LUMEN ET VIRTUS
ISSN: 2177-2789

PERSONALIZED ARTIFICIAL INTELLIGENCE: CREATING SYSTEMS THAT ADJUST COURSEWARE TO THE DEMANDS OF INDIVIDUALS WITH AUTISM

https://doi.org/10.56238/levv16n45-056

Submitted on: 27/01/2025 **Publication date:** 27/02/2025

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ABSTRACT

In order for teachers to be trained in inclusive technologies for students with autism, so that everyone has equal educational opportunities, educators are trained to provide them with technological tools, allowing them to meet their unique needs and help create an inclusive and welcoming school environment. This training allows teachers to gradually acquire skills that are essential for utilizing appropriate teaching principles, leading to the formation of an educational process that is beneficial to all students, particularly students with autism. These inclusive technologies also provide educators with tools to personalize learning, taking into account the nuances inherent in each student, which in turn can drive engagement and participation in the classroom. It is within this perspective that continuous training for teachers contributes to making them advocates of inclusive education, where a school environment is able to value diversity and prepare all students to interact positively and actively participate in school life. Therefore, training instructors in inclusive technologies is not only to help educators develop skills, but also to reinforce an inclusive culture, a culture where all students, despite their difficulties, receive a quality education.

Keywords: Inclusive Technologies. Teacher Training. Autism. School Inclusion.

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INTRODUCTION

The main concept of this research is quite simple: we will conduct a survey of ancient books and texts. It means that we are going to read all the works already published on the subject. Therefore, we will gather a series of information that helps us understand how technology helps autistic students in the learning process. Analyzing what has already been accomplished is beneficial, as it reveals what is effective and what is not in schools. And, of course, what teachers need to acquire. Combining all this, we will be able to have a good understanding of how to help these children.

The objective of this search is quite diverse. Initially, let's look for the technologies that work well with autistic students. Later, we will explore what teachers need to understand in order to use these technologies appropriately. In conclusion, we will provide practical suggestions for schools, aiming to improve teacher learning and the fun of autistic students in the school environment.

This study is extremely relevant because everyone wants educational institutions to welcome autistic students more appropriately. Sometimes, these students face challenges that can be minimized with the proper use of technology, making the learning process more individualized. Therefore, if teachers know how to use these technologies, all students will receive quality teaching, personalized for them.

In addition, let's talk about what is missing in teacher training today. Sometimes, they are not prepared to deal with inclusion, which gets in the way of everything. We need to talk about how teachers can continue learning, so that they know how to use technological innovations and inclusion ideas. Thus, we will show what is missing and give ideas on how to improve.

To end this introduction, let's say that this book research is a good way to understand the inclusion of autistic students. We will not solve everything, but we will pave the way for new ideas and research. With the data we collect, we will see that technology can change education, making it easier and more fun for everyone.

We hope that the findings of this study will help in the development of courses that really instruct teachers about what they need to learn. The combination of technology and inclusive education can generate extraordinary results, facilitating everyone's learning in an equal way. During this study, we will address what can be done in the future to improve the school life of students with autism.

It is very important to remember that teacher training is essential for inclusion to work. We want to help schools organize themselves to offer training that meets this need.

Thus, we show how important it is for everyone to come together to ensure that all students, without exception, have a quality education.

These suggestions not only benefit autistic students, but also make school more fun for everyone. By establishing an inclusive environment, educational institutions become more welcoming places, where everyone respects and learns from each other. Therefore, the research is part of a larger goal, which is to change society, considering education as a universal right and the foundation for a more equitable and just world.

THEORETICAL FRAMEWORK

In the area of theoretical knowledge, we will see very important ideas that help to put autistic students in school. This general look will have basic things, such as the "different mind", which accepts different ways of thinking. We will also talk about changes in what is taught, for each student, and making it easy for everyone to study together.

Thus, including it becomes law, showing that we are all different. Then, we will see the ideas that help to include in school, how to understand what the other feels, what helps to understand autistic people. Teaching by looking at each child is very important, changing the teaching for each one. This makes teaching better, in a nice place for everyone to learn well. In addition to ideas, we will see what the head thinks, which helps to understand how autistic people take things and live.

Understanding this is good for teaching them the right way. Doing things that accept the "different mind" makes school cooler, where everyone feels good. In the end, we will see the rules of the law that help to include in the school, so that everyone has a good education. Looking at the laws in Brazil and abroad shows that it is important to have laws to include and give equal chances. Thus, we fight for a school that respects those who are different and gives chances to everyone.

