand, the high rates of school dropouts in Spain should also be pointed out. Not only is this rate higher than in other European countries, but it has also increased in recent years. For all these reasons, the school system must provide both children and their families with tools that favour the correct development of the student body and reduce the high rates of absenteeism, abandonment and school failure. Programs of school reinforcement, training for parents, coordination of the school with other entities or teams, or the incorporation of other professionals of the socio-educational intervention, become indispensable actions in the school reality. Similarly, actions such as the design of effective and innovative plans, programs and projects of socio-educational intervention and the operation of educational resources from which we work, as well as coordination with entities, programs and equipment in different contexts, are essential tasks to try to respond to the different needs of the population served.

Aim of the Study

The purpose of this study was to respond to the problem posed and the needs of tutors with students who have learning difficulties due to attention deficit. Through the results that we obtain, we will raise proposals of improvement, oriented to promote and offer alternatives for the improvement of the students. This led us to carry out an investigation with the following objective: to understand and know what educational responses are received by students with attention deficit and hyperactivity for primary school students.

The specific objectives of the study were the following:

1. To analyse the school performance of students
2. Evaluate the techniques used to teach the classes
3. Assessing the student's demands for homework

METHOD

The area of study selected was a public primary school in Madrid. In order to collect the necessary information for the research, a semi-structured questionnaire was carried out and completed by students between the first and sixth grades of primary school. between the ages of 6 to 12 years, of Spanish origin. One hundred students participated in the study. The questionnaire was divided into the following dimensions:

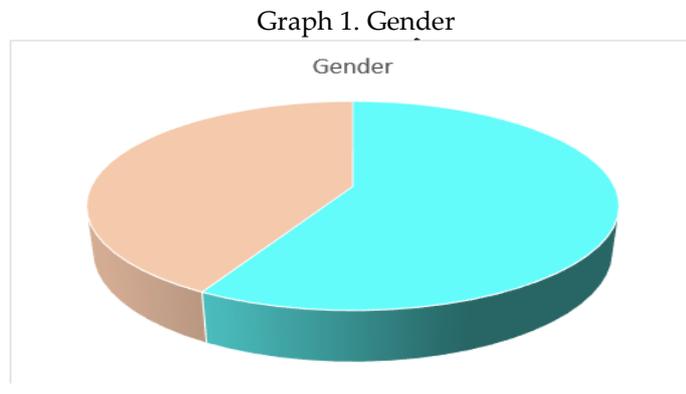
1. Gender
2. Identification of Attention Deficit and Hyperactivity
3. Ordinary measures
4. Ratings



The measurement techniques used have been quantitative. The Statistical Package for the Social Sciences (version 24.0 for Windows) was used for the analysis of the data obtained from the questionnaires filled in by the students and which constituted the sample of the study.

FINDINGS

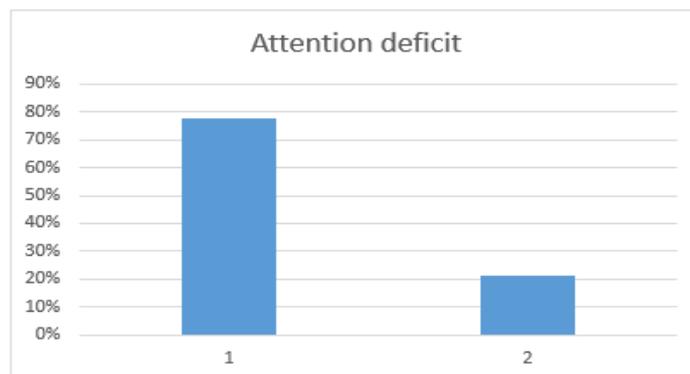
After completing the questionnaires, we obtained the results that we will comment on below. Of the total results we can see that 42% are girls and 58% are boys, aged between 6 and 12 (Graph 1).



Source: Own elaboration.

With respect to the variable of identification of how many students had attention deficit and hyperactivity, we observe that 78.5% had attention deficit, compared with 21.5% of students who had hyperactivity. See graph 2.

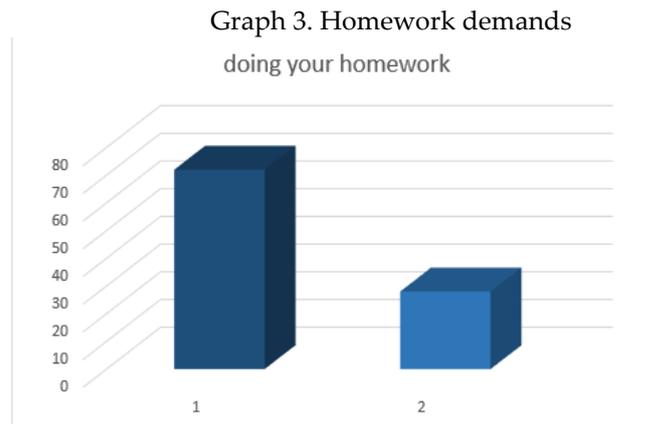
Graph 2. Attention deficit



Source: Own elaboration.

