INCLUSIVE PEDAGOGICAL PRACTICES: A PARADIGM UNDER CONSTRUCTION

Andressa Miho Arai[1], Ednéia Francisco Cavalcante[2], Maria de Fátima Belancieri[3] and Magda Arlete Vieira Cardozo[4]

ABSTRACT

Inclusive education in regular education is still a recent reality that faces significant challenges, such as school exclusion and the lack of preparation of teachers to adapt content to include students with disabilities. This study aims to identify the inclusive pedagogical practices that have been adopted, discussing the role of teachers in the effectiveness of these actions, the main difficulties encountered and the importance of family participation in the inclusion process. The qualitative research is based on a narrative literature review, with data collection carried out by crossing the descriptors "inclusive education" and "regular education" in the Scientific Electronic Library Online (SciELO) database, with a filter for articles published between 2010 and 2024, resulting in 11 selected articles. The results indicate that some resources adapted and built for inclusion are relatively simple and are already available in the classroom. Thus, with some specific adaptations, it is possible to meet the individual demands of each student. Playful strategies, such as the use of games, music, painting, mobile alphabet, and other play-pedagogical resources, have been shown to be effective in promoting inclusion. In addition, the use of Brazilian Sign Language (Libras) by deaf students is highlighted as a relevant practice. The main difficulties faced by teachers include unpreparedness, lack of specialized knowledge about different types of disabilities, and practical inexperience. The absence of adequate support materials and the lack of specialized teachers for support in the classroom are additional barriers, highlighting the need for continuing education for teachers.

Keywords: Special Education. Inclusive Education. Pedagogical practices.

[1] Undergraduate student of the 5th year of the psychology course at the University Center of Adamantina/SP.
E-mail: andressaarai95@gmail.com
[2] Undergraduate student of the 5th year of the psychology course at the University Center of Adamantina/SP.
E-mail: kassis-cantylove@hotmail.com
[3] Prof. Dr. of the psychology course at the University Center of Adamantina/SP, Co-advisor of the study.
E-mail: mfbelancieri@fai.com.br
[4] Prof. Dr. of the psychology course at the University Center of Adamantina/SP, Advisor of the study.
E-mail: magdacardozo@fai.com.br

INTRODUCTION

Inclusive Education in regular education is still a recent reality that has obstacles such as school exclusion and the lack of preparation of teachers to intervene or adapt the contents to include students with disabilities (Buytendorp, 2012).

As a rising paradigm, as described by Ferreira (2022), school inclusion has as its main objective to ensure that all individuals, regardless of their disabilities, differences, and needs, have access to quality education and equality; Therefore, this approach is based on the principles of equality, diversity and human rights. However, despite significant advances in this area, the effectiveness of inclusive practices in school environments continues to be a topic that demands in-depth analysis.

According to political and legislative understandings, the universalization of Education has been an endless theme and discussed with greater repercussion since the 1990s, through the dissemination of the World Declaration on Education for All (UNICEF, 1990), which must necessarily be analyzed with a view to the acquisition of effective results in the teaching process by teachers and learning by students.

To this end, still based on the principles of rights, access to the school environment must be guaranteed, including considering the differences and eccentricities of students in the process of development and schooling, and the school must be able to provide reflections on the varied needs and learning rhythms of its students, using new teaching strategies or even new curricular formatselement. Such strategies have been widely discussed both at the international level, inaugurated through postulates such as the Salamanca Declaration, and also at the national level, through the discussions aroused by the Law of Guidelines and Bases of Education, from the perspective of Inclusive Education (Neves; Rahme; Ferreira, 2019).

In this sense, the question arises: are pedagogical practices, in fact, promoting the school inclusion of students with special needs? What are the impacts of these practices on the daily lives of students with or without disabilities and their families? Ultimately, it is expected to contribute to the strengthening of inclusive education, promoting reflections that subsidize a more welcoming and equitable school environment for all students.

In these terms, the objective of this study was to identify which inclusive pedagogical practices have been adopted, discussing the role of teachers in the effectiveness of these actions, their main obstacles, in addition to emphasizing the importance of the family in the midst of the inclusion process.

SOCIO-HISTORICAL FOUNDATIONS OF INCLUSIVE EDUCATION

To investigate the aspects that touch the inclusive process in education, it is necessary to seek data on how Special Education was constituted, especially in Brazil, as well as what obstacles have been faced by teachers in pedagogical practice.

When making a brief review of the studies already published, on the constitution of the history of individuals with disabilities, a certain regularity is found in this path, that is, they describe four phases that are characterized by different ways of understanding and caring for people with disabilities (Neres; Corrêa, 2008).

The first phase of Special Education, called Pre-Christian, was marked by total ignorance about disability and its causes, which led to a complete abandonment of these people, who were persecuted and even decimated. It is known that in Greco-Roman society, people with disabilities had their destiny according to the values of the historical moment: they were killed or abandoned to their fate.

In the second phase, called the Christian Era, there is a certain ambiguity in the procedure of the question: good and evil. This dualism can be detected in the sacred book itself, which sometimes portrays disability as a "victim", which needs to be taken care of, sometimes as a "villain" presented as a divine punishment for disobedience, being the materialization of the curse. However, according to Bianchetti (1995 *apud* Neres; Corrêa, 2008), another less vehement way for the church to see and explain the existence of individuals with any type of disability, was that they were God's instruments to warn men, giving people the possibility of practicing charity.

The third phase was underlined by the Renaissance, and it was up to people with disabilities to be protected and removed, however, there was a detachment of contributory initiatives that encouraged educational attempts and scientific perspectives, which came into force in the nineteenth century, making disability transcend the idea of a moral and theological problem, becoming a medical issue, scientific and worthy to be worked on. From this period on, great advances began for studies with people with disabilities, such as the creation of schools, writings and oral methods for the deaf and/or mute, the creation of the *braille system* to facilitate reading for blind students. In addition, this phase stood out for the emergence of Special Education, which aimed at the education of people with disabilities, in order to make them productive and useful. This phase highlighted the period of institutionalization encompassed under various representations, which generated numerous ways to conceive disability, both with medical and educational foundations.

