

The inclusion and learning process of children with ADHD*El proceso de inclusión y aprendizaje de niños con TDAH**A inclusão e o processo de aprendizagem de crianças com TDAH***Tricia Bogossian¹**

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Bogossian T. The inclusion and learning process of children with ADHD. Glob Acad Nurs. 2021;2(Sup.3):e189.

<https://dx.doi.org/10.5935/2675-5602.20200189>**Corresponding author:**

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Guimarães da FonsecaExecutive Editor: Kátia dos Santos
Armada de Oliveira**Submission:** 01-11-2021**Approval:** 03-03-2021**Abstract**

The aim is to discuss the inclusion and learning process of children with ADHD. It is a reflection, carried out in books, articles and national and international documents, which contains guidelines applicable to inclusive education. It is concluded that teachers need to feel safe and prepared to receive students with ADHD, and they should not be harmed in any way in their teaching and learning process, nor excluded, in fact, the inclusion of the student in the school environment occurs. not just integration.

Descriptors: Mainstreaming, Education; Attention Deficit Disorder with Hyperactivity; Competency-Based Education; Teacher Training; Child, Exceptional.

Resumén

El objetivo es discutir el proceso de inclusión y aprendizaje de los niños con TDAH. Es una reflexión, realizada en libros, artículos y documentos nacionales e internacionales, que contiene pautas aplicables a la educación inclusiva. Se concluye que los docentes necesitan sentirse seguros y preparados para recibir a los estudiantes con TDAH, y estos no deben ser perjudicados de ninguna manera en su proceso de enseñanza y aprendizaje, ni excluidos, de hecho, se produce la inclusión del alumno en el ámbito escolar. no solo integración.

Descriptores: Integración Escolar; Educación Basada en Competencias; Trastorno por Déficit de Atención con Hiperactividad; Formación de Enseñantes; Niño Excepcional.

Resumo

Objetiva-se discutir a inclusão e o processo de aprendizagem de crianças com TDAH. Trata-se de uma reflexão, realizada em livros, artigos e documentos nacionais e internacionais, que contém diretrizes aplicáveis à educação inclusiva. Conclui-se que os docentes precisam se sentir seguros e preparados para receber alunos com TDAH, e esses não devem ser em hipótese alguma prejudicados no seu processo de ensino e aprendizagem nem tão pouco excluídos, ocorrendo de fato à inclusão do aluno no ambiente escolar e não apenas a integração.

Descritores: Inclusão Escolar; Educação Baseada em Competências; Transtorno do Déficit de Atenção com Hiperatividade; Capacitação de Professores; Criança Excepcional.

Introduction

Currently, there is a wide discussion about the school inclusion of students with ADHD in regular education. The legislation is clear in terms of the obligation to enroll and welcome all students, regardless of their needs or differences.

Increasingly, teachers are faced with the task of working with students with disabilities in regular primary schools. Starting from this point, it is necessary to analyze the formation of the teacher who, from the insertion of the inclusive paradigm in Brazilian education, started to work with inclusion in the context of the classroom.

This article aims to discuss the inclusion and learning of students with ADHD in regular education.

The study proves to be relevant, as inclusive education aims to guarantee access to school for all students, emphasizing the responsibility for adapting educational institutions to the specific needs of students. This research is important in demonstrating that teacher attitudes, knowledge, training, and administrative support are essential components of successful inclusive environments. Thus, it is important to identify the factors that can influence inclusion rates and provide educators with some guidelines for working with students with ADHD.

The reason for choosing the topic is due to the importance of training conscientious teachers and inclusive Political-Pedagogical Projects. In this context, the training and preparation of education professionals can be rethought, considering the new realities and current legal requirements.

The methodology adopted to carry out this research is the literature review, carried out in books, articles and national and international documents, which contain guidelines applicable to inclusive education.

School Inclusion

School inclusion is a matter of great relevance and has been gaining increasing space in debates and discussions in the social and educational spheres. These debates make clear the need that the school must address the differences intrinsic to the human condition, such as disabilities.

The concept of inclusion is based on the ideology of accepting and recognizing diversity and ensuring the right of all people to the same opportunities, regardless of their difficulties and specificities¹.

Therefore, talking about inclusion is trying to understand a world that, for many, remains very challenging, mainly because the term inclusion has emerged in the Brazilian scenario in a way restricted to disability, with an innovative proposal that sought to unify special education schools with those of regular education².

