

Psychopedagogical strategies for the inclusion of students with ADHD in basic education

Estrategias psicopedagógicas para la inclusión de estudiante con TDAH de educación básica

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Cite as: Velez Aguirre JA, Vigoa Escobedo Y. Psychopedagogical strategies for the inclusion of students with ADHD in basic education. Neurodivergences. 2026; 5:303. <https://doi.org/10.56294/neuro2026303>

Submitted: 29-06-2025

Revised: 08-09-2025

Accepted: 08-11-2025

Published: 01-01-2026

ABSTRACT

Introduction: educational inclusion is defined as the process of identifying and eliminating barriers that impede the full participation and academic achievement of all students, regardless of their abilities or disabilities.

Objective: to develop a psychopedagogical strategy for the inclusion of students with ADHD in elementary education.

Method: qualitative research was conducted because it allows for an in-depth exploration and understanding of the various factors that influence the inclusion of students with ADHD in elementary education. The school curriculum was reviewed to determine what opportunities exist for content adaptation, and the infrastructure and resources available at the institution were observed, considering physical, technological, and material aspects. Data collected directly through interviews with teachers and families were included. In addition, classroom observations were conducted to analyze student interaction with adolescents with ADHD.

Results: the findings indicate that the traditional education system does not always respond to the specific needs of students with ADHD. The need to train teachers to improve teaching and student integration is suggested. The proposed actions seek to improve students' educational experience through a multidimensional intervention. Evidence suggests that an effective psychopedagogical strategy must be student-centered and consider both the school and family environments.

Conclusions: the effective implementation of psychopedagogical strategies is a key factor for the integration of students with Attention Deficit Hyperactivity Disorder (ADHD) into basic education.

Keywords: Inclusive Education; Psychopedagogical Strategies; ADHD; Curriculum Adaptation; Educational Intervention.

RESUMEN

Introducción: la inclusión educativa se define como el proceso de identificar y eliminar las barreras que impiden la plena participación y el rendimiento académico de todos los estudiantes, independientemente de sus capacidades o discapacidades.

Objetivo: elaborar una estrategia psicopedagógica para la inclusión de estudiante con TDAH de educación básica.

Método: se realizó una investigación cualitativa porque permite explorar y entender en profundidad los diversos factores que influyen en la inclusión del estudiante con TDAH en educación básica. Se revisó el currículo escolar para determinar qué oportunidades existen para la adaptación de contenidos, se observó la infraestructura y los recursos disponibles en la institución, considerando aspectos físicos, tecnológicos y materiales. Se incluyó datos recopilados directamente a través de las entrevistas al docente y familia. Además, se realizó observaciones en el aula para analizar la interacción entre los alumnos con el adolescente con TDAH.

Resultados: los hallazgos indican que el sistema educativo tradicional no siempre responde a las particularidades del estudiante con TDAH. Se sugiere la necesidad de capacitar a los docentes para mejorar la enseñanza y la integración del estudiante. Las acciones propuestas buscan mejorar la experiencia educativa del estudiante mediante una intervención multidimensional. La evidencia sugiere que una estrategia psicopedagógica efectiva debe estar centrada en el estudiante y considerar tanto en el entorno escolar como el familiar.

Conclusiones: la implementación efectiva de estrategias psicopedagógicas es un factor clave para la integración de estudiantes con Trastorno por Déficit de Atención e Hiperactividad (TDAH) en la educación básica.

Palabras clave: Educación Inclusiva; Estrategias Psicopedagógicas; TDAH; Adaptación Curricular; Intervención Educativa.

