


**NEURODIVERSITY IN THE AGE OF GENERATIVE AI: PEDAGOGICAL CHALLENGES, INCLUSION AND ETHICAL IMPLICATIONS**

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### **Abstract**

The growing presence of Generative Artificial Intelligence in educational contexts has intensified discussions about inclusion, personalization of learning, and the recognition of cognitive diversity. At the same time, these technological advances raise important pedagogical and ethical questions regarding accessibility, equity, data privacy, algorithmic bias, and the role of teachers in increasingly digital learning environments. This chapter aims to reflect on the relationship between neurodiversity and Generative Artificial Intelligence, analyzing both the opportunities and challenges associated with the use of intelligent technologies in educational settings. Methodologically, the study is based on a qualitative bibliographic approach, drawing on scientific literature related to neurodiversity, inclusive education, educational technologies, Artificial Intelligence, and teacher mediation. The discussion highlights that Generative AI may contribute to personalized learning experiences and support students with diverse cognitive profiles, provided that its implementation is guided by ethical principles and inclusive pedagogical practices. The findings indicate that technology alone cannot guarantee inclusion; rather, meaningful educational transformation depends on human mediation, critical reflection, and institutional commitment to diversity. The chapter concludes that the educational potential of Generative AI lies not in replacing teachers, but in strengthening pedagogical practices capable of promoting participation, belonging, and equitable learning opportunities for all students.

**Keywords:** Neurodiversity, Generative Artificial Intelligence, Inclusive Education, Personalized Learning, Educational Ethics.

### **INTRODUCTION**

The twenty-first century has been marked by profound transformations in the ways knowledge is produced, circulated, and accessed. Among these transformations, the rapid development of Artificial Intelligence (AI) stands out as one of the most influential technological phenomena in contemporary education. More than a technological innovation, AI has become part of a broad digital ecosystem that has

been modifying educational practices, communication processes, and learning experiences. The emergence of Generative Artificial Intelligence has intensified these changes by enabling the production of texts, images, educational resources, and personalized responses capable of supporting different teaching and learning processes.

At the same time, educational systems in different parts of the world continue to face the challenge of building more inclusive environments capable of responding to the diversity of students present in contemporary classrooms. Discussions on inclusion have expanded their scope beyond approaches traditionally centered on disability, incorporating perspectives related to diversity, equity, participation, and the recognition of different cognitive profiles. In this context, the concept of neurodiversity has gained increasing relevance in educational research and practice.

The perspective of neurodiversity challenges deficit-based views of neurological differences and proposes that variations related to cognition, communication, attention, perception, and information processing be understood as part of human diversity, rather than merely as conditions to be corrected. From this viewpoint, educational institutions are called upon to recognize and value different ways of learning, interacting, and participating in social life. Such an understanding is aligned with the principles of inclusive education, which advocate educational environments capable of embracing diversity and promoting equitable learning opportunities for all students.

The growing recognition of neurodiversity has prompted important reflections on pedagogical practices. For a long time, educational models were structured on assumptions of homogeneity, expecting students to learn at similar paces and through similar strategies. However, advances in neuroscience and educational research demonstrate that learning processes are profoundly diverse and influenced by cognitive, emotional, and social factors. Cosenza and Guerra (2011) emphasize that understanding how the brain learns can contribute to the development of more effective pedagogical strategies, while Tokuhama-Espinosa (2010) argues that educational practices should be grounded in scientific knowledge about cognitive diversity and learning.

Neuroscientific studies also reveal the complexity of human cognitive functioning. Diamond (2013) emphasizes that executive functions, attention, self-regulation, and cognitive flexibility play fundamental roles in learning, although these processes may manifest differently among individuals. Likewise, Damásio (1994) demonstrated that cognition and emotion are deeply interconnected, challenging simplified conceptions that understand learning as an exclusively rational activity. These contributions reinforce the need for educational systems to be prepared to embrace different cognitive profiles and learning pathways.

In this scenario, Generative Artificial Intelligence has been presented as a promising tool to support personalized learning experiences. AI-based systems are capable of adapting content, generating teaching materials, providing immediate feedback, and presenting information in different formats. Such possibilities may be particularly relevant for students with diverse cognitive profiles, including neurodivergent individuals who may benefit from differentiated pedagogical approaches.

