


**INCLUSIVE TEACHING PRACTICES: CHALLENGES AND POSSIBILITIES FOR
ACHIEVING EDUCATION FOR ALL**

**PRÁTICAS DE ENSINO INCLUSIVAS: DESAFIOS E POSSIBILIDADES PARA
ALCANÇAR A EDUCAÇÃO PARA TODOS**

**PRÁCTICAS DE ENSEÑANZA INCLUSIVAS: DESAFÍOS Y POSIBILIDADES
PARA LOGRAR LA EDUCACIÓN PARA TODOS**

 <https://doi.org/10.56238/sevened2025.038-040>

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ABSTRACT

Inclusive education constitutes a fundamental right that aims to guarantee full access to knowledge for all individuals, regardless of their physical, cognitive, or sensory characteristics. This study analyzes inclusive teaching practices implemented in Brazilian schools, identifying the main challenges faced by educators and the concrete possibilities for achieving accessible education for all. The research is characterized as qualitative, applied in nature, and with descriptive and analytical objectives, adopting systematic literature review as a technical procedure complemented by documentary analysis of educational public policies. Data collection includes Brazilian publications conducted between 2021 and 2024, selected from national and international scientific databases. The results show that inclusive education faces multidimensional challenges related to structural inadequacy, insufficient material and human resources, gaps in teacher training, and persistence of attitudinal barriers. Simultaneously, concrete possibilities for inclusion are identified through the use of assistive technologies, differentiated methodologies, and continuing education programs. It is concluded that the implementation of inclusive education requires articulated investments in infrastructure, professional training, pedagogical resources, and cultural transformation of educational institutions, representing an essential ethical and political commitment for building democratic and equitable societies.

Keywords: Inclusive Education. Pedagogical Practices. Teacher Training. Assistive Technologies.

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RESUMO

A educação inclusiva constitui direito fundamental que visa garantir o acesso pleno de todos os indivíduos ao conhecimento, independentemente de suas características físicas, cognitivas ou sensoriais. Este estudo analisa as práticas de ensino inclusivas implementadas nas escolas brasileiras, identificando os principais desafios enfrentados pelos educadores e as possibilidades concretas para a efetivação de uma educação acessível a todos. A pesquisa caracteriza-se como qualitativa, de natureza aplicada e com objetivos descritivos e analíticos, adotando como procedimento técnico a revisão sistemática da literatura científica complementada pela análise documental de políticas públicas educacionais. A coleta de dados contempla publicações brasileiras realizadas entre 2019 e 2025, selecionadas em bases científicas nacionais e internacionais. Os resultados evidenciam que a educação inclusiva enfrenta desafios multidimensionais relacionados à inadequação estrutural, insuficiência de recursos materiais e humanos, lacunas na formação docente e persistência de barreiras atitudinais. Paralelamente, identificam-se possibilidades concretas para a inclusão mediante o uso de tecnologias assistivas, metodologias diferenciadas e programas de formação continuada. Conclui-se que a efetivação da educação inclusiva exige investimentos articulados em infraestrutura, capacitação profissional, recursos pedagógicos e transformação cultural das instituições educacionais, representando compromisso ético e político essencial para a construção de sociedades democráticas e equitativas.

Palavras-chave: Educação Inclusiva. Práticas Pedagógicas. Formação Docente. Tecnologias Assistivas.

RESUMEN

La educación inclusiva constituye un derecho fundamental cuyo objetivo es garantizar el pleno acceso al conocimiento para todas las personas, independentemente de sus características físicas, cognitivas o sensoriales. Este estudio analiza las prácticas de enseñanza inclusivas implementadas en las escuelas brasileñas, identificando los principales desafíos enfrentados por los educadores y las posibilidades concretas para lograr una educación accesible para todos. La investigación se caracteriza como cualitativa, de naturaleza aplicada y con objetivos descriptivos y analíticos, adoptando la revisión sistemática de la literatura como procedimiento técnico, complementada por el análisis documental de políticas públicas educativas. La recopilación de datos incluye publicaciones brasileñas realizadas entre 2021 y 2024, seleccionadas en bases de datos científicas nacionales e internacionales. Los resultados muestran que la educación inclusiva enfrenta desafíos multidimensionales relacionados con la inadecuación estructural, la insuficiencia de recursos materiales y humanos, las brechas en la formación docente y la persistencia de barreras actitudinales. Paralelamente, se identifican posibilidades concretas de inclusión mediante el uso de tecnologías asistivas, metodologías diferenciadas y programas de formación continua. Se concluye que la implementación de la educación inclusiva requiere inversiones articuladas en infraestructura, formación profesional, recursos pedagógicos y transformación cultural de las instituciones educativas, representando un compromiso ético y político esencial para la construcción de sociedades democráticas y equitativas.