Finally, in the fourth phase, highlighted at the beginning of the twentieth century, the institutionalization movement was strengthened by the reaffirmations given by Western

countries. Through their initiatives, even though they were camouflaged, they prioritized discrimination and segregation of these people. And Special Education was seen, at first, as a medical or clinical model, where nowadays it is possible to say that they were the first to point out the need to develop educational actions for a psychiatrically hospitalized population, without even considering age or intellectual disability.

In this same period, as contextualized by Nunes, Saia and Tavares (2015), medical and psychological studies were conceived that contributed to the advent of new theories about people's aptitude and intelligence, as well as a new view on how to live with people with disabilities. Still in the course of the same century, from the institutionalization of compulsory education and the investigation of the school's inability to respond to the learning of all students, the need arose to create special rooms within regular schools, where students with learning difficulties were sent. Especially after the two world wars, there was a significant growth in schools and special classrooms.

Regarding the training of basic education teachers, Resolution CNE/CP No. 1, of February 18, 2002, which instituted the National Curriculum Guidelines, recommends a series of parameters to be considered in the pedagogical projects of teacher training courses (Brasil, 2002). Therefore, Higher Education Institutions must include in their courses a teacher training that enables the attendance of ethnic, social, cultural, political and economic diversities, thus covering the necessary knowledge about people with special educational needs.

In the face of this new educational prototype, proposed by Secundino and Santos (2023), in which students with disabilities have won the right to attend regular schools, the demands on teachers are increasing, who need new positions that involve an effort to update and reorganize the current conditions for teaching.

Thus, in the current context, based on the perspective of these authors, it is necessary to break with the fractional view that one has of the teacher's training, as it is a development, which essentially must be continued, especially when referring to Special Education.

CONCEPTS AND LEGISLATION

In the studies of Buytendorp (2012), two remarkable historical moments can be highlighted in the change of prototype that marks inclusive education: the "World Conference on Education for All", which took place in 1990 in Jomtien, Thailand, and the "World Conference on Special Educational Needs", in 1994, in Salamanca, Spain, which gave rise to the Salamanca Declaration.

Nunes, Saia and Tavares (2015) point out that, in the first moment, education appears as a global concern and, in the second, the declaration was approved with the following objectives: the recognition of differences, meeting the needs of each one, the training of teachers, the progression of learning and the approval of the importance of "school for all".

The purpose of these documents is to defend the urgency of educational reform, in order to ensure that all students, including those with disabilities, are enrolled in regular schools and, in this way, education is within everyone's reach. The use of the descriptor "special educational needs" is based on the World Declaration of Salamanca (1994), which states in its articles the intention that inclusive postulates should include all students, who for various reasons find themselves in unfavorable situations in the schooling process.

International discussions on the School for All movement and the Salamanca Declaration have contributed to giving a real meaning to the word inclusion. This movement had repercussions in Brazil, with the implementation of the Law of Guidelines and Bases (LDB) of 1996, directly interfering in state and municipal legislation. In this period, there was a growing debate about dissatisfaction with the social and educational system, intending to rescue a reflection in the search for the removal of the vision of integration as a responsibility only of the person with disabilities, leaving society exempt from this process, and this principle became "resist any type of exclusion".

In fact, Jannuzzi (2005) states that since the first constitution there was already talk of education for all. As this was not envisioned in practice, constitutional amendments were created excluding from this whole, subjects who, for reasons of health or disability, were unable to attend school. The author points out that in the 1960s the great reference was that individuals with disabilities themselves began to fight for their rights, a movement that came to be known as self-advocacy.

TEACHING AND LEARNING PROCESS IN THE INCLUSIVE PERSPECTIVE

From the nineteenth century onwards, Capellini and Mendes (2021) point out that great discoveries occurred in the fields of medicine, biology, and health, which began to study people with disabilities in order to seek answers to their problems. From this perspective, the educability of such individuals was limited to the initiative of the medical area, usually taking place in religious or philanthropic institutions, with government consent, however, without any type of involvement of the public power.

In this way, "inclusion" proposes, from the beginning, not to exclude anyone from regular education. The emphasis on inclusive schools is the construction of a system that

guarantees the permanence and development of each one. In this aspect, it is believed that, in order to facilitate the learning of all students, it is important for the teacher to reflect on the differences between students as a resource capable of enriching educational activities. On the other hand, the difficulties experienced by the student can also contribute to the advancement of teaching practice, since learning consists of giving a meaning of one's own to experiences.

The prelude to inclusion begins to plead for a new school and a new society, with different attitudes and postures, in order to guarantee the right to access and permanence in school and the right to be different without being labeled, discriminated against or segregated.

In this context, there are many aspects that still hinder the achievement of school inclusion. One of them is the educational approach established in the student's problems, still used by many schools. When this happens, it is assumed that, due to their disabilities, the child needs special education and that they will perform better if inserted in environments where others have similar difficulties or disabilities.

Consequently, there is no enthusiasm for teachers of regular classes to make an effort or dedicate themselves to students who have special needs. Teachers may even judge themselves unfit, since teaching children with special needs is a task for special education specialists.

According to Oliveira (2002 *apud* Capellini; Rodrigues, 2009), many teachers exempt themselves from any responsibility, blaming the socioeconomic and cultural environment, justifying that the incapacity is in the student or, even, that he is not dedicated or does not make an effort to learn what he is taught.

Therefore, believing that special classes or special schools will always be the best choice for children with disabilities means repressing their learning processes in an inclusive way, whether by adapting the material given in the classroom or in the teacher's own speech, because, as Silva and Carvalho (2017) point out, differentiated communication grants not only exposing information to students, as well as allowing teachers to understand what the student inserted in a regular education, in a school environment in the classroom desires and, in turn, ends up allowing him to communicate with his teachers and other employees of his school.

