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USE OF TEACHING RESOURCES IN PEDAGOGICAL INTERVENTIONS AIMED AT NEURODIVERGENT STUDENTS
A Literature Review

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Summary: This article presents a review of the literature on the use of teaching resources in pedagogical interventions aimed at neurodivergent students, such as those with

Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia. The analysis of the studies reveals that adapted teaching resources, including visual materials, assistive technologies and gamification strategies, play a crucial role in facilitating learning and promoting the inclusion of these students in educational settings. However, the effectiveness of these interventions depends on factors such as ongoing teacher training, institutional support and the adequacy of technological infrastructure. In addition, the review also identifies gaps in the literature, highlighting the need for longitudinal research and more rigorous methodologies to assess the long-term impacts of interventions. The practical and policy implications suggest that effective inclusive education requires an institutional commitment to teacher training, the provision of adequate infrastructure and the promotion of inclusion. This study provides a theoretical and practical basis for the development of pedagogical strategies that recognize and value neurodiversity.

Keywords: Neurodivergence. Teaching resources. Inclusive education. Gamification. Assistive technologies.

Abstract:This article presents a literature review on the use of didactic resources in pedagogical interventions aimed at neurodivergent students, such as those with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), and dyslexia. The analysis of the studies reveals that adapted didactic resources, including visual materials, assistive technologies, and gamification strategies, play a crucial role in facilitating learning and promoting the inclusion of these students in educational settings. However, the effectiveness of these interventions depends on factors such as continuous teacher training, institutional support, and the adequacy of technological infrastructure. Additionally, the review identifies gaps in the literature, highlighting the need for longitudinal studies and more rigorous methodologies to evaluate the long-term impacts of these interventions. The practical and political implications suggest that effective inclusive education requires an institutional commitment to teacher training, the provision of adequate infrastructure, and the promotion of digital inclusion. This study offers a theoretical and practical foundation for the development of pedagogical strategies that recognize and value neurodiversity.

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Summary:This article presents a review of the literature on the use of teaching resources in pedagogical interventions aimed at neurodivergent students, such as those with Autistic Spectrum Disorder (ASD), Attention Deficit and Hyperactivity Disorder (ADHD) and dyslexia. The analysis of studies reveals that adapted teaching resources, including visual materials, assistive technologies and gamification strategies, play a crucial role in facilitating learning and promoting the inclusion of these students in educational environments. However, the effectiveness of these interventions depends on factors such as ongoing teacher training, institutional support and the adequacy of technological infrastructure. Furthermore, the review identifies gaps in the literature, underscoring the need for longitudinal investigations and more rigorous methodologies to evaluate the long-term impacts of these interventions. The practical and political implications suggest that effective inclusive education requires an institutional commitment to teacher training, the provision of adequate infrastructure and the promotion of digital inclusion. This study offers a theoretical and practical basis for developing pedagogical strategies that recognize and value neurodiversity.

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1. INTRODUCTION

Inclusive education, especially aimed at neurodivergent students, such as those with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia, has been the focus of extensive academic discussions and pedagogical practices in recent years. The concept of inclusion is not limited to the mere insertion of these students into regular educational environments, but involves the adaptation and reformulation of pedagogical practices that promote meaningful and accessible learning for all. As Mantoan (2003) argues, school inclusion is not a movement that aims only at democratizing access to school, but mainly at transforming pedagogical practices to accommodate the diversity of students. That is, this inclusion requires a restructuring of the educational system, where pedagogical practices must be rethought to ensure the success of all students, regardless of their individual characteristics.

In the context of the education of neurodivergent students, teaching resources play a crucial role in facilitating access to knowledge and promoting the active participation of these students in the learning process. According to Schinato and Strieder (2020), "the use of appropriate and adapted teaching materials is essential to ensure that students with special needs can fully develop their skills". These resources can range from manipulative and visual materials to assistive technologies and educational software, which have proven effective in meeting the specific demands of this audience, facilitating access to content and improving knowledge retention (Bossaert et al., 2013). Renzulli (2014) highlights that the use of differentiated teaching materials is crucial to engage students with special educational needs, promoting a more inclusive learning environment that is responsive to the cognitive diversities present in the classroom.