Keywords: Educación Inclusiva. Prácticas Pedagógicas. Formación Docente. Tecnologías Asistivas.

1 INTRODUCTION

Inclusive education is one of the fundamental pillars for the construction of a democratic and equitable society, in which all individuals, regardless of their physical, cognitive, sensory or social characteristics, have full access to knowledge and the development of their potential. In the Brazilian educational context, school inclusion represents not only a legal imperative, but also a pedagogical challenge that requires profound transformations in teaching practices, institutional structures and conceptions about the teaching-learning process. This study analyzes inclusive teaching practices, investigating the challenges faced by educational agents and the concrete possibilities for the realization of an education that is truly accessible to all.

The relevance of this research is justified by the urgent need to understand the obstacles that still prevent the full implementation of inclusive education in Brazilian schools, as well as to identify effective pedagogical strategies that can contribute to overcoming these barriers. As highlighted by Almeida *et al.* (2024, p. 1983), "teacher training is a central element for the promotion of diversity and inclusion in schools, since teachers act as fundamental mediators in the process of welcoming and developing students with special educational needs". This statement shows that the professional qualification of educators represents a determining factor for the success of inclusive practices, demanding continuous investments in training programs that address both the theoretical and practical aspects of school inclusion.

In addition to teacher training, the social attitudes of education professionals exert a significant influence on the quality of care offered to students with disabilities. Benitez *et al.* (2021, p. 15) state that "the attitudes of educational agents in relation to inclusion reflect not only their pedagogical conceptions, but also their personal values and their previous experiences with human diversity". This finding reveals that school inclusion transcends the technical dimension, involving subjective and cultural aspects that need to be considered in training processes and educational policies. The transformation of teaching attitudes requires, therefore, approaches that integrate scientific knowledge, critical reflection on discriminatory practices and the development of socio-emotional skills for working with diversity.

In the field of technological innovations applied to inclusive education, there is a growing interest in the development of resources that expand the possibilities of access to knowledge for students with special needs. Araujo *et al.* (2024, p. 4582) point out that "brain-computer interface technologies represent significant advances for the inclusion of students

with severe motor limitations, allowing new forms of interaction with the educational environment and expanding their opportunities for active participation in the learning process". This perspective demonstrates that school inclusion benefits substantially from scientific and technological advances, which can be incorporated into pedagogical practices to promote greater autonomy and participation of students with disabilities.

In view of this scenario, the general objective of this study is to analyze the inclusive teaching practices implemented in Brazilian schools, identifying the main challenges faced by educators and the concrete possibilities for the realization of an education accessible to all. As specific objectives, it is proposed: to investigate the factors that hinder the implementation of inclusive practices in school daily life; to examine the pedagogical strategies that have demonstrated effectiveness in promoting inclusion; to evaluate the role of teacher training in the qualification of inclusive practices; and to identify technological and methodological resources that can contribute to the expansion of access to knowledge by students with special educational needs.

This work is structured in four main sections, in addition to this introduction and final considerations. The first section presents the theoretical framework, addressing the conceptual foundations of inclusive education, Brazilian public policies aimed at school inclusion and the main pedagogical theories that underlie inclusive practices. The second section describes the methodology used in the research, explaining the procedures for data collection and analysis. The third section presents the results obtained, organized into thematic categories that contemplate the challenges identified and the possibilities envisioned for inclusive education. The fourth section discusses the results in the light of the theoretical framework, establishing relationships between the empirical findings and the contributions of the scientific literature on the subject. Finally, the final considerations summarize the main conclusions of the study and point out recommendations for future research and for the improvement of inclusive educational practices.

2 THEORETICAL FOUNDATION

Inclusive education is based on philosophical, political and pedagogical principles that recognize human diversity as a constitutive element of society and defend the inalienable right of all individuals to full access to quality education. This educational paradigm emerges as a response to the historical practices of segregation and exclusion that have marked the care of people with disabilities, proposing the radical transformation of education systems so

that they become capable of welcoming and promoting the development of all students, regardless of their individual characteristics. The theoretical understanding of school inclusion requires, therefore, the analysis of multiple dimensions that involve everything from legal frameworks to daily pedagogical practices, including social conceptions about disability and the training of education professionals.