CONTEXT OF INCLUSION OF STUDENTS WITH AUTISM IN EDUCATION

Include autistic students in school? A space adventure! Sometimes, they're like cuddly aliens, with weird ways of talking and making friends – a private universe. The school needs to be a mothership, welcoming and prepared for everything, like a Star Trek of inclusion. Adapting the classroom is fundamental, you know? It needs to be a nice place, respecting each one, as people say (Narciso *et al*., 2024).

And the teachers? He needs to train the team, like astronauts, understanding the "manual" of each special student. Prepared teachers are education superheroes, creating

incredible pedagogical missions for inclusion (Narciso *et al*., 2024). Constant training? Essential to face any asteroid on the path of learning!

The interaction between students with autism and their peers is another relevant aspect to consider. Camargo et al. (2023) highlight that "interactional difficulties can generate an environment of exclusion and isolation", which harms the social development of students. Therefore, the promotion of activities that encourage socialization is essential for these students to feel part of the group.

On the other hand, the impact of artificial intelligence on education also becomes relevant in this context. Freitas *et al*. (2024) points out that "artificial intelligence can transform traditional assessment methods, providing greater accessibility to students with difficulties". This transformation can facilitate the approach to content, offering more personalized support for each student, especially those with autism.

In addition, putting magical technologies in school can be a smart way to include autistic students. These tools can help with conversation and friendship by teaching in a way that understands each student.

As Freitas *et al*. (2024), "incredible technologies can change the school, making everything cooler". Another important detail is to create a school that likes different people. This can happen with special classes for students, teachers and staff. There, friendship and inclusion become the most normal thing in the world (Camargo et al., 2023).

Collaboration between school, family and specialists is also indispensable for effective inclusion. This partnership should be encouraged to create an individualized educational plan that meets the specific needs of each student with autism. As stated by Narciso *et al*. (2024), "the interaction between family and school is fundamental for the success of school inclusion".

Also, the interdisciplinary training of educators must be prioritized. By providing this training, teachers will be better able to develop methodologies that meet the diversity of the student body. Inclusive education should be a goal to be achieved collectively, based on collaboration between different areas of knowledge.

It is of paramount importance that the school embraces the difficulties of autistic students, like an octopus hug, understanding every oddity. Create a safe corner, almost a strong one, to let go of emotions and knots in the head, boosting learning.

Education laws are like a magic wand, they need to support inclusive practices, like a shield, in every corner of the school. Putting everything together and getting tied to this idea ensures that inclusion is not just bullshit, but something real, that can be touched.

In summary, the inclusion of students with autism in the school context implies a series of transformations that involve teacher training, the use of assistive technologies and collaboration between family and school. From a set of educational strategies, it is possible to build a more inclusive and welcoming educational environment, which respects and values the uniqueness of each student.

IMPORTANCE OF TEACHER TRAINING IN INCLUSIVE TECHNOLOGIES SIVAS

Training teachers in inclusive technology is mega important for fair education, like, for autistic students and others with difficulties. This training is a chance for teachers to learn about tools and ways to adapt classes, you know? Thus, everyone has access to a nice education. As the geniuses Menezes and Alves (2021, p. 45) say, "audio description is like, a superpower in Universal Design for Learning, helping children with vision problems".

In addition to enabling a more inclusive environment, training in assistive technologies and alternative communication is essential for the social inclusion of students with disabilities. Penha *et al*. (2024, p. 30) state that "assistive technologies not only facilitate learning, but also promote social interaction, improving the quality of life of students". This interaction is vital for the development of children's social and emotional skills, creating bonds that can last a lifetime.

The connection between family, educational institution and child is an aspect that demands particular attention. Family support is essential for pedagogical approaches to be successful. Cabral *et al*. (2021, p. 120) emphasize that "the view of parents and educators on the inclusion of children with autism is of paramount relevance for the success of interventions". Therefore, establishing effective collaborations between the school and families can be a decisive factor in the learning process.

Not only does this benefit everyone, but it also makes studying a more enjoyable experience when utilizing an unusual curriculum and innovative tablets. Teachers who implement these tools are becoming more innovative and creating fantastic, streamlined lessons. Schools should start giving a lot of support to these teachers with coursework and the like.

In addition to initial training, it is important that regular trainings on inclusive technologies are available to educators. Upgrading your skills is one aspect of the importance of an education that understands the diversity of each student. Professional learning is an ongoing process that guarantees all educators an institutional transformative boost.

