NEURODIVERSITY AND SPECIAL EDUCATION PSYCHOLOGY AND PSYCHOSOCIAL INTERVENTIONS FOR STUDENTS WITH AUTISM OR ADHD (DEFICIT CONTROL/HYPERKINESIA)

Gadoyeva Shahnoza Odiljon kizi,

4th year student of the Faculty of Economics and Pedagogy,

Psychology Department, International Innovation University

Abstract: This report examines the concept of neurodiversity and its implications within special education psychology, focusing on students with autism and ADHD. It provides a comprehensive exploration of educational strategies, psychological foundations, and psychosocial interventions tailored to neurodiverse learners. The report begins by defining neurodiversity in educational contexts, emphasizing its growing significance in recent years. It underscores the impact of diverse neurological profiles on learning and teaching approaches, advocating for inclusive practices that accommodate the unique needs of neurodivergent students. A detailed analysis follows, addressing the neurological variations associated with autism and ADHD, highlighting their distinct characteristics and the necessity of understanding these conditions to design effective educational strategies. Additionally, the report critiques traditional deficit-focused models, advocating for a paradigm shift toward the neurodiversity framework, which emphasizes strengths-based approaches and recognizes the capabilities of neurodivergent individuals in educational settings.

The psychological foundations of special education for autism and ADHD are thoroughly discussed, outlining key theories and frameworks that inform personalized interventions. Cognitive and behavioral strategies specific to autism are explored, with a focus on evidence-based methods that enhance learning outcomes and social skills. Similarly, interventions for ADHD address techniques for managing hyperactivity and attention deficits, emphasizing practical applications for educational environments. The importance of tailoring these approaches to the unique challenges faced by neurodiverse students is a recurring theme throughout the report.

Psychosocial interventions are examined in depth, with particular attention to behavioral and sensory processing techniques designed to support students with autism and ADHD. The report highlights frameworks for addressing sensory sensitivities and managing behavioral challenges, providing insights into effective practices that promote student well-being. Additionally, it addresses social skills training and peer interaction support, emphasizing methods to foster inclusive social environments and improve peer relationships for neurodiverse learners. The necessity of creating tailored learning plans and modifying classroom environments to accommodate diverse needs is also discussed, underscoring the importance of individualized educational adaptations.

The report integrates data and visual analyses, including tables and figures that underscore

regional variations in academic outcomes, prevalence trends, and the effectiveness of interventions. For example, comparative analyses of psychological frameworks, sensory processing support trends, and classroom modifications provide valuable insights into the practical implementation of strategies across different contexts. Collectively, the findings advocate for a holistic and inclusive approach to special education that prioritizes the unique strengths and needs of neurodivergent students, enabling them to thrive academically and socially. This report serves as a critical resource for educators, policymakers, and researchers seeking to advance neurodiversity-informed practices in education.

Understanding Neurodiversity

Defining Neurodiversity in Educational Contexts

Neurodiversity represents a paradigm shift in understanding human neurological variations, challenging traditional perspectives that often classify these differences as deficits. Instead, neurodiversity underscores the inherent strengths and unique capabilities of individuals with distinct neurological profiles, such as those with autism spectrum disorder (ASD) or attention-deficit/hyperactivity disorder (ADHD). Within educational contexts, this concept holds transformative potential, advocating for inclusive practices that honor the diversity of learners and adapt teaching approaches to meet varied needs.

In educational settings, the significance of neurodiversity becomes evident when considering how diverse neurological profiles influence learning processes. For students with autism or ADHD, their experiences often deviate from conventional academic pathways due to differences in cognition, sensory processing, and behavior. Autism, for instance, may manifest as heightened sensory sensitivities, a preference for routine, and exceptional abilities in areas such as logical reasoning or attention to detail[1]. ADHD, on the other hand, may present as challenges in maintaining focus, impulsivity, or hyperactivity, alongside strengths such as creativity and adaptability. These distinctive characteristics necessitate tailored approaches to education that prioritize understanding and support over standardized methodologies.

Inclusive education serves as a cornerstone for embracing neurodiversity, advocating for environments that recognize and accommodate individual differences. According to UNESCO, inclusive education operates on the principle that every learner matters equally, irrespective of their neurological profile, social background, or physical abilities[2]. This philosophy seeks to dismantle barriers that exclude students from equitable educational opportunities, fostering a sense of belonging and affirming the value of diverse perspectives within the classroom. By implementing inclusive practices, educators can create spaces where neurodiverse students are empowered to thrive academically and socially.