However, the educational use of Artificial Intelligence also raises important ethical concerns. UNESCO (2021) warns that AI systems must be developed and implemented based on principles of transparency, accountability, inclusion, and respect for human rights. Similarly, Holmes and Tuomi (2022) argue that educational technologies should not be evaluated solely for their technical capabilities, but also for their social, ethical, and pedagogical implications. Issues related to algorithmic bias, privacy, surveillance, accessibility, and digital exclusion remain central in discussions about the future of AI in education.

The relationship between technology and inclusion has also been explored by authors such as Capucha (2010), who associates educational inclusion with broader principles of social justice, participation, and equal opportunities. From this perspective, technological innovation should not be limited to increasing the efficiency of educational systems, but should contribute to the construction of environments that foster human development and social participation. Similarly, Dominick and Alves (2018) emphasize that educational innovation requires more than the adoption of technologies; it requires

the transformation of pedagogical practices in order to strengthen inclusion and meaningful student participation.

In this context, the debate on Generative Artificial Intelligence and neurodiversity cannot be restricted to technical considerations. It is necessary to reflect more broadly on how educational systems can use technological resources to promote inclusion without compromising human relationships, pedagogical mediation, and ethical responsibility. The central question is not whether AI should be present in education, but how it can be used to support students with different cognitive profiles without reinforcing existing inequalities or creating new forms of exclusion.

In light of this scenario, this chapter aims to reflect on the pedagogical challenges, inclusive possibilities, and ethical implications associated with the relationship between neurodiversity and Generative Artificial Intelligence. To this end, the foundations of neurodiversity in contemporary education will first be discussed; then, the potential of generative AI for the personalization of learning will be analyzed; subsequently, the ethical and pedagogical challenges related to the use of these technologies will be examined; and, finally, the relationship between inclusion, belonging, and digital participation in educational contexts increasingly mediated by technologies will be explored.

## **METHODOLOGY**

This chapter is characterized as a bibliographic study, with a qualitative approach and an exploratory-descriptive nature. According to Gil (2008), bibliographic research is developed from previously published materials, including books, scientific articles, dissertations, theses, institutional documents, and other academic works that contribute to the understanding and interpretation of a given phenomenon. This approach proves especially suitable for studies that seek to analyze concepts, theoretical perspectives, and contemporary debates based on existing scientific knowledge.

The adoption of a qualitative perspective is justified by the nature of the problem investigated, which involves understanding the relationships among neurodiversity, Generative Artificial Intelligence,

inclusive education, and ethical challenges in contemporary educational contexts. Rather than privileging numerical measurements or statistical correlations, qualitative research seeks to interpret meanings, identify conceptual connections, and critically analyze the contributions of different theoretical frameworks. As Bogdan and Biklen (1994) emphasize, qualitative investigations seek to understand phenomena in their social and cultural contexts, valuing interpretation and critical reflection.

The bibliographic review encompassed scientific works related to neurodiversity, inclusive education, neuroscience and learning, Artificial Intelligence applied to education, educational innovation, digital inclusion, educational ethics, and teacher mediation. Priority was given to studies that discuss the educational implications of Generative Artificial Intelligence and its contributions to students with different cognitive profiles, seeking to integrate perspectives from education, neuroscience, technology, and the social sciences.

Among the main references analyzed are the contributions of Cosenza and Guerra (2011), Tokuhama-Espinosa (2010), Diamond (2013), and Damásio (1994), which offer important foundations for understanding cognitive diversity and learning processes. Discussions on Artificial Intelligence and education are supported by the studies of Holmes and Tuomi (2022), as well as UNESCO documents on the ethics of Artificial Intelligence and the use of generative AI in education (UNESCO, 2021; UNESCO, 2023). Complementing this theoretical framework are the contributions of Capucha (2010), Dominick and Alves (2018), Silva, Campani and Furtado (2023), and Junior and Spitz (2016), which support reflections on inclusion, social justice, digital participation, pedagogical innovation, and teacher education.

The analysis of the selected material was carried out through exploratory, analytical, and interpretative readings. Initially, the aim was to identify central concepts and theoretical contributions related to neurodiversity and educational inclusion. Subsequently, thematic categories were organized to structure the chapter's discussion: neurodiversity and contemporary education; Generative Artificial Intelligence and personalized learning; ethical and pedagogical challenges of AI; and inclusion, belonging, and digital participation.

The interpretation of the data was conducted from a critical perspective that understands technology as a social and educational phenomenon, and not merely as a technical resource. Thus, the chapter seeks to articulate discussions originating from neuroscience, education, digital technologies, and ethics, emphasizing the need for pedagogical practices that reconcile technological innovation, human mediation, social justice, and respect for cognitive diversity. Through this approach, the study seeks to contribute to contemporary debates on the responsible and inclusive use of Generative Artificial Intelligence in educational environments.