The data referred to the second variable, refers to knowing the demands of the students that they had, to develop the homework before the diagnosis, the data was the following, 72% said that they needed help to perform the tasks of the school, while 28% did not ask for help but, neither performed the duties or left them unfinished (Graph 3).





Source: Own elaboration.

With respect to the ordinary measures required by the students, we observe that 62% work better with cooperative learning, compared to 21% who require reinforcement outside the school, 17% need adapted material in class, this being tests and homework material.

Table 1. Ordinary Measures

	Percentage
Co-operative learning	62%
School support	21%
Adapted equipment	12%

Source. Own elaboration

The variable grades in both the students with attention deficit and hyperactivity indicate that 8.7% obtain grades from the good, 45.6% have a passing grade, 27.6% state that they have failed more than one subject, and 18.1% fail more than 3 assignments.

Table 2. Ratings

Qualifications	Percentage
Suspend more than one subject	28%
More than three subjects fail	18%
Approve with enough	46%
They get more than	8,70%

Source. Own elaboration

RESULT, DISCUSSION, AND SUGGESTIONS

The results of this part of the study have covered the expectations with which they were carried out, the instruments that have been used in this study. This shows the importance of the educational value for students, parents and teachers; improving their personal development. The empirical study of ASD and ADHD has been oriented towards more integrated perspectives, from which it is considered, in addition to the person with the difficulty, the different contextual elements that can modulate the course of their development, among which are those related to the family (Dyson, 2010; Mautone, Lefler, and Power, 2011).

The main difficulties presented by ADHD subjects in terms of school level can be seen in the basic skills that a child must master at school, such as writing, understanding and composition of text and mathematics or logical reasoning (Abad-Mas, Ruiz-Andrés, Moreno-Madrid, Herrero and Suay, 2013). More and more children are diagnosed with attention deficit and hyperactivity, both teachers and parents are involved in the development of their learning, performing different methodology to make their learning more comfortable and easy when studying. 54% receive school support outside the classroom, this may be due to the fact that they are not all able to because of the economy, the centre has set up school support after their classes which 89% attend. In terms of psycho-educational support, only 35% of the students are able to obtain this help.

Teacher training is necessary for the demands that are changing society; we cannot leave the family alone to be responsible for the difficulties they present. To this end, more resources for psychopedagogical intervention are necessary in educational centres for the development of the student, and guidelines must be established for both teachers and parents, so that they can obtain greater performance in the educational process. The concern for continuing to support students who present difficulties in learning is a common concern of all, both teachers and parents, who are committed to achieving learning without difficulty for them.

Throughout this study, the need to renew the educational system has been noted in order to face latent socio-educational needs in the current school framework that define an obsolete system that is not adapted to the new challenges of the educational reality. Among the different visions of the educational agents, it is possible to appreciate a general perception of the backwardness of the educational system in front of the growing evolution of society, and with it, to verify the need of adaptation of the school environment in aspects such as the new technologies or the renovation of the normative framework for its better adaptation to reality. Likewise, among the main socio-educational problems to be dealt with in the educational context, the following stand out: school absenteeism and failure, violence and conflict in the classroom, the lack of mediation between family-school-community and the scarcity of resources and other educational tools to attend to the diversity of students. On the other hand, the need to establish support networks that allow for the involvement of all groups that are directly or indirectly related to education has been expressed, as well as to foster communication channels that optimize the relationship between the school, the family and the rest of the community, so that other resources can be used to benefit the educational community.

Finally, through this research we have tried to highlight the need for the incorporation of specialized professionals in the school environment, in order to improve educational action. However, the lack of knowledge of the professional profile of psychopedagogy, makes it necessary a greater dissemination and promotion of a profession, which although considered beneficial within the school framework and having increased its actions in this area, still does not have the necessary momentum for its full integration. It has been confirmed that students with ADHD have characteristics that are less favorable to their development in learning, and this can be a factor that needs to be controlled. Likewise, among the main socio-educational problems to be dealt with in the educational context, the following stand out: school absenteeism and failure, violence and conflict in the classroom, the lack of mediation between family-school-community and the scarcity of resources and other educational tools to attend to the diversity of students.

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