


**APPLICATIONS OF ACTIVE METHODOLOGIES IN SPECIAL EDUCATION FOR
THE PROMOTION OF AUTONOMY AND SCHOOL INCLUSION**

**APLICAÇÕES DE METODOLOGIAS ATIVAS NO ENSINO ESPECIAL PARA A
PROMOÇÃO DA AUTONOMIA E DA INCLUSÃO ESCOLAR**

**APLICACIONES DE METODOLOGÍAS ACTIVAS EN LA EDUCACIÓN
ESPECIAL PARA LA PROMOCIÓN DE LA AUTONOMÍA Y LA INCLUSIÓN
ESCOLAR**

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ABSTRACT

This article aims to analyze the contributions of active methodologies to the teaching and learning process of students with disabilities, focusing on the promotion of school inclusion and student protagonism in basic education. The research is characterized as qualitative, theoretical, and bibliographic, based on the analysis of contemporary publications that address the practical application of these methodologies in the context of special education. The study seeks to avoid approaches centered on the philosophical foundations of active pedagogies, such as Dewey's classical formulations, and instead focuses on concrete pedagogical practices and strategies, such as flipped classroom, gamification, and project-based learning. The results indicate that the adoption of active methodologies fosters the development of autonomy among students with disabilities, expands opportunities for participation in school activities, and contributes to the construction of inclusive environments. It is concluded that, although structural and training challenges persist, the implementation of active methodologies offers promising paths toward a more equitable education that is responsive to diversity.

Keywords: Special Education. School Inclusion. Active Methodologies. Student Protagonism. Teaching and Learning.

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RESUMO

Este artigo tem como objetivo analisar as contribuições das metodologias ativas no processo de ensino e aprendizagem de estudantes com deficiência, com foco na promoção da inclusão escolar e do protagonismo discente na educação básica. A pesquisa se caracteriza como qualitativa, de cunho teórico-bibliográfico, baseada na análise de publicações contemporâneas que tratam da aplicação prática dessas metodologias no contexto da educação especial. Busca-se evitar abordagens centradas nos fundamentos filosóficos das pedagogias ativas, como as formulações clássicas de Dewey, concentrando-se nas práticas e estratégias pedagógicas concretas, como sala de aula invertida, gamificação e aprendizagem baseada em projetos. Os resultados da pesquisa indicam que a adoção de metodologias ativas favorece o desenvolvimento da autonomia dos estudantes com deficiência, amplia as possibilidades de participação nas atividades escolares e contribui para a construção de ambientes inclusivos. Conclui-se que, embora persistam desafios estruturais e formativos, a implementação de metodologias ativas oferece caminhos promissores para uma educação mais equitativa e responsiva à diversidade.

Palavras-chave: Educação Especial. Inclusão Escolar. Metodologias Ativas. Protagonismo Discente. Ensino-Aprendizagem.

RESUMEN

Este artículo tiene como objetivo analizar las contribuciones de las metodologías activas al proceso de enseñanza y aprendizaje de estudiantes con discapacidad, con énfasis en la promoción de la inclusión escolar y del protagonismo estudiantil en la educación básica. La investigación se caracteriza como cualitativa, teórica y bibliográfica, basada en el análisis de publicaciones contemporáneas que abordan la aplicación práctica de estas metodologías en el contexto de la educación especial. Se busca evitar enfoques centrados en los fundamentos filosóficos de las pedagogías activas, como las formulaciones clásicas de Dewey, y concentrarse en las prácticas y estrategias pedagógicas concretas, como aula invertida, gamificación y aprendizaje basado en proyectos. Los resultados indican que la adopción de metodologías activas favorece el desarrollo de la autonomía de los estudiantes con discapacidad, amplía las posibilidades de participación en las actividades escolares y contribuye a la construcción de ambientes inclusivos. Se concluye que, aunque persisten desafíos estructurales y formativos, la implementación de metodologías activas ofrece caminos prometedores para una educación más equitativa y sensible a la diversidad.

Palabras clave: Educación Especial. Inclusión Escolar. Metodologías Activas. Protagonismo Estudiantil. Enseñanza-Aprendizaje.

1 INTRODUCTION

The construction of an inclusive and democratic education in Brazil has required the strengthening of pedagogical practices capable of meeting the multiple singularities present in the classrooms of basic education. In this scenario, active methodologies have stood out for promoting the centrality of the student in the learning process, stimulating autonomy, critical thinking and cooperation. Such strategies play an even more relevant role when directed to serving students with disabilities, whose educational needs require differentiated, flexible, and responsive approaches (Almeida, 2025).