## **NEURODIVERSITY AND CONTEMPORARY EDUCATION: FROM THE DEFICIT PERSPECTIVE TO THE RECOGNITION OF COGNITIVE DIVERSITY**

The concept of neurodiversity has gained increasing prominence in contemporary educational debates, especially as movements in defense of inclusive education have begun to question traditional conceptions of learning, development, and difference. In contrast to approaches centered exclusively on deficits or limitations, the neurodiversity perspective proposes understanding neurological differences as legitimate expressions of human diversity. From this perspective, variations related to cognition, attention, communication, sensory processing, and social interaction should not be interpreted only as disorders or disabilities, but as distinct ways of perceiving, understanding, and interacting with the world.

Historically, educational systems were structured around models that privileged homogeneity. Students were expected to learn in a similar manner, following standardized rhythms, methodologies, and forms of assessment. Those who followed different learning pathways were frequently classified according to their difficulties and viewed through the lens of disability or inadequacy. This model influenced pedagogical practices that sought to adapt students to existing school structures, rather than promoting institutional transformations capable of embracing the diversity present in classrooms.

In recent decades, however, advances in neuroscience, psychology, and education have contributed to broadening the understanding of learning processes. Studies have demonstrated that human

cognitive functioning is marked by wide diversity and is influenced by biological, emotional, social, and cultural factors. Cosenza and Guerra (2011) state that learning results from the interaction of multiple brain systems and that there is no single path to the construction of knowledge. This understanding challenges educational models based on uniformity and reinforces the need for more flexible and inclusive pedagogical practices.

The neurodiversity perspective gained strength especially through discussions related to Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, and other neurodevelopmental conditions. Rather than understanding these characteristics solely as deficits, the neurodiversity movement has come to emphasize potential, alternative forms of thinking, and different modes of learning. This does not mean ignoring the challenges faced by these individuals, but recognizing that such challenges are often intensified by social, pedagogical, and institutional barriers.

In this regard, Tokuhamas-Espinosa (2010) argues that education must consider the knowledge produced by the neurosciences in order to understand the complexity of human learning. According to the author, effective pedagogical practices are those capable of recognizing that students learn in different ways and that these differences must be taken into account in educational planning.

Diamond's (2013) studies also offer relevant contributions to this discussion. By investigating executive functions such as working memory, inhibitory control, cognitive flexibility, and self-regulation, the author demonstrates that these abilities develop differently among individuals. These differences directly influence the way students organize information, solve problems, and participate in school activities. Thus, requiring everyone to learn in the same way means disregarding fundamental aspects of human development.

Another important contribution comes from Damásio's (1994) studies, which reveal the profound relationship between cognition and emotion. For the author, learning processes cannot be understood exclusively from a rational perspective, since emotions, feelings, and social experiences directly influence

the construction of knowledge. This understanding reinforces the need for educational environments that value not only cognitive aspects, but also the affective and relational dimensions of learning.

The educational implications of these reflections are significant. If students present different ways of learning, communicating, concentrating, and interacting socially, it becomes indispensable for educational institutions to develop strategies capable of responding to this diversity. Inclusion, in this context, cannot be understood only as physical access to school. It involves the construction of conditions that foster participation, belonging, learning, and development for all students.

The discussion on neurodiversity also directly engages with the principles of social justice. Capucha (2010) argues that inclusion should not be limited to compensating for inequalities, but should promote effective opportunities for social participation, autonomy, and human development. From this perspective, educational institutions are called upon to recognize differences as a constitutive part of human experience and to reorganize their practices to ensure that everyone can fully participate in school life.

This understanding challenges traditional conceptions of academic success, which are often based on uniform standards of performance. From an inclusive perspective, educational quality does not mean that all students achieve identical results, but rather that all have real opportunities to develop their potential. In this way, the recognition of neurodiversity contributes to broadening the understanding of educational equity, shifting the focus from student adaptation to the transformation of learning contexts.

These reflections become even more relevant in light of the growing presence of digital technologies in education. As tools based on Artificial Intelligence begin to be integrated into educational environments, new possibilities emerge for supporting different cognitive profiles, but so do new challenges related to inclusion, accessibility, and educational justice. Thus, understanding neurodiversity constitutes a fundamental step toward reflecting on the role that Generative Artificial Intelligence can play in the construction of more inclusive educational experiences, a topic that will be discussed in the next section.