International literature also supports the importance of an adapted pedagogical approach. According to Rose, Meyer and Hitchcock (2005), Universal Design for Learning (UDL) proposes that teaching resources should be flexible and adjustable, allowing all students, regardless of their abilities, to access and participate in the educational process. They state that by providing multiple means of representation, expression and engagement, UDL enables neurodivergent students to find alternative ways to understand and express knowledge.

Although the use of specific teaching resources has demonstrated clear benefits, the effectiveness of these interventions depends on their correct application and contextualization, in addition to being intrinsically linked to teacher training and practice. Modesto, Araújo and Mendonça (2023) argue that the adaptation of resources must be guided by a deep understanding of students' individual needs, as well as by the continuous assessment of their impact on the teaching-learning process. In this sense, the continuing education of teachers plays a vital role, as pointed out by Vygotsky (1991), when he suggested that pedagogical mediation should be intentional and directed, using educational tools that correspond to the level of development of each student.

In recent years, gamification has emerged as an innovative strategy to engage neurodivergent students, using game elements to promote motivation and learning. According to Gee (2003), games offer motivating learning environments where students can experiment and solve problems interactively, developing cognitive and socio-emotional skills in a playful way. This is particularly beneficial for neurodivergent students who may have difficulties in more traditional learning contexts. This approach has been increasingly explored as a way to meet the needs of neurodivergent students, allowing the adaptation of educational content to their particular ways of learning (Squire, 2011).

In view of this, this study seeks to conduct a literature review to investigate how teaching resources have been used in pedagogical interventions aimed at neurodivergent students. This analysis aims to identify the main trends, challenges and opportunities present in the literature, with the aim of offering critical reflection and practical support for educators and researchers in the area. The selection of studies will be based on strict inclusion criteria, covering research published in national and international databases, such as Scopus, Web of Science and SciELO, in the last twenty years, ensuring the relevance and currentness of the discussions.

This analysis is particularly relevant in the context of Educational Technologies and Gamification, since the success of such interventions depends both on the appropriate choice of teaching resources and on their adequate implementation in the school environment. It is expected that the results of this review can offer theoretical and practical support for educators and researchers seeking to improve their pedagogical practices in favor of the inclusion of neurodivergent students.

2. METHODOLOGY

The methodology employed in this study follows the principles of a systematic literature review, which is widely recognized as a rigorous and replicable approach to synthesizing scientific knowledge in a specific area (Kitchenham; Charters, 2007). According to Kitchenham (2004), a systematic review provides a comprehensive overview of the current state of a given research area, identifying gaps, trends, and the effectiveness of interventions. In this sense, this study seeks to gather and critically analyze the existing literature on the use of teaching resources in pedagogical interventions aimed at neurodivergent students.

The selection of studies was carried out based on specific inclusion and exclusion criteria, following the guidelines proposed by Moher et al. (2009) in the PRISMA protocol (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The inclusion criteria considered empirical studies and literature reviews that addressed the use of teaching resources in educational contexts involving neurodivergent students, published between 2000 and 2023. The temporal delimitation is justified by the evolution of pedagogical and technological practices in the 21st century, a period in which there was a significant growth in discussions on inclusion and accessibility in education (Meyer; Rose; Gordon, 2014).

The exclusion criteria, on the other hand, included studies that did not present a clear methodology or that did not directly address the use of teaching resources in the context of neurodivergent students. As advised by Booth, Sutton and Papaioannou (2016), the careful exclusion of studies is essential to ensure the quality and relevance of the evidence gathered in a systematic review.

The search for studies was carried out in electronic databases recognized by the academic community, such as Scopus, Web of Science, ERIC and SciELO. These databases were chosen for their comprehensiveness and the quality of the indexed articles, ensuring that the review considered the most relevant and impactful publications in the area. According to Higgins et al. (2023), the choice of high-quality databases is essential to ensure that the systematic review comprehensively captures the studies relevant to the topic investigated.