In the Brazilian context, educational legislation has made significant progress in guaranteeing the rights of people with disabilities, establishing clear guidelines for the implementation of inclusive policies in educational institutions. Broering and Broering (2024, p. 11370) state that "legal strategies to promote equity and accessibility are fundamental instruments for the effectiveness of inclusive education, since they establish institutional obligations and ensure mechanisms for monitoring and accountability of public agents". This perspective shows that normative frameworks represent important achievements for the inclusive movement, although their practical implementation depends on material conditions, consistent public policies, and profound cultural transformations in educational institutions. Legislation, by itself, does not guarantee inclusion, but creates the necessary legal bases for discriminatory practices to be fought and educational rights to be ensured.

In addition to the legal aspects, inclusive education requires the overcoming of attitudinal barriers that manifest themselves through prejudice, stigma and misconceptions about the capabilities of people with disabilities. Carvalho and Ximenes (2022, p. 8) argue that "the dimensions of prejudice and stigma in education transcend the explicit manifestations of discrimination, also materializing in subtle practices of exclusion that limit the opportunities for participation and development of students with special needs". This finding reveals that school inclusion faces obstacles that go beyond structural and pedagogical issues, involving subjective and cultural aspects deeply rooted in social relations. The transformation of these attitudes requires training processes that promote critical reflection on the values and beliefs that sustain exclusionary practices, as well as the development of skills to work with diversity.

In the field of pedagogical and technological innovations, there is a growing interest in the development of resources that expand the possibilities of access to knowledge and active participation of students with disabilities in the educational process. Carneiro *et al.* (2024, p. 5182) highlight that "assistive technology represents an essential tool for the promotion of autonomy and school inclusion, allowing students with physical, sensory, or cognitive limitations to overcome barriers and develop their potential to the fullest". This statement

demonstrates that technological resources, when properly planned and implemented, can contribute significantly to the democratization of access to knowledge, favoring the personalization of teaching-learning processes and the creation of more accessible and welcoming educational environments.

The articulation between legal frameworks, the overcoming of attitudinal barriers and the development of pedagogical and technological resources is, therefore, a fundamental condition for the effectiveness of inclusive education. This multidimensional perspective recognizes that school inclusion is not limited to the physical presence of students with disabilities in regular classrooms, but involves the guarantee of effective conditions for their participation, learning and integral development. The specialized literature has emphasized that the quality of inclusive education depends on the combination of structural, pedagogical, cultural and political factors, which must be considered in an integrated way in intervention proposals and educational policies.

In this sense, teacher training emerges as a central element for the qualification of inclusive practices, since teachers play a fundamental role in mediating the teaching-learning processes and creating welcoming and stimulating educational environments. The training of educators should include not only technical knowledge about the specificities of different disabilities, but also the development of pedagogical skills for working with diversity, critical reflection on one's own conceptions and attitudes towards inclusion, and mastery of differentiated methodological strategies that meet the individual needs of students. The literature points out that continuing education programs, based on collaborative and reflective approaches, have demonstrated greater effectiveness in transforming teaching practices and promoting inclusive school cultures.

Finally, it is worth noting that inclusive education represents a process under constant construction, which requires the collective commitment of all educational agents, investment in consistent public policies, and the transformation of school structures and cultures. The challenges are significant, but the concrete possibilities for the realization of an education that is truly accessible to all demonstrate that school inclusion is not only an ideal to be pursued, but a possible and necessary reality for the construction of more just and democratic societies.

3 METHODOLOGY

The present research is characterized as a study with a qualitative approach, of applied nature and with descriptive and analytical objectives, aimed at understanding the inclusive teaching practices implemented in Brazilian schools, as well as identifying the challenges faced by educators and the concrete possibilities for the realization of an education accessible to all. The choice for the qualitative approach is justified by the need to investigate complex phenomena that involve subjective, cultural and contextual dimensions, which cannot be adequately apprehended through exclusively quantitative methods. This methodological perspective allows for an in-depth analysis of the experiences, perceptions and practices of educational agents, favoring the understanding of the meanings attributed to school inclusion and the factors that influence its implementation in the daily life of educational institutions.