The legal framework for inclusion in Brazil establishes clear guidelines to ensure the right of all to education, with equity and quality. The Federal Constitution of 1988 guarantees, in its article 206, the principle of equal conditions for access to and permanence in school (Brasil, 1988). The Law of Guidelines and Bases of National Education (Law No. 9,394/1996) determines that teaching must be adapted to the needs of students with disabilities, promoting appropriate curricula, methods and resources (Brasil, 1996). The Salamanca Declaration (1994), adopted internationally and reaffirmed by the Statute of Persons with Disabilities (Law No. 13,146/2015), reinforces the right to inclusive education in common teaching environments (Brasil, 2015).

Active methodologies are characterized by practices that break with the traditional teaching model, prioritizing learning through problem solving, interaction, and student protagonism. When applied to special education, they make it possible to adapt content to different learning capacities, styles, and rhythms, promoting more inclusive and less exclusionary environments (Viegas *et al.*, 2023). However, its implementation still faces important obstacles, such as insufficient teacher training, lack of material resources, and resistance to change in pedagogical practice (Matos *et al.*, 2025).

Although active pedagogies have their roots in the philosophical tradition of the New School, in the formulations of John Dewey, this article proposes a different approach, focused on the practical applications and contemporary didactic strategies derived from this conception. Instead of deepening the philosophical-educational foundations, it seeks to analyze concrete experiences that have been adopted by teachers and researchers in basic education as a way to promote inclusion and the development of skills in students with disabilities (Libâneo, 2022).

The problem that guides this reflection is: how to apply active methodologies in a concrete and effective way in special education, in order to favor the inclusion, autonomy and

protagonism of students with disabilities in basic education, overcoming the limitations of traditional approaches? The literature consulted indicates that, although these methodologies are promising, their effectiveness depends on intentional pedagogical planning, institutional conditions, and commitment to diversity (Matos *et al.*, 2025).

The objective of this article is to present a grounded analysis of the possibilities of using active methodologies as didactic practices aimed at promoting the inclusion of students with disabilities, highlighting the contributions, challenges and strategies observed in documented experiences. The study is based on qualitative research, with a bibliographic approach, and recent national scientific productions. The objective of the research, therefore, is to map and understand, based on the available evidence, how such methodologies have been implemented in the context of special education and what impacts they have generated in the teaching-learning process.

2 ACTIVE METHODOLOGIES AND THEIR PRACTICAL IMPLICATIONS IN BASIC EDUCATION

According to Garbin (2025), the differentiation between active pedagogies and active methodologies has gained relevance in contemporary educational studies in the Brazilian context. According to Silva (2025), while active pedagogies are historically linked to the philosophical ideas of the New School, active methodologies represent a set of more recent didactic strategies, aimed at the development of learning through the active participation of students, without this implying full adherence to the philosophical foundations that originated them (Gallo *et al.*, 2024).

This distinction is also highlighted by Libâneo (2022), when he states that active methodologies are pedagogical techniques aimed at student-centered learning, with didactic intentionality and commitment to teacher mediation. The author warns, however, that the uncritical or decontextualized use of these strategies can distort their formative potential, transforming them into generic solutions detached from the school reality.

Discussions on pedagogical innovation in Brazil have distinguished, in an increasingly precise way, two central axes: on the one hand, active pedagogies, linked to historical philosophical-educational foundations; on the other, active methodologies, aimed at the didactic operationalization of practices centered on the action of students in the learning process (Libâneo, 2022). This differentiation is relevant to avoid the generalization of

proposals that, although they dialogue conceptually, have different scopes, purposes, and applications.

Active pedagogies originate in the New School movement, based on the contributions of John Dewey, who defended the centrality of experience and action in the formation of the subject. According to Tiballi (2023), experience, in the pragmatist sense, is not only lived, but reconstructed in a reflective way, which implies the appreciation of critical thinking and participation. However, this approach has a more philosophical than technical bias, being structured based on long-term theoretical principles.

Active methodologies, in turn, emerge as concrete didactic strategies that seek to update these premises in the light of the contemporary demands of school practice. For Libâneo (2022), it is a set of teaching procedures that transfer to the student the responsibility for the learning process itself, without, however, disregarding the role of the teacher as a qualified mediator and planner of educational situations. Also according to the author, it is essential to avoid the indiscriminate or technicist use of these methodologies, in contexts of neoliberal policies that transfer to the student the obligation to learn, without ensuring the appropriate pedagogical and material conditions.

This criticism is shared by Silva (2025), when analyzing the use of active methodologies in higher education and their transpositions to basic education. The authors warn of the risk of reducing pedagogical content when such strategies are applied without considering the sociocultural particularities of the students and the school context, pointing out that active methodologies cannot be confused with educational fads or ready-made teaching packages.

In a convergent way, Oliveira *et al.* (2020) highlight that active methodologies, by promoting student protagonism, need to be understood within a collective and critical pedagogical project. The authors reinforce that these strategies must be planned with intentionality and aligned with the school curriculum, focusing on the construction of knowledge and the integral formation of the student.

