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# Attention Deficit Hyperactivity Disorder (ADHD) and its relationship with learning difficulties among school-aged children

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## ABSTRACT

The current study aims to learn about the relationship between attention disorder accompanied by motor activity overload and learning difficulties in schooled children, where a topic of distractions has long attracted the attention of researchers in the fields of education and psychology. Pediatrics, which has been approached from multiple angles by researchers, and surveys in the past few decades have shown to distract from the most common problems in childhood. Several associated disorders have been identified and among the ones addressed in this article are learning difficulties. It was also found that there were common manifestations of both children with attention disorders associated with motor activity overload and children with learning difficulties of poor attention, listening and concentration, impulsivity and difficulties in thinking.

**Keywords:** disorders, attention disorder accompanied by motor activity overload, learning difficulties, children, schooled children.

## 1. INTRODUCTION

In the early decades of the twentieth century, researchers looked at levels of attention and disturbed behavior and linked them to brain damage or a nervous system disorder and in the fifties the term brain damage paved the way for so-called hyperkinetic conduct disorder, and Louvre and Denhof thought that the cause of the disorder was damage or a malfunction of the middle brain. In (1980), the American Psychiatric Association in the third edition of the Statistical and Diagnostic Manual of Mental Disorders (DSM-III) proposed a more precise term for the concept of distraction: it is a distracting disorder accompanied by hyperactivity (ADHD) and an unaccompanied hyperactivity distraction disorder (ADD).

An educated and learning-difficulty child is a child without mental or sensory impairment (auditory or visual), cultural or environmental deprivation or emotional disturbance, and is a child with intellectual or sensory impairment. Basic psychological processes involving attention, perception, conceptualization, remembering and problem solving, and reflected in the inability to learn to read, write and calculate and the consequent delays in both primary and later education. In the form of a failure in learning materials different from the level of education that his peers of the same age reach on the stage, providing him with mental abilities and average or above average intelligence.

## 2. QUESTION: RESEARCH

Attention disorder accompanied by excessive activity of types of disabilities that cause the family trouble in the education of children, especially in the initial stages of education.

Dr George Steele (George. Still (1902 one of the first researchers to investigate attention deficit hyperactivity disorder (ADHD). He was referred to at the time by the demoralists who were helpless, and thus meant an inability to self-control. (Hallahan and Kaufman, 2006). This excess activity affects the child's communication with peers. Where the child is characterized by a lot of physical movement without reason or goal to leave his seat and walk around the place where he is back and forth for no reason, in addition to being a lot of movement and fidget while sitting in his seat and always writhing with his hands and his legs also make noise that bothers others such as hitting the sides of his table with his legs or throwing his books on the floor. (Mr. Ali, 1999). These children are also characterized by excessive movement, instability and calm in one place for a relatively long time they may move from one place to another in a disturbing and continuous manner and often get out of their seats inside the classroom. This leads to children being emotionally easily aroused and not being socially accepted by their teachers and peers alike. (Gnaim, 2001). Scientists call children with attention deficit hyperactivity disorder (ADHD), daydreaming children. Sometimes they constantly stare at the sky or the surrounding environment as if they were living in another world. (Barckley, 1998). A child with attention deficit hyperactivity disorder (ADHD) has impaired attention ability (attention) in general and in particular has a deficiency in their ability to focus their attention towards a particular stimulus. For a long time, an infected child may move from one task to another quickly, because of his inability to keep his attention for a long time towards tasks and activities, and may also have difficulty focusing on the tasks assigned to him. Teachers may also notice how difficult it is for a child to focus their attention on the directions and directions directed at them. The affected child suffers from a lack of ability to listen to the lessons and instructions directed to him and a weak focus on the stimulus, (Hamid, 2002).

