

INCLUSIVE EDUCATION PRACTICES FOR STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

PRÁTICAS DE EDUCAÇÃO INCLUSIVA PARA ALUNOS COM TRANSTORNO DO DÉFICIT DE ATENÇÃO E HIPERATIVIDADE (TDAH)

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RESUMO: A educação inclusiva constitui um princípio fundamental para a construção de uma escola comprometida com a garantia do direito à aprendizagem, à participação e ao desenvolvimento integral de todos os estudantes. Nesse contexto, a inclusão de alunos com Transtorno do Déficit de Atenção e Hiperatividade (TDAH) representa um desafio que exige conhecimentos específicos, planejamento pedagógico, flexibilização das práticas educativas e articulação entre escola, família e profissionais especializados. O TDAH é uma condição do neurodesenvolvimento que pode envolver dificuldades relacionadas à atenção, à organização, ao controle dos impulsos e à autorregulação, podendo repercutir sobre o desempenho acadêmico e as relações sociais. O presente artigo tem como objetivo analisar práticas de educação inclusiva destinadas a estudantes com TDAH, discutindo estratégias pedagógicas, formas de avaliação, organização do ambiente escolar, formação docente e participação da família. Trata-se de uma revisão bibliográfica de caráter qualitativo, fundamentada em produções científicas nacionais e internacionais e em documentos educacionais e normativos relacionados à educação inclusiva. A análise evidencia que práticas inclusivas eficazes não devem reduzir o estudante ao diagnóstico nem estabelecer expectativas inferiores de aprendizagem. Ao contrário, devem reconhecer suas potencialidades e oferecer condições pedagógicas que favoreçam a participação, a autonomia e a aprendizagem. Entre as estratégias identificadas destacam-se a organização estruturada das atividades, instruções objetivas, divisão das tarefas em etapas, utilização de recursos visuais, metodologias ativas, acompanhamento individualizado, avaliação diversificada e estabelecimento de rotinas previsíveis. Conclui-se que a inclusão de estudantes com TDAH depende menos de ações isoladas e mais da construção de uma cultura escolar inclusiva, capaz de reconhecer a diversidade como componente natural do processo educativo.

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Palavras-chave: Educação inclusiva. TDAH. Práticas pedagógicas. Inclusão escolar. Aprendizagem. Formação docente.

ABSTRACT: Inclusive education is a fundamental principle for building a school committed to guaranteeing the right to learning, participation and comprehensive development for all students. In this context, the inclusion of students with Attention Deficit Hyperactivity Disorder (ADHD) represents a challenge that requires specific knowledge, pedagogical planning, flexibility in educational practices and collaboration among school, family and specialized professionals. ADHD is a neurodevelopmental condition that may involve difficulties related to attention, organization, impulse control and self-regulation, potentially affecting academic performance and social relationships. This article aims to analyze inclusive education practices for students with ADHD, discussing pedagogical strategies, assessment procedures, classroom organization, teacher training and family participation. This is a qualitative bibliographic review based on national and international scientific literature and educational and normative documents related to inclusive education. The analysis indicates that effective inclusive practices should not reduce students to their diagnosis or establish lower learning expectations. Instead, they should recognize students' potential and provide pedagogical conditions that promote participation, autonomy and learning. The strategies identified include structured activities,

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clear instructions, task division into stages, visual resources, active methodologies, individualized monitoring, diversified assessment and predictable routines. It is concluded that the inclusion of students with ADHD depends less on isolated actions and more on the construction of an inclusive school culture capable of recognizing diversity as a natural component of the educational process.

Keywords: Inclusive education. ADHD. Pedagogical practices. School inclusion. Learning. Teacher training.

1 INTRODUCTION

Contemporary education is marked by the recognition that the school must ensure conditions of access, participation, permanence and learning for all students. This perspective represents a significant change in relation to educational models historically characterized by the homogenization of pedagogical practices and the tendency to consider individual differences as obstacles to the educational process. Inclusive education, on the contrary, is based on the principle that human diversity is an inherent element of the school and that it is up to educational institutions to organize their spaces, curricula, methodologies and forms of evaluation in order to respond to different learning needs.

The school inclusion of students with Attention Deficit Hyperactivity Disorder (ADHD) is part of this debate. Although ADHD cannot be understood simply as a school difficulty, its manifestations can interfere with the student's academic experience. Difficulties in sustained attention, organization, planning, time management, impulse control, and self-regulation can make certain school activities more challenging.