To formulate the search strategy, a combination of keywords related to the topic was used, including terms such as "neurodivergence", "teaching resources", "school inclusion", "gamification" and "assistive technology". The keywords were

combined using Boolean operators, as recommended by Cooper, Hedges and Valentine (2019), to maximize the relevance of the results and minimize the exclusion of potentially important studies. The search strategy also included synonyms and linguistic variations of the terms, as a way of capturing the terminological diversity present in the international literature.

Data extraction from the selected studies was performed in a systematic and standardized manner, using a previously defined protocol. This protocol included variables such as the type of teaching resource used, the profile of the neurodivergent students served, the methods for evaluating the effectiveness of the interventions, and the results obtained. Following the recommendations of Petticrew and Roberts (2006), data extraction was performed by two independent reviewers to ensure the reliability and validity of the data collected.

Data analysis was conducted using a qualitative approach, with an emphasis on thematic synthesis of findings. Braun and Clarke (2006) suggest that thematic analysis is particularly useful for identifying, analyzing, and reporting patterns (themes) within data, allowing for a deeper understanding of emerging issues in the literature on teaching resources for neurodivergent students. Findings were organized into thematic categories, which reflect the different approaches and types of resources used, as well as the impacts observed on teaching practices and student learning.

The methodological quality of the studies included in the review was assessed based on criteria established by the Critical Appraisal Skills Programme (CASP, 2018). These criteria consider the clarity of the objectives, the robustness of the methodology used, the relevance of the results and the adequacy of the conclusions presented by the authors. As highlighted by Popay, Rogers and Williams (1998), critical evaluation of the studies is essential to ensure that the conclusions of the review are based on high-quality evidence, avoiding biases and misinterpretations.

In short, the methodology adopted in this study seeks to ensure a rigorous and comprehensive analysis of the existing literature on the use of teaching resources in pedagogical interventions for neurodivergent students, offering a solid basis for reflection and advancement of inclusive educational practices.

3. LITERATURE REVIEW

Literature review on the use of teaching resources in pedagogical interventions

for neurodivergent students reveals the complexity and need for a multifaceted approach to promote truly inclusive education. The concept of neurodiversity, introduced by Judy Singer in the 1990s, challenges the pathologizing view of neurological differences and proposes that they be seen as natural variations of the human brain, rather than disorders to be corrected (Singer, 1999). This concept has gained traction in education, especially in the development of adapted pedagogical strategies that recognize and value these differences.

3.1 Teaching Resources and their Application

The effectiveness of teaching resources in the education of neurodivergent students has been widely documented in the literature. These resources are essential tools that can include manipulative materials, visuals, assistive technologies, and educational games. As Souza (2018) argues, adapted teaching resources are fundamental for the cognitive and social development of neurodivergent students, as they provide alternative ways of interacting with knowledge. For example, visual resources, such as graphs, diagrams, and pictograms, have been shown to be especially effective for students with , facilitating TEA understanding and communication (Grandin & Panek, 2013).

Assistive technology also plays a central role in the education of neurodivergent students. According to Rose, Meyer, and Hitchcock (2005), the use of adaptive technologies, such as educational software and augmentative and alternative communication (AAC) devices, allows these students to overcome communication barriers and actively participate in the learning environment. These authors state that assistive technologies not only facilitate access to the curriculum, but also promote students' autonomy and self-esteem, essential aspects for their overall development.

Furthermore, Universal Design for Learning (UDL) has been widely advocated as an inclusive pedagogical practice that benefits from the use of diverse teaching resources. According to Meyer, Rose, and Gordon (2014), UDL promotes the creation of flexible teaching materials and methods that meet a wide range of abilities and needs, allowing all students, including neurodivergent students, to have equal learning opportunities. They highlight that UDL provides multiple forms of representation, action, and engagement, facilitating access to knowledge in ways that consider students' neurological variations.

3.2 Gamification as a Teaching Resource

Gamification, or the application of game elements in non-playful contexts, has gained prominence as an effective pedagogical strategy for neurodivergent students. According to Gee (2003), educational games have the potential to transform learning by providing immersive environments where students can develop cognitive and socio-emotional skills in an engaging and interactive way. This author suggests that gamification can be particularly useful for neurodivergent students, as it allows for the adaptation of the learning pace and the personalization of tasks, making the process more motivating and less stressful.