METHODOLOGICAL PROCEDURES

This qualitative study is a narrative literature review, and data collection was carried out by crossing the descriptors "inclusive education" and "regular education", in the

scientific database *Scientific Electronic Library Online* (SciELO), with a filter for articles between 2010 and 2024. A total of 36 articles were located, whose abstracts were read, and 21 were selected because they dealt with themes pertinent to the proposed objectives, excluding those with only cross-cutting or duplicate themes. The papers are presented in the table below in descending order by date of publication:

Table 1 - Publications retrieved by year of publication

	Year of publication	Title	Authors
1	2023	Interaction between Special Education and Regular Education: pedagogical actions for blind students.	Lúcia Virginia Mamcasz-Viginheski, Lucia Eliziane de Fátima Alvaristo and Elsa Midori Shimazaki
2	2023	The influence of ableism on Decree No. 10,502/2020 and on the text of PNEE 2020.	Bianca dos Santos Soares and Iara Pereira Ribeiro
3	2022	Experiences, Perceptions and Conceptions of Students with Visual Impairment in Mathematics Classes: the challenges underlying the process of school inclusion.	Fábio Garcia Bernardo
4	2021	Trajectories of Students with Disabilities and Inclusive Education Policies: from Basic Education to Higher Education.	Maria Cecília Alvim Guimarães, Adriana Araújo Pereira Borges, Adriana Maria Valladão Novais Van Petten
5	2020	Teachers' Conceptions of the Inclusive Education Policy: A Case Study.	Marcelo Domingues Roman, Elaine Soares da Silva Molero and Carla Cilene Baptista da Silva
6	2018	Inclusion of Students with Disabilities in Physical Education Classes: Attitudes of Teachers in Regular Schools.	Marcia Greguol, Bruno Marson Malagodi, Attilio Carraro
7	2015	Inclusive Education: Between History, Prejudices, School and Family.	Sylvia da Silveira Nunes and Ana Lúcia Saia and Rosana Elizete Tavares.
8	2015	The Negotiation of Signs in Libras as a Possibility of Teaching and Learning Geometry.	Elielson Ribeiro de Sales, Miriam Godoy Penteado and Amanda Queiroz Moura
9	2015	Teaching Strategies and Pedagogical Resources for the Teaching of Students with ADHD in Physical Education Classes.	Camila Rodrigues Costa, Jaqueline Costa Castilho Moreira, Manoel Osmar Seabra Júnior
10	2014	Training of Educational Agents: Proposal for the Development of Inclusive Strategies.	Priscila Benitez and Camila Domeniconi
11	2014	Continuing Education: Analysis of Teaching Resources and Strategies for Inclusive Education from the Teaching Perspective.	Viviane Preichardt Duek
12	2013	Schooling Processes for People with Visual Impairment.	Carla Ariela Rios Vilaronga and Katia Regina Moreno Caiado
13	2012	A Study on Teaching Relations in Inclusive Education: Evidence of the Possibilities of Development and Learning.	Ana Paula de Freitas

14	2012	Teacher training through collaborative research with a view to the inclusion of students with intellectual disabilities.	Elizabete Humai de Toledo and Célia Regina Vitaliano
15	2012	Teachers' conceptions on the theme of the so-called learning difficulties.	Jáima Pinheiro de Oliveira, Sabrina Antunes dos Santos, Patrícia Aspilicueta and Gilmar de Carvalho Cruz
16	2011	Inclusive Education and the Training of Science Teachers: The Role of Federal Universities in the Training of Future Educators.	Mayara Lustosa Oliveira, Adriana Maria Antunes, Thiago Lopes Rocha and Simone Maria Teixeira
17	2011	Inclusive Education and Students with Mental Disorders: An Interdisciplinary Challenge.	Antonio Carlos Gonsales Sanches and Márcia Aparecida Ferreira de Oliveira
18	2011	Inclusive education: Analysis and intervention in a resource room.	Marileide Antunes de Oliveira and Lúcia Pereira Leite
19	2010	Inclusion of Children with Down Syndrome and Cerebral Palsy in Elementary School I: Comparison of Reports of Mothers and Teachers.	Clara Regina Abdalla Ferraz, Marcos Vinícius de Araújo and Luiz Renato Rodrigues Carreiro
20	2010	Teacher Training for Higher Education: Teaching Practice with Students with Visual Impairment.	Michele Xavier dos Reis, Daniela Aparecida Eufrásio and Fernanda Vilhena Mafra Bazon
21	2010	Social Interaction of Children with Down Syndrome in Early Childhood Education.	Patrícia Páfaro Gomes Anhão, Luzia Iara Pfeifer and Jair Lício dos Santos

Source: prepared by the authors (2024).

Through the localized works, it was possible to identify positive aspects regarding the path of school inclusion, but also many difficulties, not being, therefore, divided into categories for discussion, but starting from discussions that intertwine the duality faced during the process.

It begins with the study by the author Duek (2014), pointing out that activities modified by teachers to teach a student with Cerebral Palsy (CP) were identified, such as changes in the use of music, painting, cutting, or even fitting games; an example of this was the fact of asking the other students to put the letters in their respective order, but for the student with CP, the teacher used the mobile alphabet so that she could locate, identify and paste as requested.

Another student who seemed to have learning difficulties, since he could not understand the letters of the alphabet and, consequently, could not relate the words with their respective graphemes, due to the teacher's perception, a differentiated pedagogical strategy was carried out, stating that from his name, she helped him to know the letters. This contributed to his being able to identify his name and recognize other consonants, in addition, the teacher assured and transmitted a look of confidence so that he had autonomy to further guarantee effectiveness. Through these two reports, a teacher was able to think of

a class that both creates enthusiasm for her students and correlates with their difficulties, but it is also described that there are difficulties for teachers in reconciling the attention given to students with CP with other students without disabilities.

The same study also pointed out, a teacher who had a student with Intellectual Disability (ID) and through her attentive eye, realized that the child loved to be praised and liked to perform. By recognizing her attitudes, she was able to work with the appreciation and expansion of the skills and knowledge that each student presented, but also, she made available several resources and materials involving the reading, restructuring or interpretation of texts, in which they were motivational elements for the student, managing to include her in the activities. To the student with ID, it is highlighted "that the teacher must intervene so that the student can confront and resolve cognitive conflicts" (Toledo; Vitaliano, 2012, p. 330), since this contributed to the student interacting more in class and positively improving her behavior.

In the conceptions of physical education teachers about the inclusion of students with disabilities, Fiorini and Mazini (2015) identified difficulties in adapting teaching strategies. In many cases, there was a predominance of individual activities for these students, to the detriment of collective activities. The main difficulties mentioned include the lack of support materials, the absence of assistants to assist in classes and the lack of experience in working with students with disabilities.

From this perspective, teachers can work around it by acting through play, since the student "learns to put his curiosity into practice, acquires initiative, self-confidence, develops language, thought and concentration" (Costa; Moreira; Júnior, 2015, p. 113).