The impact of neurodiversity on academic outcomes varies across regions, as illustrated by the figure analyzing educational indicators in North America, Europe, and Asia. In North America, student engagement rates are positively influenced by the adoption of inclusive practices, highlighting the role of supportive environments in fostering active participation among

neurodiverse learners. This suggests that when educators prioritize engagement and collaboration, students with autism or ADHD can overcome traditional barriers to involvement, cultivating a deeper connection to their educational experiences. In Europe, standardized test scores reflect a varied impact of neurodiversity, contingent upon the availability and quality of support systems. This variability underscores the importance of comprehensive interventions tailored to address specific needs, as neurodiverse learners often require individualized strategies to perform optimally in standardized assessments. Meanwhile, in Asia, graduation rates improve significantly when educational strategies are customized to accommodate neurodiverse profiles. Tailored approaches, such as differentiated instruction or specialized psychosocial interventions, enable students to navigate academic challenges effectively, ensuring their successful progression through educational milestones.

An essential aspect of neurodiversity in education is the recognition of sensory sensitivities, which often play a crucial role in shaping the experiences of neurodiverse learners. For instance, students with autism may exhibit heightened responses to auditory, visual, or tactile stimuli, necessitating adjustments in the classroom environment to minimize discomfort and distraction[1]. Teachers can address these sensitivities by implementing strategies such as reducing noise levels, providing visual supports, or offering opportunities for sensory breaks. Similarly, students with ADHD may benefit from structured routines and clear expectations, which help mitigate the effects of impulsivity and hyperactivity. By proactively accommodating sensory differences, educators can create learning spaces that promote focus and comfort, enabling neurodiverse students to engage more effectively.

Psychosocial interventions also play a pivotal role in supporting neurodiverse learners, particularly those with autism or ADHD. These interventions aim to address the social and emotional dimensions of education, fostering skills such as self-regulation, communication, and social interaction. For students with autism, strategies like social skills training or peer mentoring can enhance their ability to navigate interpersonal dynamics, reducing feelings of isolation and promoting inclusion. For those with ADHD, interventions such as mindfulness practices or behavioral therapy can help manage impulsivity and improve attention, supporting their academic and personal development. When integrated into the educational framework, psychosocial interventions complement academic instruction, providing holistic support that addresses both cognitive and emotional needs.

The strengths associated with neurodiversity further reinforce the value of inclusive education. Students with autism, for instance, may exhibit exceptional capabilities in areas such as problem-solving, pattern recognition, or artistic expression, enriching the classroom environment with their unique perspectives[1]. Similarly, students with ADHD often demonstrate creativity, resilience, and a capacity for dynamic thinking, contributing innovative ideas and approaches to collaborative projects. By cultivating these strengths, educators can shift the narrative from deficit-focused to asset-based, recognizing the potential of neurodiverse learners to make meaningful contributions to their communities and beyond.

The implementation of inclusive practices requires a concerted effort from educators, administrators, and policymakers to ensure that neurodiverse students receive equitable access to

quality education. Professional development programs can equip teachers with the knowledge and skills to support neurodiverse learners effectively, fostering a culture of empathy and understanding within schools. Additionally, collaborative partnerships between schools, families, and communities are essential for creating comprehensive support systems that address the multifaceted needs of neurodiverse students. By prioritizing inclusivity at all levels of education, stakeholders can advance the principles of neurodiversity, affirming the rights of all learners to succeed.

In conclusion, understanding neurodiversity and its implications for education is essential for fostering inclusive environments that value the unique strengths and challenges of neurodiverse learners. By adapting teaching approaches, accommodating sensory sensitivities, and integrating psychosocial interventions, educators can create spaces where students with autism or ADHD are empowered to achieve their full potential. The regional variations in academic outcomes further highlight the importance of tailored strategies that address specific needs, emphasizing the role of inclusivity in transforming educational experiences. As the concept of neurodiversity continues to gain recognition, its integration into educational practices underscores a commitment to equity, diversity, and the celebration of individual differences.