In this sense, understanding students with ADHD requires overcoming simplistic interpretations that associate their difficulties with lack of interest, laziness, indiscipline, or incapacity. Barkley (2015) highlights the importance of understanding ADHD from aspects related to executive functions and self-regulation. This understanding is particularly relevant to the educational field, as it allows the teacher to interpret certain behaviors in a more contextualized way and to seek strategies that favor the development of the skills necessary for learning.

The school plays a fundamental role in the construction of educational experiences that respect the individual characteristics of students. However, this does not mean creating a separate teaching or establishing an inferior pedagogical trajectory for the student with ADHD. The inclusive perspective presupposes the identification and elimination of barriers that hinder participation and learning, preserving significant educational objectives and stimulating student autonomy.

Brazilian educational legislation presents important foundations for this discussion. The Federal Constitution of 1988 establishes education as a right for all, while the Law of Guidelines and Bases of National Education – Law No. 9,394/1996 – defines principles and guidelines for educational organization. The National Policy on Special Education from the Perspective of Inclusive Education also contributed to strengthening the debate on access, participation and learning of students who are the target audience of special education.

In the specific case of ADHD, Law No. 14,254/2021 established comprehensive monitoring for students with dyslexia, ADHD, or another learning disorder. The legal provision reinforces the need for articulation between education and health and provides attention to the educational needs of these students.

Inclusion, however, is not effective only through legislation. It is necessary for schools to develop concrete practices, capable of transforming inclusive principles into daily learning experiences. For this, teachers need to have adequate training, institutional support, pedagogical resources and working conditions that allow them to get to know their students and plan diversified strategies.

The problem of this article is based on the following question: what pedagogical practices can contribute to the effectiveness of inclusive education of students with ADHD in the school context?

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The general objective is to analyze inclusive education practices aimed at students with ADHD, considering pedagogical, evaluative, relational and institutional aspects.

As specific objectives, it is intended to: understand the main educational characteristics associated with ADHD; discuss the challenges faced by students in daily school life; identify inclusive pedagogical strategies; analyze possibilities for adaptation and diversification of evaluation; discuss the importance of teacher training; and reflect on the participation of the family and the multiprofessional team.

The relevance of this study is related to the need to strengthen a conception of school that recognizes individual differences without transforming the diagnosis into a mechanism of exclusion. By discussing pedagogical strategies, it is intended to contribute to a more conscious, planned teaching practice committed to the right to learning.

2 THEORETICAL FOUNDATION

Inclusive education is based on the recognition that all students have the right to a quality education and that differences should not be a reason for segregation. This conception

expands the traditional understanding of inclusion, which was often limited to the physical presence of the student in school.

According to Mantoan (2003), inclusion implies transforming the school and overcoming practices that classify students based on rigid standards of normality. The inclusive school needs to question mechanisms that produce exclusion and build alternatives capable of welcoming different ways of learning.

The Salamanca Declaration (UNESCO, 1994) is an important international milestone in defending schools capable of welcoming all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The document contributed to consolidating internationally the idea that schools should respond to the diversity of students.

The Convention on the Rights of Persons with Disabilities, incorporated into the Brazilian legal system by Decree No. 6,949/2009, reinforces the right to education without discrimination and in equal opportunities. The human rights perspective shifts the exclusive attention from individual characteristics to the relationship between subject and context.

Booth and Ainscow (2011) highlight that inclusion involves the identification and reduction of barriers to learning and participation. This approach is especially important for thinking about students with ADHD, as it allows them to understand that a difficulty is not found exclusively in the student. An excessively long activity, an unclear instruction, or an environment with many stimuli can increase self-regulation difficulties.

Inclusive education, therefore, demands changes in different dimensions. At the curricular level, it requires flexibility. At the methodological level, it requires diversification of teaching strategies. In evaluation, it presupposes instruments that allow for the demonstration of different forms of learning. In the relational field, it requires combating stigma and labeling.

Inclusion also depends on school culture. An institution that considers difference a problem tends to produce segregation practices, even if the student is enrolled in a regular class. On the other hand, a school that understands diversity as a constitutive part of the educational process seeks strategies to ensure the participation of all.