Also noteworthy is the training of professionals in these areas, who often do not receive adequate information about the students' disabilities, as well as their true limitations and potentialities. In this sense, it is emphasized that valuing School Physical Education, combined with continuing education and the support of a multidisciplinary team, can be fundamental to consolidate it as a strategic area in inclusive education. This transforms Physical Education into a privileged field for experimentation, innovation and improvement of pedagogical quality in schools.

During the classes of this discipline, one of the teachers created a survey about which games and games the students liked and/or knew the most, so that they could experience it in the practical classes. And this contributed to the teacher being able to free herself from anguish and do her best to also include students with disabilities. In addition, this same teacher pointed out some adaptations to be made so that everyone could participate in the same game, that is, changing the basketball hoop for a hoop, lowering the

nets or volleyball ropes, adapting recreational activities such as changing movements for those who have some disability or motor limitation to perform.

Vilaronga and Caiado (2013) highlighted the school experiences of students with Visual Impairment (VD) or low vision, in which some of them reported how teachers used simple pedagogical practices, but significant to them, such as the use of loud voices, so that they could copy what was written on the chalk board and others even wrote with a larger size, seeking to facilitate the understanding of students with this type of disability, in the same way as it occurred with young people in mathematics classes according to data from Bernardo (2022).

The study by Mamcasz-Viginheski, Alvaristo, Shimazaki (2023) showed that the use of mediating teaching instruments, such as the use of the *soroban* - the Japanese abacus - oral or transcribed in Braille assessments, is validated for the teacher. In addition to the fact that, to the pedagogical practices in this perspective, adaptations were made to the mathematics materials and the use of logical cushions, or with different textures, this adaptation was even placed in games that develop autonomy, in addition, these modifications were consulted with the support teachers who were requested from the fixed teachers.

From this perspective of simplicity in practices, the teacher of Freitas' study (2012), made indicative gestures to help all students understand storytelling, however, she had to modify it so that the student with ID could pay attention, such as the modification of the intonation of the voice, elaborate questions to create suspense, gesticulated much more, working in general on language and this contributed to the child with disabilities feeling interest and focus on the narratives.

Likewise, the authors Pedrinelli and Verenguer (2013 *apud* Greguol; Malagodi; Carraro, 2018) point out that over time, the way school physical education teachers perceive their work with people with disabilities has been significantly transformed. Still recent, this practice of physical activities for this population was considered an exclusive responsibility of physiotherapists or occupational therapists, in addition to the fact that physical education courses in higher education began to incorporate specific knowledge about people with disabilities only in the early 1980s.

According to Rodrigues (2003 *apud* Greguol; Malagodi; Carraro, 2018), physical education at school should be ensured as a student's right and not placed as an option to be discarded. Therefore, physical education in schools should be guaranteed as a student's right, and not treated as a mere option that can be eliminated. In this way, no student should be exempted from the discipline, even if it is only in relation to its theoretical content.

On the other hand, in art classes, as much as teachers use different pedagogical resources such as dance, music, poetry and drawings to facilitate student learning, they indicate that there is still a lot of disrespect in individual differences and in pedagogical strategies or in the resources there was no concern about the interests of students with CP.

To students with Autism Spectrum Disorder (ASD), a teacher requested the help of a support teacher, because the student, in addition to being restless, brought games of her interest, which contributed negatively to her development in classroom activities, which consequently remained unchanged, emphasizing how important it is to consolidate the roles of both teachers to work with the student with disabilities.

The authors Briant and Oliver (2012) pointed out that teachers had to modify their pedagogical practices through adaptations of school material, such as thickening pencils, using concrete objects to facilitate comprehension or recreational activities such as learning colors through games or storytelling with students with or without disabilities.

Regarding the counting of narratives, in the analysis of Oliveira and Leite (2011), they point out that in resource rooms, teachers already wanted to carry out readings, interpretations and text productions with the intention of minimizing the learning and literacy difficulties of students who had fallen behind or the use of play-pedagogical resources, however, there was no mention of which materials were used.

On the other hand, the difficulties of creating inclusive adapted activities are shown, so much so that they used materials from students with learning problems or content gaps that would be for children with disabilities or Down Syndrome (DS), as pointed out in the research by Ferraz, Araújo, Carreiro (2010). However, in order to create a truly inclusive environment, Greguol, Malagodi and Carraro (2018, p. 35) propose that changes "in the organization of initial and continuing teacher training, together with a more effective school administrative structure, can be factors that contribute to the development of more positive attitudes on the part of educators".

To students with Hearing Impairment (DA), they show that it is essential for the teacher to be equipped with the Brazilian Sign Language (Libras), indicated by the authors Sales, Penteado, Moura (2015) and Guimarães, Borges, Van Petten (2021), facilitating the understanding of curricular content, highlighting that one should not consider only one characteristic of the disability and overshadow the others, they would be in a way disregarding the subject.

The first three authors also presented relevant aspects about deafness and fundamental principles to consider the education of deaf people, as well as excerpts from

the interactions that took place in the classroom and about the importance of Libras in the teaching and learning process of the mathematics discipline.

It is worth mentioning that deafness is not an intrinsic problem and in reality, all human beings are born with hearing abilities that vary in degree and intensity; Some have a decrease in hearing, while others face a greater loss, above all, the real challenge lies in the way society interacts and relates to deaf people.

The deaf perceive the world through other senses, such as smell, touch, taste and, of course, sight. These senses allow the sensations of the world to be experienced through pathways that are not affected by hearing loss. According to Sacks (1998 *apud* Sales; Hairdo; Moura, 2015, p. 1271), in addition to the traditional senses, accessory senses should be considered, such as the example of a student with profound deafness, was to rest a finger on the piano key and recognize it as a dominant chord or interpret highly amplified voices in phone calls. It is also noteworthy that the environment created by the resolution of auditory problems and the teaching of geometry, using Libras and visual resources, established a favorable communication channel and allowed students to interact both with their colleagues and with the group, facilitating the appropriation of mathematical concepts related to the content covered.

This discussion was based on an interaction with students who communicate in Libras and are able to read in Portuguese. The negotiation of some signals stands out, which proved necessary during the conversation about Geometry, the topic that was being studied. That said, difficulties were found to find a sign of the language that corresponded to what was being covered or the absence of specific signs, to represent some elements of geometry, which could have been an obstacle to the communication process in the classroom. However, this situation seems to have contributed positively to the students' involvement with the proposed activity.