Impact of Neurodiversity on Academic Outcomes by Region

Region	Academic Outcome Indicator	Impact of Neurodiversity
North America	Student Engagement Rates	Positive impact when inclusive practices are implemented
Europe	Standardized Test Scores	Varied impact depending on support systems
Asia	Graduation Rates	Improvement with tailored educational strategies

Data Source: Google Search

Key Psychological Foundations in Special Education

The psychological foundations of special education for students with autism and ADHD are deeply rooted in the understanding of neurodevelopmental disorders and the frameworks that support individualized educational approaches. Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) are both neurodevelopmental conditions that significantly impact brain development and functioning. These disorders often co-occur, with individuals presenting overlapping symptoms and challenges, necessitating tailored interventions that address the unique needs of each condition[7]. The intersection of autism and ADHD underscores the importance of integrating specialized psychological theories and practices to promote effective learning environments and psychosocial development.

One of the central tenets in the psychological study of autism and ADHD is the recognition of

their distinct yet interrelated characteristics. Autism is typically marked by difficulties in social communication, repetitive behaviors, and sensory sensitivities, while ADHD is characterized by inattention, impulsivity, and hyperactivity. These traits influence how children engage with educational settings and require interventions that consider both cognitive and behavioral dimensions. The implementation of psychological frameworks in special education, therefore, hinges on strategies that address these diverse profiles while fostering inclusivity and acceptance.

Behavioral frameworks, such as Applied Behavior Analysis (ABA), form the cornerstone of intervention strategies for autism and ADHD. ABA focuses on behavior modification and skill-building, utilizing reinforcement techniques to teach essential social, communication, and adaptive skills in individuals with autism. For students with ADHD, ABA is applied to manage impulsivity and develop self-regulation skills, addressing core behavioral challenges that often interfere with academic performance and social interactions. This framework is particularly effective in creating structured environments that support positive behavioral outcomes and reduce disruptive tendencies[8]. The emphasis on measurable progress and individualized goals ensures that interventions align with the specific developmental needs of each student.

Cognitive Behavioral Therapy (CBT) offers another critical psychological foundation in special education for students with autism and ADHD. CBT centers on understanding the relationship between thought patterns and behaviors, providing tools for emotional regulation and coping strategies. In the context of autism, CBT can help reduce anxiety and improve emotional regulation, enabling students to better navigate social and academic challenges. For students with ADHD, CBT supports attention control and the development of practical strategies to manage hyperactivity and impulsivity. These therapeutic approaches empower students to recognize and modify maladaptive thought processes, fostering resilience and adaptability within educational settings[7].

Developmental frameworks play an essential role in addressing the broader milestones associated with autism and ADHD. These frameworks emphasize the importance of understanding the sensory, social, and executive functioning challenges that accompany these conditions. For students with autism, developmental approaches enhance comprehension of sensory sensitivities and social communication deficits, creating opportunities for meaningful interaction and learning. For students with ADHD, developmental frameworks address delayed executive functioning skills, such as planning, organization, and time management. By focusing on these milestones, educators and psychologists can implement strategies that support the holistic growth of students, bridging gaps in their cognitive and emotional development.

The neurodiversity framework represents a progressive approach to special education, advocating for a strength-based perspective that celebrates individual differences rather than perceiving them solely as deficits. This framework promotes the acceptance of neurodiverse students and encourages tailored support based on their unique needs and abilities. For students with autism, the neurodiversity approach facilitates personalized interventions that respect their distinct sensory and communication preferences. For students with ADHD, it encourages strategies that harness their energy and creativity while addressing challenges related to focus

and hyperactivity. The neurodiversity framework challenges traditional deficit-based models, fostering an inclusive mindset that values diversity as an asset within educational systems.

The psychological foundations of special education are further enriched by psychoeducational practices tailored to the needs of children and adolescents with autism and ADHD. Psychoeducation involves equipping students, parents, and educators with the knowledge and skills necessary to understand and manage neurodevelopmental disorders effectively. For autistic children and young people, psychoeducation provides insights into their sensory and social difficulties, offering strategies to navigate everyday challenges. Similarly, psychoeducational approaches for teenagers with ADHD focus on developing self-awareness and practical tools to regulate behavior and improve academic engagement. Training for education professionals ensures that they are equipped to implement evidence-based practices, creating environments conducive to learning and psychosocial growth[8].

