

Reading Strategies To Help Text Comprehension And Interpretation By Students With ADHD: A Case Study

*Andrzejak, Artur,
Warsaw University of Technology, Poland*

Abstract

The study presents the results of a qualitative study-case investigation that aimed to identify how the reading strategies recommended by Isabel Solé (1998) can help to develop text comprehension and interpretation by students affected by Attention Deficit and Hyperactivity Disorder. Hence, the performance of a student diagnosed with the disorder was assessed during the implementation of a reading proposal that used the strategies indicated by the author. The data were obtained with questionnaires answered by the participant, records contained in the logbook of the researcher, and video recordings of the meetings. The data analysis, from the assumptions of Content Analysis, indicates that organizing reading activities according to the strategies proposed by Solé (1998) favors and potentiates the development of text comprehension and interpretation by students with Attention Deficit and Hyperactivity Disorder.

Keywords: Solé; attention deficit and hyperactivity disorder; reading; inclusion.

1. Introduction

Attention Deficit Hyperactivity Disorder (ADHD) is a disorder of mental origin that presents characteristics of a persistent pattern of inattention and/or hyperactivity and impulsivity (APA, 1994). Recognized by medicine as being of a

neurobiological order, of genetic origin, it is defined by Barkley (2020) as a disorder in the development of self-control.

Diagnosis occurs through a clinical process, which is why it is listed in the International Statistical Classification of Diseases and Related Health Problems (ICD-10) of the World Health Organization (WHO, 1993). According to this classification, ADHD is in the group of disorders perceived during the first five years of life and is characterized by the lack of interest of individuals in activities that require cognitive capacity, as well as by the need to move from one activity to another without completing none, being associated with carrying out global activities without organization (Wells et al., 2011).

Furthermore, according to the Diagnostic Manual of Mental Disorders (DSM-5, 2014), the disorder can be classified as mild, moderate or severe, in addition to lasting until the individual's adulthood. However, regardless of the age group, ADHD causes problems in different domains of social, school/academic, professional and intrapersonal development (Ciasca et al., 2015). In general, the individual with the disorder may perform below expectations and be more likely to be unemployed, professionally unsuccessful, as well as have problems with interpersonal relationships at work (Ciasca et al., 2015).

In the educational aspect specifically, the literature indicates that the disorder is a risk factor for poor school performance (Pastura et al., 2005) and can be observed when the individual has difficulty memorizing and remembering information already learned; is easily distracted from the task at hand due to irrelevant stimuli; has difficulty remaining quiet and waiting for their turn to speak; talks too much and interrupts classmates and teachers (Barkley, 2020). According to Pereira (2016), such elements can hinder the development of reading comprehension in

these individuals, since the disorder usually “affects working memory, communicative skills and planning capacity, which are essential for linguistic processing” (Pereira , 2016, p. 68).

As a consequence, this failure can cause difficulties in interacting with the world in which they live. Regarding this, Barbosa et al. (2011) point out that, in literate societies, reading is considered an indispensable condition to give citizens an active voice, as it helps in the formation of critical consciousness. In this sense, it is necessary to prepare the reader to become the subject of the act of reading (Barbosa et al., 2011).

In this sense, Solé (1998) considers it essential to provide students with different situations so that, based on them, they can attribute new meanings to the texts studied. In other words, the author recommends the use, in the classroom, of appropriate strategies that allow the development of understanding and interpretation of texts read autonomously and that favor the formation of an independent, critical and reflective reader (Solé, 1998). To achieve this objective, she proposes that text reading activities be divided into three stages: before, during and after (Solé, 1998).

In view of this context, in which the reading strategies proposed by Solé (1998) are presented as a methodology that potentially favors the development of reading competence, the following question arises, which constituted the research question of this investigation: in what way do reading strategies Can the reading proposed by Solé (1998) help in the development of understanding and interpretation of texts by students with ADHD?

Seeking to answer it, this article initially summarizes Solé's (1998) reading strategies for developing reading comprehension; then, it presents the

methodological aspects of the research; Afterwards, it presents and discusses the results obtained, making, in its last part, the final considerations on the work carried out.