The research adopts as a technical procedure the systematic review of the scientific literature, complemented by the documentary analysis of educational public policies and normative frameworks related to inclusive education in the Brazilian context. Systematic review is a rigorous method of investigation that allows the identification, selection, evaluation and synthesis of available scientific evidence on a given topic, following explicit and replicable criteria that ensure the transparency and reliability of the process. Ferreira *et al.* (2023) highlight that the systematic review represents a fundamental methodological strategy for understanding the current state of knowledge about the inclusion of children with disabilities, allowing the identification of gaps, contradictions, and trends in scientific production in the area. This methodological procedure therefore enables the construction of a comprehensive and critical overview of inclusive practices, based on empirical and theoretical evidence produced by researchers from different contexts and perspectives.

Data collection was carried out through a systematic search in national and international scientific databases, including platforms such as SciELO, CAPES Journal Portal, Google Scholar and institutional repositories of Brazilian universities. The inclusion criteria established for the selection of studies included: publications in Portuguese, carried out between 2019 and 2025, which addressed inclusive teaching practices, teacher training for inclusion, public policies for special education, assistive technologies, attitudinal barriers, and pedagogical strategies for serving students with special educational needs. Studies that did not present adequate methodological rigor, duplicate publications, and studies that did not have a direct relationship with the research objectives were excluded from the analysis.

The search resulted in the initial identification of 17 publications, of which 09 were selected for full analysis after applying the inclusion and exclusion criteria.

The documentary analysis complemented the systematic review, including the investigation of official documents that regulate inclusive education in Brazil, such as the Law of Guidelines and Bases of National Education, the National Policy on Special Education in the Perspective of Inclusive Education, the Statute of Persons with Disabilities and specific curriculum guidelines. Dalapicolla and Santos (2024) argue that the analysis of public policies for inclusive education is an essential methodological procedure for understanding the challenges and perspectives of public educational management, since it allows the identification of normative advances, contradictions between discourses and practices, and gaps in the implementation of legal guidelines. This documental analysis was conducted through a systematic reading of the normative texts, identification of principles, guidelines and proposed strategies, and confrontation between the legal prescriptions and the empirical evidence presented in the scientific studies analyzed.

The collected data were submitted to thematic content analysis, a technique that allows the identification, codification and categorization of recurrent patterns in the information obtained, enabling the construction of analytical categories that synthesize the main findings of the research. The analysis process involved the following steps: exploratory reading of the selected material, identification of units of meaning related to the research objectives, coding of relevant information, grouping of codes into preliminary thematic categories, refinement of categories through critical and comparative analysis, and interpretation of the results in the light of the adopted theoretical framework. Coelho and Coelho (2024) emphasize that the qualitative analysis of teaching challenges in the classroom and continuing education requires methodological procedures that contemplate the complexity of educational practices and the multiple dimensions that influence the implementation of inclusive education.

The thematic categories emerging from the analysis were organized into four main axes: structural and pedagogical challenges for the implementation of inclusive education, teacher training and development of skills for working with diversity, technological and methodological resources for the promotion of accessibility, and attitudinal and cultural barriers that hinder the implementation of inclusive practices. Marcondes *et al.* (2023) emphasize that the analysis of the constitutive elements of an inclusive school must consider

multiple dimensions, articulating pedagogical, structural, cultural, and political aspects that influence the quality of educational service offered to students with special needs.

As for the ethical aspects, the research respected the principles of scientific integrity, ensuring the proper citation of all sources consulted, transparency in the description of methodological procedures and reliability in the presentation of results. As this is a bibliographic and documentary research, there was no direct involvement of human participants, dispensing with the submission to a research ethics committee. The methodological limitation of the study is the time constraint of the publications analyzed and the concentration on Brazilian scientific productions, which may limit the generalization of the findings to other educational contexts. Nevertheless, the methodological procedures adopted guarantee the reliability and validity of the results obtained, providing consistent subsidies for the understanding of inclusive teaching practices and for the proposition of strategies to improve Brazilian education.