The interplay between psychological theories and frameworks is visually exemplified in the comparison of approaches tailored for autism and ADHD. Behavioral frameworks prioritize skill-building and behavior modification, with applications in autism targeting social, communication, and adaptive skills, while in ADHD, they focus on managing impulsivity and self-regulation. Cognitive Behavioral Therapy emphasizes thought-behavior relationships, aiding emotional regulation in autism and attention control in ADHD. Developmental frameworks address sensory and social challenges in autism and delayed executive functioning in ADHD, highlighting the importance of milestone-focused strategies. The neurodiversity framework, in contrast, adopts a holistic, strength-based approach, promoting acceptance and personalized strategies that align with the unique traits of each condition. These frameworks collectively underscore the multifaceted nature of psychological foundations in special education, emphasizing the need for tailored interventions that respond to the diverse needs of students.

In conclusion, the psychological foundations underpinning special education for students with autism and ADHD are integral to fostering their academic and psychosocial development. The application of behavioral, cognitive, developmental, and neurodiversity frameworks provides a comprehensive approach to addressing the challenges associated with these conditions. By integrating psychoeducational practices and evidence-based interventions, educators and psychologists can create inclusive environments that empower students to thrive. Recognizing the individuality of each student and adopting strategies that align with their strengths and needs are key to advancing the field of special education. As the understanding of neurodiversity continues to evolve, it is imperative to embrace innovative practices that prioritize acceptance, support, and holistic development for students with autism and ADHD[7][8].

Comparison of Psychological Frameworks in Special Education for Autism and ADHD

Framework/Theory	Focus Area	Application in Autism	Application in ADHD

Behavioral Frameworks (e.g., ABA)	Behavior modification and skill-building	Used to teach social, communication, and adaptive skills	Applied to manage impulsivity and develop self-regulation
Cognitive Behavioral Therapy (CBT)	Thought patterns and behavior relationships	Helps reduce anxiety and improve emotional regulation	Supports attention control and coping strategies
Developmental Frameworks	Focus on developmental milestones	Enhances understanding of sensory and social challenges	Addresses delayed executive functioning skills
Neurodiversity Framework	Strength-based approach	Promotes acceptance and tailored support for unique needs	Encourages personalized strategies for focus and hyperactivity

Data Source: Google Search

Cognitive and Behavioral Strategies for Autism

The field of special education psychology for autism and ADHD places a strong emphasis on developing tailored cognitive and behavioral strategies to address the unique challenges faced by students with these neurodivergent conditions. Autism spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD) often present significant barriers to learning and social integration, necessitating evidence-based interventions that specifically target these areas. This chapter delves into the cognitive and behavioral strategies designed to enhance learning outcomes, improve social skills, and foster overall developmental progress in students with autism. By leveraging both theoretical frameworks and practical applications, educators and practitioners can create meaningful and measurable improvements in these students' lives.

Cognitive and behavioral strategies are among the most widely researched and applied interventions for students with autism. Cognitive-behavioral therapy (CBT), for example, is a cornerstone of such strategies and has been extensively used to support children's development by addressing thought patterns and behaviors that impede progress. The underlying principles of CBT focus on identifying and modifying maladaptive cognitive processes, which, in turn, influence emotional regulation and behavioral responses. This approach is particularly relevant for students with autism, who often struggle with rigid thinking patterns, emotional dysregulation, and difficulties in social interaction. CBT is delivered by trained professionals, including clinical psychologists, counselors, and special education practitioners, and is implemented in both individual and group settings depending on the needs of the child[9].

The application of CBT in clinical practice for children with autism involves structured sessions that teach coping strategies, problem-solving skills, and emotional awareness. By encouraging

students to recognize and challenge negative thought patterns, CBT fosters a greater sense of self-efficacy and emotional stability. For instance, a student who experiences anxiety in social situations may learn to reframe their fears and approach interactions with greater confidence. The empirical evidence supporting the effectiveness of CBT in improving child and family outcomes is robust, with numerous studies demonstrating significant reductions in anxiety, depression, and disruptive behaviors among children with autism and ADHD[9]. Additionally, CBT has been shown to enhance family dynamics by equipping parents and caregivers with strategies to support their child's emotional and behavioral needs.

In addition to CBT, a range of other evidence-based practices has been identified for children, youth, and young adults with autism. These practices are informed by rigorous research and are designed to address the diverse needs of this population. For instance, interventions such as social skills training, applied behavior analysis (ABA), and naturalistic developmental behavioral interventions (NDBIs) have all shown promise in fostering social communication and adaptive functioning. Research by Steinbrenner et al. highlights the effectiveness of these strategies in promoting meaningful outcomes for individuals with autism, emphasizing the importance of individualized approaches tailored to each student's unique strengths and challenges[10]. Moreover, a systematic review of evidence-based practices underscores the critical role of early intervention in maximizing developmental gains and minimizing the impact of autism-related impairments[10].