## **GENERATIVE ARTIFICIAL INTELLIGENCE AND PERSONALIZED LEARNING**

The advancement of Generative Artificial Intelligence has brought about significant transformations in teaching and learning processes, expanding possibilities for educational personalization and reconfiguring the way students and teachers interact with knowledge. Unlike traditional digital technologies, which operate based on previously programmed commands, generative systems are capable of producing original content, adapting information to different contexts, and responding dynamically to users' needs. These characteristics have aroused great interest in the educational field, especially in view of the growing search for strategies capable of addressing the diversity present in contemporary classrooms.

The idea of personalized learning is not new. For decades, researchers and educators have discussed the need to move beyond overly standardized educational models, recognizing that students have different rhythms, interests, abilities, and ways of learning. However, the practical implementation of this perspective has always encountered limitations related to the number of students per class, teachers' workload, and the difficulty of offering individualized pathways on a large scale. In this scenario, Generative Artificial Intelligence emerges as a tool with the potential to assist in adapting content and creating more flexible learning experiences.

For neurodivergent students, this possibility is especially relevant. Different cognitive profiles may require distinct pedagogical strategies, adapted materials, and varied forms of presenting knowledge. AI-based systems can generate explanations at different levels of complexity, produce summaries, reorganize content, create visual representations, and provide immediate feedback, expanding possibilities for access to the school curriculum.

Holmes and Tuomi (2022) emphasize that Artificial Intelligence has the potential to contribute to more adaptive educational processes capable of responding to students' individual needs. However, the authors warn that such resources should not be understood as substitutes for teacher practice, but as tools that can expand the possibilities of pedagogical mediation.

When discussing the future of AI in education, Holmes and Tuomi observe:

Artificial Intelligence in education should not be understood as a technology intended to replace teachers or fully automate teaching processes. Its potential lies in supporting educators and students, expanding opportunities for learning, personalization, and inclusion, provided that its use is guided by clear ethical and pedagogical principles. (Holmes; Tuomi, 2022, p. 18).

The authors' reflection shows that the educational value of Artificial Intelligence lies not only in its technical capacity, but in the way it is integrated into pedagogical processes. Personalized learning, therefore, does not depend exclusively on technology, but on the articulation among digital resources, teacher planning, and educational objectives.

In this context, the discussion on personalized learning converges with contributions from neuroscience. Tokuhamas-Espinosa (2010) argues that different brains learn in different ways and that effective pedagogical practices need to consider this diversity. According to the author, ignoring cognitive differences means limiting the learning possibilities of many students.

The author states:

Education based on evidence from the neurosciences does not seek to create a single model of teaching, but to understand that cognitive diversity requires multiple pedagogical strategies. No two brains are identical and, consequently, no two learning processes are exactly the same. (Tokuhamas-Espinosa, 2010, p. 57).

From this perspective, Generative Artificial Intelligence can be understood as a tool capable of expanding the possibilities of pedagogical differentiation. By enabling the creation of personalized materials and more flexible learning pathways, technology can assist teachers in constructing educational experiences compatible with different cognitive styles.

Another important aspect concerns student autonomy. AI-based tools can support task organization, time management, content review, and the development of study strategies. For students

who experience difficulties related to attention, planning, or self-regulation, such resources may represent important mechanisms of support in the learning process.

However, it is necessary to avoid overly optimistic or deterministic perspectives. The mere availability of technologies does not guarantee better educational outcomes. Dominick and Alves (2018) argue that educational innovation depends on the transformation of pedagogical practices and not merely on the incorporation of technological resources. According to the authors, technology produces significant impacts only when associated with pedagogical proposals capable of promoting participation, autonomy, and the collective construction of knowledge.

This discussion is also supported by UNESCO (2023) guidelines, which recognize the potential of Generative Artificial Intelligence to support educational processes, but emphasize the need to preserve principles related to equity, inclusion, and human rights. The document highlights that educational technologies should be used to expand learning opportunities and not to reproduce existing inequalities.

In this sense, personalization promoted by AI cannot be confused with extreme individualization or the isolation of students. Learning remains a profoundly social process, constructed through interactions, exchanges of experiences, and human relationships. Freire (1996) had already argued that knowledge is produced through dialogical and collaborative processes that cannot be fully replaced by automated systems.

Thus, although Generative Artificial Intelligence presents potential to support personalized learning and expand educational accessibility, its effectiveness depends on the presence of teachers capable of interpreting contexts, understanding individual needs, and constructing meaningful pedagogical mediation. Technology can offer valuable resources, but it remains human action that assigns educational meaning to these tools.