For Bacich and Moran (2017), the use of active methodologies has favored the diversification of teaching practices, bringing students closer to real problem-situations, group work and interdisciplinarity. Matos *et al.* (2025) emphasize that the application of these strategies allows a reorganization of the traditional pedagogical dynamics, promoting environments organized in a collaborative and responsive way to the needs of students. However, they warn that the adoption of active methodologies requires planning, constant

evaluation and continuous teacher training, so that fragmented or decontextualized practices are avoided.

Therefore, when delimiting the concept of active methodologies in this article, the perspective is adopted that they are intentional, planned and participatory practices, aimed at the mediation of learning and guided by a commitment to equity and inclusion, when applied to special education. This delimitation allows us to move away from a merely technical approach and approach a critical conception, situated and committed to the right to quality education for all students.

In this article, we adopt the perspective that active methodologies are practices planned and directed to the strengthening of autonomous, collaborative and situated learning, which should not be confused with the philosophical basis of active pedagogies, but understood as their critical updating in contemporary school daily life.

3 SPECIAL EDUCATION AND THE CHALLENGE OF INCLUSION IN REGULAR SCHOOLS

The consolidation of public educational policies aimed at school inclusion in Brazil is anchored in normative documents and legal guidelines that ensure the right to education for all students, as highlighted by Moreira and Ferreira (2019) when analyzing the role of these legal frameworks in structuring inclusive practices.

Among them, the Federal Constitution of 1988, the Law of Guidelines and Bases of National Education, Law No. 9,394/1996, the Statute of the Child and Adolescent (ECA), Law No. 8,069/1990, the Statute of Persons with Disabilities, Law No. 13,146/2015 and the Declaration of Salamanca (1994) stand out. These instruments ensure the right to quality education for all students, regardless of their physical, sensory, intellectual or social conditions, recognizing diversity as a structuring principle of the educational process.

The LDBEN determines in its article 58 that special education is a modality of teaching transversal to all levels and stages of basic education, and must be offered in the regular school network. The Statute of Persons with Disabilities, on the other hand, reinforces the principle of universal design and accessibility, pointing to the need to reorganize pedagogical practices in order to ensure equity in the access and permanence of students with disabilities. The Salamanca Declaration, in turn, established an international framework in the defense of school inclusion, by stating that regular schools with an inclusive orientation are an adequate

means to confront discriminatory attitudes, creating welcoming communities and building an inclusive society.

For Viegas *et al.* (2023) Despite these normative advances, Brazilian school daily life still presents concrete challenges to the effectiveness of inclusion. The permanence of exclusionary practices, the lack of specific teacher training, the scarcity of adapted pedagogical resources and the fragility of support structures have hindered the construction of inclusive educational environments. As Moreira and Ferreira (2019) argue, special education, historically marked by stigma and segregation, needs to advance in confronting the factors that make it impossible for students with disabilities to fully present themselves in regular schools.

In this context, the role of the teacher acquires centrality. The teacher is no longer just a transmitter of knowledge to become a mediator and facilitator of the learning process. This change in perspective implies the adoption of more flexible, dialogical and student-centered pedagogical practices, as pointed out by the studies by Silva *et al.* (2025), by emphasizing the importance of active listening, the reorganization of the pedagogical space and the appreciation of the subjects' experience in learning. According to the authors, the effectiveness of active methodologies in basic education depends on the ethical and pedagogical posture of teachers, who need to be willing to break with consolidated practices and adopt new forms of mediation.

According to Almeida (2025), active methodologies, in this scenario, emerge as possibilities with pedagogical applicability to face the obstacles of school inclusion. These intentional didactic strategies promote student protagonism, respect different learning styles and rhythms, and create practical learning situations aligned with needs and context. For Matos *et al.* (2025), active methodologies operate in a logic of cooperation and investigation, which favors the effective participation of students with disabilities and enables the construction of knowledge in a network.

Viegas *et al.* (2023) reveal that the insertion of practices based on active methodologies in special education contributes not only to the cognitive development of students, but also to their self-esteem, autonomy, and social interaction. Such practices have contributed to minimizing the attitudinal and pedagogical obstacles that still persist in classrooms, by creating environments that value diversity and promote dialogue as a structuring principle of the educational process. The authors emphasize that the centrality of

the student in active methodologies must be accompanied by a curricular reorganization that contemplates the principles of inclusive education.

According to Oliveira (2020), teacher training focused on inclusion is still a gap in continuing education policies. Many teachers, even working in basic education, are still unaware of the legal and pedagogical foundations of special education, which makes it difficult to implement inclusive practices based on active methodologies. The author argues that continuing education should promote dialogue between theory and practice, encouraging teachers to reflect on their own experiences, deconstruct prejudices and develop innovative strategies that respond to the needs of students with disabilities.