2. Solé's reading strategies

In the words of Martins (1994, p. 34), “learning to read means learning to read the world, making sense of it and of ourselves”. Thus, reading is essential for individuals to act in a meaningful and critical way in the contemporary world (Martins, 1994). In this sense, Solé (1998, p. 32) highlights that “one of the multiple challenges to be faced by the school is to provide the student with pleasurable reading moments, creating possibilities to learn and interact with the text”. To this end, the reading process must be planned and organized through reading strategies, which are

techniques or methods that readers use to acquire information, or procedures or activities chosen to facilitate the process of reading comprehension. These are flexible plans adapted to different situations that vary according to the text to be read and the approach previously developed by the reader to facilitate understanding (Cantalice, 2004, p. 104).

According to Solé (1998), the reading strategies to be implemented in the classroom must prioritize situations that lead to the construction of new meanings for the texts studied and that make reading more flexible and enjoyable for students. Thus, the author indicates that reading should occur in three stages: before, during and after. In the first stage, the aim is to place the reader in front of the reading, encouraging them to take an active role in the process; during reading, the aim is to construct an interpretation that helps in solving problems; and after reading, the focus is on unifying the previous steps in a concrete way (Solé, 1998).

Solé (1998, p. 89-92) highlights that the stage prior to reading – the before – involves presenting the “general ideas, the motivation for reading, the objects of reading, the review and updating of prior knowledge, the establishment of predictions about the text and the formulation of questions about it” and is “intimately related to the affective relationships that students can establish with written language”. Therefore, the author argues that the reading process in the classroom should begin with the teacher explaining what will be read, requesting students' attention to certain aspects of the text, such as illustrations, keywords and titles, and encouraging them to them to expose what they already know about the topic, by asking questions about the text (Solé, 1998, p. 105-106). The intention here is for them to become “protagonists in the reading activity, not only because they read, but because they transform reading into something of their own” (Solé, 1998, p. 109).

At the time of reading – or during –, the greatest effort is made on the part of the reader, when he can predict, make mistakes, interpret, recap, ask questions, predict again, etc. (Solé, 1998, p. 131). In this sense, the author indicates some strategies capable of promoting the ideal environment for achieving the objectives of the stage, among which shared reading and independent reading stand out. The first is the most useful strategy, in the author's view, for understanding the text, since teacher and students take responsibility for organizing the reading task and get involved with the text (Solé, 1998, p. 135). The second is considered the truest type of reading, in which the reader thinks critically and reaches their own conclusions (Solé, 1998, p. 137).

Shared or independent readings can be carried out in various environments to further facilitate student enchantment. The places where reading takes place can

and should be diversified, bringing learning stimuli to the child (Solé, 1998, p. 139). According to Pimentel (2007, p. 23), the library, for example, “functions as a center of educational resources, integrated into the teaching-learning process, with the primary objective of developing and encouraging reading and information”. The same happens with classes in outdoor environments, where the student feels more motivated to learn, as they are taking advantage of various possibilities that seduce them and, consequently, enhance their learning (Solé, 1998, p. 143).

On the other hand, Solé (1998) states that errors can occur during reading and gaps in understanding can form. Errors are false interpretations, while gaps in understanding refer to the feeling of not understanding anything about the text. To avoid these problems, according to the author, the teacher should ask readers to underline the passages they do not understand, so that, during or at the end of the reading, they can clarify their doubts through questions or answers coming from the text itself.

Another element that can hinder the understanding of the text, according to Solé (1998), is the reader's lack of knowledge of the meaning of some words. In this case, the author suggests that he ignore the word he doesn't understand and continue reading, as the context can make sense of everything. However, if the meaning is still not effective, it will be necessary to stop reading and look for the meaning of the word (Solé, 1998).

For the moment after reading – the after –, Solé (1998) lists some activities that must be developed to achieve understanding. One of them is the identification of the main idea of the text, which is always described explicitly or implicitly in the text itself. Thus, one of the ways to help the student perceive this idea is to give an

oral explanation of what was read (Solé, 1998, p. 143). Another suggested activity for the moment after reading is writing a summary. According to Solé (1998), preparing the summary is directly linked to the strategies for identifying the central idea of the text. In this sense, the author indicates that, when making a summary, it is necessary to preserve the special ties of the text, preserving its meaning and briefly stating the essential facts of the story. Finally, she recommends that students formulate and answer questions related to the text, a strategy widely used in the classroom as a means of checking students' learning and understanding the difficulties they encounter during the process (Solé, 1998, p. 143).