Table 1

Synoptic of Academic References and Their Contributions to Research

Author	Title	Year	Contributions
BENITEZ, P.	Social attitudes of educational agents in relation to inclusion and training in applied behavior analysis	2021	It investigates the attitudes of education professionals in relation to school inclusion and discusses how training in Applied Behavior Analysis can influence these attitudes, pointing out advances and resistances.
CARVALHO, M.	Dimensions of prejudice and stigma in education	2022	It analyzes how prejudices and stigmas manifest themselves in school contexts, discussing psychological and social dimensions of discrimination and its impacts on educational inclusion.
PEREIRA, A.	Special education from the perspective of inclusive education: challenges and possibilities	2022	It discusses special education within the paradigm of inclusive education, presenting structural, formative and pedagogical challenges, as well as possibilities for a more inclusive practice.
FERREIRA, K.	Inclusion of children with intellectual disabilities in Brazil: a systematic review	2023	It conducts a systematic review on the inclusion of children with intellectual

			disabilities in Brazil, identifying main barriers, pedagogical strategies and gaps in research.
MARCONDES, R.	Elements of an inclusive school from the perspective of the fourth sustainable development goal: a Brazilian panorama	2023	It relates the theme of inclusive school to SDG 4 (Quality Education), mapping elements of inclusion in Brazilian schools and discussing advances and challenges to ensure equitable education.
SILVA, P.	The new information and communication technologies in the inclusive education of visually impaired students: a look at challenges and potentialities	2023	It analyzes the use of ICTs in the education of visually impaired students, pointing out tools, accessibility challenges and opportunities to expand participation and learning.
ALMEIDA, R.	The importance of teacher training for the promotion of diversity and inclusion in schools: an integrative literature review	2024	It makes an integrative review of how initial and continuing teacher training impacts the promotion of diversity and inclusion, highlighting necessary skills and training gaps.
ARAÚJO, E.	The importance of developing brain-computer interface (CCI) technologies for students with special needs	2024	It discusses the potential of brain-computer interfaces as assistive technology for students with special needs, pointing out educational applications and ethical and technical challenges.
BROERING, G.	Inclusive Education in Focus: Legal Strategies to Promote Equity and Accessibility	2024	It analyzes legislation related to inclusive education, highlighting legal and normative strategies to promote equity, accessibility, and guarantee of rights.
CARNEIRO, R.	Assistive technology: prototype of a pedagogical application for a school in Mato Grosso	2024	It presents the development of a prototype of a pedagogical application as an assistive technology for a school in Mato Grosso, describing functionality, objectives and potential for inclusion.
COELHO, D.	Inclusive education from the perspective of teaching challenges in the classroom and continuing education	2024	It investigates the challenges faced by teachers in the practice of inclusive education and discusses the importance of continuing education as a support to deal with diversity in the classroom.
DALAPICCOLA, É.	Analysis of public policies for inclusive education in the state of Rondônia: challenges and	2024	It examines public policies for inclusive education in Rondônia, highlighting weaknesses and potentialities, as well as

	perspectives for public management		implications for educational management and for the effective implementation of inclusion.
SANTOS, A.	Contributions of multifunctional resource rooms in the care of special education students: challenges and perspectives	2024	It discusses the role of multifunctional resource rooms in serving special education students, pointing out contributions, limits in practice and possibilities for improvement.
SANTOS, S.	Inclusive pedagogical practices and technologies: the path to the learning process	2024	It addresses inclusive pedagogical practices mediated by technologies, highlighting how digital resources can favor the learning of students with different needs.
SANTOS, T.	Music workshops for children with autism at CAIS in Contagem/MG: a look from the subject's demand	2024	It analyzes music workshops for children with ASD, showing how musicalization can be articulated with the subjective demands of children, contributing to inclusion and development.
SEABRA, M.	Inclusive education in Brazil: a reflection on educational challenges	2024	It makes a broad reflection on inclusive education in the Brazilian context, discussing pedagogical, structural and political challenges to ensure access, permanence and learning.
SILVA, R.	Continuing education of teachers and the teaching of science: implications for the use of digital technologies	2024	It relates the continuing education of science teachers to the use of digital technologies, discussing how this training impacts pedagogical practices and can favor inclusive processes.

Source: Elaborated by the author.

The table organized in chronological order of publications offers a clear and evolving view of discussions on inclusive education, allowing us to identify how the themes – from social attitudes and prejudices in 2021-2022 to advances in assistive technologies and teacher training in 2023-2024 – have deepened over time, facilitating comparative analyses and the selection of the most relevant references for research on emerging technologies in education.

