

Students With Attention Deficit and Hyperactivity in the Context of Primary Education: Theoretical Reflections from Teachers

Author: Rosalía del Carmen Rojas García

National Educational Complex “Parmanacay” Maracay,
Venezuela

Email: rosaliarojas027@gmail.com

ORCID Code: <https://orcid.org/0000-0002-1885-2100>

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ABSTRACT

This research aimed to generate a theoretical contribution from the teacher's perspective on students with attention deficit hyperactivity disorder (ADHD), considering their cognitive, emotional, and pedagogical needs. It sought to understand the cognitive experience of teachers facing ADHD in primary education, analyzing how they construct their pedagogical practices. Additionally, it explored the predominant attitudes of students with ADHD in school settings and the intervention strategies used by teachers. The study also interpreted the meaning that teachers attribute to ADHD, highlighting associated social and emotional representations. The methodology was qualitative, using a hermeneutic approach, with three key informant subjects: a classroom teacher, an educational counselor, and a psychologist from the U.E.N “Parmanacay”. Data were collected through in-depth interviews and participant observation, and analyzed through categorization, triangulation, and theorization. Findings emphasized the need for structured environments, differentiated strategies, and interdisciplinary support. The study was grounded in theoretical frameworks such as Erikson (1950), Vygotsky (1978), UNESCO (1994), Zimmerman (2000), and Masten (2001). Finally, the theory titled "Students with Attention Deficit and Hyperactivity in the Context of Primary Education: Theoretical Reflections from Teachers" was developed, interpreting the phenomenon from an integral perspective and emphasizing the mediating role of the teacher in the effective inclusion of students with ADHD.

Keywords: Attention deficit and hyperactivity; inclusive education; self-regulated learning; early intervention; classroom diversity.

Biographical Note: Degree in Special Education, Master's in Guidance, currently pursuing doctoral studies in Educational Sciences. Universidad Nacional Experimental de los Llanos Centrales “Rómulo Gallegos”.