Based on these reflections, it becomes clear that the benefits of Artificial Intelligence for neurodiverse students should not be evaluated solely in terms of technological efficiency. It is necessary to consider its impacts on autonomy, belonging, participation, and the construction of inclusive

educational experiences. This discussion inevitably leads to the ethical issues involved in the use of AI, a topic that will be explored in greater depth in the next section.

## **PEDAGOGICAL CHALLENGES AND ETHICAL IMPLICATIONS OF ARTIFICIAL INTELLIGENCE IN EDUCATION**

The accelerated growth of Generative Artificial Intelligence in educational environments has expanded debates about its potential, but also about the risks and challenges associated with its use. Although these technologies offer significant opportunities for personalized learning, accessibility, and support for inclusion, their implementation does not occur in a social or ethical vacuum. On the contrary, the incorporation of AI into education requires profound reflections on justice, equity, privacy, autonomy, and pedagogical responsibility.

UNESCO (2021) warns that the use of Artificial Intelligence systems must be grounded in ethical principles capable of protecting human rights and promoting collective well-being. According to the document, intelligent technologies must be developed and used in a transparent, inclusive, and responsible manner, ensuring that their benefits are distributed equitably among different social groups.

When addressing the ethical challenges of AI, UNESCO states:

Artificial Intelligence systems must be designed in such a way as to promote diversity, inclusion, and equity, avoiding the reproduction of prejudices, discrimination, or structural inequalities existing in the societies in which they are implemented. (UNESCO, 2021, p. 15).

This concern becomes especially relevant when discussing neurodivergent students. Algorithms trained on majority patterns may fail to adequately recognize diverse forms of communication, behavior, or learning, reinforcing exclusionary processes already present in many educational contexts.

## **INCLUSION, BELONGING, AND DIGITAL PARTICIPATION IN EDUCATIONAL CONTEXTS MEDIATED BY TECHNOLOGIES**

Discussions on educational inclusion have shown that access to school, although fundamental, is not sufficient to guarantee truly inclusive experiences. Active participation in learning processes, recognition of differences, and the construction of meaningful bonds are equally essential elements for students to feel part of the school community. In this context, the concept of belonging assumes a central role, especially when discussing neurodivergent students in educational environments increasingly mediated by digital technologies.

To belong means to be recognized as a legitimate member of a group, to participate in its dynamics, and to perceive that one's presence has value and meaning. In the school environment, belonging is related to the possibility of establishing positive interpersonal relationships, expressing opinions, participating in proposed activities, and developing a sense of identification with the institution. For neurodivergent students, this dimension becomes particularly relevant, since social, communicational, and cultural barriers often hinder their full participation in educational spaces.

The literature on inclusion shows that many difficulties experienced by neurodivergent students do not arise exclusively from their individual characteristics, but from the barriers imposed by the contexts in which they are situated. This understanding is close to the reflections of Capucha (2010), who associates educational inclusion with the principles of social justice and civic participation. For the author, an inclusive society is not one that merely tolerates differences, but one that creates effective conditions for everyone to participate in different social spaces.

When discussing the relationship between inclusion and participation, Capucha states:

Inclusion implies the creation of effective opportunities for social, economic, and cultural participation, allowing individuals to develop their capacities and fully exercise their rights of citizenship. (Capucha, 2010, p. 32).

This reflection has important implications for the educational field. From an inclusive perspective, the goal is not merely to ensure that students attend school, but to guarantee that they can participate in the academic, social, and cultural activities that constitute the educational experience. Participation, therefore, becomes a fundamental indicator of the quality of inclusive processes.

In this scenario, digital technologies present the potential to expand opportunities for participation and belonging. Communication tools, virtual learning environments, collaborative platforms, and resources based on Artificial Intelligence can foster different forms of interaction and expression, helping to reduce barriers that have historically limited the participation of certain groups.

Junior and Spitz (2016), when discussing digital platforms for civic participation, argue that digital technologies can strengthen inclusion processes by expanding possibilities for access to information, communication, and social participation. Although the focus of their study is related to digital citizenship, their contributions make it possible to understand how technological environments can foster the agency of individuals frequently excluded from traditional spaces of participation.

This discussion becomes especially relevant when associated with neurodiversity. Students who face difficulties in certain conventional forms of interaction may find in digital environments new possibilities for communication and participation. Multimodal resources, accessible interfaces, and adaptive tools allow different cognitive profiles to find alternative ways to express knowledge, share experiences, and interact with peers and teachers.