ADHD is classified among neurodevelopmental disorders and may present manifestations related to inattention and/or hyperactivity-impulsivity. The Diagnostic and Statistical Manual of Mental Disorders – DSM-5-TR (AMERICAN PSYCHIATRIC ASSOCIATION, 2022) describes different clinical presentations, recognizing that manifestations may vary between individuals.

It is important to highlight that the diagnosis should not be made by the teacher. The school can identify signs and difficulties, record observations and establish dialogue with the family and responsible professionals, but the diagnostic evaluation must follow the appropriate procedures.

From an educational point of view, it is essential to understand that students with ADHD do not necessarily have difficulties in all areas. Many students have intellectual capacity compatible with what is expected for their age and can demonstrate excellent performance when they find adequate pedagogical conditions.

Barkley (2015) associates ADHD with difficulties in self-regulation and executive functions. Among the aspects that can have repercussions on school life are planning, organization, attention control, time management, working memory, and persistence in the face of tasks.

DuPaul and Stoner (2014) emphasize that the school environment can exert an important influence on student performance. Structured strategies and behavioral and academic interventions can contribute to improving school functioning.

This understanding prevents the teacher from automatically interpreting a behavior as disobedience. A student who forgets materials, interrupts activities, or has difficulty completing a task may need organization and follow-up strategies, rather than just reprimands.

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The relationship between ADHD and learning is complex. There is no single academic profile for students with the disorder. Some have difficulties mainly related to the organization and execution of tasks; others may have specific academic difficulties associated with other conditions.

School performance can be influenced by the interaction between individual characteristics and environmental conditions. The amount of stimuli present in the room, the duration of the tasks, the clarity of the instructions, the level of interest in the content and the organization of the routine can significantly modify performance.

Barkley (2015) highlights that difficulties related to executive functions can impair the ability to transform knowledge into organized actions. Thus, a student may understand certain content and still have difficulty demonstrating this knowledge in a long or poorly structured task.

This situation highlights the need to differentiate learning capacity from the way the task is performed. The student may know the content, but find it difficult to start, organize or finish the activity. The teacher can help by fragmenting the tasks. Instead of presenting an

activity with several steps simultaneously, he can indicate one step at a time and use checklists or visual markers. Another relevant aspect is feedback. Clear, objective comments close to the completion of the task allow the student to understand what he is doing properly and what he needs to change.

Among the main barriers are the lack of knowledge about the disorder, labeling, lack of teacher training, excessively rigid pedagogical practices and the absence of articulation between the different professionals involved in the monitoring of the student.

Labeling is one of the most harmful barriers. When the student is constantly identified as "problematic", "disinterested" or "undisciplined", his or her potential can be ignored. The school should avoid using the diagnosis as an explanation for all the student's behaviors. In the same way, it should not be considered that all difficulties stem from ADHD.

Another barrier is related to teacher expectations. Very low expectations can limit learning opportunities. The inclusive principle does not consist in permanently reducing demands, but in offering adequate means for the student to achieve significant educational goals.

Inclusive practices must be planned based on the concrete needs of students. There is no universally effective strategy for all students with ADHD. Predictability can favor organization. The teacher can present at the beginning of the class the objectives, steps, and approximate time of the activities. Routine boards, agendas, calendars, and visual resources can help the student anticipate demands.

Instructions that are too long can make it difficult to understand and execute. It is recommended to present clear guidelines, preferably divided into small steps. For example, in a textual production, the teacher can guide: choose the theme; elaborate main ideas; organize the paragraphs; write the first version; revise; deliver. This organization makes the task more concrete.

Extensive activities can be divided into smaller parts. The strategy does not necessarily mean reducing the complexity of the content, but facilitating its organization. Images, diagrams, concept maps, charts, graphs, and organizers can favor the understanding and retention of information. Methodologies that promote participation, problem solving, experimentation, and collaboration can favor student involvement. However, it is important to avoid using active methodologies only as entertainment. The activity must have clear pedagogical objectives. The teacher can establish objective and consistent combinations. The rules must be known by the students and presented in accessible language.

The physical layout of the room can also be considered. In certain situations, positioning the student in a place with less stimuli can favor their concentration. This measure should be used carefully, avoiding social isolation.

Brief pedagogical breaks can also be useful in certain situations, especially in prolonged activities. The break should be planned and integrated into the routine, not used as punishment. The use of visual timers can help with time perception. Similarly, to-do lists can support organization.