The Universal Declaration of Human Rights (UDHR) guarantees the right of every citizen to be recognized and accepted by society with its differences, making room for new normative documents and laws to be prepared and put into practice to contribute to the construction of the process inclusive¹.

Inclusion, although related to disability, had its concept expanded, being used in texts and documents,

based on the notion of diversity, a concept that is more related to ethnic and gender differences. In addition to its legal basis, what incited the struggle for inclusion was, above all, the presentation of alarming data in several studies on school failure. In this context, civil claims emerged that favored a new vision of inclusion².

The inclusion model currently adopted, which aims to promote the creation of a favorable environment for student learning, allows the school curriculum to reflect educational policies that guarantee the right to diversity and human dignity, suffers from deficiencies since many schools do not have physical structure, nor the material resources necessary for inclusion. Thus, the inclusion model of regular education institutions needs to be reformulated in the structural and human aspect, so that there are conditions to accommodate people with disabilities, with characteristics that deviate from the normative standard³.

People are faced with various discussions about inclusion in the social, educational, and labor space. This term has been receiving different connotations for its meaning, making it difficult to carry out the action of this inclusive process that, thinking about inclusion is thinking about welcoming everyone and living with their differences¹.

Inclusion is a process through which common social systems are adapted so that they begin to address all human differences, with the participation of people with disabilities themselves when formulating and implementing the necessary adjustments. The discussion about inclusion is present in all areas, including the school context. In relation to this context, the inclusive paradigm gained strength from the principles, practical and political indicated in the Salamanca Declaration. This support is considered an advance in relation to the paradigms in force until then, integration and the medical model of disability⁴.

Education in the inclusive paradigm must be designed with the aim of benefiting all students. This perspective leads to the understanding that there must be a restructuring in schools so that any student belonging to linguistic, ethnic minorities, with special educational needs or disabilities can be served, starting from the social model of disability that shifts the individual's conception of disability to its own interaction in society. In this way, disability is seen as an experience of the person who, for their inclusion, needs to be restructured to consider human diversity⁵.

The inclusive paradigm implies an adaptation of the common education system. In addition, it brings up issues such as the lack of infrastructure in schools, little investment in the training of teachers and students. These issues need to be considered, because according to the inclusive paradigm, including is much broader than allowing access and permanence of all students in the same physical space, although these are its two premises⁶.

It is observed, therefore, that the proposal for inclusive education appears as a broader part of a social inclusion policy. The concept of inclusion presented above is considered legitimate, considering the inclusive paradigm.

In Brazil, the Law of Guidelines and Bases for National Education (LDBEN) implemented in 1994



strengthened debates on the inclusive paradigm in Brazilian education. Since then, guidelines and laws have been created to guarantee the social and educational rights of people with disabilities who, for the most part, were still enrolled in segregated educational contexts⁷.

The National Education Plan (hereinafter PNE) is a requirement introduced in the Federal Constitution and has a ten-year periodicity. It is a document that works as an articulator of the National Education System, being financed by a percentage of the Gross Domestic Product (GDP). The PNE should serve as a basis for state and municipal plans to be drawn up.

Strengthened by social movements and supported by legislation, inclusive education assumes space in debates on the rights of people with disabilities not only in Brazil, but throughout the world. Based on discussions and guidelines from national and international documents, there is a search for the reorganization of schools and school systems to meet the premise of access for all to education.

The inclusive perspective points to two premises: the access of people with special educational needs to regular schools and the guarantee of permanence of these students. It is important to clarify that the concept of special educational needs was expanded in the Salamanca Declaration (1994) and concerns any student who does not feel benefited by the school, including students with a disability⁷.

Inclusive education aims to guarantee access to school for all students, emphasizing the responsibility for adapting educational institutions to the specific needs of students. As a signatory to several international declarations, Brazil has adopted guidelines based on an inclusive perspective in its legislation.

With inclusive education being highlighted in national legislation, there has been a significant increase in enrollment of students with disabilities in mainstream schools.

Data from the 2013 School Census of Basic Education, the most recent available, shows a significant growth in the enrollment of students with disabilities in regular basic education. In 2007, the percentage of enrollments of students with disabilities in regular schools was 62.7%. Data from 2013 reveal that of the total number of enrollments carried out that year (843,342), 78.8% were for common classes, revealing a significant increase. In addition, in 2013, 94% of enrollments of students with disabilities are concentrated in the public school system⁸.