It is worth noting that the teachers of the studies carried out by Reis, Eufrásio and Bazon (2010) point out that, in order for the inclusive process to occur, teachers need to be prepared, facilitating "the perception of what is the effectiveness of school inclusion in the view of those who experience it" (Soares; Ribeiro, 2023, p.12). Although Inclusive Education centers on the universalization of education, it is notorious that everyone has the right to a quality education that seeks to welcome and accept individual differences. Through this perspective, it is noticeable to note the growing challenges in the face of the multifactorial difficulties arising from this inclusive process, in which these are "individual, parental, school and social factors." (Oliveira *et al*., 2012, p. 95).

Theoretically, the performance in inclusive classes does not consider the emotional preparation of teachers, which is a dimension often neglected in the training of these professionals (Faria; Camargo, 2018) and the need for more trained professionals for students with disabilities emphasized by Sanches and Oliveira (2011), in addition to highlighting the lack of knowledge, absence of adequate training, insufficient support and disregard for the severity of the disability, these being the main obstacles on the teaching side pointed out by Greguol, Malagodi and Carraro (2018).

In addition, the excessive emphasis on cognition at the expense of emotion reflects a Cartesian pattern that has historically permeated the educational system, marginalizing and ignoring emotion, affirms that the old and misleading idealization that emotion and reason are independent and exclusive attributions still prevails. Therefore, it is not unexpected that for many teachers, emotions and feelings are still seen as threatening learning, and as such, must be controlled, stifled or ignored.

Consequently, the importance of emotional factors in the teaching and learning process of professionals who work with people with disabilities is emphasized; therefore, the teacher's performance must take into account the elements that arouse emotions, as these are the main drivers of learning, since Tezani (2004 *apud* Oliveira *et al*. 2012, p. 103) stresses that "pedagogical and administrative restructuring in the process of school inclusion" is indispensable.

Thus, the school cannot focus only on cognitive development: "the emotional aspect of the individual is no less significant than other aspects and must be an educational concern in the same proportions as intelligence and will" (Vigotski, 2004 *apud* Faria; Camargo, 2021, p. 4).

Although the school and teachers have relevant roles, the family is also an essential point for the inclusive process (Menino-Mencia *et al*., 2019); it is worth mentioning that, generally, the illness of a family member generates a strong shock, so they must be issued in the face of a collaborative partnership through attitudes such as communicating with professionals, in addition to respecting and questioning them appropriately, participating in activities and meetings.

Benitez and Domeniconi (2014) point out that the family member also needs to be understanding and elaborate the minimum of tips during the learning of the person with disabilities and praise each correct answer, thus contributing to support and motivation. And it is through these contributions that they help in the inclusion process and help to "maintain adequate expectations" (Ferraz; Araújo; Carreiro, 2010, p. 403). On the other hand, the parents of those with disabilities also have their concerns, for example, with the

development of their children's learning and fear how they will progress, either positively or negatively.

Finally, it is worth noting that the theme of inclusive education is often listed by vagueness and obstacles that are presented in the school routine, even though the clarity in the legislation is apparent (Roman; Molero; Silva, 2020) and the collaboration between parents and teachers can be seen as a promising strategy for the development of the school inclusion process, in addition to favoring the teaching of academic skills to students with disabilities.

Reinforcing that most of the public of the studies is children, it is worth concluding that regardless of their "physical, sensory, cognitive or emotional conditions, they are children who have the same basic needs of affection, care and protection, and the same desires and feelings as others" (Anhão; Pfeifer; Santos, 2010, p. 43) people without disabilities.

FINAL CONSIDERATIONS

Through this literature review, it was possible to perceive inclusive pedagogical practices arising from existing resources that were modified so that it is possible to work with students with special educational needs, such as the expansion of texts, modifications in traditional sports and recreational activities, or the use of indicative gestures for the effectiveness of the role of teachers. Therefore, some of the adapted and built resources are simple and are already available in the classroom, so with some modifications made they are specific and meet the demands of each student in particular.

Strategies used in Physical Education classes, with the objective of including all students, especially those who have some disability, taking into account the games and games preferred by the class. The ludic in the classroom, such as the use of games, music, painting, mobile alphabet among others, the use of mediating instruments and playful pedagogical resources.

It is noted the use of the Brazilian Sign Language by deaf students in Mathematics classes, as a facilitator of the learning of the proposed contents, to later insert the teaching of the language of the hearing community, as well as the role of the school as an environment conducive to the construction of the visuality of blind students.

It is also observed that simple strategies adopted by teachers, such as the use of a loud voice and a confident look, can significantly help in the teaching and learning process of students with disabilities.

However, it was also possible to verify that the difficulties of these professionals range from unpreparedness, due to the lack of specialized knowledge about disabilities and practical inexperience, to experiences with school exclusion, due to anguish and lack of emotional preparation to deal with students and their special needs. From this perspective, it becomes challenging to perceive students with disabilities in their school reality, as their identity cannot be restricted to a single characteristic. This limited view ends up overshadowing their other qualities and limitations, not considering the student as a whole. The lack of adequate support materials, the absence of specialized teachers who can offer support during classes, are also barriers that can negatively impact the teaching and learning process.

It is worth mentioning that the family also plays an important role in the inclusive process, since the life of the person with disabilities begins with the family and this is influenced in a positive or negative way and when people with disabilities are placed in educational environments, a collaborative partnership with the professionals who will educate their children or relatives becomes necessary.

Therefore, public policies will be needed that support and enforce the needs of each student with disabilities, in addition to permanent continuing education training for teachers and managers who work in inclusive education.