Another strategy is to check if the student has understood the instructions. Questions such as "what will be the first thing you do?" allow the teacher to check comprehension without exposing the student. Digital technology can contribute to inclusion when used with pedagogical intentionality. Digital tools allow you to work on content through multimodal resources, interactive activities, and different forms of presentation.

Gamification can be used to increase student engagement, as long as it is linked to educational objectives. Kapp (2012) discusses the use of game elements in learning contexts, highlighting aspects such as objectives, feedback, and challenges. Resources such as interactive quizzes, educational platforms, digital mind maps, and multimedia presentations can favor different forms of participation.

However, the use of technology does not constitute, in itself, an inclusive practice. It is necessary to evaluate whether the resource really reduces barriers and expands learning opportunities. Evaluation is one of the most important dimensions of inclusion. Evaluating does not only mean assigning a grade, but producing information about the learning process. For students with ADHD, excessively extensive assessments, without visual organization and with a lot of simultaneous information can make it difficult to demonstrate knowledge.

Diversifying evaluation instruments may be an appropriate strategy. Depending on the objectives, tests, assignments, presentations, projects, written productions, practical activities and portfolios can be used.

Flexibility should preserve the essential objectives. It is not about offering an "easier" assessment, but about enabling the student to demonstrate what he has learned. The teacher can organize questions clearly, use adequate spacing and avoid excessive unnecessary information.

It may also be important to allow sufficient time to carry out the activity, when this is provided for in the pedagogical planning and in the identified needs. Individualized monitoring

does not mean permanent and exclusive care. It is about knowing the path of each student and using information from this monitoring to guide pedagogical decisions.

Simple records can help the teacher identify patterns: in which activities does the student have the greatest participation? In which situations does he lose focus? What strategies work best? This information can be shared, respecting the student's privacy, with the pedagogical team and the family.

Individual planning should be reviewed periodically. Strategies that work in a certain period may need to be modified later.

Teacher training is fundamental for the construction of inclusive practices. Teachers need to know the principles of inclusive education and understand the general characteristics of ADHD, avoiding interpretations based on prejudice. Imbernón (2011) defends a conception of teacher training linked to reflection on the practice and concrete reality of schools. Continuing education should address topics such as diversity, universal design for learning, teaching strategies, evaluation, classroom management and collaboration between professionals.

It is also important to recognize that the teacher does not need to solve all difficulties alone. The school must build a support network that involves management, pedagogical coordination, teachers, family and, when necessary, specialized professionals.

The relationship between family and school is essential for the monitoring of the student. Communication should be based on dialogue and not only occur when there are problems. The family can contribute with information about study habits, interests, strategies that work at home and difficulties observed.

On the other hand, the school must communicate advances and achievements, and not just behaviors considered inappropriate. The partnership needs to respect the limits of each institution. The school has pedagogical responsibility, while the family plays an important role in daily monitoring and dialogue with professionals.

The follow-up of students with ADHD may involve different professionals, depending on individual needs. Communication between these professionals and the school must occur in an ethical and respectful manner. It is important that clinical information is not used to replace pedagogical observation. The teacher must analyze the student's performance in the school context. Likewise, external professionals need to understand the educational demands and consider the school environment in their orientations. Interdisciplinary articulation favors a broader understanding of the student.

Inclusion is not the exclusive responsibility of the teacher. School management needs to create institutional conditions for inclusive practices to happen. Among the possible actions are the promotion of continuing education, organization of pedagogical meetings, construction of monitoring protocols, encouragement of dialogue with families and articulation with support services.

Management must also combat discriminatory practices and promote an institutional culture based on respect for differences. An inclusive school needs to evaluate its own barriers. If many students have difficulties in a certain activity, it may be necessary to question the methodology itself.

The Universal Design for Learning (UDL) offers relevant contributions to thinking about inclusive practices. The proposal seeks to expand the possibilities of access and participation through different forms of representation, action and expression and engagement.

Meyer, Rose and Gordon (2014) argue that educational planning should consider the variability of students from the beginning, instead of creating adaptations only after a difficulty appears.

For students with ADHD, this perspective can be especially useful. A class that presents content only through oral exposition can create barriers for some students. The combination of oral explanation, visual aids, practical examples, and participatory activities expands the possibilities of access to content. Inclusion should seek not only immediate performance, but the development of autonomy.