These indices demonstrate the fulfillment of one of the premises of the inclusive proposal: access to regular teaching schools. Parallel to this finding, it is important to analyze the real conditions of this access, with a view to meeting another inclusive premise: the permanence of these students in regular schools.

Legal Aspects of Inclusive Education in Brazil

The result of civil society's struggle to protect human rights, the World Declaration on Education for All and the Salamanca Declaration are identified as the main responsible for the inclusion of the inclusive theme in

Brazilian legislation. The emergence of these international documents influenced discussions about educational inclusion in Brazil. Allied to national documents, they served as guidelines to meet the objective of contemplating diversity⁹.

In the year 1990 – a period of historic landmark in public policies on inclusion – there was the World Conference on Education for All. This Conference gave rise to the World Declaration on Education for All, which aims to ensure that the basic learning needs of all those who want to learn are met. This document ended up influencing the creation of public policies for inclusive education, not only in Brazil, but in the international context, emphasizing and ensuring the rights of people who belong to the category of social minorities. At that time, social exclusion was placed as something of great importance to be discussed and fought⁹.

The World Declaration on Education for All guarantees equal access to people with disabilities, calling for everyone's right to quality education. Its construction was discussed among several countries on the guiding principles of educational inclusion.

Also in the 1990s, it is worth mentioning the World Conference on Special Educational Needs that took place in 1994 in the Spanish city of Salamanca with representatives from 92 countries and 25 international organizations. The Salamanca Declaration was adopted by the General Assembly as a United Nations resolution that highlights the principles, policies, and practices of special education⁴.

This declaration established the commitment to inclusive education, making clear the right to equal opportunities for people with disabilities and a gateway to diversity. In fact, the Salamanca Declaration is considered the first official, international document that addressed the issue of inclusion in a more in-depth manner¹⁰.

Even after the Salamanca Declaration, basic education and school democratization were not fully achieved and continued to coexist with high rates of dropout and school repetition; students with disabilities, most often belonging to social minorities who should be included in the socio-educational context, simply remain occupying a place in the classroom¹¹.

The Salamanca Declaration presented a picture of a school based on respect and dignity aimed at teachers, students, parents, and employees who form this institution and contribute to greater access for students from social minority classes. These agents must not only be inside the school space, but in fact they must feel part of it. However, this image of the school and its construction process were not efficient enough to ensure the permanence of these subjects in the school space¹⁰.

Nationally, LDB No. 4024/61, for example, protected the education of people with disabilities in special classes, in institutions separate from regular schools, directly demarcating the differences between students from both institutions¹².

Ten years later, LDB nº 5692/71 was promulgated, demarcating the special treatment to the exceptional, from which a significant number of students who should not be in special schools due to the labels that delimited their



limitations were obtained. At this time, special education was made official, and with it, special classes, which enabled the creation of the National Center for Special Education¹³.

What marks this period is the reflection of the separation between the so-called normal students and those who had some type of disability; at the time of the creation of these LDB, the focus would be on exceptional children and young people. Inclusion then appears within a smaller perspective, opposing the meaning presented in the UDHR¹⁴.

The UDHR inspired the CF/88 itself, the largest law in the national sphere, which has as its main objective "to promote the good of all, without prejudice of origin, race, sex, color, age and any other forms of discrimination" (Article 3, Subsection IV). The document also ensures, in Article 205, education as a right for all and a duty of the State and the family. It is promoted and supported by the cooperation of society, aiming at the full development of man, his preparation for the exercise of citizenship^{14,15}.

Article 206 of the Federal Constitution (CF) of 1988 established equal conditions for access and permanence in school. In it, education is provided based on the principle of equal conditions for access and permanence in school, establishing conditions of equality for all subjects and reaffirming what is guaranteed by the State, as it is a basic principle of training and inalienable right of a citizen¹⁵.

The vision of the context of inclusion reported in the FC arises through a discourse based on equality and the principle of inviolability of the right to life, without any configuration of prejudice, making access to school a right for all people and ratifying the meaning of inclusion presented in the UDHR. The emphasis given in the FC to the inclusion process ensured not only the rights of socially segregated subjects but enabled the creation of other documents and laws that assume inclusion as an important object for the individual¹⁴.

Discussions about inclusion are gaining more and more space in the social sphere. From the promulgation of LDBEN n^o 9394/96, access to an equal and quality school for all was reinforced in legal terms, promoting the full development of the student. Article 3 of this document emphasizes that education will be provided based on the principle of equality and permanence in school, focusing on the pluralism of ideas and respecting personal and other freedom considering ethnic-racial diversity¹⁶.