In summary, the reading strategies proposed by Solé (1998) for reading comprehension, in the moment before reading, are to anticipate the main idea, survey prior knowledge on the subject and focus on expectations depending on the support, genre and the author. During reading, the strategies consist of confirming, rejecting or rectifying the anticipations created before reading; locate or construct the main idea; clarify unknown words; formulate conclusions implicit in the text; formulate hypotheses regarding the sequence of the plot; identify keywords and build the overall meaning of the text. Finally, after reading, the strategies are focused on building a semantic synthesis of the text, using the written record for better understanding and critically evaluating the text.

This sequence of activities provides the development of text comprehension and interpretation skills (Solé, 1998). According to Solé (1998), understanding means being able to make an objective reading and understand what is written objectively, decoding and analyzing the sentences present in the textual body. Text interpretation goes a little beyond understanding, as it requires a more subjective analysis of what the author meant by what he wrote. It is, therefore, what the

author left implied, that is, what can be concluded beyond what is written (Solé, 1998).

In the next item, the research carried out based on the reading strategies proposed by Solé (1998) is described.

3. The search

A qualitative research¹ was developed, seeking to monitor the development of a student with ADHD, in order to identify how the use of Solé's (1998) reading strategies could help him in compressing and interpreting texts. The option for this type of research was in line with the concepts of Anadón (2005, p. 11), in the sense that qualitative research constitutes “an interdisciplinary field and advocates a multi-methodological approach, a naturalistic perspective and an understanding interpretation of human nature”.

Furthermore, considering that the research would be developed with a single subject, the investigation was also classified as a case study. This classification is in line with the ideas of Triviños (1987, p. 133), who states that research of this type allows the researcher to go deeper into the topic to be investigated. To this characteristic of the case study, Gil (2007, p. 59) adds:

a) the ability to stimulate new discoveries, due to the flexibility of planning and the technique itself; b) the possibility of visualizing the whole, its multiple facets; and c) the simplicity of applying the procedures, from data collection to data analysis.

Based on this classification, a student from the public school system in a municipality in the interior of Rio Grande do Sul, Brazil, who, at the time of data collection, was in the fifth year of elementary school, was 11 years old, was selected as the subject of investigation. old and had been diagnosed with ADHD three years ago. According to the medical report filed with the school secretariat,

the boy has activity and attention disorders and moderate mixed academic skills disorder – ICD-10 (F90.0 + F81.3) – and uses medication.

Data production was carried out through five meetings, each involving the study of a text. Table 1 presents the titles of the texts selected for the development of the research, all short, clear and objective, two of which are non-verbal.

Table 1. Title of texts and information regarding their type.

Meeting	Text title	Text type
1	“Neither Little Red Riding Hood nor Snow White”	Non-verbal
2	"Big or small"	Verbal
3	"Grandfather"	Non-verbal
4	"The fox and the grapes"	Verbal/Fable
5	“The Lion and the Mouse”	Verbal/Fable

Source: survey data, 2021.

For comparison purposes, the first two meetings were developed without using the strategies proposed by Solé (1998). The others followed the concepts indicated by the author and were structured with activities planned for the before, during and that advanced the level of demand for understanding and interpretation of the researched.

In the five meetings, after the reading activities, the participant answered a questionnaire with six literal, inferential and essay questions aimed at identifying their understanding and interpretation of each text worked on. Together with the records in a logbook and videos from recordings of the meetings, these questionnaires were the instruments used to collect research data.

We chose to use the questionnaire because, according to Gil (1999, p. 128), this is an “investigation technique [...] that aims to understand opinions, beliefs, feelings, interests, expectations, situations experienced etc.”. The use of logbooks, in turn, is justified by the understanding that this instrument involves feelings, coinciding situations, unprecedented situations and the way in which the process is faced, in addition to the types of impressions and feelings that appear when throughout the action developed (Monteiro, 2007, p. 4). Finally, recordings of the meetings were used because they allow a “close personal contact between the researcher and the phenomenon being researched” (Lüdke & André, 1986, p. 26).

With the data in hand, we sought to analyze the results based on the assumptions of the three phases of Content Analysis proposed by Bardin (2016, p. 47), which comprises a “set of analysis techniques that aim to obtain, through systematic and objectives for describing the content of messages, indicators that allow the inference of knowledge regarding the conditions of production/reception of these messages”.