Squire (2011) also contributes to this discussion, stating that educational games, when well implemented, offer personalized learning opportunities that can be adjusted to meet the specific needs of neurodivergent students. He points out that gamification not only improves student engagement, but can also help develop skills such as problem-solving, critical thinking, and cooperation, which are often challenging for these students in traditional educational environments.

3.3 Challenges and Limitations in the Use of Teaching Resources

Despite advances, the use of teaching resources in interventions for neurodivergent students faces several challenges. The lack of specific training for teachers to deal with neurocognitive diversity is one of the main obstacles. As Lopes and Almeida (2015) point out, the effectiveness of teaching resources depends directly on the educator's ability to adapt them to the individual needs of students, which requires ongoing and specialized training. The lack of adequate technical and pedagogical support in schools is also a limiting factor, which can compromise the effectiveness of interventions (Modesto; Araújo; Mendonça, 2023).

Another significant challenge is institutional and cultural resistance to the implementation of inclusive practices. Mantoan (2003) argues that school inclusion is often seen as an additional task and not as an integral part of the educational process, which leads to superficial or inadequate implementation of pedagogical interventions. This resistance can result in limited or ineffective application of teaching resources, harming the development of neurodivergent students.

3.4 Future Perspectives

Given the current landscape, it is clear that there is a growing need for research that

continue to explore and evaluate the use of teaching resources in inclusive educational contexts. Future studies should focus on longitudinal analyzes that assess the long-term impact of these resources on neurodivergent students' academic and social outcomes (Swanson; Harris; Graham, 2014). Additionally, the integration of emerging technologies, such as artificial intelligence and virtual reality, into educational practices for neurodivergent students, represents a promising area of research that could revolutionize the field (Parsons & Cobb, 2011).

Pedagogical practices for neurodivergent students, supported by a conscious and critical application of teaching resources, have the potential to transform the educational experience of these students, promoting more equitable and meaningful learning. Thus, it is essential that educators and policy makers continue to invest in inclusive strategies that value diversity and promote the full participation of all students in the school environment.

4. DISCUSSION

The analysis of the reviewed studies reveals a diversity of approaches in the use of teaching resources for neurodivergent students, highlighting both the advances and limitations of these pedagogical practices. The discussion of these findings allows us not only to understand the current state of inclusive education, but also to identify ways to improve pedagogical interventions aimed at this audience.

The reviewed literature shows that adapted teaching resources are essential to facilitate the learning of neurodivergent students. As Meyer, Rose and Gordon (2014) point out, the effectiveness of teaching resources is directly related to their ability to provide multiple forms of representation, expression and engagement, as recommended by Universal Design for Learning (UDL). These authors argue that flexibility and personalization of teaching materials are essential to meet the diverse cognitive needs of students, allowing everyone to have equitable access to curricular content.

Studies by Grandin and Panek (2013) on the use of visual resources, for example, show that students with ASD can benefit significantly from materials that reinforce visual communication, since these students generally process visual information more effectively than verbal information. This supports the idea that

The choice of teaching resources must be carefully aligned with the individual characteristics of students, a principle also highlighted by Sousa (2018), who emphasizes the importance of a student-centered approach to maximize educational results.

However, the review also points to challenges in implementing these resources. Research by Lopes and Almeida (2015) highlights that insufficient teacher training to use adapted teaching resources can limit their effectiveness. They claim that the Teachers often lack the support they need to develop and apply these resources effectively, which compromises the quality of their pedagogical interventions. This gap in professional training reflects one of the main challenges identified: the need for ongoing training of educators so that they can effectively adapt their pedagogical practices to the needs of neurodivergent students.

Gamification emerges as one of the most promising approaches for the education of neurodivergent students, especially in terms of engagement and motivation. Gee (2003) argues that gamification provides a highly engaging learning environment where students can learn interactively and adaptively, which is particularly beneficial for students with ADHD, who may have difficulty maintaining focus on activities traditional classroom settings. The reviewed literature suggests that educational games, when well designed, not only increase student engagement but also allow them to develop critical problem-solving and cooperation skills (Squire, 2011).