A child with ADHD (ADHD) is also characterized by a lot of non-target physical movement, so we may find him moving and moving from his classroom to other places within the classroom more than once in class or even in places other than the department. Teachers also note in classes that a child is often preoccupied with study tools such as a pen, a straw, an eraser, constantly moving and twisting legs and moving the chair more than once per class (Kaufman, 2005). And he might do some socially unacceptable behavior, which is against the established rules, like asking his colleagues for things in an inappropriate and disturbing way. He may also engage in aggressive behaviors towards others, misbehavior, and failure to make friends and relationships with others, or maintain relationships if they are established. (Barkley, 1998). There are some psychological features that contribute to the emergence of attention disorder in children, especially at the primary level, and this is due to some of the psychological conflicts suffered by these children, as the motives and conflicts are undesirable. Expresses itself through behavioral aberrations in the form of undesirable behavior and as a reference to the state of psychological conflict experienced by that child. (Abdulsalam Al-Ghaffar, Yousef Al-Sheikh, 1985).

Observations that result in an overlap between learning disabilities and conduct disorder and an increase in the proportion of pupils with both disorders have led to the suggestion that the diagnosis of pupils classified in both disorders be reviewed. It appeared that a large number of pupils diagnosed as having behavioral and emotional disorders were classified as learning difficulties when they were re-diagnosed, reflecting the strong overlap in symptoms of both disorders. (1997 (Rock and Fessler; In this context, Kersini Corsini (1994) states that the concept of learning disabilities is that an individual cannot benefit from a normal educational program with normal mental abilities and does not show any manifestations of neurophysiological imbalance. He has difficulty communicating with others in expressive or linguistic terms, and he has not been able to read or compute within the curriculum and this may be at any age or economic or social level. Whereas Ferdos Al-Kunzi (2007) introduced a definition of learning difficulties stating that learning disabilities is a term used for those with one or more mental processes difficulties. In attainment, they cannot benefit from educational activities within the classroom, and the term does not include brain injury, mental, hearing, visual and motor disabilities. (Sulaiman Abdul Wahid, 2010, 17-20) In this style it is noted that people with learning difficulties have difficulties in paying attention to and organizing important and appropriate stimuli. For example, those with learning difficulty may be interested in the image in the book rather than focusing on explaining the teacher as he responds to external distractions that are related to the educational task. (Kailani, 2016)

A previously educated child with learning difficulties shows that mental abilities do not develop in a systematic manner leading to academic deficits in the ability to read, write or perform operations. Computability and general impairment in language, spelling and this impairment are not due to impaired mental, auditory or visual ability. Leaving this problem without conscious confrontation hinders the process of learning and generates psychological, educational, material and social pressures to include the individual, family and society.

Through the long period of teaching the researcher to specialists in school psychology and special education and adapted education and review of some modern literature and studies and through its continuous and direct contact with primary teachers noted a widespread situation of some disorders and the suffering of teachers from the difficulty of controlling these pupils and their school level is deteriorating.

This prompted the researcher to ask the main question of the research, which is to try to reveal the relationship between attention disorder accompanied by excessive motor activity and learning difficulties in children teachers.

### 3. STUDY TERMS

#### 3.1. Definition of Attention Deficit Hyperactivity Disorder (ADAD)

It is known as a behavioral disorder that manifests in an individual's poor ability to concentrate because of an external provoking presence that interests him for a few seconds with the individual not staying fixed in his place, that is, he is remarkably mobile with speed Responding. (Amani Zouid, 2002).

Pryor, m and another (1986), point out that I identify children with "an attention disorder" Have characteristics that distinguish them from other children in the classroom where this category is characterized by difficulty in concentration, in addition to problems in the ability to maintain and retain attention, and also focus attention for a long time. The difficulty of organizing the work and tasks given to them, and their inability to end them and suffer from fragmentation and impulsivity and need external control and supervision (Full, 2008, p. 47)

#### 3.2 Learning disabilities (LD)

The term learning disabilities first appeared in 1963 of the last century and was first used (Samuel Kirk). This refers to delays, disturbances, or delays in one or more speech, language, reading, spelling, writing, or arithmetic operations. As a result of brain dysfunction, emotional disturbance or behavioral problems, is excluded. Children with learning disabilities resulting from sensory deprivation, mental retardation or cultural deprivation (The Shirt and the Father, 2012, pp. 32-33)

Lerner definition: It included two main dimensions:

The medical dimension: This definition focuses on functional physiological causes, which are neurological dysfunction or brain damage.