INTRODUCTION

Attention-deficit hyperactivity disorder (ADHD) is a neurodevelopmental disorder with significant implications in the educational context, as it is one of the most common disorders in children and adolescents. Many different interventions have been proposed for its treatment (medical, psychological, psychopedagogical, and combined).⁽¹⁾

Specific training in modulation tasks enables the habilitation and rehabilitation of functions affected in patients with ADHD, including sustained attention, adaptive function, visual-auditory reaction time, reaction time in conceptual responses, perceptual-motor adaptation modules, and specific exercises in working memory. This allows for an increase in the overall level of cognitive processes. The exercises proposed to patients show a high level of motivation for the subject working on them. The computer programs used allow the results to be visualized in percentages, reaction times, and differentiated errors (such as omission-commission errors), depending on the exercise used. A plan of possible exercises to be worked on during the therapeutic hour is established with each patient, depending on the specific subtype of disorder they present. The time spent on these exercises will depend on the patient's tolerance to the program, which will increase as a result of the training.⁽²⁾

Multimodal treatment of attention deficit/hyperactivity disorder (ADHD) is described as providing the most significant benefits in the evolution of the disorder. The most effective therapies are those based on psycho-educational, neuropsychological, and pharmacological interventions, and combined or multimodal treatment is considered ideal for these children. The intervention is carried out on three fronts: the family, the school, and the child. The changes will have a positive or negative impact on the child, both in terms of academic performance and behavioral and emotional functioning, and involve, on the one hand, the adaptation of adults (teachers and parents) to the child and, on the other hand, the child improving their cognitive functioning to be able to adapt adequately to school and social demands.⁽³⁾

Psychopedagogy is responsible for understanding the cognitive, emotional, and social processes involved in learning, facilitating the adaptation of methodologies that respond to the individual needs of students with ADHD. For its part, neuroscience provides knowledge about how the brain works and its impact on the development of attention skills, which allows for the design of interventions based on cognitive stimulation and emotional regulation. The integration of both disciplines provides a solid foundation for implementing more effective teaching strategies.⁽⁴⁾

Previous studies have shown that psycho-pedagogical training for teachers significantly improves their ability to meet the needs of students with learning difficulties. Additionally, teachers develop a greater ability to identify and address the specific needs of students, which positively impacts their emotional well-being. This underscores the importance of training in psycho-pedagogy to serve students with ADHD effectively.⁽⁴⁾

Although we do not currently have a unified model of therapeutic intervention, interventions for ADHD must move toward a coordinated and complementary model of action involving different disciplines, including education, psychopedagogy, clinical psychology, and medicine, as this disorder affects various areas and levels. Pharmacological treatment is mainly based on the administration of methylphenidate. In contrast, non-pharmacological treatments refer to psychopedagogical interventions (a set of practices to improve learning in the school context) and psychological interventions (behavioral therapies, parent training, social skills training, and neurofeedback).⁽¹⁾

There is a need to instruct or educate children with ADHD, a disorder considered neuropsychiatric and now seen as one of the most common in childhood, affecting approximately 5 % of school-age children. This disorder is characterized by inappropriate levels of inattention, hyperactivity, and impulsivity, resulting in significant challenges in both academic and social settings. Students with ADHD often face difficulties in school performance, interpersonal relationships, and behavior regulation, which can negatively impact their self-esteem and emotional well-being.⁽⁵⁾

The approach of psycho-educational intervention is based on identifying the individual needs and characteristics of the student to offer a tailored response that enhances their learning and improves their performance in different areas, as well as detecting early on any potential problems that may arise during the educational process and providing support before they become serious barriers through activities and methods that connect with the interests and needs of the students. The intervention focuses on the students' strengths, rather than their weaknesses, so that they can develop their full potential, which boosts their self-esteem and motivation to learn.⁽⁶⁾

Psycho-pedagogical intervention must take into account both the characteristics of the family and its environment, as well as the characteristics of the school and its teachers. The intervention takes place in parallel, simultaneously, and in a multidisciplinary manner.⁽³⁾

Based on the above, the objective of this article is to develop a psycho-pedagogical strategy for the inclusion of students with ADHD in basic education.

METHOD

Qualitative research was conducted because it allows for in-depth exploration and understanding of the various factors that influence the inclusion of students with ADHD in basic education. Methods such as analysis and synthesis, induction, and deduction were used.

