

ADHD AND THE CHALLENGES OF DEVELOPING MATHEMATICAL SKILLS

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Abstract

Nowadays, mathematical skills have been integrated into social practice using computer through the study of various phenomena. Based on the hypothesis that Math can be a difficult subject for students with attention deficit hyperactivity disorder problems, this article shows that for all modalities, learning Math constitutes the best trade of accuracy and shape fidelity needed for having positive effects on ADHD development. Several recent behavioural and behavioural genetic studies have investigated the relationship between ADHD and mathematical ability. In these applications, methods of learning math can be used for altered or deficient learning and motor functions will produce special needs in the most widespread mode. It has been shown that learning math for students with hyperactivity disorder problems offers superior behavioural, emotional, and cognitive effects that can turn into relatively stable behavioral patterns. Mastering math is a complex process, highly cumulative and as math tasks become more complex the student must be able to recognize patterns and automatically recall math facts and rules to quickly solve steps in the problem.

Keywords: attention deficit hyperactivity disorder; mathematical skills; mathematics achievement

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