

Teacher training program in curricular adaptations for addressing neurodivergence in general secondary education

Author: Master Álvaro Gabriel Valdez Valdez
National Experimental University of the Western Plains
Ezequiel Zamora (UNELLEZ-VIPI), Ministry of Popular Power
for Education.
Email: alvarogabrielvaldezvaldez@gmail.com
ORCID ID: <https://orcid.org/0009-0008-6690-5028>

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ABSTRACT

In order to guarantee the effectiveness of school integration and inclusion processes for students with neurodivergence, this study aimed to develop a teacher training program on curricular adaptations for addressing neurodivergence in general secondary education during the first academic period of the 2.025-2.026 school year. Therefore, the study adopted a positivist paradigm with a quantitative approach, a hypothetical-deductive method, a non-experimental, field-based design, and a feasible project modality. The census sample comprised 45 students from the San Carlos National Bolivarian High School in the Ezequiel Zamora municipality of Cojedes state, Venezuela. The diagnostic results revealed an alarming level of criticality in the procedural and evaluation dimensions, demonstrating a limited practice due to a lack of technical knowledge among teachers regarding addressing neurodivergence. As a solution, a training program in curricular adaptations was implemented, structured in four phases: awareness, cognition, practice, and evaluation. The conclusion is that teacher training is imperative to move beyond the bureaucratic fulfillment of content toward meaningful learning, and the creation of a specific Integrated Classroom for the general secondary education level is recommended. This classroom would guarantee individualized and effective support, ensuring that inclusion is not merely a temporary measure but rather an effective human right that recognizes diversity as the essence of humanity.

Descriptors: Neurodivergence, Curricular Adaptations, Teacher Training, General Secondary Education, Pedagogical Practice, Integrated Classroom.

Biographical Review: Doctoral Candidate in Psychopedagogy at the National Experimental University of the Western Plains Ezequiel Zamora, attached to the Research Line "Different Abilities or Attention to Diversity", Teacher V of the Ministry of Popular Power for Education.