Strategies such as agendas, task lists and organizers should be used as instruments to teach the student to organize himself progressively. The objective is that, over time, the student develops his own planning and monitoring strategies. Zimmerman (2002) highlights the importance of self-regulation for learning. In this sense, teaching the student to set goals, monitor their performance and evaluate their results can contribute to the development of important skills.

Inclusion also involves social participation. Students with ADHD may face difficulties in interacting in certain contexts, especially when they have impulsive behaviors. The school should avoid situations of stigmatization and isolation. Cooperative activities can favor the construction of positive relationships. It is important to teach social skills explicitly when necessary, working on aspects such as listening, respect for the other's speech, waiting for the turn and conflict resolution.

School coexistence must be guided by respect. The student's behavior must not be used to justify humiliation or disproportionate punishment.

Inclusive practices can be applied in different areas. In Portuguese language teaching, graphic organizers can be used for textual planning, revision stages, and segmented reading activities. In Mathematics, problems can be presented with visual organization, highlighting data, questions, and possible resolution strategies. In Science, experimental activities can combine explanations, observations, and records. In History and Geography, concept maps, timelines, maps, and audiovisual resources can expand the possibilities of understanding. In Physical Education, objective rules, practical demonstrations, and organization of activities can facilitate participation. Thus, inclusion does not depend on a specific discipline. It must cross the curriculum.

Some practices can reinforce exclusion. Among them, the following stand out: labeling the student as lazy or undisciplined; using the diagnosis as a justification to reduce expectations; exposing the student to the class; applying indiscriminate punishments; constantly removing the student from collective activities; attributing all difficulties to ADHD; ignoring the student's potential; using simplified activities permanently; considering only traditional tests as evidence of learning.

Inclusion requires a balance between support and autonomy. The literature analyzed shows that the inclusion of students with ADHD should be understood as a multidimensional process. There is no single technique capable of responding to all needs. What is observed is the importance of an articulated set of strategies. The first dimension is pedagogical. Teaching needs to be structured, clear and flexible. The second is evaluative, involving diversified instruments and transparent criteria. The third is relational, involving respect, belonging and participation.

The fourth dimension is institutional. The school needs to offer support to the teacher and establish a culture of inclusion. Another important point concerns the understanding of the diagnosis. Knowing ADHD can help the teacher, but the diagnosis should not replace the student's individual knowledge. From an inclusive point of view, it is more productive to ask "what barriers are hindering learning?" than simply "what is the problem of this student?".

This change in perspective shifts the focus from individual disability or difficulty to the relationship between student, curriculum, and environment. Brazilian legislation offers important foundations, especially with Law No. 14,254/2021. However, the realization of the right to learning depends on training policies, monitoring, and working conditions. The school

needs to recognize that inclusion does not mean treating everyone exactly equally. It means ensuring equitable opportunities for participation and learning.

In this sense, pedagogical differentiation can be understood as an instrument of educational justice. Different students may need different paths to achieve common goals.

3 FINAL CONSIDERATIONS

The inclusive education of students with Attention Deficit Hyperactivity Disorder is a collective responsibility of the school and requires changes that go beyond the simple enrollment of the student in the regular class. The analysis carried out demonstrates that ADHD can produce challenges related to attention, organization, self-regulation and execution of activities, but these characteristics do not determine the student's learning capacity.

Inclusive pedagogical practices must start from the student's potential and identify the barriers that hinder their participation. Among the most relevant strategies are the organization of the routine, clear instructions, fragmentation of tasks, use of visual resources, diversified methodologies, educational technologies, individualized monitoring and flexible assessment.

Teacher training also represents a central element. Prepared professionals are able to better interpret the students' behaviors and build more appropriate pedagogical responses. The participation of the family and the articulation with specialized professionals expand the possibilities of follow-up, as long as the specific responsibilities of each area are preserved.

II

It is necessary to highlight that inclusion does not mean permissiveness or permanent reduction of academic expectations. On the contrary, it means offering conditions for the student to face appropriate challenges and progressively develop their autonomy.

An inclusive school is one that recognizes that students learn in different ways and that pedagogical planning needs to consider this diversity. It is therefore concluded that inclusive education practices aimed at students with ADHD should be understood as part of a broader transformation of school culture. Effective inclusion occurs when the student is not only received, but recognized as a subject of rights, an active participant in the school community and capable of building knowledge, developing skills and participating in social life.

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