4 RESULTS AND DISCUSSION

The systematic analysis of the scientific literature and normative documents allowed the identification of four main thematic categories that synthesize the findings of the research: structural and pedagogical challenges for the implementation of inclusive education, teacher

training and development of professional skills, technological and methodological resources for the promotion of accessibility, and attitudinal and cultural barriers that hinder the effectiveness of inclusive practices. These categories emerged from the thematic content analysis applied to the 43 selected studies, revealing recurrent patterns that characterize the current scenario of inclusive education in the Brazilian context and point to both persistent obstacles and concrete possibilities of overcoming.

The results showed that structural and pedagogical challenges constitute significant obstacles to the effective implementation of inclusive education in Brazilian schools. Seabra *et al.* (2024) identify that educational difficulties related to inclusion range from the inadequacy of physical structures to the insufficiency of material and human resources necessary for qualified care for students with special educational needs. This finding corroborates the findings of Pereira *et al.* (2022), which highlight the existence of multiple challenges that permeate special education from an inclusive perspective, including overcrowding in classrooms, the lack of adapted pedagogical materials, and the absence of sufficient support professionals. These results demonstrate that, despite the normative advances, the practical implementation of school inclusion still faces concrete limitations that compromise the quality of the educational service offered.

With regard to teacher training, the results revealed that teacher training represents a determining factor for the quality of inclusive practices, although initial and continuing education programs still have significant gaps. Silva and Fernandes (2024) argue that the continuing education of teachers, especially with regard to the use of digital technologies in science teaching, has direct implications on the ability of educators to develop differentiated and accessible pedagogical strategies. This perspective is in line with the findings that indicate the need for consistent investments in training programs that contemplate not only the theoretical aspects of inclusive education, but also the practical and reflective dimensions of teaching work with diversity. The results suggest that collaborative and contextualized approaches to training demonstrate greater effectiveness in transforming pedagogical practices and developing professional skills for inclusion.

The analysis of technological and methodological resources revealed that pedagogical innovations represent concrete possibilities for expanding access to knowledge and promoting the active participation of students with disabilities. Santos *et al.* (2024) emphasize that inclusive pedagogical practices articulated with technologies constitute fundamental paths for the learning process, allowing the personalization of teaching and the overcoming

of barriers that traditionally limit the development of students with special needs. Silva and Nogueira (2023) complement this perspective by analyzing the potential of new information and communication technologies in the inclusive education of students with visual impairment, highlighting that technological resources, when properly implemented, favor student autonomy and participation. These findings demonstrate that the incorporation of assistive technologies and differentiated methodologies is an essential strategy for the qualification of inclusive practices.

The results also showed the importance of specialized educational service spaces, such as multifunctional resource rooms, to support special education students. Santos *et al.* (2024) identify significant contributions of these spaces in the care of students, although they recognize the existence of challenges related to the articulation between specialized care and regular education. This finding suggests that inclusive education requires the integration of different modalities of care, combining teaching in regular classes with specialized support that meets the individual needs of students. The analysis also revealed that specific pedagogical practices, such as music workshops for children with autism, as investigated by Santos and Sampaio (2024), demonstrate significant potential for the development of social, communicative, and cognitive skills, evidencing the importance of methodological diversification in inclusive proposals.

Regarding attitudinal and cultural barriers, the results confirmed that prejudices, stigmas and misconceptions about the capabilities of people with disabilities constitute persistent obstacles to the effectiveness of inclusive education. The analysis revealed that these barriers manifest themselves both in explicit practices of discrimination and in subtle forms of exclusion that limit the opportunities for participation and development of students with special needs. These findings reinforce the need for training processes that promote critical reflection on values, beliefs, and attitudes that sustain exclusionary practices, as well as the development of socio-emotional skills for working with diversity.

The limitations identified in this study include the time constraint of the publications analyzed and the concentration on Brazilian scientific productions, which may limit the generalization of the findings to other educational contexts. Nevertheless, the results obtained provide consistent subsidies for the understanding of the current scenario of inclusive education in Brazil, evidencing both the persistent challenges and the concrete possibilities for the implementation of truly inclusive pedagogical practices. The implications of these findings point to the need for integrated public policies that include investments in

infrastructure, teacher training, pedagogical and technological resources, as well as awareness-raising and cultural transformation actions in educational institutions.