The school curriculum was reviewed to determine what opportunities exist for adapting content, methodologies, and assessments that favor the learning of students with ADHD. At the same time, the infrastructure and resources available at the institution were observed, considering physical, technological, and material aspects that may facilitate or hinder the implementation of inclusive strategies. The process of the student with ADHD was monitored to evaluate the effectiveness

of the strategies implemented.

Data collected directly through interviews with the teacher and family was included. In addition, classroom observations were conducted to analyze the interaction between the students and the adolescent with ADHD, which provided first-hand information about the challenges and opportunities in the student's inclusion.

RESULTS

Proposed strategy

This proposal outlines a psycho-educational intervention plan aimed at promoting the inclusion of a student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) at the elementary school level. The plan will last six months and is structured in four stages: diagnosis, design, implementation, and evaluation. Each phase is accompanied by the human, material, technological, and time resources necessary for its implementation.

Stages of the intervention plan and associated resources

Stage 1. Diagnosis

Objective: To identify the needs, strengths, and barriers that affect the student's learning and integration.

Activities:

- Participant observation in the classroom and during recess.
- Semi-structured interviews with the teacher, student, and family.
- Application of a psycho-pedagogical assessment form.
- Review of school and family background.

Resources used:

- Human: classroom teacher, educational psychologist, student's family.
- Materials: field notebook, bond paper, observation forms, audio recorder.
- Technological: computer for transcribing interviews.

Time: 2 weeks.

Stage 2. Strategy design

Objective: To develop an intervention tailored to the student's characteristics, coordinating school and family.

Activities:

- Creation of structured schedules.
- Designing measurable individual goals.
- Development of visual, auditory, and kinesthetic materials.
- Planning family meetings.

Resources used:

- Human resources: educational psychologist, teacher, parents.
- Materials: cardboard, markers, pictograms, stickers, visual schedules, weekly cards.
- Technological: applications such as Canva, ClassDojo, and Pictotraductor to develop adapted resources.

Time: 1 week.

Stage 3. Implementation of the strategy

Objective: Apply psycho-pedagogical strategies in the classroom and at home, promoting active participation and comprehensive student development.

Activities:

- Implementation of structured routines, active breaks, and positive reinforcements.
- Use of educational games, interactive technologies, and self-regulation techniques.
- Workshops with families and feedback meetings.
- Ongoing support from teachers and specialists.

Resources used:

- Human: classroom teacher, family, educational psychologist, student.
- Materials: sensory box (stress balls, play dough, textures), or Achievement notebook, or Visual clock or timer, Memory games, puzzles, visual cards, or Rules board and motivational mural.
- Technological: tablet or computer for educational use (Kahoot, YouTube Kids, Smile and Learn), Visual timer and reinforcement management apps.

Time: 5 months.

Stage 4. Impact assessment

Objective: To assess the effectiveness of the strategy in the behavioral, academic, and emotional areas of the student, as well as their inclusion in the classroom.

Activities:

- Application of visual rubrics and differentiated assessments.
- Perception surveys for families and teachers.
- Final report on achievements and suggested adjustments.
- Participatory feedback.

Resources used:

- Human: teacher, educational psychologist, family.
- Materials: qualitative assessment forms, rubrics, tracking sheets.
- Technological: digital platform for surveys and data consolidation (Google Forms, Excel).

Time: 2 weeks.