In the first phase, according to Bardin (2016), the focus was on skimming, formulating hypotheses and objectives and preparing the material. In the second phase, in a convergent movement of data evaluation, the categorization process began, which consists of “an operation of classifying the constituent elements of a set by differentiation, and then by regrouping following the genre (analogy) , with previously defined criteria” (Bardin, 2016, p. 147). Finally, in the third and final stage of the process, data processing, inferences and interpretation occurred, which generated the results presented below. For Bardin (2016, p. 41), this phase is extremely important for the investigation, as it constitutes a “logical operation,

through which a proposition is admitted due to its connection with other propositions already accepted as true”.

4. Results and discussion

The data obtained were grouped into two a priori categories, called “understanding” and “interpretation”.

4.1 Understanding

This category sought to evaluate whether Solé's (1998) reading strategies helped the student understand the proposed texts. To this end, we used Kleiman's (1998, p. 13) understanding of the meaning of understanding a text, which “is nothing more than [what] is understood from the text, that is, a survey of the data that is mentioned therein”.

Based on this conception, the results of the data analysis from the first meeting, in which the reading strategies proposed by Solé (1998) were not used, demonstrate that the participant was able to understand a non-verbal text. According to the answers to the proposed questionnaire, in this type of text the researcher was able to locate the information necessary to correctly answer each of the three questions designed to identify understanding.

However, the analysis of the data contained in the recordings of the meetings and in the logbook records highlights the presence of a feeling of insecurity on the part of the student during the process. This is noticed at the beginning of the recording, when he asks the following question: “if I can't read, what will happen?” The same occurs when observing the image, when he states: “I'm a little distracted, I need help”. The situation is checked again when answering the questions, when, on three occasions, the student asks: “Is what I wrote right?” From this perspective, in the logbook records, the researcher highlights that: “during the meeting, the student

appeared quite agitated and insecure in carrying out the activities. At all times he looked at the teacher and asked for confirmation of his actions and responses.”

Insecurity is also noted in the second meeting, in which a verbal text was worked on without the procedures indicated by the author, starting with handing the text over to the student and requesting an individual reading. According to the data contained in the video recording of the meeting, right at the beginning, the student says: “I won't be able to read it alone, you'll have to help me”. Given this, the researcher starts to motivate him to continue reading, which is done out loud and interrupted several times, because the student is distracted by his school materials, as confirmed by the excerpt from the logbook transcribed below:

In this meeting we worked on the verbal text entitled “Big or Small”. The participant demonstrated insecurity when reading. I always needed to motivate him, even though he often got distracted by his eraser, his pencil and his pencil case and didn't continue reading. So, I needed to draw your attention to the task (Logbook, entry from 11/11/2021).

According to Barkley (2020, p. 51), such behavior is characteristic of individuals affected by ADHD. For the author, the lack of perseverance in tasks that require cognitive involvement and the tendency to move from one activity to another without finishing any are associated with a disorganized and uncoordinated overall activity that can lead the student to low academic performance and emotional difficulties. . In this study, this fact is observed in the analysis of the answers given to the questionnaire from the second meeting. It was evident that, of the three questions that were intended to understand the student's understanding of the text studied, only one was answered correctly. As for the others, one was not answered, and in the other the student just started writing a word.

Thus, the results obtained in the first two meetings, in which the reading strategies proposed by Solé (1998) were not used, indicate, in summary, that the student can understand a non-verbal text, but presents great difficulties in compressing a text. verbal. Furthermore, during the two meetings, the participant demonstrated a strong feeling of insecurity when carrying out reading activities, constantly losing attention on what he was doing.

As mentioned previously, in the next three meetings to be reported, the reading strategies proposed by Solé (1998) were present. That is, before reading, the participant was informed about what the text addresses and the relationship it establishes with their daily lives; reading was always carried out aloud, jointly between the participant and the researcher, and with the participant highlighting the words in the text that they considered important; Finally, after reading, summaries of the texts read were prepared jointly by the participant and the researcher.

The data contained in the recordings of the meetings indicate that such procedures were able to motivate the participant to carry out the activities with more interest and commitment. This note is perceived in the student's speech during the third meeting, when he expresses himself as follows: “very good, I enjoyed thinking about this drawing”. Also during one of the interventions during the fourth meeting, he states: “I like it when you read along with me [...] now that we're just going to see if the fox will eat the grape”. This is repeated in one of his appearances at the last meeting, when he says: “I don't like reading, but this way [reading together] I like it, I understand it, I'll answer the questions correctly”.

In the same direction, the researcher's records in the logbook (Table 2) indicate that the participant began to understand the texts during the reading process, but the realization of understanding occurred mainly through the preparation of summaries of what was read. The records also demonstrate that the participant maintained attention during much of the reading process and seemed confident in the activity.

