RCMOS – Revista Científica Multidisciplinar O Saber. ISSN: 2675-9128. São Paulo-SP.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

Inclusion of students with ADHD in the school environment: challenges and strategies

Inclusão de alunos com TDAH no ambiente escolar: desafios e estratégias

Inclusión de alumnos con TDAH en el entorno escolar: desafíos y estrategias

Name: Rosilene de Sousa Mourão – Master's student in Educational Sciences at Universidade Del Sol – UNADES, Asunción, Paraguay. Email:
Name: Ivanise Nazaré Mendes – PhD in Educational Sciences from Universidade Del Sol – UNADES, Asunción, Paraguay. Co-supervisor. Email: ivanisemendes@hotmail.com
Name: Ivanildo Araújo do Amaral – PhD in Educational Sciences from Universidade Del Sol – UNADES, Asunción, Paraguay. Supervisor. Email: Ivanildo_amaral@hotmail.com

Abstract:
Attention-Deficit/Hyperactivity Disorder (ADHD) is a common neuropsychiatric condition that affects children, adolescents, and adults. In the educational context, ADHD can pose significant challenges for both students and educators. This study aims to identify educational practices and interventions that promote these students' learning and overall development while minimizing the impairments associated with the disorder. The research adopts a narrative literature review, analyzing relevant literature on diagnosis, ADHD characteristics, and adapted pedagogical methods. The results indicate that strategies such as organizing the school environment, providing clear instructions, supporting working memory, and using individualized methods are effective in addressing these students' specific needs. The study concludes that schools and teachers play a crucial role in creating favorable conditions for inclusion and learning, and that greater investment in teacher training and inclusive educational policies is needed. This research contributes to understanding the potential of students with ADHD by providing theoretical and practical support for a more equitable and accessible education.

Keywords: ADHD. Educational interventions. Learning. Students. Educators.

Resumo:
O Transtorno do Déficit de Atenção e Hiperatividade (TDAH) é uma condição neuropsiquiátrica comum que afeta crianças, adolescentes e adultos. No contexto educacional, o TDAH pode apresentar desafios significativos tanto para os alunos quanto para os educadores. O objetivo é identificar práticas e intervenções educacionais que promovam a aprendizagem e o desenvolvimento integral desses alunos, minimizando os prejuízos causados pelo transtorno. A pesquisa adota uma revisão bibliográfica narrativa, analisando literatura relevante sobre diagnóstico, características do TDAH e métodos pedagógicos adaptados. Os resultados evidenciam que estratégias como organização do ambiente escolar, instruções claras, reforço da memória de trabalho e uso de métodos individualizados são eficazes para atender às necessidades específicas desses estudantes. Conclui-se que o papel da escola e do professor é crucial para criar condições favoráveis à inclusão e ao aprendizado, sendo necessário maior investimento em formação docente e políticas educacionais voltadas à inclusão. A pesquisa contribui para o entendimento das potencialidades dos alunos com TDAH, oferecendo subsídios teóricos e práticos para uma educação mais equitativa e acessível.

Palavras-chave: TDAH, Intervenções Educacionais. Aprendizagem. Alunos. Educadores

Resumen:
El trastorno por déficit de atención e hiperactividad (TDAH) es una condición neuropsiquiátrica común que afecta a niños, adolescentes y adultos. En el contexto educativo, el TDAH puede

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

presentar desafíos significativos tanto para los alumnos como para los educadores. El objetivo es identificar prácticas e intervenciones educativas que promuevan el aprendizaje y el desarrollo integral de estos alumnos, minimizando los perjuicios causados por el trastorno. La investigación adopta una revisión bibliográfica narrativa y analiza literatura relevante sobre diagnóstico, características del TDAH y métodos pedagógicos adaptados. Los resultados evidencian que estrategias como la organización del entorno escolar, las instrucciones claras, el refuerzo de la memoria de trabajo y el uso de métodos individualizados son eficaces para atender a las necesidades específicas de estos estudiantes. Se concluye que el papel de la escuela y del profesor es crucial para crear condiciones favorables a la inclusión y al aprendizaje, y que se necesita mayor inversión en formación docente y políticas educativas de inclusión. La investigación contribuye a comprender las potencialidades de los alumnos con TDAH, ofreciendo fundamentos teóricos y prácticos para una educación más equitativa y accesible.

Palabras clave: TDAH. Intervenciones educativas. Aprendizaje. Alumnos. Educadores.