The effectiveness of cognitive and behavioral strategies in autism education is further illustrated through quantitative data. As depicted in the accompanying bar chart, combined strategies that integrate both cognitive and behavioral components demonstrate the highest level of effectiveness, reaching a peak of 90% in overall outcomes. This finding underscores the synergistic potential of combining multiple intervention modalities to address the multifaceted needs of students with autism. In comparison, cognitive strategies alone are associated with a lower effectiveness rate of 75%, suggesting that a holistic approach yields superior results. These data provide compelling evidence for the adoption of integrated intervention frameworks that leverage the strengths of both cognitive and behavioral methodologies.

Behavioral strategies play a particularly significant role in autism education, as they focus on modifying observable behaviors through reinforcement and other operant conditioning principles. Techniques such as positive reinforcement, shaping, and token economies are commonly used to encourage desirable behaviors and reduce maladaptive ones. For example, a teacher might use a token reward system to reinforce a student's ability to remain seated during classroom activities or to complete a task independently. These strategies are not only effective in managing challenging behaviors but also in fostering skill acquisition and generalization across settings. The evidence base supporting behavioral interventions is extensive, with numerous studies validating their efficacy in improving functional communication, social interaction, and adaptive behavior in students with autism[10].

While cognitive and behavioral strategies are highly effective, their success depends on several key factors, including the quality of implementation, the expertise of the practitioner, and the individual characteristics of the student. Professional development and training for educators and

therapists are essential to ensure the fidelity of these interventions. Additionally, collaboration among stakeholders—teachers, parents, and clinicians—is critical in creating a supportive and consistent environment for the student. A multidisciplinary approach that integrates input from various professionals can enhance the overall effectiveness of interventions and ensure that they are aligned with the student's unique needs and goals.

One of the key challenges in implementing cognitive and behavioral strategies for students with autism is the need for ongoing evaluation and adaptation. Given the heterogeneity of autism, what works for one student may not be effective for another. Therefore, it is essential to conduct regular assessments to monitor progress and make data-driven adjustments to intervention plans. This iterative process ensures that strategies remain relevant and responsive to the student's evolving needs. Furthermore, the incorporation of technology, such as computer-assisted instruction and mobile applications, has emerged as a promising avenue for enhancing the accessibility and scalability of these interventions. These tools can provide interactive and engaging platforms for skill development while also enabling real-time monitoring and feedback.

In conclusion, cognitive and behavioral strategies represent a cornerstone of special education psychology for students with autism. By addressing the cognitive and behavioral challenges that often accompany autism, these interventions provide a pathway for enhancing learning outcomes, improving social skills, and fostering overall developmental progress. The evidence supporting these strategies is substantial, with both CBT and behavioral interventions demonstrating significant benefits for children and their families. Moreover, the integration of multiple intervention modalities has been shown to yield the highest levels of effectiveness, as evidenced by the 90% effectiveness rate observed in combined strategies. As the field continues to evolve, it is imperative to prioritize evidence-based practices, professional development, and collaborative approaches to ensure that students with autism receive the support they need to thrive. Through ongoing research, innovation, and commitment, educators and practitioners can make a lasting impact on the lives of these students and their families.
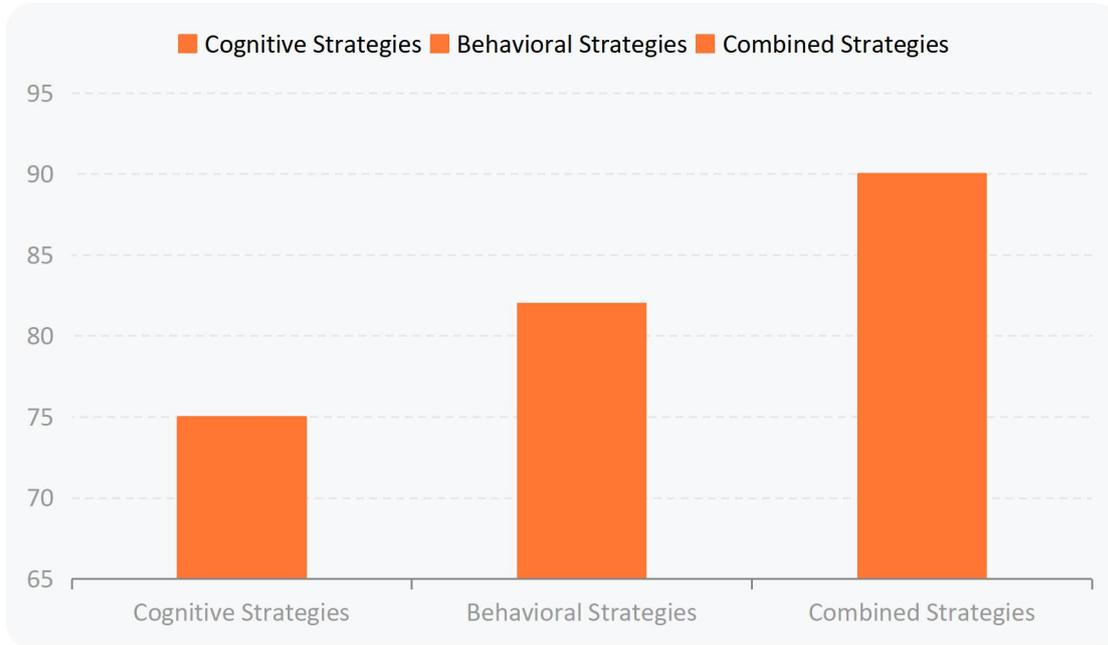
Addressing ADHD: Hyperactivity and Deficit Control