REFERENCES

1. Anhão, P. P. G., Pfeifer, L. I., & Santos, J. L. dos. (2010). Interação social de crianças com Síndrome de Down na educação infantil. *Revista Brasileira de Educação Especial*, 16(1), 31–46. Disponível em: https://www.scielo.br/j/rbee/a/Zp9WPjxhLMKDnBX3ZgWN9Tk/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

2. Bardin, L. (2016). *Análise de conteúdo* (3ª ed.). São Paulo: Edições 70.

3. Benitez, P., & Domeniconi, C. (2014). Capacitação de agentes educacionais: proposta de desenvolvimento de estratégias inclusivas. *Revista Brasileira de Educação Especial*, 20(3), 371–386. Disponível em: https://www.scielo.br/j/rbee/a/NyzS3SDxgrwnRcSjLkzbg6v/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

4. Bernardo, F. G. (2022). Vivências, percepções e concepções de estudantes com deficiência visual nas aulas de matemática: os desafios subjacentes ao processo de inclusão escolar. *Bolema: Boletim de Educação Matemática*, 36(72), 47–70. Disponível em: https://www.scielo.br/j/bolema/a/BpxYwQv8zLNW83ZGVMXx4fC/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

5. Brasil. (1996). Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. Brasília: Conselho Nacional de Educação. Disponível em: http://portal.mec.gov.br/cne/arquivos/pdf/rcp01_02.pdf. Acesso em: 24 out. 2023.

6. Brasil. (2002). Resolução CNE/CP 1, de 18 de fevereiro de 2002. Institui Diretrizes Curriculares Nacionais para a Formação de Professores da Educação Básica, em nível superior, curso de licenciatura, de graduação plena. Brasília: Conselho Nacional de Educação. Disponível em: http://portal.mec.gov.br/cne/arquivos/pdf/rcp01_02.pdf. Acesso em: 24 out. 2023.

7. Brasil. (2008). Política Nacional de Educação Especial na Perspectiva Inclusiva. Brasília: Conselho Nacional de Educação. Disponível em: http://portal.mec.gov.br/arquivos/pdf/politicaeducespecial.pdf. Acesso em: 17 maio. 2024.

8. Briant, M. E. P., & Oliver, F. C. (2012). Inclusão de crianças com deficiência na escola regular numa região do município de São Paulo: conhecendo estratégias e ações. *Revista Brasileira de Educação Especial*, 18(1), 141–154. Disponível em: https://www.scielo.br/j/rbee/a/yCKYPwRPkTPPNQdGrvQZtBz/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

9. Buytendorp, A. A. B. M. (2012). *Educação especial: Fundamentos legais, filosóficos e contexto socioeconômico*. São Paulo: Editora Know How.

10. Capellini, V. L. M. F., & Mendes, E. G. (2021). História da educação especial: Em busca de um espaço na história da educação brasileira. Bauru: Unesp. Disponível em: https://histedbrantigo.fe.unicamp.br/acer_histedbr/seminario/seminario7/TRABALHOS/V/Vera%20lucia%20messias%20fialho%20capellini.pdf. Acesso em: 22 nov. 2023.

11. CAPELLINI, Vera Lúcia Messias Fialho; RODRIGUES, Olga Maria Piazentin Rolim. Concepções de professores acerca dos fatores que dificultam o processo da Educação Inclusiva. **Educação**, Porto Alegre, v. 32, n. 3, p. 355-364, 2009. Disponível em: https://revistaseletronicas.pucrs.br/ojs/index.php/faced/article/download/5782/4203/. Acesso em: 22 nov. 2023.

12. COSTA, Camila Rodrigues; MOREIRA, Jaqueline Costa Castilho; SEABRA JÚNIOR, Manoel Osmar. Estratégias de Ensino e Recursos Pedagógicos para o Ensino de Alunos com TDAH em Aulas de Educação Física. **Revista Brasileira de Educação Especial**, v. 21, n. 1, p. 111-126, jan. 2015. Disponível em: https://www.scielo.br/j/rbee/a/bv9tRkHHtGWrHqp9KXhS7Bw/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

13. DIAS, Marian Ávila de Lima e; ROSA, Simone Conceição; ANDRADE, Patrícia Ferreira. Os professores e a educação inclusiva: identificação dos fatores necessários à sua implementação. **Psicologia USP**, v. 26, n. 3, p. 453–463, set. 2015. Disponível em: https://www.scielo.br/j/pusp/a/d9HGdRRLGXLWK8Xr8rk7pxL/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

14. DUEK, Viviane Preichardt. Formação continuada: análise dos recursos e estratégias de ensino para a educação inclusiva sob a ótica docente. **Educação em Revista**, v. 30, n. 2, p. 17–42, abr. 2014. Disponível em: https://www.scielo.br/j/edur/a/V5wPYb6fwdyNpNHmRXwmPqz/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

15. FARIA, Paula Maria Ferreira de; CAMARGO, Denise de. Emoções docentes em relação ao processo de inclusão escolar. **Educar em Revista**, Curitiba, v. 37, e64536, p. 1-20, 2021. Disponível em: https://www.scielo.br/j/er/a/4nyNfD8g7LH6SgTbjv8RbHk/?lang=pt. Acesso em: 31 ago. 2024.

16. FARIAS, Elizabeth Regina Streisky de; CRUZ, Gilmar de Carvalho; SCHASTAI, Marta Burda. Inclusão de alunos com deficiência nos anos iniciais do ensino fundamental: algumas considerações. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 10, n. 1, p. 197-214, 2015. Disponível em: https://periodicos.fclar.unesp.br/iberoamericana/article/view/7641. Acesso em: 25 jul. 2024.

17. FERRAZ, Clara Regina Abdalla; ARAÚJO, Marcos Vinícius de; CARREIRO, Luiz Renato Rodrigues. Inclusão de crianças com Síndrome de Down e paralisia cerebral no ensino fundamental I: comparação dos relatos de mães e professores. **Revista Brasileira de Educação Especial**, v. 16, n. 3, p. 397-414, set. 2010. Disponível em:

https://www.scielo.br/j/rbee/a/KTNFgG58f69ycQrQwjGvYNN/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

18. FERREIRA, Felipe. Educação inclusiva: conheça os princípios e saiba como colocar em prática. **PROESC - Blog**, São Paulo, 3 nov. 2022. Disponível em: https://www.proesc.com/blog/educacao-inclusiva-o-que-a-escola-precisa-fazer/. Acesso em: 17 mai. 2024.

19. Franco, R. M. da S., & Gomes, C. (2020). Educação inclusiva para além da educação especial: uma revisão parcial das produções nacionais. *Revista Psicopedagogia*, 37(113), 194–207. Disponível em: http://pepsic.bvsalud.org/scielo.php?script=sci_abstract&pid=S0103-84862020000200007. Acesso em: 23 out. 2023.