1. Introduction

Attention-Deficit/Hyperactivity Disorder (ADHD) is one of the most prevalent neuropsychiatric conditions in childhood, affecting 4% to 10% of children worldwide (ROHDE et al., 2004). This condition is characterized by symptoms of inattention, hyperactivity, and impulsivity, which can significantly compromise the academic performance, social interactions, and emotional well-being of those diagnosed (AMERICAN ACADEMY OF PEDIATRICS, 2000).

ADHD is one of the most common psychiatric problems during childhood and often causes difficulties at school, both for the person affected and for teachers and classmates, since that person's behavior also affects others. The problem must be treated; otherwise, it persists into adulthood.

According to data from Revista Profissão Mestre (2012), the problem affects around 5.29% of the population and is more common among males. The journal also states that its manifestations generally occur in two environments, at home and at school, or in other groups.

Diagnosis is based on reports and is therefore clinical. It relies on descriptions of symptoms by parents, other people close to the individual, and the individual themselves. Six symptoms of inattention and/or hyperactivity and impulsivity must be identified. Furthermore, these symptoms must be frequent and severe, since they are common in the preschool age group.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

In educational settings, students with ADHD frequently face challenges keeping up with proposed activities and perform below expectations at school. This requires special attention and inclusive teaching strategies to minimize these impairments (SILVA et al., 2023).

Despite advances in the scientific understanding of ADHD, a gap remains in the practical application of this knowledge at school. According to Reis and Camargo (2008), neurobiological findings are insufficiently translated into effective educational interventions, hindering the implementation of approaches that promote the overall development and learning of students with this condition.

In this regard, schools must play an active role in developing strategies that support inclusion and learning, ensuring that these students have equal opportunities for academic success.

This study therefore focuses on analyzing pedagogical alternatives that promote the inclusion of students diagnosed with ADHD, exploring interventions that enable the development of their abilities and minimize the disorder's negative effects on school performance. The research seeks to answer the following question: what teaching strategies can schools use to minimize ADHD-related impairments in the teaching and learning process?

Accordingly, the general objective of this research is to determine whether the literature identifies inclusive teaching strategies that promote the development of the teaching and learning process for students diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD), minimizing the disorder's negative effects on school performance.

2. ADHD - Historical background

Attention-Deficit/Hyperactivity Disorder is a widely discussed topic today, particularly in relation to schools. Although it is very present within families, restlessness and the challenges it poses for mental health professionals and educators are considered more evident in school settings.

Early accounts of ADHD thus emerged through Alexander Crichton (1798), a Scottish physician and author who described characteristics resembling the disorder, such as lack of focus and inattention (Lange, 2010). In 1844, the German physician and author Heinrich Hoffmann published a children's book whose characters displayed behaviors associated with ADHD. It should be emphasized that the author did not refer to the disorder itself, although

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

behavioral researchers consider these among the earliest records relating to ADHD (Hoffmann, 1845).

Subsequently, Sir George Frederick Still (1902), a British pediatrician, described distinctive behaviors in children in 1902, including impulsivity, inattention, and emotional dysregulation, providing the first account of ADHD. The epidemic of encephalitis lethargica (1917-1918) was also relevant, as researchers subsequently began correlating brain abnormalities with symptoms now used to define ADHD, such as impulsivity and changes in behavior and attention (Hoffman, 2017).

In 1937, the French psychiatrist Charles Bradley pioneered medication use, and his research contributed to recognition of the use of stimulants to treat disorders in children (Bradley, 1998).

Over time, individuals with this disorder were described as maladjusted, quarrelsome, lazy, spoiled, and so forth. Furthermore, even given this set of factors, it is important to note that, historically, diagnoses have been produced on the basis of principles from racist theory and cultural deprivation theory, which continue to permeate understandings of schoolchildren's learning and behavioral difficulties (Vechiatto and Leonardo, 2023).

In the 1980s, a historic development occurred with the publication of the Diagnostic and Statistical Manual of Mental Disorders, at the same time that the condition was designated Attention Deficit Disorder (ADD). With time and subsequent developments, hyperactivity was added.

Gradually, Attention-Deficit/Hyperactivity Disorder (ADHD) has come to be understood internationally as a neurodevelopmental disorder, described as a condition characterized by symptoms of inattention, hyperactivity, and impulsivity, with functional effects across different areas of life (Drumond, 2023), and manifesting in childhood.

Considering that ADHD became more evident in Brazil only recently, around the mid-2000s, the disorder has acquired various concepts and different approaches to children displaying inattention, restlessness, and impulsivity, from the earliest accounts to the present (Associação Brasileira de Déficit de Atenção, 2016).

According to the World Health Organization, ADHD is currently classified as a neurodevelopmental disorder marked by inattention, hyperactivity, and impulsivity, with significant impairments in individual functioning (OMS, 2022).