The educational dimension: refers to the lack of growth of mental abilities in a systematic manner, accompanied by academic deficit, especially in literacy and spelling skills 'Numerical skills are not caused by mental or sensory academic deficits, as the educational definition indicates a disparity in the academic achievement and mental capacity of the individual. (2000 Lerner)

The 1968 definition of the U.S. federal government is one of those with deficiencies in one or more basic psychological processes that require the understanding or use of written and spoken language and shows this deficiency in the ability to Listening, thinking, speaking, reading, writing, spelling, or performing calculations ' this impairment is due to cognitive impairment, brain injury, mild cerebral dysfunction, dyslexia or developmental speech confinement.(Textiles and novelty, 2012, p. 35).

#### **4. ATTENTION DISORDER PREVALENCE RATES ASSOCIATED WITH MOTOR ACTIVITY OVERLOAD**

Attention disorder accompanied by motor activity and clinical types of disorders common among children with a prevalence rate of between 4 and 20% of primary school children at the age of 6 to 12 years 'A report from the U.S. Mental Health Agency said the disorder is around 10% of the world's children and its prevalence among school-aged children is between 4-6% 'The DSM IVD Fourth Statistical Diagnostic Guide to Mental Disorders also explained that this disorder is more common among boys than girls by a ratio of (4-1) to (9-1), (Mohammed El Nuby, 200930 '), and may reach 40% of the students of basic education, but learning difficulties due to the inability to focus attention and motor activity overload and impulsivity 'The subsequent lack of academic achievement and the desire and enthusiasm to complete schoolwork, ranging from 3-10% of pupils with impaired ability to concentrate and attention are often accompanied by movement, hyperactivity and impulsivity (Suleiman Abdul Wahid, 2010 'P.O. 474-475) Attention disorder accompanied by hyperactivity Attention deficit Hyper Activity Disorders is of great interest to psychologists and psychotherapists for being exposed to manifestations of disruptive behavior, as well as for its association with learning difficulties 'The prevalence of attention disorder associated with hyperactivity has reached 10% of children in American society 'Kendall (2000) notes the importance of teaching these children cognitive and behavioral skills that help them pay attention by helping them perceive organization and order within a behavioural curve. (Mohamed Elnuby, 2009).

#### **5.SYMPTOMS OF ATTENTION DEFICIT DISORDER AND HYPERACTIVITY IN SCHOOL**

Displays Kaufman (2005Kaufman), Hallahan and Kaufman (Hallahan and Kaufman, 2006), Barclay (Barkley, 1998), Jordan, (Jordon, 1988), and Hamid (2002) ' A number of characteristics and characteristics of children with this disorder at the school stage, the most important of which are:

##### **5.1 Impaired Attention, Listening, and Concentration: Evention Deficit)**

According to Al-Hammed (2002), a child with ADHD (ADHD) has impaired attentional ability (Attention) in general and in particular 'He has been deficient in his ability to focus his attention towards a certain ideal for a long time, as an injured child may move from a task due to his inability to keep his attention for a long time towards tasks and activities 'They may also have difficulty focusing on the tasks assigned to them, and teachers may notice difficulty in focusing their attention on the directions and directions directed to them 'The affected child suffers from a lack of ability to listen to the lessons and instructions directed to him and a lack of focus on the stimulus.

##### **5.2 Deficiencies in behavioral tuning ability Behavioral Inhibition**

According to (2006) Hallahan and Kaufman, individuals with attention deficit hyperactivity disorder (ADHD) have a behavioral tuning deficit that is their inability to maintain a planned behavioral response Inability to resist dispersion factors. (agriculture, 2007, p. 31).

##### **5.3 Learning Difficulties Learning Disabilities**

Objective studies found an overlap and association between attention deficit disorder and hyperactivity (ADHD) and learning difficulties in characteristics and diagnostic criteria (10 to 25%), as other studies reported their findings as well as Wilcutt, Chhabidas and Pennington (2001) that there is a strong correlation between students with attention deficit disorder and hyperactivity disorder (ADHD) the kind that relates to attention deficit and learning difficulties (LD). (agriculture, 2010, p. 33).