This law outlines the meaning of inclusion as synonymous with equality and emphasizes diversity as a mechanism of respect based on the pluralism of the idea, values the curriculum and pedagogical practices within the school and promotes an inclusive practice that guarantees students the right to remain in this environment¹⁶.

Then, the National Guidelines for Special Education in Basic Education – CNE/CEB n^o 2 were created, which contemplate the Specialized Educational Service (AEE) for all those who need a differentiated service due to learning difficulties. These guidelines bring an inclusive policy focused on the educational context¹⁷.

Subsequently, the National Policy for Special Education from the Perspective of Inclusive Education was created, a document that supports the public policy for

inclusion, considering all the movements, laws and documents created so far to sign this inclusive proposal. It stipulates special education as a teaching modality that moves between all levels of education and defines the public that will be served by this modality, complementing the regular education of each student, considering their specificities, and emphasizing accessibility for all without any discrimination¹⁸.

Shortly thereafter, Decree No. 6. 949/2009 promulgated the International Convention on the Rights of Persons with Disabilities. This decree gives the text of the Convention the character of a Brazilian constitutional provision¹⁹.

The National Education Plan, through objective 4, intends to universalize, for the population between 4 and 17 years old, the school attendance of students with disabilities, global development disorders and high skills or talents in the regular education network. Among the strategies, we highlight the double transfer of the Fund for the Maintenance and Development of Basic Education and Training of Education Professionals (FUNDEB) to included students, deploying more multifunctional resource rooms; promote teacher training and expand the ESA offer, maintain and expand the national accessibility program in public schools; ensure that regular education and SEA are articulated; and monitor access to school for people who receive the continued benefit benefit²⁰.

Finally, there is Law No. 12. 764/2012, which instituted the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder and amends § 3 of Art. 98 of Law No. 8. 112, of December 11, 1990²¹.

The inclusion of the ADHD student

Within the school environment, the emergence of some difficulties on the part of students becomes increasingly common, whether in learning or in the practical development of what was studied in the classroom. Because of this, education professionals are advised to carry out a close and incisive monitoring of the students, being able to understand and collaborate so that their main school difficulties are overcome.

According to the Brazilian Association of Attention Deficit (ABDA), ADHD is a neurobiological disorder that begins in childhood and lasts for life. According to research and observations carried out in schools, ADHD is among the greatest demands placed on health professionals by the school, considering that it is a disorder that has a high impact on the individual's social and academic life. Although the symptoms manifest in other environments, it is at school that they are most evident, there is a different behavior in the child, which includes hyperactivity, difficulties in fulfilling academic tasks proposed by the school, inattention, low ability to concentrate, or impulsive actions²².

The disorder affects approximately 5% of children and remains in approximately 60% of individuals in adulthood, being responsible for several impacts on financial, family and social life²³.

Studies on ADHD show that patients show changes in the frontal region as well as in their connections with



other areas of the brain, caused by a disturbance in the functioning of neurotransmitters, especially dopamine and noradrenaline, responsible for transmitting information between neurons²⁴.

ADHD in children reflects an alteration in executive functioning, more specifically, an impairment in the ability to inhibit proper behavior in certain situations. It is understood that the lack of inhibitory control is related to impulsivity, impatience and presents itself more frequently in ADHD^{25,26}.

In attention deficit hyperactivity disorder (ADHD), making an etiological diagnosis, if possible, and identifying aggravating or triggering factors is important for a more adequate therapeutic planning. Currently, the diagnosis is extremely clinical, based on data collected from a detailed medical history, and in each context, the patient's behavior in different situations must be questioned. Clinical observation, pediatric neuroexamination, assessments and trials in the affected areas are fundamental data in treatment planning²⁷.

ADHD can be considered one of the main disorders present in educational institutions in Brazil and the world, students need to be properly monitored and teaching professionals must verify how they can promote content within the classroom, so that students with such a disorder can feel at ease and be treated like other students.

Another disorder that can be found within society and school environments is dyslexia. Dyslexia is a neurological disorder, and it is in the construction, identification, ordering and meaning of words that the individual will encounter several difficulties, that is, in his first contact with the world of letters and in the formation of words. This difficulty is observed more rigorously after the age of seven, since at this age the child would already be literate, but at four years of age, the domain of motor perception and language already occurs.²⁸

It is noteworthy that large parts of teaching professionals have had difficulties over the years in how to develop school activities so that students with these disorders could be part of teaching procedures, the lack of information is identified as one of the main difficulties experienced by professionals, as well as certain problems in how to promote inclusive activities. These points were being developed and worked on by the educational bodies, in this way the students with certain behavioral disorders would be monitored and worked on educationally.