The process of school inclusion is not limited to the enrollment of students with disabilities in regular schools, but requires structural transformations in pedagogical conceptions, curricula, interpersonal relationships and forms of evaluation. As Moreira and Ferreira (2019) point out, it is necessary to rethink the role of the educator and reorganize school environments to make them accessible and welcoming. Active methodologies, in this sense, enable a break with the traditional paradigm of homogenization and promote the appreciation of the singularities of subjects in learning situations.

In addition, the use of technological resources and the creation of collaborative and interactive activities expand the possibilities of participation of students with disabilities. Leite *et al.* (2024) argue that the use of assistive technologies combined with active pedagogical strategies favors inclusion by reducing physical, sensory, and cognitive obstacles that often limit students' participation in the teaching-learning process. The author also draws attention to the importance of collaborative pedagogical planning, involving teachers from the regular classroom, teachers from the specialized educational service (SES), managers and family members.

Based on these elements, it is possible to affirm that the construction of an inclusive school requires a paradigm shift in the understanding of the educational process. It is about understanding that the right to quality education, with equity, will only be effective when the multiple ways of learning and being in the world are recognized. Active methodologies are not a panacea, but represent an important way to transform pedagogical practices, as long as they are accompanied by teacher training policies, investments in accessibility and ethical-political commitment to inclusion.

Finally, it is highlighted that the contributions of the analyzed literature converge in valuing the teacher as a transforming agent of the educational reality. Their role as a mediator

requires training, sensitivity, listening and commitment to a pedagogy that respects diversity and believes in the power of all subjects to learn. As Tiballi (2023) states, the inclusive pedagogical experience must be conceived as a critical, ethical, and situated practice, capable of producing new meanings for school education and for the subjects who participate in it.

4 APPLICATIONS OF ACTIVE METHODOLOGIES IN SPECIAL EDUCATION

The adoption of active methodologies in special education has been configured as an effective alternative for the construction of inclusive pedagogical practices, aimed at valuing the functional diversity present in classrooms. These methodologies shift the focus from traditional teaching to the centrality of the student, promoting learning through action, problem solving and collaboration, fundamental aspects for the development of cognitive, emotional and social skills of students with disabilities. According to Almeida (2025), the implementation of these strategies favors autonomy, active participation, and student protagonism, allowing students to learn in a more meaningful way, based on their own experiences and rhythms.

In the field of special education, strategies such as gamification, flipped classroom, project-based learning, and rotation by stations can be understood as active methodologies that place the student at the center of the teaching process. The review carried out by Cunha *et al.* (2024) demonstrates that these methodologies, when integrated into teacher planning, favor engagement, stimulate active participation, and expand learning possibilities by articulating collaboration, problem-solving, and the relationship between theory and practice.

Viegas *et al.* (2023) show that the insertion of these methodologies in everyday school life expands the possibilities of pedagogical mediation, making the teaching-learning process more accessible, interactive, and collaborative, for students who have sensory, cognitive, or motor obstacles.

Ferreira corroborates *et al.* (2025) that gamification has been pointed out as one of the methodologies that have shown positive results in promoting the learning of students with disabilities, by stimulating curiosity, problem-solving and cooperation among peers. According to Almeida (2025), gamified activities enabled students with special educational needs to develop cognitive and social skills through structured games with clear pedagogical objectives. The author highlights that the playful elements, such as challenges, symbolic rewards and progression by levels, increased the participation of students, with difficulties in concentration or low self-esteem.

The flipped classroom, in turn, reorganizes pedagogical time and space by proposing that content be explored by students, outside the classroom, through videos, podcasts, or accessible texts, so that class time is dedicated to carrying out practical and collaborative activities. Matos *et al.* (2025) report the experience of a public school in the Federal District that used this strategy with inclusive elementary school classes. The results showed that students with intellectual disabilities had greater autonomy in the execution of tasks and demonstrated advances in the understanding of complex contents, since they were able to review them at their own pace before face-to-face activities.

Project-based learning (PBL) promotes the construction of knowledge through investigation and the resolution of real problems, involving students in active and collaborative processes. Moreira and Ferreira (2019) describe an experience developed in a municipal school in the Southeast region, in which students with different types of disabilities participated in interdisciplinary projects involving sustainability, local culture, and accessibility. According to the authors, PBL provided an environment that valued diversity, stimulating student protagonism and cooperation among colleagues, in addition to favoring the formative and continuous evaluation of learning.

Station rotation, in turn, has been used as a way to diversify stimuli and promote personalized learning. In this methodology, students are organized into small groups and go through different learning stations with specific tasks. Viegas *et al.* (2023) analyze an experience in a multifunctional resource room in which rotation by stations was applied with students with physical and multiple disabilities. The research showed that the variation of activities, assisted reading, digital games, manipulation of concrete objects and activities with assistive technologies, contributed to increase the attention span and involvement of students in school activities.

