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COMMUNICATIVE SKILLS: INSERTED IN THE CURRICULUM FOR CHILDREN WITH ATTENTIONAL DIFFICULTY

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ABSTRACT

Inserting communication skills in different subjects of the curriculum is the objective of this study, aimed at children with difficulty at the attention level, consequently due to the genetic approach maintained by parents and families from the populated center from which they come. A multiple case study was designed that observed the problem from neuropsychological tests, genogram analysis and structured interviews with teachers, to create ways to insert communication skills into their subjects in an assertive way, with the use of educational psychology pedagogical tools, which allow them to improve their academic performance, which presents obvious weaknesses that cause them to repeat and finally drop out of school, so it can be concluded that any subject is susceptible to adaptation in its contents, if it is treated appropriately, with the use of the communication skills, making it more affordable and allowing to improve the academic and disciplinary performance of these children.

Keywords: communication skills - attentional difficulty - neuropsychology - genetic kinship - educational psychology

INTRODUCTION

The educational work of contemporary teachers represents a huge challenge, given the different problems that students handle in the classrooms (Espinosa-Freire, 2017) [1]. Currently, the teaching profession faces classes with infinite learning situations and in this case study, with difficulties at the attention level caused by genetic closeness between their parents (Rojas, 2019) [2]. Therefore, the issue of inclusion in classrooms is of utmost importance, given that currently students with or without difficulties are immersed in the classrooms, with topics taught with aclean slate, without taking into account that in these spaces You can find children with different ways of learning, which makes the pedagogical task much more arduous (Peláez, 2017) [3].

This research focuses its interest on a multiple case study, aimed at children with attentional difficulties, given the family context in which they live, which involves a genetic approach within the families that make it up, causing poor performance in secondary education and the possibility of improving it with the insertion of communication skills to some subjects (Reinoso, 2017) [4] In the South Colombian region there is an educational institution whose children come from a specific population center, who arrive from primary school with weak foundations and low performance in secondary school. A complicated situation that warrants the application of neuropsychological tests that measure their communication skills and determine their degree of difficulty (Russi, 2016) [5], the elaboration of genograms with the

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paternal and maternal surnames that indicate the level of genetic kinship that exists between them (Malpartida, 2020) [6]. Additionally, the development of structured interviews with teachers of basic subjects, who provide the best way to insert communication skills into their work, to improve their performance (Troncoso, 2017) [7].

Seeking the insertion of communication skills to children with attentional difficulty, due to the genetic approach of parents (Liesa, 2017) [8] is the main objective of this study, with the support and guidance of neuropsychology and educational psychology, in order to achieve improvement of the academic performance of the children of the populated center who attend the educational institution in the sixth and seventh grades (Gimeno, 2017) [9].

The state of the art of the investigation does not show locally any antecedent referred to the matter, since nobody has taken the problem to develop any type of study, but nationally and internationally, there are references directed to different forms of academic improvement, for children with attention difficulties, in regular classrooms (Muñoz, 2020) [10].

Given that there is awareness of the situation and the effects that are caused in the school, the need for curricularadjustments is justified (Perilla, 2018) [11], in the search for pedagogical tools to make relevant adaptations that lead to the insertion of communication skills in different subjects, which is contributory for an academic improvement of the children in the case study.

Among its theoretical bases, the study has neuropsychology in the foreground based on the postulates of Luria, Vigotsky and Piaget, the contributions they made to this science and the impact it has on children, the context in which they grow up and the influence that it has in its development, such as the areas of its brain and the functioning of each one of them, according to age (Lázaro & Mateos, 2019) [12]. Secondly, educational psychology is influenced by Comenius and its role in contemporary educational processes (Picco & Orienti, 2017) [13] as a consolidated and independent discipline, as well as its contributions to pedagogy and support for the school curriculum, based on the didactic tools used and their contribution to communication skills as support for subjects other than the Spanish language.

Communication skills are a special theoretical chapter in the study, from Chomsky and Hymes, who began the outline and determination of the term, which gave more linguistic breadth to the communication processes, taking into account what the speaker is able to offer with sentences according to social codes, that is, their sociocultural competence (Salido, 2019) [14]. Theoretically, the difficulties at the attentional level have repercussions in this study due to the consequences that they have brought within the school atmosphere, in social life and the constant disapproval that leads to the desertion of the children from the case study, after completing only two grades of secondary education, mixed with children who do not have learning problems (MEN, 2017) [15].