Specific integrated actions and their resources

Strategy	Specific resources
Training on ADHD and inclusion	MINEDUC digital manuals, virtual sessions, work guides
Techniques for attention and self-regulation	Concentration games, educational cards, hourglass, visual reinforcement
Classroom organization	Wall calendars, rules posters, behavior traffic lights
Personalized academic support	Task segmentation using visual cards, apps such as “Easy Reading”
Social-emotional support	Role-playing, emotion cards, trust circle
Communication with the family	Follow-up cards, shared school agenda

Strategy	Specific resources
Awareness	Face-to-face talks, informational brochures, explanatory videos
Family routines	Weekly calendars, visual clock, task chart with pictures
Promoting independence	Simple decision cards, reward chart
School-home communication	WhatsApp educational, monthly meetings notebook communication notebook

Strategy	Specific resources
Curriculum adaptations	Brief fact sheets, pictograms, explanatory videos, simplified rubrics
Active inclusion	Cooperative activities, rotating roles, team games with visual guides
Attention and behavior	Immediate reinforcement (stickers, stars, points), class structure in 3 blocks
Continuous assessment	Progress notebook, visual rubrics, color-coded records
Emotional support	Achievement wall, emotion mailbox, monthly achievement certificate

Expected results

- Increased attention span and self-regulation in the classroom.
- Reduction of disruptive behaviors through visual and emotional strategies.
- Improved socialization, active participation, and academic performance.
- Positive connection between school and family as a support network for the student.

Diagnose the learning process of children with ADHD in the classroom.

Expected outcome

The diagnosis revealed that the student with ADHD faces difficulties in sustained attention, impulse control, and emotional self-regulation, which affects their academic performance and social integration.

Discussion

The findings indicate that the traditional education system does not always respond to the particularities of students with ADHD. It is suggested that teachers need to be trained to improve teaching and student integration.

Mention the actions necessary for the formulation of a psycho-pedagogical strategy for the inclusion of students with ADHD.

Expected result

Key actions for the formulation of an effective strategy were identified, such as:

- Teacher training on ADHD and inclusive methodologies.
- Design of adapted teaching materials, with structured and multisensory activities.
- Implementation of visual and technological aids in the classroom.
- Positive reinforcement and motivation to encourage active student participation.
- Working together with families to ensure the continuity of strategies at home.

Discussion

The proposed actions seek to improve the student's educational experience through a multidimensional intervention. Evidence suggests that an effective psycho-pedagogical strategy should be student-centered and consider both the school and family environments. The biggest barrier identified for the implementation of these actions is the lack of resources.

Evaluate the effectiveness of the psycho-pedagogical strategy for the inclusion of students with ADHD.

Expected result

The evaluation of the effectiveness of the psycho-pedagogical strategy for the inclusion of students with ADHD was carried out by the principal of the "Ciudad del Norte" school and a psychology professional. The results obtained reflect a high level of acceptance of the proposal, as all the criteria evaluated received a rating of "Strongly agree," indicating positive validation of the strategy.

Among the most notable aspects, it was observed that both the clarity of the objectives and the understanding of the strategies were highly valued, suggesting that the proposal is accessible and effectively structured. Likewise, it was evident that the strategy is effective in improving attention and concentration, a fundamental aspect for student learning. The strategy demonstrates that it not only benefits the diagnosed student, but also promotes a more comprehensive and inclusive educational environment, indicating that the proposal seeks not only to improve the academic performance of students with ADHD, but also their personal and social development.

DISCUSSION

Educational inclusion is defined as the process of identifying and removing barriers that prevent all students, regardless of their abilities or disabilities, from fully participating in and achieving academic performance. Educational inclusion is crucial to ensure that all students have equal access to quality education. The Theory of Inclusive Education proposes that all students should be educated in inclusive environments where their individual differences are respected and valued.⁽⁷⁾

Basic education in Ecuador plays a crucial role in the comprehensive development of society, laying the foundations for individual and collective progress. In this context, teacher training emerges as a fundamental pillar for ensuring the quality and effectiveness of the education system.⁽⁸⁾

In the specific context of Ecuador, the prevalence of ADHD in the school population is estimated at between 5 % and 6 %, figures in line with the global average. Despite regulatory advances, the practical application of effective psycho-pedagogical strategies for ADHD remains insufficient. School dropout rates linked to attention and behavior problems can reach up to 15 % in some provinces, highlighting a critical gap between policy and practice. It is emphasized that one of the most significant barriers is the limited preparation of teachers to implement curricular adaptations and differentiated instruction strategies.⁽⁸⁾

Open and ongoing communication with teachers is crucial for supporting and reinforcing the implementation of psychoeducational strategies in the classroom. Teachers should inform parents about the methods used to help their children and provide them with constructive feedback. Additionally, providing emotional support at home and collaborating closely with professionals to refine ADHD treatment strategies can significantly enhance students' academic success and overall well-being.