Table 2. Excerpts from the logbook records.

Meeting	Excerpts from the logbook records
3	<p>In today's meeting we again address a non-verbal text. From the beginning, before reading, the student was attentive and communicative. At the beginning we commented on the importance of visiting relatives, grandparents and whether he liked to go to his grandparents' house. After that he carefully observed the text [...]. When we created the summary, I realized that he had understood the text. Before writing on the chalk board, where we organized the preparation of the summary, what we were going to write was commented and planned. The participant, at all times, sought to safely create sentences to describe the text. (Logbook, record of 11/16/2021).</p>
4	<p>[...] during reading the student maintained attention and stopped reading several times to comment on something about what he was reading. He underlined some words. He easily realized that he was trying to understand the text [...]. I noticed that after the third meeting he no longer demonstrated insecurity in carrying out the activities [...]. He managed to tell the whole story clearly</p>

	and precisely. It was easy for us to write the summary. (Logbook, record of 11/18/2021).
5	[...] again the preparation of the summary was an important point of the meeting. At this point, the participant already knew that he would have questions to solve next and on two occasions he stated that he would know how to answer the questions. The words he highlighted throughout the reading helped a lot in making the summary. (Logbook, entry of 11/23/2021).

Source: survey data, 2021.

The results obtained in the responses to the questionnaire applied at the end of meetings 3, 4 and 5 also indicate that the person being investigated was able to understand the texts read, as he correctly answered the nine questions proposed for this purpose, three in each meeting. That is, in this list of questions, he was able to do a practical reading and understand what was written, objectively, decoding and analyzing the sentences present in the textual body.

Based on these results and the comparison between the analyzes carried out – of meetings 1 and 2 in relation to meetings 3, 4 and 5 –, an evolution of the participant in understanding the proposed texts and in their posture during the reading process was noticed. . These elements suggest that the use of a structured reading methodology based on the ideas of Solé (1998) can favor the development of text comprehension by students with ADHD.

4.2 Interpretation

This category sought to highlight whether the use of Solé's (1998) reading strategies helped the participant in building their conclusions about the texts

studied. To this end, we followed the understanding of Costa (2008, p. 11), who considers the act of interpreting as the opportunity to “unveil the meanings contained in the text”.

The answers to the questionnaire administered in the first meeting indicate that the student was able to associate the message contained in the non-verbal text with situations in their daily lives. In other words, the three questions, which aimed to identify the interpretation of the text, presented coherent answers, corroborating that the participant was able to reach conclusions related to their daily lives after reading.

In the second meeting, however, the participant did not answer any of the three questions. Furthermore, the data contained in the recordings of the meeting demonstrate that, when faced with the questionnaire, the student appeared insecure and scattered, constantly diverting his attention to another focus, as indicated by the excerpts of comments made by him in the time allocated for the resolution. of questions: “I don’t know how to do these”; “the truck is a big car”; “What time does class end?”

In the same direction, the record made in the logbook reveals that, at the end of the second meeting, the participant appeared agitated, tired and did not demonstrate elements that indicated the interpretation of the text read.

[...] at the end of the reading activity, the student, at all times, wanted to know the end time of the class. He would stand up and drop his pencils on the floor. He seemed exhausted from the activity. Even though he was motivated to answer the questions, he left them blank. Also, he did not demonstrate that he had interpreted the idea that the text presented (Logbook, entry of 11/16/2021).

Such results coincide with those evidenced in the previous category. That is, the participant was able to understand, without using the reading strategies recommended by Solé (1998), a non-verbal text, but had difficulty understanding a verbal text. Similarly, the results in this category indicate the student's difficulties in interpreting a text that uses verbal language. This result is in line with Barkley's conceptions (2020, p. 21), when he mentions that the disorder compromises the individual's attention, concentration and executive functions and interferes with the processing of information or organization in the mind of what is learned.

Questionnaires 3, 4 and 5 present an improvement in terms of the number of questions answered. In the questionnaires referring to meetings 3 and 5, the questions were answered in full and, in the questionnaire for meeting 4, only one of the three questions was left unanswered. This data shows that the reading strategies adopted during the meetings were able to keep the student motivated and dedicated until the end of the activities, elements that can be evidenced in their statements recorded in the recordings of the meetings: "I understood well what the drawing means " (Meeting 3); "I 've finished the questions, this fox isn't stupid, right?!" (Meeting 4); "Now I'm doing well in reading, I can answer other questions if necessary" (Meeting 5).