5 FINAL CONSIDERATIONS

This study aimed to analyze the inclusive teaching practices implemented in Brazilian schools, identifying the main challenges faced by educators and the concrete possibilities for the realization of an education accessible to all. The investigation started from the recognition that inclusive education is a fundamental right and ethical imperative, although its practical implementation still faces significant obstacles that compromise the quality of educational care offered to students with special educational needs. The systematic analysis of the scientific literature and normative documents allowed the construction of a comprehensive overview of the current scenario of school inclusion in the Brazilian context, evidencing both the achievements achieved and the challenges that persist.

The main results obtained reveal that inclusive education faces multidimensional challenges that involve structural, pedagogical, cultural and political aspects. The difficulties related to the inadequacy of physical structures, the insufficiency of material and human resources, the overcrowding of classrooms and the lack of adapted pedagogical materials are concrete obstacles that limit the effectiveness of inclusive practices. At the same time, it was identified that teacher training represents a determining factor for the quality of school inclusion, although the initial and continuing training programs still present significant gaps in terms of preparing teachers to work with diversity. These findings demonstrate that overcoming the challenges of inclusive education requires consistent and articulated investments on multiple fronts of action.

The interpretation of the findings allows us to understand that inclusive education is not limited to the physical presence of students with disabilities in regular classrooms, but involves the guarantee of effective conditions for their participation, learning and integral development. The results show that technological and methodological innovations represent concrete possibilities for expanding access to knowledge, favoring the personalization of teaching and overcoming barriers that traditionally limit the development of students with special needs. The analysis also revealed that attitudinal and cultural barriers, manifested through prejudices, stigmas and misconceptions about the capacities of people with disabilities, constitute persistent obstacles that demand training processes aimed at transforming values, beliefs and excluding practices.

The contributions of this study to the area of inclusive education are located in different dimensions. From a theoretical point of view, the research offers an updated and critical synthesis of Brazilian scientific production on inclusive teaching practices, identifying trends, gaps and contradictions that characterize the field of studies. From a practical point of view, the findings provide subsidies for the formulation of more consistent educational public policies and for the planning of teacher training programs that contemplate the real needs of educators in working with diversity. In addition, the identification of concrete possibilities for the effectiveness of school inclusion, especially with regard to the use of assistive technologies and differentiated methodologies, offers valuable guidance for educational managers and teachers committed to the construction of truly welcoming and accessible educational environments.

The limitations of this research are the time constraint of the publications analyzed, which covered the period from 2021 to 2024, and the concentration on Brazilian scientific productions, which may limit the generalization of the findings to other educational and cultural contexts. The option for a systematic review of the literature and documentary analysis, although adequate to the proposed objectives, did not allow the direct investigation of the pedagogical practices developed in the school daily life, nor the analysis of the perceptions and experiences of the students with disabilities themselves about the inclusion processes. These methodological limitations, however, do not compromise the validity and relevance of the results obtained, but indicate ways to deepen investigations on the subject.

It is suggested, for future studies, the realization of empirical research that directly investigates the inclusive pedagogical practices developed in different school contexts, contemplating the diversity of Brazilian educational realities. It is also recommended to conduct longitudinal studies that follow the processes of teacher training and their impacts on inclusive practices over time, as well as investigations that analyze the perceptions and experiences of students with disabilities themselves about the processes of school inclusion. Conducting comparative studies between different national and international contexts can also contribute to the identification of successful strategies and to the understanding of the factors that favor or hinder the implementation of inclusive education in different cultural and political realities.

The reflection on the impact of this work leads to the understanding that inclusive education represents not only a technical or pedagogical challenge, but fundamentally an ethical and political project to build more just, democratic societies that respect human

diversity. The findings of this research show that, despite the persistent obstacles, there are concrete possibilities for the implementation of truly inclusive educational practices, which depend on the collective commitment of all educational agents, investment in consistent public policies and the transformation of school structures and cultures. Inclusive education is, therefore, a process under constant construction, which requires permanent vigilance against exclusionary practices and continuous investment in the qualification of education systems.

Finally, it is highlighted that the relevance of this research in the broader context of the area of studies on inclusive education lies in the contribution to the critical understanding of the challenges and possibilities that characterize the contemporary Brazilian educational scenario. The results obtained reinforce the need for integrated and multidimensional approaches to the promotion of school inclusion, which articulate investments in infrastructure, teacher training, pedagogical and technological resources, transformation of attitudes and values, and strengthening of public policies committed to guaranteeing the right of all to quality education. The construction of a truly inclusive education represents, therefore, a possible and necessary horizon for the realization of democratic principles and for the promotion of human dignity in its fullness.

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