Within the procedures created and implemented by educational bodies to promote the efficient development of students with certain learning disorders or limitations, inclusive education stands out, through which professionals develop certain skills and knowledge of how to promote the inclusion of students with certain behaviors within school routines, using mainly a teaching methodology different from that used over the years.

To constitute the idea of inclusive education, the State must design a public policy that forms a community that respects diversity and guarantees the right to education for all. The concept of Inclusion is based on diversity, difference, universalization of individuals within the same space, in this context, the school²⁹.

Education is ensured for everyone since the proposal of education for all that emerged with the first Constitution of independent Brazil, in 1824. However, according to the author, this "whole" does not extend to the disabled or to many other excluded people, from within or far from Brazilian education and special classes and institutions separate from regular education were opened. Thus, we can consider that despite all the development and evolution present in our country, we still find points in need of certain adjustments so that all citizens have their rights guaranteed, thus forming a more egalitarian and supportive country. Education is one of the main points to be addressed and addressed to provide people with an opportunity to improve their lives or develop in the world³⁰.

There are some activities that can be included within the teaching methodology, seeking to provide students with certain disorders with stability in their development or even their inclusion in educational routines.

These activities can be symbolic games that are body presentation of the imaginary, such as: fantasy, house, playing circus. The popular game, which is the expansion of knowledge that the child already has and gives them access to other cultures, which can be hopscotch, tag, shuttlecock, hide and seek, spinning top, marble, among others. These can be considered some of the activities that, if performed correctly, can promote not only the inclusion of a student with a disability but also provide them with a great opportunity to interact with sport or a certain physical application, through this contact the student can develop some practices in relation to their physical limitation and overcoming certain self-esteem problems due to this limitation. Physical education can be identified as an important tool for the development of more motivated students with disabilities and capacities to face the possible barriers of their limitations³¹.

Education through games, games and other methods has proven to be very efficient, especially regarding problems related to the teaching methodology, students start to observe the subjects or content in a different way, which can improve their performance. and their understanding of what is being presented within the classroom. In some subjects, unconventional methods have been widely used, mainly through games, students began to understand in a more practical way the application or development of some of the main mathematical and physical concepts and some languages such as Portuguese and English. Something that can be very significant for students with ADHD, improving their performance and looking for new alternatives so that such students can promote their teaching.

Research is important, but it will be more useful for learning if it is structured in a way that encourages connections with practical activities (handling, observing, listening, moving things), the things to do, and the learning that needs to happen with the student³².

However, other procedures that can be performed by teachers about students with ADHD are the stimulation of students' creativity through exercises where they have to use creativity or innovation to present what was understood



of such topic or content covered. Also, adjust the lessons so that they can be applied in a more practical way and with a mixture between the questions presented, something that motivates the student to present a more defined knowledge about the presented contents. In general, teachers can carry out a mixture of open and closed questions, something that promotes greater concentration for students when presenting answers and motivating students in the development of activities or study, through various materials, including magazines, books, among others that promote a more stimulated concentration of students to obtain the contents presented³³.

In this way, teachers can motivate students and provide them with all the conditions or even tools for the necessary educational development. It is noteworthy that education must always be aligned with the needs of students, identifying, and applying all the necessary procedures so that students can achieve stability in their education process.

The Importance of Teacher Training

Increasingly, teachers are faced with the task of working with students with disabilities in regular primary schools. Starting from this point, it is necessary to analyze the formation of the teacher who, from the insertion of the inclusive paradigm in Brazilian education, started to work with inclusion in the context of the classroom.

The impact caused by the inclusion of students with disabilities in regular schools of basic education in Brazil, the lack of professional preparation arising from the disability or lack of teacher training to work with this new demand, becomes one of the most significant difficulties pointed out by teachers³⁴.

The training of teachers to work in inclusive schools is considered by some authors as a fundamental condition for school inclusion to take place. The need to improve teacher training is affirmed as a condition for effective school inclusion. In addition, he mentions that, in general, teachers are not prepared to receive students with disabilities in their classrooms³⁵.

Although the author emphasizes the importance of teacher education for the realization of inclusion in school, he does not ignore the set of conditions that can influence his work³⁶.