20. Freitas, A. P. de. (2012). Um estudo sobre as relações de ensino na educação inclusiva: indícios das possibilidades de desenvolvimento e aprendizagem. *Revista Brasileira de Educação Especial*, 18(3), 411–430. Disponível em: https://www.scielo.br/j/rbee/a/ZK8vpBMmGVPngj8y7z9BLxt/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

21. Freitas, E. M., Arroja, L. N., Ribeiro, P. M., & Dias, P. C. (2015). Perceção dos pais em relação à inclusão de crianças com necessidades educativas especiais no ensino regular. *Revista Educação Especial*, 28(52), 443–458. Disponível em: https://periodicos.ufsm.br/educacaoespecial/article/view/15273. Acesso em: 25 jul. 2024.

22. Glat, R. (2018). Desconstruindo representações sociais: por uma cultura de colaboração para inclusão escolar. *Revista Brasileira de Educação Especial*, 24(spe), 9–20. Disponível em: https://www.scielo.br/j/rbee/a/46TchJ98ZcyvZ3Xb5X7ZkFy/?format=pdf&lang=pt. Acesso em: 5 maio 2024.

23. Greguol, M., Malagodi, B. M., & Carraro, A. (2018). Inclusão de alunos com deficiência nas aulas de educação física: atitudes de professores nas escolas regulares. *Revista Brasileira de Educação Especial*, 24(1), 33–44. Disponível em: https://www.scielo.br/j/rbee/a/HWcyz3zrkHLwYRMMCHT9j6D/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

24. Guimarães, M. C. A., Borges, A. A. P., & Van Petten, A. M. V. N. (2021). Trajetórias de alunos com deficiência e as políticas de educação inclusiva: da educação básica ao ensino superior. *Revista Brasileira de Educação Especial*, 27, e0059. Disponível em: https://www.scielo.br/j/rbee/a/WFpCcPQN95YxfqRjPW49sVz/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

25. Jannuzzi, G. M. (2005). A educação do deficiente no Brasil: dos primórdios ao início do século XXI. *Cadernos de Pesquisa*, 35(124), 255–256. Disponível em:

https://doi.org/10.1590/S0100-15742005000100012. Acesso em: 4 mai. 2024.

26. Mamcasz-Viginheski, L. V., Alvaristo, E. de F., & Shimazaki, E. M. (2023). Interação entre educação especial e ensino regular: ações pedagógicas a estudantes cegos. *Ciência & Educação (Bauru)*, 29, e23008. Disponível em: https://www.scielo.br/j/ciedu/a/ggkVbCYcQr5vnMGxWPNYh3v/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

27. Makida-Dyonisio, C., Martinic, S., & Gimenez, R. (2024). Prática pedagógica, contextos físicos e sociais: Implicações para a inclusão. *Revista Brasileira de Educação Especial*, 30, e0016. Disponível em: https://www.scielo.br/j/rbee/a/HPCfWMfDGq4CdVwtrZpKBcB/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

28. Marques, C. M., Caron, L., & Cruz, A. A. da. (2019). Inclusão da criança com deficiência no ensino regular: Olhar das famílias sobre a inclusão na escola. *Práxis Educativa*, 15, 1-18. Disponível em: https://revistas.uepg.br/index.php/praxiseducativa/article/view/13499. Acesso em: 5 maio 2024.

29. Matsumoto, A. S., & Macedo, A. R. R. de. (2012). A importância da família no processo de inclusão. *Interfaces da Educação*, 3(9), 5-15. Disponível em: https://periodicosonline.uems.br/index.php/interfaces/article/view/546. Acesso em: 30 ago. 2024.

30. Menino-Mencia, G. F., Belancieri, M. F., Santos, M. P. D., & Capellini, V. L. M. F. (2019). Escola inclusiva: Uma iniciativa compartilhada entre pais, alunos e equipe escolar. *Psicologia Escolar e Educacional*, 23, e191819.

31. Mori, N. N. R. (2016). Psicologia e educação inclusiva: Ensino, aprendizagem e desenvolvimento de alunos com transtornos. *Acta Scientiarum Education*, 38(1), 51-59. Disponível em: https://doi.org/10.4025/actascieduc.v38i1.26236. Acesso em: 17 maio 2024.

32. Neres, C. C., & Corrêa, N. M. (2008). O trabalho como categoria de análise na educação do deficiente visual. *Cadernos CEDES*, 28(75), 149-170. Disponível em: https://www.scielo.br/j/ccedes/a/f5jSZtYhRDw4gQ4hNMgJsDb/?format=pdf&lang=pt. Acesso em: 5 maio 2024.

33. Neves, L. R., Rahme, M. M. F., & Ferreira, C. M. R. J. (2019). Política de educação especial e os desafios de uma perspectiva inclusiva. *Educação & Realidade*, 44(1), 1-21. Disponível em: https://www.scielo.br/j/edreal/a/J8j5ZYK99htRZyQnW7Cqbrs/?format=pdf&lang=pt. Acesso em: 23 out. 2023.

34. Nunes, S. da S., Saia, A. L., & Tavares, R. E. (2015). Educação inclusiva: Entre a história, os preconceitos, a escola e a família. *Psicologia: Ciência e Profissão*, 35(4), 1106-

1119. Disponível em: https://www.scielo.br/j/pcp/a/gtPdzXy4yHrX9Lz9txCtQ7c/?format=pdf&lang=pt. Acesso em: 23 out. 2023.

35. Oliva, D. V. (2016). Barreiras e recursos à aprendizagem e à participação de alunos em situação de inclusão. *Psicologia USP*, 27(3), 492-502. Disponível em: https://www.scielo.br/j/pusp/a/nRttR45rzJXc5D8NWNQCKMx/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

36. Oliveira, J. P., Oliveira, A. M. L., & Silva, M. F. (2012). Concepções de professores sobre a temática das chamadas dificuldades de aprendizagem. *Revista Brasileira de Educação Especial*, 18(1), 93-112. Disponível em: https://www.scielo.br/j/rbee/a/ckMKLwrG63dMDY9Y8cHYFNp/?lang=pt&format=pdf. Acesso em: 30 ago. 2024.

37. Oliveira, M. A., & Leite, L. P. (2011). Educação inclusiva: análise e intervenção em uma sala de recursos. *Paidéia (Ribeirão Preto)*, 21(49), 197-205. Disponível em: https://www.scielo.br/j/paideia/a/ZYcKYkrqkCNND3XydMSfBrC/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

38. Oliveira, M. L., Silva, J. L., & Moreira, F. S. (2011). Educação inclusiva e a formação de professores de ciências: o papel das universidades federais na capacitação dos futuros educadores. *Ensaio Pesquisa em Educação em Ciências (Belo Horizonte)*, 13(3), 99-117. Acesso em: 31 ago. 2024.