Furthermore, his answers suggest that, from reading using the strategies, he was able to perceive the nuances and details implicit in the texts read. This can be seen in the third meeting questionnaire, when, when asked about situations in which people act in a similar way to the fox, the student responds: "When people can't have things and pretend they don't like this thing". This perception is also seen during the recording of the fourth meeting, in which he comments: "we're going to see grandma in person, so we can't just be on the cell phone or talking to

her”. Later, when answering the sixth question of this meeting's questionnaire, he highlights that: “people just stay on their cell phones and don't pay attention to others”. Furthermore, in response to the question related to the mouse's action, the participant states that: “One has to help the other”.

According to the logbook records, the interpretation evidenced in the questionnaires occurred throughout the stages planned based on the concepts of Solé (1998). However, as can be seen in the excerpts transcribed in Table 3, the discussion between the participant and the researcher after reading to prepare the summaries was one of the main factors in determining the meaning of the text. This was carried out through dialogues observing the temporal, causal and spatial relationships present in the different scenarios of the texts studied.

Table 3. Excerpts from the logbook records.

Meeting Excerpts from the logbook records	
3	After reading the text, after reading it, I was talking to the student, we talked about family, visiting relatives and the use of technology. It was possible to see how he was relating the image of the text with his daily experience (Log Diary, entry from 11/16/2021).
4	[...] in the post-reading moment, the student reflected on the fox's action and what the grape meant. He narrated the events and constantly sought to find examples related to the scenes narrated in the fable and the experiences lived in people's daily lives (Log Diary, entry dated 11/18/2021).
5	[...] the discussion about the text was intense. The student

commented that on one occasion he helped a friend and when he needed help his colleague did not help him. A fact that made him sad. He commented that his mother always says that whoever plants, reaps. These statements demonstrate that he interpreted the message of the studied text (Logbook, entry of 11/23/2021).

Source: survey data, 2021.

The analysis of the results – especially the comparison between data obtained in meetings that followed the reading strategies recommended by Solé (1998) and data from meetings that did not use them – indicates that structuring reading activities based on what the author can favor the development of interpretation of verbal and non-verbal texts by students with ADHD. According to the results obtained, a methodology that includes actions before, during and after reading is shown to help in aspects such as response inhibition, sustained attention, non-verbal and verbal working memory, planning, notion of time, emotion regulation, perseverance and fluency. verbal and non-verbal.

5. Final considerations

The investigation sought to identify how the reading strategies recommended by Solé (1998) can help in the development of understanding and interpretation of texts by students with ADHD. Carrying out the research is justified by the fact that ADHD is a challenging disorder for parents, teachers and specialists, due to the wide variety of impairments that the condition promotes.

Children with ADHD have their development affected, with impairments in the adjustment of different areas, such as social contact, cognition, expression of feelings, interaction, which can be confused with a lack of discipline and

inattention, impairing learning performance (Barkley , 2020). In this way, the school is challenged to organize teaching processes in such a way that they favor the student's learning process.

With regard to reading comprehension, specialized literature has indicated, as a pedagogical alternative, the development of teaching processes organized according to the assumptions of the reading strategies recommended by Isabel Solé (1998). According to this author, reading is a process of interaction between the reader and the text, in which the aim is to obtain information relevant to the objectives that guide this activity.

In this sense, to answer the question proposed for the investigation, five reading activities were organized and applied to a student affected by the disorder, two without using the strategies and three following the author's ideas. The activities organized based on the concepts of Solé (1998) were composed of three moments: before reading, during the act of reading and after reading.

The analysis of the data obtained allowed us to verify that teaching processes organized in the way Solé (1998) recommends are potentially conducive to adequate conditions for the development of understanding and interpretation of texts by students with ADHD. According to the results, from the proposed reading experience, the student was able to objectively understand the message that the selected text was transmitting and demonstrated the ability to reach certain conclusions after reading. Furthermore, it was noticed that a methodology organized according to the author's assumptions helps in maintaining the attention, engagement and emotional security of students with ADHD when reading.

Although the results come from a specific investigation, it is concluded that the organization of reading activities based on Solé's strategies (1998) can provide

students with ADHD with the opportunity to develop understanding and interpretation of verbal and non-verbal texts. However, it is believed that such strategies can also favor the understanding and interpretation of other types of texts and textual genres.

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