The need for quality training, together with institutional and government support, should be part of the reflections on the inclusive process in basic education schools. For the analysis of the adequacy of teacher training in basic education in an inclusive perspective, the sequence of policies aimed at this theme is presented, using the year 1996 as a basis, which, in the legal sphere, brought the indications for training with the update of the Law. of Guidelines and Bases of National Education.

Through the policies presented, it is possible to observe that from the 1996 LDB that regulates the training of basic education teachers, some programs and guidelines were created emphasizing the initial and continuing training of education professionals.

Before that, most training programs to serve students with disabilities were aimed at teachers who worked in special education schools, a fact that shows us that training in an inclusive perspective is still very recent in Brazil.

The inclusion of students with disabilities in regular classrooms can challenge teachers to think more carefully about the choices offered to students, the format of the lesson, the ways in which it is possible for students at all levels of development to participate in activities in classroom and the comfort and engagement of all students.

Some strategies that are most important for teachers working in inclusive classrooms include behavioral and developmental strategies, play and its vital role in child development specific to children with autism, and tactics for building the parent-teacher relationship³⁷.

Some of the challenges for educators include planning lessons that encourage all students to participate; help students achieve their individual goals; support student behavior in a sensitive and positive way; foster friendships and social relationships between students with and without disabilities; and adapting the physical environment for students who may be more sensitive to certain factors, such as temperature, textures, sounds and smells³⁸.

The lack of training for teachers to work in the area is considered by many authors as one of the barriers to the realization of the inclusive proposal. Some studies show that although many teachers are sensitive to the proposal, few present themselves as prepared to work with students with disabilities^{34,35,39}.

Although Brazilian legislation is advanced in relation to the inclusive perspective, about teacher education, there are still points to be worked on. Ensuring the access of students with disabilities to regular schools does not guarantee school inclusion. It is necessary to guarantee the permanence and adequate conditions for the academic development of students. To meet this objective, listening to the teacher and ensuring adequate training are fundamental actions.

Studies show that teachers do not feel prepared to work with an inclusive perspective. This unpreparedness can be considered because of failures in initial training, which in Brazil still follows a traditional line, aimed at a static conception of the teaching-learning process⁴⁰.

This standardized teaching process influenced and still influences teacher education, especially the initial one. Furthermore, it reinforces the division between normal and special students. Teachers who will work with special students and teachers who will work with normal students. With the inclusive paradigm, this division ceases to exist, as the teacher and educational institutions must be prepared to meet the diversity of students and the training of teachers must meet this principle.

Legally, teacher training has already been presented as important in building a more inclusive school. The importance is noted in training policies and programs, although there is still a need to strengthen the inclusive bias and change the traditional way in which teacher qualifications are still held.



The importance of training that is adequate to the teaching reality and that allows for an inclusive reflection can contribute to the teacher's pedagogical practice, furthermore, it is important that training emphasize a change in meanings in relation to deficiencies.

Inclusive teacher education policies must go beyond legal guidelines. It is important that training courses address discussions, reflections, and the exchange of experiences. It is necessary that the participants of these trainings understand the concept of inclusion, and that there is a concern with the initial training of this teacher as well⁴¹.

Considering the indications of the inclusive perspective, more precisely the indications provided for in documents such as the Declaration of Salamanca and LDB No. 9394 of 1996, our understanding is that all participants in the school community must collaborate in the process of inclusion of students with deficiency. The teacher is one of the fundamental elements, but the figures of the management group, other employees, students, and families also act in a very important way for the realization of the inclusive perspective.

Final Considerations

In a final reflection, it was possible to see that the act of inclusion, at various times, is seen as an act of

exclusion in educational aspects. Since the school does not have the structure to receive students with certain limitations, or that demonstrate professionals who are unprepared to serve them, these acts are easily interpreted as exclusionary actions.

Educating for educating is not including. Teachers must aim to achieve goals with all practices sanctioned in the classroom, and not just lead to the fulfillment of the hours these students must be in schools.

It becomes necessary that professionals are prepared for this demand that arises in schools, that there are not only training courses, but a perception of the need to go after new knowledge.

And the sum of these actions will only manifest in positive results if the school is ready to make such changes. The need for a better, adequate structure, for materials that support teachers, is a requirement and right for there to be quality inclusive education, and not an education that selects which factors will consolidate in their practices.

In this way, teachers need to feel safe and prepared to receive students with ADHD, and they should under no circumstances be harmed in their teaching and learning process, nor excluded, in fact, the inclusion of the student in the school environment occurs and not just the integration.

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