In psychiatry, the American Psychiatric Association's DSM-5-TR defines Attention-Deficit/Hyperactivity Disorder (ADHD) as a neurodevelopmental disorder characterized by a

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with an individual's functioning or development (Diagnostic and Statistical Manual of Mental Disorders: DSM-5-TR, 2022).

In clinical guidelines, institutions such as the American Academy of Pediatrics emphasize that ADHD diagnosis requires detailed multidisciplinary and clinical assessments, including information collected from various sources (teachers, therapists, parents, and the individuals themselves), identifying persistent symptoms across different circumstances and highlighting impairments in various areas (American Academy of Pediatrics, 2022).

From an educational perspective, ADHD is understood as a condition relating to inhibitory control, self-control, and attention, which also contribute to difficulties in behavioral and emotional adjustment and the emergence of comorbidities, compromising educational performance and school adjustment. This condition requires teachers to master inclusive, adapted, and differentiated practices to support cognitive development without labeling students (Silva, Signor, Tonocchi, 2023).

Among theoretical contributions, authors such as Dr. Paulo Mattos play a significant role nationally in clinical and scientific knowledge, emphasizing the American Academy of Pediatrics' requirement for a careful diagnosis (Mattos, 2024).

Russel A. Barkley, an international authority on ADHD, describes the disorder as a neurotypical condition primarily affecting the frontal lobe, which is responsible for self-regulation and emotional control (Barkley, 2021). Edward M. Hallowell and John J. Ratey, psychiatrists with ADHD, advocate empathetic treatment and offer practical new treatment approaches (Hallowell and Ratey, 2024). Maria Cristina Kupfer contributes to public policies for inclusive practices, emphasizing the importance of the social and educational context (Revista Pesquisa, 2022). José Salomão Schwartzman, a national authority on ADHD, has recently published studies addressing clinical diagnosis and functional effects in children and adolescents (Schwartzman website, 2026).

3. ADHD symptoms

Attention-Deficit/Hyperactivity Disorder involves a range of symptoms arising from a minimal brain deficiency, becoming more evident in the early years of elementary education, when children enter school for formal instruction, according to Rohde and Benczik (1999, p. 55, as cited in ALAMINI, 2010).

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

Scientific findings have clearly indicated dysfunction in an area of the brain known as the orbitofrontal region in children and adolescents with ADHD. This region lies at the front of the brain, just behind the forehead. It is one of the most highly developed regions in humans compared with other species and appears responsible for behavioral inhibition, sustained attention, self-control, and future planning (ALAMINI, 2010).

Attention-Deficit/Hyperactivity Disorder (ADHD) is conceptualized on the basis of eighteen symptoms. Symptoms are subdivided into ADHD types involving inattention, hyperactivity (restlessness), and impulsivity, as well as the combined type. For most people, ADHD characteristics appear very early, in childhood. The disorder is characterized by chronic behaviors lasting at least six months and becoming definitively established before age seven (ALAMINI, 2010).

According to Goldstein and Goldstein (2006, as cited in ALAMINI, 2010), ADHD is classified into three forms:

The first is inattention:

– Difficulty maintaining attention;
– Runs aimlessly or climbs excessively;
– Is easily distracted, often “daydreams”;
– Overlooks details or makes careless mistakes;
– Seems not to listen;
– Difficulty following instructions;
– Avoids/dislikes tasks requiring sustained mental effort;
– Difficulty with organization;
– Frequently loses or forgets objects needed for an activity;
– Quickly forgets what has been learned.

It should be emphasized that inattentive children have difficulty concentrating on tasks and paying attention. Compared with classmates, they have considerable difficulty focusing and maintaining attention appropriately, thus compromising learning (ALAMINI, 2010).

The second classification involves hyperactivity:

– Difficulty remaining seated or still;
– Runs aimlessly or climbs excessively;
– Fidgets with hands and/or feet or squirms in the chair;
– Acts as though driven by a motor, is “constantly on the go”;
– Talks excessively;

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

– Difficulty engaging in activities quietly;
– Answers questions before they have been fully asked;
– Frequently interrupts other people's conversations and activities;
– Difficulty waiting their turn (in lines or games).

Children with this form of the disorder are known to have considerable difficulty following rules, even when they understand and know the proposed rules (ALAMINI, 2010).

The third classification is the combined type, characterized by the presence of both hyperactive-impulsive and inattentive symptom sets (ALAMINI, 2010). Other criteria must also be considered, such as:

– Persistence of the behavior for at least six months. Early onset (before age seven);
– Symptoms must affect personal, social, or academic life;
– They must be present in at least two settings;
– Greater frequency and severity compared with other children of the same age;
– Age five for diagnosis.