Finally, the theory of genetic kinship from Mendel's references, its implication with nature, the three laws that it generated, which even today govern the way individuals interbreed with

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each other and the results that such crossing causes in them, this is related to the connection that the families of thechildren in the case study maintain (Iltis, 2018) [16].

The focus of this study was qualitative and the method was a case study, seeking possible solutions to improve their learning, with treatment from the ethical point of view, as respectful as possible, for the sake of personal, academic and social improvement; that serves as a background for future research (Hernández-Sampieri, 2018) [17].

Method

This research took a qualitative approach from the observation of a problem of several years in a Colombian school where students from a specific populated center could only study for two years of secondary school without being able to advance due to their low school performance and their behavior (Tarrant, 2020) [18]. The design was non-experimental, in a multiple case study and was carried out with 10 children, based on the results found in neuropsychological tests, the study of genograms (Melo, 2020) [19], as well as structured interviews with nine teachers who guided class in the school where the children attended. The study scenario was an educational institution located in the southern region of Colombia, attended by students from a specific populated center with the participation of an initial population of 23 students representing 100% of the sixth and seventh children enrolled for 2020, of which finally, a sample of 10 students and nine teachers was defined.The ages of the 10 children in the multiple case study are between 12 and 14 years old, three girls and seven boys, 6 sixth graders and four seventh graders. The ages of the teachers who respondedto the structured interviews are between 29 and 59 years old.

The technique for this study was direct observation, which showed that something was happening with them, for which it was decided to apply a neuropsychology test, analyze the genealogy through the surnames of parents and grandparents, and two structured interviews with the teachers. The instruments were three specific and specialized neuropsychological tests, which determined the problems they presented by measuring their communicative competences, the development of genograms where the rapprochement between families was observed and, finally, the development of structured interviews with teachers, with questionnaires that they addressed important domains of communication skills and educational psychology. The domains for communication skills that teachers were asked about were inattention, aphasia, comprehension, and retention; and dysgraphia, on the other hand, the domains for educational psychology were analysis of methodologies, learning scenarios and e-activities.

Neuropsychology test

The Weschler intelligence scale tests for children WISC _ IV, Neuropsychological battery, NEUROPSI ATTENTION and MEMORY and Infant Neuropsychological Assessment battery (ENI) were applied, in order to observe through different tests, the performance of the children in the study of case with communication skills.

Genealogy analysis

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The surnames, two paternal and two maternal, of the 10 children in the case study, which add up to 40 surnames in total, were taken to observe the number of repetitions of these and to obtain the percentage of familiarity among this small group of students.

Structured interviews with teachers and their domains for communication skills

Inattention

This type of learning difficulty generally occurs for biological causes and for social causes as well, for whatever reason, it obviously hinders the performance of students in their school activities (Dias da Silva, 2020) [20] the questions that are made to teachers relate to specific activities that create enthusiasm and sustained attention, as well as the type of materials that can draw attention to inattentive children, to which teachers respond about games, short dynamics, coloring and lining activities, stories, interactive and concentration games, etc., through crosswords, ICT tools, colorful illustrations and materials emanating from platforms such as Kahoot.

Aphasia

It is a difficulty that refers to the disorders that occur in language, which do not allow us to understand what is pronounced, what is read or written (Amnistía Internacional, 2020) [21]. In this case study, it was more present in the way children express themselves, which in most cases does not allow their speech to be understood as inaudible and incomprehensible (Altmann, 2019) [22]; about which teachers are questioned about suggestions to obtain better performance from children with attentional difficulties and oral communication problems, as well as the type of indications that teachers should give to this type of children. In this regard, there was consensus that stories can be created based on students' tastes, representations from videos, narrations of their interests, group and aloud readings, organization of phrases and that they should be given accurate information, not extended to avoid confusion.

Comprehension and retention

It is a very important process in the educational process, especially for adolescents and even more so for those who present problems at the attentional level, other than memorization. Children with these difficulties are expected to first privilege comprehension to move on to retention and enhance their educational process (Rojas-Villarce, 2020) [23]. In this regard, the teachers were questioned about specific activities to improve reading and its dynamization through certain tools that do not distract them. Teachers suggested mechanizing rhymes, rounds, tongue twisters, short poems, and riddles, as well as having soft music in the background.