Psychoeducational strategies refer to a set of methods and techniques used by educators to improve the learning and development process of students. These strategies include curricular adaptations, differentiated teaching techniques, and emotional and behavioral support. Psycho-pedagogical strategies are crucial for ensuring inclusive and equitable education, particularly for students with special educational needs. The application of psycho-pedagogical strategy underscores the importance of the teacher's role in promoting spaces that enable students to generate new ideas and learn to instill values, fostering healthy coexistence. To do this, it is also necessary to raise awareness among other members of the educational community of the advantages of using psycho-pedagogical strategies within the academic process.⁽⁹⁾

It is essential to develop and implement curricula and teaching methods that are flexible and adaptable to the specific

needs of students with ADHD. This includes the use of strategies such as project-based learning, which incorporates practice exercises and provides adequate time and space to complete assignments and exams. In addition, ongoing training in ADHD management will enable teachers to adjust their teaching practices effectively.

When we talk about psycho-pedagogical strategies, we understand that this is the approach chosen by the teacher to promote conditions conducive to different learning situations, such as identifying and intervening in learning difficulties and increasing motivational processes to achieve the goals established in the teaching and learning process.⁽¹⁰⁾

Strategies such as cooperative learning and peer tutoring are based on this principle, creating a social environment that facilitates the regulation of attention and behavior. Teacher scaffolding during cooperative activities significantly improved the participation and performance of students with attention difficulties.⁽¹¹⁾

On the other hand, Information Processing Theory helps to understand deficits in executive functions, which are at the core of ADHD. Students with this disorder often have difficulties with working memory, planning, response inhibition, and cognitive flexibility. Interventions based on this theory focus on compensating for or strengthening these functions.⁽¹²⁾

Deci et al.⁽¹¹⁾'s Self-Determination Theory posits that intrinsic motivation and well-being flourish when three basic psychological needs are met: competence, autonomy, and relatedness. Students with ADHD, who often experience repeated failures and criticism, have their sense of competence undermined. Strategies that offer meaningful choices (autonomy), provide positive, effort-based feedback (competence), and foster positive connections with peers and teachers (relatedness) can counteract demotivation. A classroom climate that supports autonomy, far from being permissive, provides the structure and support necessary for students to feel confident and capable, increasing their engagement and persistence in tasks.

The most successful interventions are multicomponent, acting simultaneously on the environment, instruction, and the student. Multisensory teaching is a cornerstone, as it allows students with ADHD to access information through multiple channels (visual, auditory, kinesthetic), compensating for their attention difficulties and improving retention. The implementation of sensory boxes, memory games, and the use of educational applications such as Kahoot were key resources for maintaining student engagement.⁽¹³⁾

Positive reinforcement and immediate reward systems are powerful behavioral tools for shaping behavior and encouraging self-regulation. Rather than focusing on punishing disruptive behaviors, these strategies focus on recognizing and rewarding desired behaviors (e.g., remaining seated, completing a task). In the intervention carried out at the "Ciudad del Norte" Educational Unit, the use of an "achievement notebook" and a "motivational mural" was instrumental in increasing student self-esteem and intrinsic motivation.⁽¹³⁾

Family-school collaboration is a consistent predictor of success in ADHD interventions. When families are informed and trained, they can reinforce the strategies used at school at home, creating the consistency that students need. Regular communication through shared agendas, periodic meetings, and awareness workshops for parents is highly recommended.⁽¹⁴⁾ The intervention plan may specifically include workshops for families on creating structured routines at home and promoting autonomy, which was validated as an essential component of overall effectiveness.⁽¹³⁾