However, it is necessary to recognize that technologies can also reproduce existing inequalities. Digital exclusion remains a significant challenge in many educational contexts, especially when there are limitations in internet access, inadequate infrastructure, or a lack of training for the pedagogical use of technological resources. In such cases, technology risks widening gaps rather than promoting inclusion.

Dominick and Alves (2018) warn that digital inclusion should not be understood merely as access to equipment or platforms. According to the authors, it is a process related to critical participation, the

meaningful appropriation of technologies, and the ability of individuals to use digital resources to expand their opportunities for learning and social action.

The authors emphasize:

Digital inclusion must be understood beyond access to technologies, involving processes of participation, autonomy, knowledge production, and the exercise of citizenship in digital contexts. (Dominick; Alves, 2018, p. 1347).

This perspective contributes to broadening the understanding of the role of Artificial Intelligence in education. More than making sophisticated tools available, it is necessary to ensure that these technologies are accessible to different students and that their use promotes processes of participation, autonomy, and belonging.

The construction of inclusive digital environments also depends on teacher education. Silva, Campani and Furtado (2023) argue that pedagogical innovation requires professionals capable of understanding the potential and limits of educational technologies, integrating them critically into pedagogical practices. Thus, teacher mediation continues to play a central role in promoting inclusion, even in contexts strongly marked by the presence of technological resources.

When reflecting on belonging and digital participation, it becomes evident that technology does not replace the human relationships that sustain educational processes. On the contrary, its inclusive potential depends on the capacity to strengthen bonds, expand opportunities for interaction, and promote meaningful learning experiences. When used ethically and with pedagogical guidance, digital technologies can contribute to the construction of educational environments that are more accessible, democratic, and sensitive to cognitive diversity.

Thus, the relationship among neurodiversity, inclusion, and digital participation shows that the construction of truly inclusive education requires both technological innovation and human commitment. The contemporary challenge consists of using the resources offered by Artificial Intelligence and digital

technologies to expand possibilities for learning and participation, without losing sight of the principles of social justice, equity, and respect for diversity that underpin inclusive education.

## **FINAL CONSIDERATIONS**

The growing presence of Generative Artificial Intelligence in educational contexts has brought about significant transformations in the ways of teaching, learning, and producing knowledge. At the same time, these changes challenge educators, researchers, and institutions to reflect on how to use such technologies in an ethical, inclusive, and socially responsible manner. In this scenario, the articulation between neurodiversity and Artificial Intelligence emerges as a particularly relevant field of discussion for contemporary education.

Throughout this chapter, the aim was to show that neurodiversity represents an important paradigm shift in the ways cognitive differences are understood. Rather than focusing exclusively on deficits or limitations, this perspective proposes recognizing neurological diversity as a constitutive part of human experience. Such an understanding reinforces the need for educational systems capable of embracing different ways of learning, communicating, and participating in school life.

The analyses carried out demonstrated that Generative Artificial Intelligence has the potential to contribute to more personalized, accessible, and flexible learning processes. Tools capable of adapting content, generating differentiated materials, and supporting students with distinct cognitive profiles can expand educational opportunities and foster inclusion. However, it also became evident that such benefits do not arise automatically from technology, but from the way it is integrated into pedagogical processes.

The ethical challenges discussed throughout the text reinforce the need for a critical approach to the use of AI in education. Issues related to privacy, algorithmic bias, digital exclusion, and the preservation of individual autonomy require permanent attention from educational institutions. As UNESCO (2021) and Holmes and Tuomi (2022) emphasize, technological innovation must be subordinated to ethical principles capable of ensuring equity, transparency, and respect for human rights.

It was also shown that inclusion cannot be understood merely as access to technologies. The construction of truly inclusive educational environments depends on the promotion of participation, belonging, and recognition of differences. In this process, teachers, administrators, and other education professionals continue to play an irreplaceable role, acting as mediators capable of assigning pedagogical meaning to technological tools.

Finally, it is concluded that the transformative potential of Generative Artificial Intelligence does not lie in replacing human work, but in expanding possibilities for learning and participation for students with different cognitive profiles. When used ethically, critically, and with pedagogical guidance, AI can contribute to strengthening inclusive practices and promoting more democratic educational experiences. However, the construction of an education committed to neurodiversity will continue to depend, above all, on the human capacity to recognize, value, and respect the multiple ways of being, learning, and participating in the world.

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