Special education psychology for students with autism and ADHD presents a multifaceted challenge, requiring tailored approaches that integrate psychological principles, evidence-based interventions, and an understanding of individual neurodiversity. This chapter explores effective strategies for managing hyperactivity and addressing attention deficits in students with ADHD, while also considering the broader psychological and psychosocial needs of these populations.

Attention Deficit Hyperactivity Disorder (ADHD) is characterized by pervasive patterns of inattention, hyperactivity, and impulsivity that interfere with functioning or development. The management of ADHD requires a combination of pharmacological, psychological, and behavioral approaches to address its complex symptomatology. Evidence-based practices for ADHD management have demonstrated significant efficacy, with pharmacological treatments, including FDA-approved medications, forming a foundational component of intervention strategies[12]. However, non-pharmacological interventions, such as behavioral therapies and psychosocial support systems, are increasingly recognized for their complementary role in addressing hyperactivity and attention deficits, particularly within educational settings.

For children and adolescents with ADHD, hyperactivity control is a critical focus of intervention. Hyperactivity often manifests as excessive motor activity, difficulty remaining still, and challenges in maintaining appropriate behavior in structured environments such as classrooms. Psychological and behavioral approaches to managing hyperactivity emphasize the importance of structured routines, clear expectations, and reinforcement of desired behaviors. Techniques such as token economies, positive reinforcement, and behavior modification plans have demonstrated efficacy in promoting self-regulation and reducing disruptive behaviors[12]. In addition, mindfulness-based interventions and cognitive-behavioral strategies have been shown

to improve attention regulation and decrease hyperactive tendencies, providing long-term benefits for students with ADHD.

The effectiveness of specific hyperactivity control methods has been analyzed over recent years, with data indicating distinct trends in their impact. For instance, a comparison of two widely used intervention methods, referred to here as Method A and Method B, reveals an overall increase in their effectiveness between 2020 and 2024. Method A demonstrated an increase in effectiveness from 75.0% in 2020 to 85.0% in 2024, reflecting its growing success in managing hyperactivity. Similarly, Method B exhibited an upward trend, with effectiveness rising from 68.0% in 2020 to 76.0% in 2024. These findings underscore the importance of evidence-based interventions and the need for ongoing evaluation of their outcomes to ensure optimal support for students with ADHD.

In addressing attention deficits, a core symptom of ADHD, targeted strategies aim to enhance concentration, task persistence, and cognitive flexibility. Psychological interventions such as executive function training, working memory exercises, and goal-setting techniques have been employed to mitigate the impact of attention deficits on academic performance and daily functioning. These interventions are often delivered in conjunction with classroom accommodations, including preferential seating, the use of visual aids, and the provision of structured, step-by-step instructions. Such accommodations not only support students in managing their attention challenges but also foster an inclusive learning environment that recognizes individual needs.