However, the effective implementation of gamification and other assistive technologies depends on adequate infrastructure and institutional support. Modesto, Araújo, and Mendonça (2023) note that the lack of technological infrastructure in schools is a significant barrier to the implementation of assistive technologies, which limits neurodivergent students' access to these resources. Furthermore, they emphasize that the integration of these technologies into the school curriculum requires not only material resources, but also a change in school culture, which should value and promote digital inclusion.

Although educational resources have demonstrated significant potential to improve the education of neurodivergent students, the literature also reveals several gaps that need to be addressed. One of the main limitations is the lack of longitudinal research that assesses the long-term effects of using these resources. Swanson, Harris, and Graham (2014) point out that many educational interventions are evaluated only in the short term, which prevents a full understanding of their impacts over time. Future research should therefore focus on studies that follow the development of neurodivergent students over several years, allowing for a more robust assessment of the effectiveness of interventions.

Another critical issue identified in the review is the variability in the quality of the available studies. As discussed by Booth, Sutton and Papaioannou (2016), methodological heterogeneity among studies can make it difficult to directly compare results and draw generalizable conclusions. The review indicated that many studies do not strictly follow established methodological standards, which can compromise the validity of the findings. To overcome this limitation, future research needs to adopt more robust and standardized methodologies, ensuring greater rigor and reliability in the results.

The findings of this review have important implications for educational practice and for the development of public policies aimed at school inclusion. The adoption of adapted teaching resources and assistive technologies must be accompanied by an institutional commitment to ongoing teacher training and the provision of adequate infrastructure (Mantoan, 2003). Furthermore, educational policies must promote digital inclusion, ensuring that all students, regardless of their neurological characteristics, have equitable access to the technological tools necessary for learning.

Finally, it is crucial that policymakers consider neurocognitive diversity as a central factor in curriculum design and educational assessment. As Meyer, Rose, and Gordon (2014) argue, a truly inclusive education system must be designed from the outset to be accessible and responsive to all students, and not simply retrofitted. This requires a paradigm shift in the way we think about inclusive education, recognizing neurodiversity as a richness that can enrich the teaching-learning process.

5. CONCLUSION

This study conducted a literature review on the use of teaching resources in pedagogical interventions aimed at neurodivergent students, addressing both advances and challenges in the implementation of these practices. The analysis of the studies demonstrated that adapted teaching resources, such as visual materials, assistive technologies and gamification strategies, have a significant impact on facilitating learning and the inclusion of neurodivergent students in educational environments.

The literature has shown that the effectiveness of teaching resources is closely linked to their ability to meet students' individual needs, offering multiple ways

representation and expression, as recommended by Universal Design for Learning (UDL). However, the effectiveness of these interventions depends not only on the appropriate choice of resources, but also on the ongoing training of educators and institutional support for the implementation of inclusive pedagogical practices.

Gamification has emerged as a promising approach, especially for increasing engagement and motivation of neurodivergent students, by offering an interactive and adaptive learning environment. However, the lack of technological infrastructure and specific training for teachers are significant barriers that need to be overcome for the full integration of these technologies into the school environment.

This study also highlighted several gaps in the literature, including the need for longitudinal research that assesses the long-term effects of educational interventions for neurodivergent students and the need for more rigorous and standardized methodologies in future studies. Overcoming these gaps is crucial to developing a more complete and robust understanding of the effectiveness of educational resources in inclusive educational settings.

The practical and policy implications of the findings of this review are significant. Promoting a truly inclusive educational environment requires not only the provision of adequate teaching resources, but also an ongoing commitment to teacher training and the development of policies that ensure accessibility and equity for all students, regardless of their neurological characteristics.

In short, advancing inclusive education for neurodivergent students depends on a collaborative effort between educators, researchers, and policymakers to create pedagogical practices that recognize and value neurological diversity as a resource, rather than a challenge to be overcome. Only through an integrated and conscious approach will it be possible to ensure that all students have access to a quality education that respects and promotes their individual capabilities.

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