Dysgraphia

As writing is a fairly complex exercise, after learning to read, it requires a considerable amount of time which begins at an early age, when children make their first graphics and ends with age, as the central nervous system mature, but that presents a certain degree of difficulty in children who present problems at the attentional level, since fine motor skills, the

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size of the graphs and the space, fail (Teixeira M, 2020) [24]. Teachers were asked about alternatives to improve writing, the production of well-written texts and stimulation of writing through lists, memorization of spelling rules and their relevance. Teachers suggest the mechanization of writing short and precise sentences, writing about likes for sports or pets, ordering sentences, counting syllables, writing proverbs and tongue twisters, mechanizing spelling rules, it is considered very important for the written exercise.

Structured interviews with teachers and their domains for educational psychology

Analysis of methodologies

The origin of the failure of teachers and students in the classroom, lies in the lack of teacher preparation from the university, going out to perform the task without knowing the strengths that students have, both those classified without difficulties, and those who have special educational needs; on the other hand, the humanistic sense, which must be intrinsic to the task, as well as the vocation, when exercising the noble office. The teacher of the XXI century must face the pedagogical challenge of catching up and adapting to the changes that are appearing intechnology at every moment, which puts them in the role of building and using different tools of this type to stimulate the learning of students. NEE children (Grijalba, 2020) [25]. For this domain, the teachers were questioned about tools that would help improve the attention of these children from communication skills and the suggestion of changes in their respective subject with the use of these skills.

Teachers suggest making educational processes more active and participatory through games, contests, songs, dance, music, theater and with classmates following rules and adapting to them, reading short stories about the subject, group dynamics and use of tools. TIC. Expansion of skills and competencies for life, planning of teaching units dedicated solely to combining communication skills, curricular flexibility, motivation for critical thinking and flexible collaborative work.

Learning scenarios

Quality education is proclaimed, providing opportunities in educational processes that form for life, but unfortunately the state environment does not offer decent educational settings that allow students to feel in a learning atmosphere that is meaningful to them, for which quality is it remains on paper because reality is different. Renowned entities such as the National University of Colombia are concerned about the issue, which unfortunately only remains in figures and dead letters due to lack of interest from the Colombian government (Flórez, 2017) [26]. In this regard, teachers were questioned about successful scenarios for children with attentional difficulties from their subjects that allow them to achieve real learning for them, to which they responded on well-lit, airy physical environments without distractors with stimulating work based on their contexts, flexible taking into account its barriers, field activities and the use of ICT tools.

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On the other hand, they affirm that the teacher must contextualize the pedagogy, that the father contributes positively and jointly with the teacher, support the abilities and talents of these children, the real learning that combines communication skills with the subjects and the use of educational platforms that facilitate interactive, practical and fun learning.

E-activities

From all sides, the benefits of the virtual classroom in pedagogical work can be observed, which is intended to improve student performance since it encourages the autonomy and creativity of students, based on the activities administered by the teacher. The Moodle platform is one of the most recommended at the moment, since it presents a wide range of possibilities for the student to apply their creativity from their previous knowledge with useful tools to enrich it informally and technologically (Sánchez, 2020) [27]. Based on the above, the teachers were questioned about the advantages of virtual pedagogy for children with attention difficulties, applying communication skills in their subjects and if virtual education with its pedagogical tools can bring these skills closer together and improve the learning of these children, also in each subject. The teachers emphasized the large number of virtual tools offered by technology, the exchange of knowledge with other people to solve problems and situations, autonomous learning andvirtual pedagogy as acomplement to a world of resources that make the themes that are proposed attractive. in the subjects and affirm that virtual education is very important, with its tools, in the approach of communication skills to each of the subjects, different from the Spanish language.

Results

Neuropsychological test

Table 1: Description of the results of the intelligence scale for children WISC-IV

Case	Aspects examined	Result
Case 1	Verbal comprehension	Very low
	Perceptual reasoning	Very low
	Work memory	Very low
	Processing speed	Limit
	Intelligence quotient	Very low
Case 2	Verbal comprehension	Very low
	Perceptual reasoning	Limit
	Work memory	Very low
	Processing speed	Limit
	Intelligence quotient	Very low
Case 3	Verbal comprehension	Very low
	Perceptual reasoning	Limit
	Work memory	Very low
	Processing speed	Very low
	Intelligence quotient	Very low