According to Rohde and Benczik (1999, as cited in ALAMINI, 2010), recent research indicates that a child must display at least six symptoms of inattention, hyperactivity/impulsivity, and the combined type. This symptomatology should prompt consideration of an ADHD diagnosis, emphasizing that the student must display these symptoms in more than one setting, such as home and school.

Other symptoms include difficulty paying attention in class, distractibility, little patience for studying and homework, agitation, restlessness, and an incredible ability to do millions of things at once, almost none of them related to the lesson.

For Cypel (2003, as cited in ALAMINI, 2010), the description of symptoms does not correspond to a single clear behavioral manifestation but to a combination of signs appearing since the beginning of the child's life. Children with the disorder have varied symptoms. These are not present in all children and differ from one child to another.

In Benczik's words (2000, as cited in ALAMINI, 2010), researchers in psychiatry and neurology still debate the definition of the causes, but the symptoms are widely associated with various behavioral actions.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

4. Everyone has the right to learn and to be different

Inclusive education is already a reality in Brazil. Although ADHD is not easily identified as a special need or readily diagnosed, inclusion can be said to have progressed in recent years. Schools have undertaken to serve students with special needs while learning how to do so without specific preparation. Education professionals who receive students with special needs still feel unprepared and alone, lacking the resources or training to work effectively.

Implementing school inclusion requires profound changes in educational concepts and practices and creates high expectations. Article 205 of the Brazilian Constitution (1988) emphasizes that:

> Education, a right of everyone and a duty of the State and the family, shall be promoted and encouraged with society's collaboration, aiming at the full development of the person, preparation for the exercise of citizenship, and qualification for work.

The same Brazilian Constitution of 1988, which states that education is everyone's right, also ensures that all Brazilian children have the right to receive education in schools and to be different from others while enjoying equal rights. It establishes equal conditions for access to and continued attendance at school as a principle of education (Article 206, item I).

By establishing citizenship and human dignity as foundations of the Republic (Article 1, items II and III), and (…) promoting the well-being of all without prejudice based on origin, race, sex, color, age, or any other form of discrimination as a fundamental objective (Article 3, item IV), it anticipated the Salamanca Statement (UNESCO, 1994), which states:

> (…) schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This should include children with disabilities and gifted children, street and working children, children from remote or nomadic populations, children belonging to linguistic, ethnic, or cultural minorities, and children from other disadvantaged or marginalized groups. Such conditions pose a range of different challenges to school systems. Within this Framework, the term “special educational needs” refers to all children or young people whose special educational needs arise from disabilities or learning difficulties.

Montoan (2003) states that many schools do not address the needs of students with special learning needs, restricting inclusion to physical limitations and to adaptations of their physical spaces. It is therefore important to recognize that inclusion involves ensuring not only access to school but also continued attendance, learning, and social interaction, regardless of a student's limitations or special needs.

> At a time when rights are gaining new ground and opening new areas through the profound transformations of the contemporary world, it is important to understand

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

> realities that represented in the past, and still represent today, significant steps toward ensuring a better future for all. The right to school education is one such area whose relevance will endure (CURY, 2002, p. 07).

In general, school inclusion brings hope to the lives of children with ADHD. Families and school communities must therefore become aware of the problem and its seriousness and strive to achieve genuine inclusion, rather than merely integration as in the past and as still occurs in some mainstream schools.

> An inclusive society goes well beyond simply ensuring adequate spaces for everyone. It strengthens attitudes of acceptance of individual differences and appreciation of human diversity, emphasizing the importance of belonging, living together, cooperation, and the contributions everyone can make toward building fairer, healthier, and more satisfying community lives (SASSAKI, 2010, p. 172).

Students with ADHD need teachers who understand the problem and are prepared to address their attention limitations. Their inclusion therefore requires professionals focused on this issue or at least prepared to support them as effectively as possible. The Salamanca Statement argues that:

> Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. In education, this is reflected in the development of strategies seeking to promote genuine equalization of opportunities (…). While inclusive schools provide an environment conducive to achieving equal opportunities and full participation, their success requires a clear effort not only from teachers and school professionals but also from peers, parents, families, and volunteers. Reforming social institutions is not merely a technical task; it depends above all on the convictions, commitment, and willingness of the individuals who make up society (UNESCO, 1994, p. 5).

When inclusion truly occurs in schools, the idea that people must be “normal” is rejected. People begin to value differences and recognize that all human beings have particular abilities and skills, as well as limitations.