Learning processes are inherently social and cultural, and students with ADHD benefit from the mediation of adults and peers who can help guide their learning. In this sense, psycho-pedagogical strategies that promote collaboration and social interaction in the classroom can be particularly effective.⁽¹⁵⁾

Psycho-pedagogical strategies emerge as an essential component in closing this gap. They are defined as a set of methods and techniques based on psychological and pedagogical principles, designed to optimize the teaching-learning process and promote the comprehensive development of students with specific educational needs.⁽⁹⁾

The proposed actions aim to enhance students' educational experience through a multidimensional intervention. Evidence suggests that an effective psychopedagogical strategy should be student-centered, considering both the school and family environments. The most significant barrier identified for implementing these actions is the lack of resources.

Despite the recognition of ADHD and the difficulties faced by these students, there is a lack of specific, evidence-based psycho-pedagogical strategies that are consistently applied in schools. There is evidence of the effectiveness of existing school interventions for ADHD, which are complex and resource-intensive, contradicting teachers' preferences for short, flexible strategies that adapt to a variety of ADHD-related problems in the classroom.⁽¹⁶⁾

Consolidated evidence indicates that there is no "magic solution" for the inclusion of students with ADHD. On the contrary, an ecological and systemic approach is required that articulates different levels of intervention. At the classroom level, the consistent use of the psycho-pedagogical strategies described is imperative. At the institutional level, educational projects are needed that prioritize inclusion, establish protocols for action, and foster professional learning communities among teachers. At the political level, regulations (such as the LOEI in Ecuador) must be accompanied by budgets allocated for resources, mandatory and systematic teacher training programs, and evaluation mechanisms that report on progress in inclusion.

Multimodal psycho-pedagogical strategies are highly effective in promoting the educational inclusion of students with ADHD. Structured, student-centered interventions with strong family involvement produce tangible improvements in academic, behavioral, and socio-emotional dimensions.⁽¹³⁾ The unanimous validation by the evaluating professionals in the case of "Ciudad del Norte" underscores not only the effectiveness of the proposed strategy, but also its feasibility and contextual relevance.

The results indicate that a designed psycho-pedagogical strategy is effective for the inclusion of students with ADHD in

basic education. Validation by both professionals, as well as the school principal and psychologist, confirms that the proposal meets the criteria of clarity, applicability, and effectiveness in the school context, reinforcing its viability as a valuable tool for teachers and education professionals.

The fact that all the criteria evaluated received the highest rating suggests that the psycho-pedagogical intervention has a positive impact on the learning, behavior, and inclusion of students with ADHD. These findings underscore the importance of implementing structured and accessible psycho-pedagogical strategies to support the inclusion of students with specific needs.

The central discussion revolves around the gap between existing knowledge and its application in classrooms. The persistent lack of teacher training emerges as the main bottleneck. Teachers express the need for “short and flexible” strategies that can be integrated into their daily practice, highlighting the importance of training that is practical, situated, and ongoing, rather than solely theoretical.⁽¹⁷⁾ Investment in teacher professional development should be a public policy priority.

The most effective strategies combine individualized attention with inclusive practices, enabling students with ADHD to develop their full potential in an environment that responds to their unique characteristics and needs. To ensure successful integration, it is essential to foster collaboration between teachers, researchers, families, and organizations. Only through joint and coordinated efforts can we ensure that the interventions implemented are sustainable and truly effective in promoting inclusive, quality education.

CONCLUSIONS

The practical implementation of psycho-educational strategies is a key factor in the integration of students with Attention Deficit Hyperactivity Disorder (ADHD) into basic education. It has been demonstrated that adapting the educational environment to meet the specific needs of these students not only enhances their academic performance but also fosters their emotional and social well-being, thereby promoting a more equitable and inclusive school experience.

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FUNDING

The authors did not receive funding for the development of this research.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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