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Case 4	Verbal comprehension	Very low
	Perceptual reasoning	Very low
	Work memory	Limit
	Processing speed	Average
	Intelligence quotient	very low
Case 5	Verbal comprehension	Limit
	Perceptual reasoning	Limit
	Work memory	Average
	Processing speed	Very low
	Intelligence quotient	Limit
Case 6	Verbal comprehension	Very low
	Perceptual reasoning	Very low
	Work memory	Low average
	Processing speed	Very low
	Intelligence quotient	Very low
Case 7	Verbal comprehension	Very low
	Perceptual reasoning	Very low
	Work memory	Low average
	Processing speed	Very low
	Intelligence quotient	Very low
Case 8	Verbal comprehension	Very low
	Perceptual reasoning	Very low
	Work memory	Very low
	Processing speed	Very low
	Intelligence quotient	Very low
Case 9	Verbal comprehension	Limit
	Perceptual reasoning	Very low
	Work memory	Limit
	Processing speed	Very low
	Intelligence quotient	Very low
Case 10	Verbal comprehension	Average
	Perceptual reasoning	Very low
	Work memory	Very low
	Processing speed	Limit
	Intelligence quotient	Very low

Source: own elaboration based on Test 1: Weschler Intelligence Scale for Children WISC _ IV (Vizzini, 2011) [28].

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Table 2: Description of the results of the Neuropsychological Assessment - Neuropsi (Memory, Attention)

Case	Item	Result
Case 1 Moderate Intellectual Development Disorder	Sustained attention	Presents difficulty
	Selective attention	Weak execution
	Executive functions	Low performance
	Memory	Evidence of weakness
	Language	Limit
Case 2 Disorder mild intellectual development	Sustained attention	Slight difficulty
	Selective attention	Weak execution
	Executive functions	Low performance
	Memory	Evidence of weakness
	Language	Very low
Case 3 Moderate Intellectual Development Disorder	Sustained attention	Denotes strength
	Selective attention	Weak execution
	Executive functions	Weak performance
	Memory	Evidence of weakness
	Language	Very low
Case 4 Mild Intellectual Development Disorder	Sustained attention	Presents difficulty
	Selective attention	Proper execution
	Executive functions	Weak performance
	Memory	Evidence of weakness
	Language	Limit
Case 5 Bordering	Sustained attention	Denotes normality
	Selective attention	Proper execution
	Executive functions	Low performance
	Memory	Evidence of normality
	Language	Low average
Case 6 Moderate Intellectual Development Disorder	Sustained attention	Slight difficulty
	Selective attention	Within normality
	Executive functions	Low performance
	Memory	Evidence of weakness
	Language	Very low
Case 7 Moderate Intellectual Development Disorder	Sustained attention	Presents difficulty
	Selective attention	Weak execution
	Executive functions	Low performance
	Memory	Evidence of weakness
	Language	Limit
Case 8 Moderate Intellectual Development Disorder	Sustained attention	Presents difficulty
	Selective attention	Weak execution
	Executive functions	Low performance
	Memory	Evidence of weakness
	Language	Very low
Case 9 Moderate Intellectual Development Disorder	Sustained attention	Stay focused
	Selective attention	Weak execution
	Executive functions	Low performance
	Memory	Evidence of weakness
	Language	Limit

Case 10 Mild Intellectual Development Disorder	Sustained attention Selective attention Executive functions Memory Language	Presents normality Weak execution Low performance Evidence of weakness Limit

Source: own elaboration based on Test 2: Neuropsychological Battery, NEUROPSI ATTENTION and MEMORY (Ardila, 2012) [29].

Table 3: Infant Neuropsychological Assessment Battery (ENI)

Case	Result
Case 1	Has an IQ (CIT = 56) which places it in a very low category
Case 2	Has an IQ (CIT = 60) which places it in a very low category
Case 3	Has an IQ (CIT = 57) which places it in a very low category
Case 4	Has an IQ (CIT = 57) which places it in a very low category
Case 5	Presents an IQ (CIT = 75) which places it within a Limit category
Case 6	Has an IQ (CIT = 58) which places it in a very low category
Case 7	Has an IQ (CIT = 40) which places it in a very low category
Case 8	Has an IQ (CIT = 41) which places it in a very low category
Case 9	Has an IQ (CIT = 56) which places it in a very low category
Case10	Has an IQ (CIT = 64) which places it in a very low category