39. Papim, A. A. P., Araújo, M. A., Paixão, K. M. G., & Silva, G. F. (2018). Inclusão escolar: perspectivas e práticas pedagógicas contemporâneas. Porto Alegre/RS: Editora Fi. Disponível em: https://proinclusao.ufc.br/wp-content/uploads/2018/07/7ba6db-40f42f3797bf4e7ebf9b0012263417c4.pdf. Acesso em: 30 ago. 2024.

40. Reis, M. X., Eufrásio, D. A., & Bazon, F. V. M. (2010). A formação do professor para o ensino superior: prática docente com alunos com deficiência visual. *Educação em Revista*, 26(1), 111-130. Disponível em: http://educa.fcc.org.br/scielo.php?script=sci_abstract&pid=S0102-46982010000100006&lng=pt&nrm=iso. Acesso em: 31 ago. 2024.

41. Roman, M. D., Molero, E. S. S., & Silva, C. C. B. (2020). Concepções de professores sobre a política de educação inclusiva: um estudo de caso. *Psicologia Escolar e Educacional*, 24, e217022. Disponível em: https://www.scielo.br/j/pee/a/kwdtR4NcmmmBqkBkN674L4v/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

42. Sales, E. R., Penteado, M. G., & Moura, A. Q. (2015). A negociação de sinais em Libras como possibilidade de ensino e de aprendizagem de geometria. *Bolema: Boletim de Educação Matemática*, 29(53), 1268-1286. Disponível em:

https://www.scielo.br/j/bolema/a/sRmRTLmbfb8QsFL7ZM7Czzf/?format=pdf&lang=p. Acesso em: 31 ago. 2024.

43. Sanches, A. C. G., & Oliveira, M. A. F. (2011). Educação inclusiva e alunos com transtorno mental: um desafio interdisciplinar. *Psicologia: Teoria e Pesquisa*, 27(4), 411-418. Disponível em: https://www.scielo.br/j/ptp/a/xv3cvMXQbdr67y3C9fpRsvD/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

44. SECUNDINO, F. K. M.; SANTOS, J. O. L. (2023). Educação especial no Brasil: um recorte histórico-bibliográfico. *SciELO Preprints*. Disponível em: https://preprints.scielo.org/index.php/scielo/preprint/view/5582/version/5904. Acesso em: 23 abr. 2024.

45. SILVA, N. C.; CARVALHO, B. G. E. (2017). Compreendendo o processo de inclusão escolar no Brasil na perspectiva dos professores: uma revisão integrativa. *Revista Brasileira de Educação Especial, 23*(2), 293-308. Disponível em: https://www.scielo.br/j/rbee/a/5QWT88nTKPL4VMLSGRG7dSM/?format=pdf&lang=pt. Acesso em: 22 set. 2024.

46. SOARES, B. S.; RIBEIRO, I. P. (2023). A influência do capacitismo no Decreto n° 10.502/2020 e no texto da PNEE 2020. *Educação e Pesquisa, 49*, e257304. Disponível em: https://www.scielo.br/j/ep/a/HxnKM9bKfc3RzPG3mYYPCGG/?format=pdf&lang=pt. Acesso em: 31 ago. 2024.

47. SOUZA, D. L. de. (2019). Inclusão escolar: carências e desafios da formação continuada e atuação profissional docente na inclusão de alunos com deficiência no Ensino Regular e Política Nacional de Educação Inclusiva. *Revista Internacional de apoyo a la inclusión, logopedia, sociedad y multiculturalidad, 5*(1), 37-50. Disponível em: https://revistaselectronicas.ujaen.es/index.php/riai/article/view/4576. Acesso em: 25 jul. 2024.

48. TAVARES, L. M. F. L.; SANTOS, L. M. M. dos; FREITAS, M. N. C. (2016). A educação inclusiva: um estudo sobre a formação docente. *Revista Brasileira de Educação Especial, 22*(4), 527-542. Disponível em: https://www.scielo.br/j/rbee/a/NPXMqY7W5L7jRr6DwDCLZBw/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.

49. TOLEDO, E. H. de; VITALIANO, C. R. (2012). Formação de professores por meio de pesquisa colaborativa com vistas à inclusão de alunos com deficiência intelectual. *Revista Brasileira de Educação Especial, 18*(2), 319-336. Disponível em: https://www.scielo.br/j/rbee/a/FThd5f3dcbHVT49vHnKdvhz/?format=pdf&lang=pt. Acesso em: 22 set. 2024.

50. UNESCO. (1994). *Declaração de Salamanca sobre Princípios, Política e Práticas na Área das Necessidades Educativas Especiais*. Disponível em: https://unesdoc.unesco.org/ark:/48223/pf0000139394. Acesso em: 23 out. 2023.

51. UNICEF. (1990). *Declaração Mundial sobre Educação para Todos. Conferência de Jomtien, aprovada pela Conferência Mundial sobre Educação para Todos, em Jomtien,

Tailândia, de 5 a 9 de março de 1990.* Disponível em: https://www.unicef.org/brazil/declaracao-mundial-sobre-educacao-para-todos-conferencia-de-jomtien-1990. Acesso em: 23 out. 2023.

52. VIEIRA, A. B.; RAMOS, I. de O.; SIMÕES, R. D. (2018). Inclusão de alunos com deficiência e transtornos globais do desenvolvimento: atravessamentos nos currículos escolares. *Educação e Pesquisa, 44*, e180213. Disponível em: https://www.scielo.br/j/ep/a/vYybKS3wH7D9yfPrvLNstCR/?format=pdf&lang=pt. Acesso em: 03 maio 2024.

53. VILARONGA, C. A. R.; CAIADO, K. R. M. (2013). Processos de escolarização de pessoas com deficiência visual. *Revista Brasileira de Educação Especial, 19*(1), 61-78. Disponível em: https://www.scielo.br/j/rbee/a/y7MKpNvwWVBKzf5YDJDnkkr/?format=pdf&lang=pt. Acesso em: 30 ago. 2024.