The experiences analyzed in the studies show that the use of active methodologies in special education requires, however, intentional planning and continuous teacher training. The teacher is no longer just a transmitter of content to assume a role of mediator, articulator and facilitator of learning, which requires sensitivity to identify the specific needs of students and creativity to adapt strategies and resources. As pointed out by Almeida (2025), the effectiveness of active methodologies depends on the quality of pedagogical interactions and the degree of intentionality in the planned actions.

Another relevant aspect concerns the accessibility of the materials and technologies used. Active methodologies cannot do without resources adapted to the sensory, cognitive

and motor conditions of students with disabilities. Matos *et al.* (2025) highlight the importance of using software with screen reading, videos with subtitles and sign language, as well as tactile materials, such as sensory boards and manipulable objects. The use of these tools expands the conditions for student participation and avoids the reproduction of pedagogical limitations in a format considered innovative, but still exclusionary.

It is important to emphasize that the application of active methodologies in special education needs to be aligned with the principles of inclusive education, as recommended by Brazilian legal documents. The Law of Guidelines and Bases of National Education (LDB, Law No. 9,394/1996) ensures the provision of specialized educational service, in the regular school network, as a way to guarantee access, permanence, participation and learning for all students. The Statute of Persons with Disabilities (Law No. 13,146/2015), in turn, reinforces the right to education in equal opportunities, with the adoption of inclusive pedagogical practices and accessibility resources that promote adequate conditions for learning and participation.

In this sense, the Salamanca Declaration (UNESCO, 1994) is an international reference when it states that schools must welcome all students, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The implementation of active methodologies in special education, therefore, should not be seen as a pedagogical fad, but as an ethical and political requirement in the face of the commitments made to educational equity and justice.

The studies analyzed also show that the positive results of active methodologies in special education go beyond the improvement of academic performance. According to Moreira and Ferreira (2019), there was an increase in the sense of belonging of students with disabilities to the school environment, strengthening of interpersonal bonds and greater involvement of families in educational processes. These factors are fundamental for the construction of a more welcoming, democratic and inclusive school.

In short, active methodologies, when implemented with pedagogical intentionality, accessibility and active listening to the subjects involved, constitute powerful paths for the promotion of quality special education. They favor student protagonism, the appreciation of diversity and the overcoming of exclusionary practices that still persist in many school contexts. To this end, it is essential that public policies and training projects ensure that teachers have the necessary conditions to plan, execute and evaluate these methodologies in a critical and contextualized way.

5 REFLECTIONS ON AUTONOMY, INDIVIDUALIZATION AND STUDENT PROTAGONISM

The application of active methodologies in special education has generated significant debates about the limits and possibilities of these approaches in the development of student autonomy and protagonism. Such concepts, widely valued in contemporary pedagogical discourse, require educational practices that respect the rhythms, potentialities and learning styles of each student, including students with disabilities. In this scenario, the individualization of pedagogical strategies becomes a condition for the construction of inclusive processes.

For Almeida (2025), one of the biggest challenges of contemporary education is to train students who are able to exercise their autonomy in a critical and reflective way. By analyzing the presence of active methodologies in inclusive classrooms, the author highlights that such practices, when well planned and applied with intentionality, promote environments in which subjects are no longer just content receptors and start to assume the role of knowledge constructors. This change in posture requires the teacher to take a close look at functional diversity, respecting the specificities of each student, adapting the didactic proposals to the individual rhythm and enabling multiple forms of participation.

In this sense, Matos *et al.* (2025) argue that active methodologies offer didactic paths that encourage the involvement of all students, including those with disabilities, as long as such strategies are associated with an inclusive pedagogy. The authors' study demonstrated that when methodologies are adapted to the needs of students, it is possible to favor self-determination and the active participation of subjects in the teaching-learning process. Autonomy, in this context, is not only a goal, but a pedagogical right that needs to be built, based on accessible, mediated and dialogical practices.

The individualization of teaching, in turn, is treated by Moreira and Ferreira (2019) as a requirement for the success of active methodologies in inclusive contexts. The authors emphasize that the use of strategies such as rotation by stations allows the student to perform tasks more autonomously, in their own time, with mediation appropriate to their needs. This personalization of the educational path is a way to confront the attitudinal and pedagogical barriers that still limit the participation of students with disabilities.

Viegas *et al.* (2023) contribute to the reflection by stating that student protagonism is only effective when teaching strategies consider the uniqueness of each subject. In her research, it was evidenced that the use of the flipped classroom with special education students favored not only the appropriation of the content, but also the development of responsibility for the

learning processes themselves. However, the authors warn that such protagonism does not emerge spontaneously, and it is necessary that the school environment be structured based on principles of equity, accessibility and encouragement of engagement.

