

**‘Specialization in ICTs and Special Education: Psychopedagogy
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**INTERVENTION STRATEGIES FOR ATTENTION DEFICIT
(HYPERACTIVITY) DISORDER WITH THE CONTRIBUTION OF
METACOGNITION AND ICTS**

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ABSTRACT

Education in the 21st century is facing major challenges as well as unique opportunities. Attention Deficit Hyperactivity Disorder belongs to them, as it affects a significant percentage of students. At the same time, the advancements in information technology and neuroscience provide valuable knowledge and tools about the ways human can consciously regulate and upgrade his/her cognitive functions compensating for weaknesses with new abilities. In the present thesis, we seek out, through a literature review, new intervention strategies for ADHD with the contribution of metacognition and ICTs. The strategies aim at upgrading the structures, the mechanisms and the functions related to the symptomatology of ADHD. The intervention strategies include information and communication technologies, exercises, techniques and other practices that have been proven to upgrade intelligence, awaken the student and make him/her a conscious regulator of his/her own psycho-physiological functions. The common denominator of all the proposed strategies is the development of metacognition and consciousness. The recommended strategies can be used in the school context after a proper planning, while they can be implemented in addition to existing intervention programs.

Key-words: ICTs, metacognition, consciousness, executive functions, brain rewiring, exercises, techniques, strategies

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