##### **5.4 Inability to socialize**

A child with attention disorder accompanied by hyperactivity is impulsive, aggressive and stubborn and refuses to follow the rules governing dealing with others and those of a particular activity as his behavior expands by interfering with the activities of others And their conversations as well as doing unwanted behaviors hurt others

without taking into account their feelings and therefore feel the surrounding of resentment of him, whether at home or at school and others and then worsen the child's social consensus for reference to rejection Those around him are a result of his behavior. (Abd al-Muti, 2001).

### **5.5. Impaired thinking ability**

As a child with this disorder finds it difficult to pay attention, concentrate, listen, and be hyperactive, the affected child suffers from a lack of thinking because the information he receives is unstructured, unfocused, and uncorrelated It is not clear, so we find the injured child may make mistakes in many of the things he has already learned, he is not learning properly and does not convey the impact of education properly. This may take longer to recall information stored in long-term memory, which in turn delays the child's response to objects. (Jordon, 1988).

### **5.6 Study Delay**

School delays are associated with cognitive impairment and attention disorders through impaired comprehension, wrong response, forgetfulness, poor writing, impaired thinking ability, and mind-wandering. (Suleiman Abdel Wahid, 2010)

### **5.7 Impulsivity**

The Impulsive children tend to respond to things without thinking ahead, not knowing the consequences of when they perform 'They also find it difficult to wait their turn and don't think about the alternatives on offer before they choose their decision to hurry and rush Goldstein ; S and El (1995) also suggested that impulsive children did not respond to incentives in the same way as ordinary children, and that a negative reinforcement made them respond to demands only when the distaste for them was removed.

Impulsivity is referred to as the speed of response or the speed of the child's response, as any situation the child is exposed to within the classroom, for example, as a question or through a game with his colleagues in the schoolyard, we find that he does not wait for his role in play He also does not think about the alternatives before him, as he often wants to get the first thing he sees as a piece of chocolate, for example, or the closest game in front of him 'Therefore, he does not stop to think before responding to the excitement before him and then to make many mistakes (Mohammed Al-Nubi, 2009, p. 59).

## **6.FACTORS LEADING TO ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)**

### **6.1 Psychosocial factors and Social Factors**

Psychological causes of attention deficit hyperactivity disorder (ADHD) are related to social learning theory, as many studies have looked at modelling and simulation to show how a child acquires abnormal behaviors Observing Fathers, Siblings and Peer (1998 ,Balkyey) As Ahmad and Bader (2004) report, some studies have suggested that the causes of this disorder are due to maladaptive parenting styles characterized by rejection, neglect, and emotional deprivation leading to attention deficit disorder and hyperactivity (ADHD). As many studies show that a child can learn behaviors together and together through learning and through observation (modelling and simulation), a child naturally needs love and care as the need for food, water and air 'Good parenting styles are therefore essential for a healthy, problem-free upbringing of children. (Agriculture, 2007, p. 24)

### **6.2 Neurobiological factors**

The majority of children with this disorder have no evidence of significant brain damage when detected by methods used to detect neurological diseases 'On the other hand, most children with neurological disease or brain damage show no increased motor activity and research has been conducted to find any neurochemical or neurobiological base that has not been reached 'Some children with the disease may have mild brain damage from toxins or substances from structural processes that travel to the brain as a fetus, which explains the decline in facial learning The most complete in these children, (Full, 2008, p. 50).

Wrongful parenting styles characterized by explicit or persuasive rejection, protection, neglect, physical or psychological punishment or emotional deprivation of parents can lead to attention disorder among children 'the family is also economically, socially and psychologically unstable, as well as marital incompatibility, poor family harmony, the addiction of one parent, the travel of one parent or the death of one parent, will result in the child's tendencies to provoke and lack of focus.

### **6.3 Genetic factors**

Genetic factors called genetic predisposition Genetic Predisposition play an important role in children developing the disorder 'This is done directly through gene transfer or indirectly through transmission of these genes to formative defects that damage brain tissue and thus lead to impaired growth as a reference for disturbance of the

nerve centers of attention in the brain Thus, about 50% of children with attention disorder have the disorder in their families as well, and 10% From parents of hyperactive children they also had the same symptoms, leading to the belief that there was genetic transmission to increase motor activity, and recent studies have shown that 50% Almost all children with attention disorder Accompanied by excessive motor activity there are those in their families who suffer from this disorder, and we find that the prevalence of it increases in twins, especially similar ones in non-similar twins (Wilcutt and u, 2000)

School experiences also contribute effectively to the emergence of these disorders in terms of disruption of the child's relationship with his teachers, which leads to a lack of confidence in himself and his sense of fear, failures and repeated failure. (Mohammed Al-Nubi, 2009, p. 39).