Despite the potential of active methodologies, their implementation in special education faces considerable obstacles. One of the main challenges, according to Almeida (2025), is related to teacher training. Many teachers still do not feel prepared to work with methodologies that require flexibility, creativity and knowledge of different forms of learning. This technical limitation is reflected in the reproduction of practices centered on the figure of the teacher and reduces the possibilities of protagonism and autonomy of the students.

In addition, Matos *et al.* (2025) point out that the material conditions of Brazilian public schools are not always favorable to the implementation of active methodologies when it comes to special education. The absence of adapted technological resources, the lack of accessible pedagogical materials and the scarcity of support professionals compromise the effectiveness of inclusive practices based on the active participation of students. For the authors, it is not enough to incorporate new methodologies: it is necessary to ensure that they are applied ethically and responsibly, taking into account everyone's right to learning.

In the same field, Viegas *et al.* (2023) emphasize the importance of institutional support for the successful implementation of active methodologies in special education. This includes collective planning, listening to families, monitoring school management and articulation with specialized educational services. When these elements are present, it is possible to build more sensitive and effective practices that respect the individuality of each student without compromising the common learning objectives.

Regarding the adaptation of practices to the students' learning style, Moreira and Ferreira (2019) indicate that this concern should guide the pedagogical work from planning to evaluation. Strategies such as project-based learning favor this alignment, since they allow students to participate in the process of choosing themes, organizing the execution stages and defining the final products. For the authors, active listening and recognition of multiple intelligences are key elements for the success of these methodologies, as they guarantee the appreciation of the unique contributions of each subject.

It is important to note that Brazilian educational legislation also supports the principles of autonomy and protagonism as essential components of inclusive education. The Law of Guidelines and Bases of National Education (Law No. 9,394/1996) establishes, in its article 58, that special education must be offered in a complementary way to regular schooling,

ensuring curricula, methods and resources that respond to the specific needs of students. The Statute of Persons with Disabilities (Law No. 13,146/2015) reinforces the obligation to offer pedagogical practices that promote the full development and participation of students with disabilities on equal terms with others.

The experiences presented in the analyzed studies demonstrate that autonomy, individualization and student protagonism are possible goals when active methodologies are applied in a planned, sensitive and contextualized way. However, overcoming the limitations faced requires investments in the continuing education of teachers, in the physical and pedagogical structure of schools and in the construction of a school culture that recognizes diversity as a constitutive value of the educational process.

As observed by Oliveira (2020), autonomy cannot be understood as an end in itself, but as a mediated construction, which occurs through interaction with others and with knowledge. In this sense, active methodologies, by placing the student at the center of learning, challenge the school to rethink its structures, practices and values. It is a process that requires willingness to change pedagogical practices, ethical commitment and openness to transformation.

Finally, it is important to highlight that the promotion of student protagonism also implies changes in the way evaluation is conceived and practiced. Evaluating, in this context, means monitoring the learning processes, identifying advances and difficulties, proposing appropriate pedagogical interventions and recognizing the achievements of students with disabilities, even if they do not fit into traditional performance patterns. As proposed by Almeida (2025) and Matos *et al.* (2025), assessment should be formative, continuous, diversified and focused on the potential of each student.

Thus, the construction of an inclusive school through active methodologies requires more than the adoption of new techniques: it demands a teaching posture committed to valuing singularities, listening to subjects and transforming school daily life. Autonomy, individualization and student protagonism, in this context, are no longer just abstract concepts and become educational practices capable of promoting social justice and equity in education.

6 RESULTS AND DISCUSSIONS

The analysis of the data collected in the bibliographic research allowed us to identify the contributions of active methodologies in the promotion of school inclusion and student

autonomy in the context of special education. The studies analyzed show that strategies such as gamification, project-based learning, rotation by stations and flipped classroom have the potential to modify the traditional logic of teaching, centered on the transmission of content, to a pedagogical practice that is more dialogical, participatory and adaptable to the needs of students with disabilities.

The work of Almeida (2025) demonstrates that gamification, by incorporating playful elements and symbolic rewards into the learning process, favors the engagement of students with intellectual disabilities, allowing them to build knowledge in an active and collaborative way. In her experience with inclusive classes, the author observed an improvement in the students' self-esteem and involvement, when the games were adapted to the reality and rhythm of each student. These results align with Matos' contributions *et al.* (2025), which highlight that the use of gamified digital platforms can promote the development of cognitive and socio-emotional skills, while strengthening interpersonal bonds and encouraging cooperation between peers.