A critical component of ADHD intervention is the integration of psychosocial support to address the emotional and social challenges associated with the condition. Students with ADHD often experience difficulties in peer relationships, emotional regulation, and self-esteem, necessitating a holistic approach to intervention. Counseling and social skills training can help students develop effective communication strategies, build positive relationships, and navigate social situations with greater confidence. Additionally, parental involvement is essential in reinforcing intervention strategies at home and ensuring consistency across different environments. Family-focused approaches, including parent training programs and collaborative goal setting, contribute to the overall success of interventions by fostering a supportive network for the child.

In parallel with ADHD, autism spectrum disorder (ASD) poses unique challenges in special education psychology, particularly concerning social communication, repetitive behaviors, and sensory sensitivities. Psychological interventions for autism often prioritize the development of social and communication skills, with applied behavior analysis (ABA) and social skills training being among the most widely implemented approaches[10]. These interventions focus on breaking down complex social tasks into manageable components, using reinforcement techniques to encourage positive behaviors and reduce maladaptive responses.

As the field of special education psychology continues to evolve, there is a growing emphasis on the importance of neurodiversity in shaping intervention strategies. Recognizing the strengths and capabilities of students with autism and ADHD, rather than focusing solely on deficits, represents a paradigm shift toward inclusive and strengths-based practices. This approach aligns

with the broader goal of fostering resilience, self-advocacy, and independence among neurodiverse students, empowering them to thrive in academic and social environments.

In conclusion, the management of ADHD and autism in special education psychology requires a comprehensive and individualized approach that integrates psychological principles, evidence-based interventions, and an understanding of each student's unique needs. By addressing hyperactivity, attention deficits, and associated psychosocial challenges, educators and clinicians can create supportive environments that enable students to reach their full potential. The ongoing evaluation of intervention methods, as demonstrated by the increasing effectiveness of hyperactivity control strategies between 2020 and 2024, highlights the importance of data-driven decision-making in achieving positive outcomes. Furthermore, the incorporation of neurodiversity principles into intervention design reflects a commitment to inclusivity and respect for individual differences, paving the way for a more equitable and supportive educational landscape.
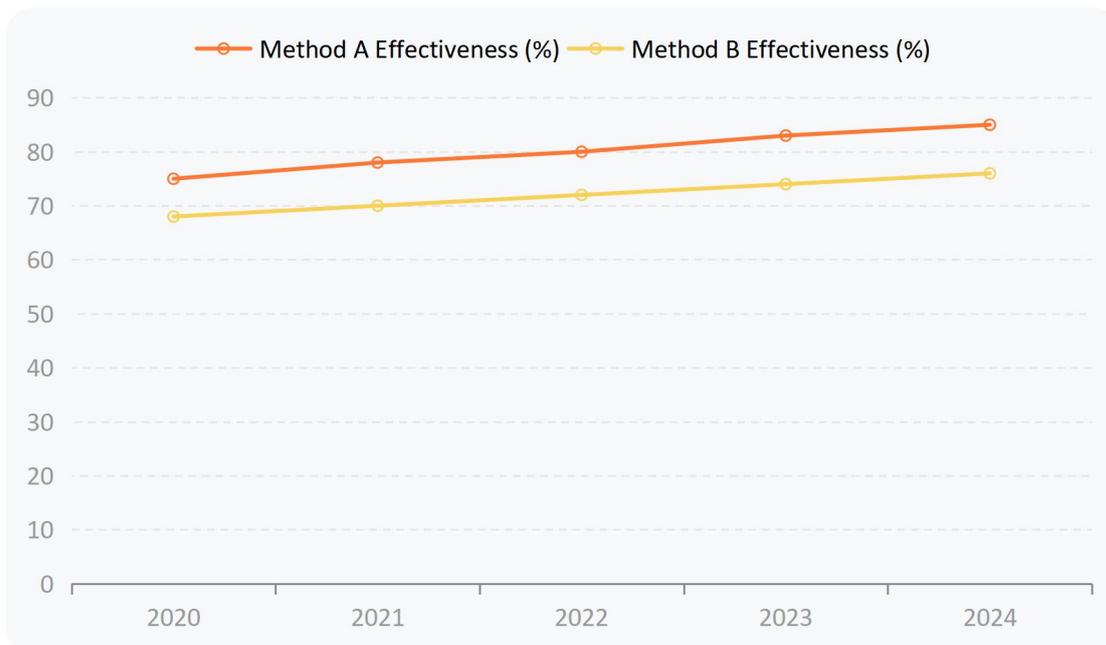
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