## **7.GENERAL MANIFESTATIONS OF PEOPLE WITH EDUCATIONAL DIFFICULTIES**

### **7.1 Excess movement and distraction**

The fourth modified diagnostic and statistical evidence indicates DSM-IV-TR (1994) until attention distraction is spread between males and females by (3-5%) and is spread between males and females by (3:1) One of the main manifestations of the attention dispersion disorder that must appear before the age of seven years to be in the home environment and school together, are as follows:

- He often forgets his school tools such as books, pens, and homework.
- He has difficulty listening.
- Stay away from engaging in work that requires mental effort.
- He is easily distracted by internal stimuli, and forgets the usual and repetitive daily chores he does.
- He cannot focus his attention for long enough on a specific stimulus.
- finds it difficult to pay attention to the shape of the alarm and its components.
- He makes a lot of mistakes in his homework, the work he does.
- Fails to follow instructions, and the work they start with.
- His works are always devoid of order and order. (clothes and immortality, 2012).

### **7.2 Impulsivity and recklessness**

Some of these children are characterized by haste in their answers, reactions and general behaviors, for example, the child may be tempted to play with fire, or jump into the street without thinking about the consequences. He may be quick to answer the teacher's oral or writing questions before listening or reading the question, and some of them make mistakes in answering questions they've known before or they shy away from giving quick fixes to their problems, in a way that could get them wrong and all because of impulsiveness and recklessness.

### **7.3 Difficulties in thinking**

These children have trouble employing appropriate strategies to solve various educational problems, they may employ primitive and weak strategies to solve problems of arithmetic and reading comprehension, as well as speaking and written expression 'A large part of these difficulties is due to the lack of organization processes, so that the human being can acquire many experiences in a successful manner, ensuring that he obtains them and uses them when needed. (straw and grandmother, 2012).

## **8. DISORDERS ASSOCIATED WITH ATTENTION DISORDER ACCOMPANIED BY HYPERACTIVITY**

There are many disorders associated with attention disorders such as lack of social compatibility, emotional disorders, behavioral disorders, sleep disorders, academic delay 'Learning difficulties but through this article the researcher will focus on learning difficulties.

In this style, Khishrami, Sahar (2004) sees many problems or disorders that may lead to symptoms similar to movement disorder (excess activity) and attention deficit disorder 'such as learning disabilities (Learning Disabilities), behavioral, emotional, and social disorders (Emotional, Behavioral and Social Disorders), and health (Krushumi, 2004). Ahmad and Bader (2004) also reported that individuals with ADHD (ADHD) had a number of behavioral disorders associated with the disorder such as impulsivity (impulsivity), stubbornness (stubborn) and aggressiveness (AGGRESSION) and other forms of socially unacceptable behavior, and these disorders result in Disruption in the relationship of the individual with the surrounding individuals affecting their social adaptation (Agriculture, 2007). The Forness and Cavale, 2002 study) also found that there was an overlap and association between attention deficit disorder and hyperactivity (ADHD), learning disabilities in characteristics and diagnostic criteria by (10 to 25%) 'As reported by the study of (wilcutt, Chabidas and Pennington, 2001) There was a strong association between students with attention deficit hyperactivity disorder (ADHD) the type related to attention impairment and learning disabilities (LD) (Agriculture, 2007). Hallahan, Kovmat (2006), Hallahan and Kaufman (Kaufman (2005) both state that (30%() Of children with attention and hyperactivity disorders (ADHD) did not receive services appropriate to the nature of their disability due to confusion with other disorders and disabilities.