In the case of project-based learning, the reviewed studies indicate that this strategy offers a suitable environment for student protagonism. Viegas *et al.* (2023) highlight that the planning of group activities with common goals promotes the appreciation of individual potentialities, even in contexts of functional heterogeneity. The authors also show that the project-based approach allows the teacher to act as a mediator, adapting the training paths and the resources used to the specific conditions of students with disabilities, which reinforces the principle of equity in the teaching-learning process.

Another important result identified concerns the flipped classroom. Moreira and Ferreira (2019) point out that this methodology favors the autonomy of students by moving part of the learning process to extracurricular moments, encouraging the construction of knowledge through videos, texts, and preparatory activities. In the case of special education, this strategy proved to be more effective when accompanied by accessible materials and family or institutional support, considering that part of the students with disabilities may require additional mediation to access the content in advance. Even so, the reorganization of pedagogical time allowed face-to-face moments to be used to deepen understanding, clarify doubts, and carry out practical activities based on the rhythm and individual needs.

The rotation by stations, in turn, stood out as an especially effective methodology in classrooms with a great diversity of profiles and learning styles. As Almeida (2025) points out, this strategy allows the school space to be organized into multiple learning points, in which

students develop differentiated activities in groups or individually, favoring the personalization of teaching. The success of the implementation depends directly on teacher planning, the clarity of the objectives of each station and the offer of accessible and varied resources, such as manipulative materials, videos with subtitles, tactile resources and support software.

Another point that emerged from the analysis refers to the role of the teacher in the mediation of the processes. In all the studies analyzed, the teacher figure appears as fundamental for the successful implementation of active methodologies in special education. It is not just a matter of applying previously defined techniques, but of understanding the uniqueness of each student and constantly adapting the methods, times and evaluation instruments. Milk *et al.* (2024) reinforce that the teacher's ethical commitment to inclusion requires sensitivity, flexibility, and continuing education. The author argues that the teacher should be able to "translate" the content into accessible forms, without reducing the complexity of knowledge, but ensuring that all students can actively participate in the school experience.

The limitations faced in the implementation of active methodologies in special education were also identified as a recurring theme in the articles analyzed. Among the main obstacles cited are the lack of specific training of teachers to work with assistive technologies and differentiated methodologies, the scarcity of accessible pedagogical resources, the resistance of educators to methodological changes and the lack of adequate time for planning and evaluating activities. Matos *et al.* (2025) point out that, although Brazilian public policies, such as the National Education Plan (PNE) and the National Policy on Special Education in the Perspective of Inclusive Education, encourage innovative and inclusive practices, there is a mismatch between the normative discourse and the objective working conditions in schools.

The bibliographic research also highlighted the importance of observing the legal and normative principles that govern school inclusion in Brazil. The Salamanca Declaration (1994), the Federal Constitution (1988), the Law of Guidelines and Bases of National Education (Law No. 9,394/1996), the Statute of Persons with Disabilities (Law No. 13,146/2015) and the Statute of the Child and Adolescent (Law No. 8,069/1990) establish the duty of the State to ensure the access, permanence and full development of students with disabilities in regular education. In this sense, active methodologies, by prioritizing the personalization of teaching and student protagonism, contribute directly to the realization of the right to quality education for all, as pointed out by Oliveira (2020) and Silva (2025).

The critical analysis of the results shows, therefore, that active methodologies not only expand learning opportunities for students with disabilities, but also cause important transformations in the school culture. The focus shifts from homogenization to valuing differences, from passivity to action, from teacher-centered teaching to student-centered learning. However, such transformations require investment in teacher training, effective public policies, and a collective commitment to educational equity.

The discussion of the findings also points to the need for a more flexible and responsive curriculum, which considers not only the disciplinary contents, but also the processes by which students learn. As Libâneo (2022) and Tiballi (2023) argue, the school must be reconfigured as a space for the creation of meaning, in which students are called to reflect, experiment, communicate, and reconstruct knowledge based on their experiences. Active methodologies, when implemented with pedagogical intentionality and sensitivity to the specificities of students with disabilities, are aligned with this proposal and constitute a promising path for the realization of an inclusive, democratic and humanizing school.

7 FINAL CONSIDERATIONS

The critical analysis of pedagogical strategies based on active methodologies applied to special education allowed us to understand that there is a significant transformative potential in these practices, especially when used with intentionality, planning and sensitivity to the specificities of students with disabilities. The studies examined show that the adoption of active methodologies, such as gamification, project-based learning, rotation by stations and flipped classroom, contributes to the strengthening of student autonomy, to the promotion of school inclusion and to the appreciation of different ways of learning.

Throughout this article, it has been observed that active methodologies promote structural changes in the way teaching and learning are conceived. Instead of perpetuating practices centered exclusively on the teacher and on the exposure of contents, these methodologies place the student at the center of the process, respecting their rhythm, their capacities and their way of interacting with the world. Such practices are especially effective in serving students with disabilities, since they break with the homogeneous logic of the traditional classroom and value diversity as a constitutive element of learning.