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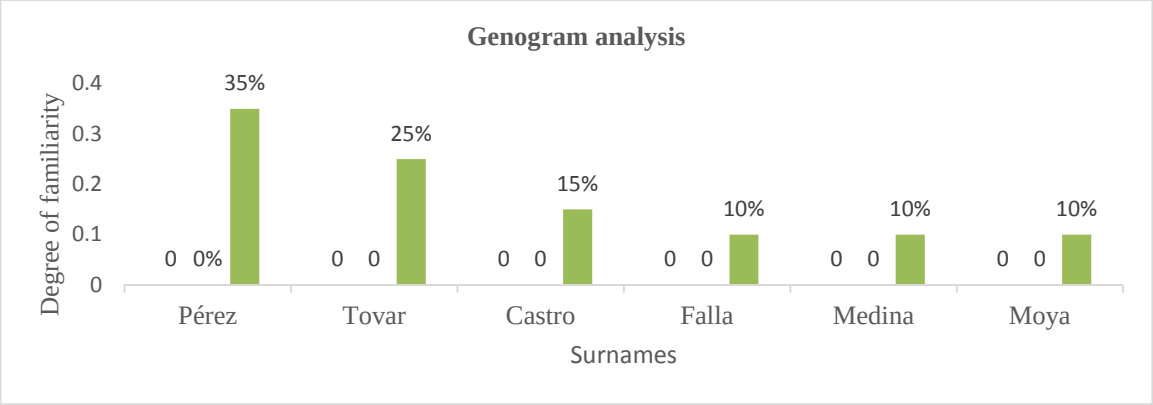
Source: own elaboration based on Test 3: Child Neuropsychological Assessment Battery (ENI) (Roselli-Cock, 2004) [30].

Genogram analysis

Forty surnames, two paternal and two maternal, of each of the 10 children were analyzed in order to observe the number of repetitions and to know the degree of familiarity of the children.

Figure 1: Genograms



Course: selfmade

Structured interviews

Communicative skills

Table 3: Results of the teacher interviews

Domain	Inatention	Aphasia	Understanding and retention	Dysgraphia
Interpretation	Games, short dynamics, coloring activities, lines, etc., ICT tools.	Emphasis was placed on the observation of illustrated stories, board games, chess and ICT tools.	Reading aloud, storytelling based on personal interests and group readings	Writing mechanization focus on a taste for sports, pets, etc., ordering sentences, counting syllables, writing proverbs, tongue twisters, etc., to support this domain.

Course: selfmade

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Educational psychology

Table 4: Results of the teacher interviews

Domain	Analysis of methodologies	Learning scenarios	E-activities
Interpretation	Methods that arouse interest, meaningful, more active and participatory processes. Games with classmates, following rules, reading short stories about the respective subject, group dynamics, ICT tools. Playful - pedagogical activities, social networks, teaching units dedicated to the application of communication skills, curricular flexibility.	Stimulating scenarios and in context, alliance of Spanish language with subjects, bright and airy environments, without distractions, flexible curriculum ICT tools and inclusion of parents in the educational process.	Autonomous learning and virtual pedagogy as a complement.

Source: selfmade

Triangulation

According to the order carried out in the study that was developed in this research, the following was found (Forni, 2020) [31].

The neuropsychological tests applied to the children in the case study showed that there is attentional difficulty.

The genogram analysis demonstrated a high percentage of familiarity among the ten children in the multiple case study.

Structured interviews with teachers defined the game and ICT tools, as ways of inserting communication skills to the subjects of a curriculum for children with attention difficulties.

CONCLUSIONS

This study provided the following conclusions:

Communication skills can be inserted into a curriculum for children with attentional difficulty due to genetic kinship, given that as it was appreciated from the beginning of the formulation of the problem, it really existed according to neuropsychological analyzes and the children in

the multiple case study truly have difficulties that do not allow them to work in a coherent way, educational psychology tools allow to elucidate effective ways of inserting said skills in subjects other than Spanish, with which it was possible to determine that these children can access an education that preserves their dignity and to the extent of their possibilities, have access to a quality education, similar to children who did not present difficulties.

It was investigated with neuropsychological tests, examining the communication skills of the children in the multiple case study, which diagnosed that all of them failed the tests and, therefore, attentional difficulty was ruled, which demonstrated why the students presented continuous loss and finally desertion from the educational institution.

The findings on educational psychology tools and the insertion of communication skills in different subjects, is possible because different ways of working them were found based on the arguments used by teachers in structured interviews, suggesting the game and ICT tools, due to that young people in general belong to the digital age, which makes attention difficulties almost imperceptible, with the use of these suggested ways.

Pedagogical methods for adapting content to different subjects can be defined, using communication skills, which allow the children in the case study to improve performance, with the enhancement of play as a basic tool, harmonized with ICT tools, which allows improving difficulty presented by the children in the case study.

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