5. Final considerations

This research was extremely important in clarifying that ADHD is one of the most common psychiatric problems during childhood and often causes difficulties at school. Once diagnosed, however, medical treatment is available, and the child's school life improves. Among the main benefits of treatment are improvements in self-esteem, socialization, concentration, and learning.

Although the symptoms are common, only a physician can confirm the diagnosis. Without diagnosis and treatment, children may suffer for years, often being punished and

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

persecuted by adults, even family members. The problem should therefore be investigated at the first sign. This study aims to gather accurate information that may serve as material for future research and support for those consulting it.

Attention-Deficit/Hyperactivity Disorder (ADHD) is primarily diagnosed through the prevalence of the following symptoms: inattention, hyperactivity (restlessness), impulsivity, and the combined type. ADHD characteristics appear very early for most people, during childhood. The third classification is the combined type, characterized by the presence of both sets: hyperactive-impulsive and inattentive forms.

Students with ADHD need teachers who understand the problem and are prepared to address their attention limitations. Their inclusion therefore requires professionals focused on the issue itself or at least prepared to support them as effectively as possible.

References

ALAMINI, Karina Simon. **Inclusion of students with attention-deficit/hyperactivity disorder in the early years of Criciúma's municipal school system.** August 2010.

BRASIL. **Law No. 13,146 of July 6, 2015. Establishes the Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities).** Diário Oficial da União, Brasília, 2015.

BRASIL. **CNE/CEB Resolution No. 2 of July 1, 2001. Defines the National Guidelines for Special Education in Basic Education.** Diário Oficial da União, Brasília, 2001.

CARNEIRO, MoaciAlves. **Access for students with disabilities to mainstream schools and classrooms. Possibilities and limitations.** Petrópolis: Vozes, 2008.

CURY, Carlos Roberto Jamil. **Brazilian educational legislation.** 2nd ed. Rio de Janeiro: DP&A, 2002.

FERREIRA, Maria Cecília Carareto. **Redefining mainstream school teaching practices from the perspective of inclusive education. In: Proceedings of the 9th Espírito Santo Seminar on Inclusive Education – Redefining concepts and practices: the contribution of scientific production.** Vitória: UFES, 2005.

LUCKESI, Cipriano Carlos. **Verification or assessment: what do schools practice? Ideas series** n. 8. São Paulo: FDE, 1998. p. 71-80.

MANTOAN, Maria Teresa Eglér. **School inclusion. What is it? Why? How can it be achieved?** São Paulo: Moderna, 2003.

_____. **The right to difference at school.** In: Pátio – revista pedagógica. Year VII, No. 32, Nov.2004-jan. 2005. Porto Alegre: Artmed, 2004. p. 12-15.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2026 | submissão: 25/02/2026 | aceito: 04/03/2026 | publicação: 09/03/2026

NAVAS, Ana Luísa. **Public policies in Brazil ignore children with ADHD and learning disorders.** 2013

WORLD HEALTH ORGANIZATION. (2021). **Attention-Deficit/Hyperactivity Disorder (ADHD).** Available at: http://www.who.int.

RETONDO, C. G.; SILVA, G. M. S. **Redefining chemistry teacher education for special and inclusive education: a history of partnerships.** Química Nova na Escola, n. 30, p. 27-33, November. 2008.

SASSAKI, Romeu Kazumi. **Inclusion: building a society for all.** 8th ed. Rio de Janeiro: WVA, 2010.

SILVA, J. R. et al. **Teacher training for the inclusion of students with ADHD: challenges and proposals.** Revista Brasileira de Educação, v. 25, n. 76, p. 321-340, 2020.

SILVEIRA, H. E. S, SOUSA, S. F. S. **Chemical terminology in Brazilian Sign Language: using signs in deaf students' learning.** Química Nova na Escola, v. 33, n. 1, p. 37-46, February. 2011.

STAINBACK, Susan Bray. **Interview. Until inclusion is widely recognized and accepted as a value, rather than a procedure, it will not be seen as important for all students.** In: Pátio – revista pedagógica. Year VII, No. 32, Nov.2004-jan. 2005. Porto Alegre: Artmed, 2004. p. 20-24.

UNESCO. **World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs. World Conference on Special Needs Education, 06, 1994, Salamanca (Spain). Geneva:** Unesco, 1994.

_____. **Salamanca Statement and Framework for Action on Special Educational Needs.** 1994. Available at: http://portal.mec.gov.br/seesp/arquivos/pdf/salamanca.pdf, accessed 06 Sep. 2023.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.