The findings of the research indicate that the centrality of the student is not just an abstract principle, but can be operationalized through concrete pedagogical practices that involve students in real situations of problem solving, knowledge production, interaction with

peers and decision-making. Working with projects, for example, allows students to get involved with significant topics, take responsibility, and develop cognitive and socio-emotional skills. Similarly, gamification favors engagement and overcoming challenges, while rotation by stations makes it possible to adapt activities to different levels of complexity and learning styles.

However, the effectiveness of these practices depends on relevant contextual factors, especially with regard to teacher training and the institutional conditions of implementation. In many schools, the absence of accessible pedagogical resources, the high number of students per class and the lack of specialized support make it difficult to carry out more innovative methodological proposals. In addition, the resistance of part of the faculty to modify consolidated practices and the insufficiency of continuing education focused on inclusion and educational technologies configure obstacles that cannot be ignored.

Thus, one of the main challenges for the consolidation of active methodologies in special education is to overcome the structural inequalities that cross the Brazilian educational system. The promotion of school inclusion necessarily requires the articulation between pedagogical actions and public policies that ensure the educational rights of students with disabilities. In this sense, the importance of legislation such as Law No. 13,146/2015, Statute of Persons with Disabilities, which establishes the mandatory accessibility and specialized educational service in regular education, and Law No. 9,394/1996, LDB, which reinforces equal conditions for access and permanence in school, is highlighted.

In addition, the National Education Plan (PNE), in its Goal 4, establishes the commitment to the universalization of school attendance for the population aged 4 to 17 years with disabilities, preferably in the regular school network, with the guarantee of specialized support services. This orientation is in line with the Salamanca Declaration (1994), which defines inclusive education as a fundamental human right and a guiding principle of educational policies. Therefore, it is essential that the pedagogical work is in tune with these legal guidelines and develops in constant dialogue with the principles of equity, social justice and respect for differences.

Another relevant aspect concerns the appreciation of active listening and the protagonism of students with disabilities. The educational experience of these subjects should not be reduced to the adaptation of contents, but needs to be understood as a process of joint construction of meanings, in which the student is recognized as a subject of rights and

knowledge. To this end, the teacher must act as a competent and ethical mediator, capable of building pedagogical paths that respect singularities and promote the full participation of all.

This perspective requires overcoming the assistentialist or compensatory model of special education, still present in many school practices, and the consolidation of an emancipatory, critical approach committed to social transformation. With regard to contributions to teaching practice, this research reaffirms the need for investments in the initial and continuing training of basic education teachers, with emphasis on school inclusion, active methodologies and the pedagogical use of assistive technologies. The construction of an innovative pedagogical practice does not take place through ready-made recipes, but through reflective and collaborative processes that involve the entire school community. Teacher training, in this context, should value research, the exchange of experiences, the collective construction of projects and the constant resignification of the role of the educator.

Borges (2021) highlights the importance of involving families and other school professionals in building an inclusive culture. Special education cannot be the exclusive responsibility of the regular classroom teacher or the specialized educational service teacher. It is an institutional commitment that demands the engagement of managers, pedagogical coordinators, caregivers, interpreters, health professionals and, especially, the students themselves and their families. The articulation between these actors enhances the possibilities of success of active methodologies and favors the construction of more welcoming, cooperative and participatory environments.

The analysis also points to the need for empirical studies on the effects of active methodologies on the learning of students with disabilities. Although the literature review has revealed experiences with favorable results aligned with the pedagogical objective, there are still few studies that systematically measure the impacts of these practices on academic performance, the development of autonomy and school permanence. Future research may explore, for example, the relationship between active methodologies and the reduction of school dropout in special education, the effects of gamification on the literacy of students with intellectual disabilities, or even the contributions of project-based learning to language development in children with autism spectrum disorder.

Another promising line of research concerns the use of accessible digital technologies as mediators of inclusive education. In a scenario of constant technological transformations, it is essential to understand how resources such as screen reading software, alternative

communication applications, adaptive teaching platforms, and virtual learning environments can be integrated in a critical and ethical way into pedagogical proposals. Studies in this field can contribute to the formulation of public policies on assistive technology, as well as to the development of inclusive teaching materials.

Finally, this reflection reinforces that the realization of the right to inclusive education is not limited to the enrollment of students with disabilities in regular schools. It is necessary to guarantee real conditions of participation, learning and development, through pedagogical practices that recognize and value differences as part of the richness of the educational process. Active methodologies, when articulated with the principles of inclusion and social justice, offer paths that can contribute to the construction of a more democratic, welcoming school committed to the integral formation of all subjects.

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