The following figure illustrates the significant conflation of behavioral and emotional disorders (EBDS) with learning disabilities (LDS) and attention deficit and hyperactivity disorders (ADHD) which is the main reason for providing inappropriate services to people with attention and activity impairment disorders Overload (ADHD). (agriculture, 2007, p. 35)

Learning disabilities are prevalent among children with attention disorder accompanied by hyperactivity 'most of these learning difficulties are due to their inability to read the material comprehensively and jump from sentence to sentence and paragraph to paragraph, leaving some lines and paragraphs without reading and therefore unable to provide The right response in a logical sequential form. (Sulaiman Abdul Wahid, 2010). Sesalem (2001) states that the issue of distraction is one of the most difficult problems experienced by those with educational difficulties and the problem of dispersion of attention has received great attention in recent years, especially in the areas of education 'Psychology and pediatrics as a manifestation of disorders for people with learning disabilities, and as a general manifestation for children with other disabilities (cloths and grandmother, 2012, p. 122).A teacher with this disorder also suffers from low achievement in general and may have educational difficulties 'this is why some learning disabilities professionals consistently associate learning disabilities (LD) with attention deficit hyperactivity disorder (ADHD), and a student with the disorder may lack problem-solving skills 'He may therefore continue to seek help from his colleagues in the department and his family. (Barckley,1998). Attention disorder accompanied by hyperactivity Attention deficit Hyperactivity Disorders is of great interest to psychologists and psychotherapists for being exposed to manifestations of disruptive behavior, as well as for its association with learning difficulties 'The prevalence of attention disorder associated with hyperactivity has reached 10% of children in American society 'Kendall (2000) notes the importance of teaching these children cognitive and behavioral skills that help them pay attention by helping them perceive organization and order within a behavioral curve. (Mohamed Elnuby, 2009). Observations that result in an overlap between learning disabilities and conduct disorder and an increase in the proportion of pupils with both disorders have led to the suggestion that the diagnosis of pupils classified in both disorders be reviewed 'It appeared that a large number of pupils diagnosed as having behavioral and emotional disorders were classified as learning difficulties when they were re-diagnosed, reflecting the strong overlap in symptoms of both disorders.(1997 (Rock and Fessler; while substantive studies found an overlap and association between attention deficit disorder and hyperactivity (ADHD), learning difficulties in characteristics and diagnostic criteria (10 to 25%) 'Other studies have also reported their results as well as well cut, Chabidas and Pennington (2001) An.4 There is a strong correlation between students with attention deficit disorder and hyperactivity disorder (ADHD) the kind that relates to attention deficit and learning difficulties (LD). (agriculture, 2010, p. 33).

## 9. CONCLUSION

From the above it was found that attention deficit hyperactivity disorder (ADHD) is not a recent symptom 'it has been known since the beginning of the 20th century but with other names such as functional cerebral insufficiency or mild cerebral damage (Minimal Brain Dama).

Many people with the disorder have been able to overcome their problems in different areas of life and can learn better in regular classes with appropriate education, support, guidance and effective strategies 'the disorder also requires family cooperation with school and supportive medical services to minimize its effects.

It was also found that there were common manifestations of both children with attention disorders associated with motor activity overload and children with learning difficulties of low attention, listening and concentration, impulsivity and difficulties in thinking.

It also shows that the symptoms of these two disorders mostly begin at the early stages of a child's life, as the child goes through the stages of development and the development of his abilities at the same speed as the healthy child.

Finally, attention distraction can be said to be a problem for quite a few ordinary school pupils, who have learning difficulties and is one of the main factors underlying their low attainment 'this is illustrated by the results of matching studies and research that revealed a close relationship between attention-dissemination disorder and learning difficulties such as the Sisalem (2001) study of Suleiman Abdel Wahid (2010). Farmer (2007), Furness and Cavale (2002), (2006) Hallahan and Kaufman, Parkley (1998), (Rock and Fessler (1997

This study resulted in a set of recommendations:

Work on the preparation of training courses for primary school teachers to raise awareness of what is a distracting disorder.

Program guidance programs for parents of affected children to educate them and give them adequate information about attention-dissemination disorder and learning difficulties.

Encouraging researchers and those interested in universities and specialized institutions in the Arab world to conduct theoretical and applied research in the field of learning difficulties.

Conducting similar field studies on different age groups.

Similar studies to identify gender differences in this area.

The need to diversify teaching methods to attract the attention of pupils.

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