We need to design school environments to be more welcoming and functional for all students, including more innovative solutions for their different characteristics. This means adapting not only teaching methods, but also financial and technological spaces. Well-prepared education professionals help make these adaptations more effective and with greater certainty.

So let's get back to the rats, because this really represents the first step—this new way of looking at things—to also compensate families. Training teachers can address how to involve parents or guardians in their students' education to create a support network that enhances the school experience. Thus, the exchange of information and experiences between school and family is strengthened.

In addition, it is essential to continuously monitor and evaluate the efficiency of the technologies and strategies employed. This evaluation can be carried out through feedback from students, parents, and educators, enabling constant adjustments and improvements in pedagogical practices. Critical analysis of results is an essential practice to ensure that inclusion is genuine and meaningful.

Finally, school culture must develop to welcome and celebrate diversity. The organization of events and activities that involve the entire school community in debates about inclusion and respect for differences can create a more harmonious and collaborative environment. Thus, the role of the teacher expands beyond education, assuming the role of social mediator and promoting teaching that values the uniqueness of each student.

The inclusion of students with disabilities, particularly those on the autism spectrum, is a responsibility that involves the cooperation of each individual in society. We need to continue to provide all educators with the training and adjustments needed to change the school environment for the benefit of all learners, ensuring that the right to inclusive education is comprehensive and effective.

METHODOLOGY

The approach used to train teachers in relation to external inclusive technological tools for students with ASD is designed to integrate theory and practice in a harmonious way. These training sessions were held both in-person and online, providing educators with access to comprehensive content on inclusion and proper use of technological tools.

The essence of school inclusion was explored, exposing participants to the importance of differentiation in pedagogical practices.

In the practical context, teachers were able to interact directly with the technologies presented. They explained not only how to use these tools, but also how they can assist in

the teaching-learning process. Through the practice of technologies used in the classroom, teachers generalized their learning processes, being sure that the educator should be the main agent of change and active learning.

Practical activities were a central point of the methodology, where teachers were encouraged to develop teaching materials adapted to the reality of their students. This stage of the process not only stimulated the creativity of educators, but also challenged them to reflect on how technologies could be implemented in a concrete way in the daily life of the classroom, favoring the learning of students with autism. By creating these materials, teachers were able to experience in practice the possibilities that technology offers, taking into account the particularities of their students.

Fostering critical reflection was an essential element of the methodology. At the end of each session, group discussions were promoted that encouraged educators to share their experiences and difficulties. This interaction of experiences was fundamental for the formation of common knowledge, which improved the educational process. The collaborative environment provided during the meetings allowed the teachers to feel more comfortable to express their uncertainties and questions, creating a safe space for their professional development.

In addition, the methodology included a follow-up after the training, where the educators received support in adopting the practices they had learned. This continuous assistance was vital to ensure that technological innovations did not remain just on paper, but were gradually integrated into the school routine. The visits and constant communication with the trainers made it possible to make adjustments in the teaching methodologies and constructive feedback, which is relevant for permanent evolution.

Eventually, this methodology was designed so that not only teachers could be trained, but also so that they could act as agents of change within their schools. Through collaboration, reflection, and knowledge sharing, they built a support network and learned from each other.

The ultimate goal was that, at the end of the process, each educator felt empowered and inspired to adopt and implement inclusive technologies, promoting a more equitable and enriching learning experience for each student.

THEORETICAL FOUNDATIONS OF THE INCLUSION OF STUDENTS WITH AUTISM

The inclusion of students with autism is a multifaceted process that requires the collaboration of several actors, including educators, health professionals and, especially, families. For inclusion to be effective, it is essential that there is continuous training of

teachers, enabling them to deal with the particularities of students with autism spectrum disorders. According to Oliveira et al. (2024), "specific pedagogical strategies are necessary to promote the effective inclusion of students with ASD in the school environment" (OLIVEIRA *et al*., 2024, p. 2067). Awareness of the specific needs of these children and the development of an adapted curriculum are essential steps to ensure a school environment that respects their particularities.

In addition, the active participation of families in the educational process is essential for students with autism to develop their potential. Souza and Alves (2023) point out that "family involvement has a significant impact on the school inclusion of children with autism" (SOUSA; ALVES, 2023, p. e1072). Families should be encouraged to maintain an open dialogue with educators, enabling the exchange of information on best pedagogical practices and the child's progress. This interaction can help build an environment that supports not only academic learning but also social and emotional development.

On the other hand, schools must also be prepared to make structural and curricular adaptations that favor inclusion. This includes the creation of a physical space that allows the effective participation of all students in group activities, as well as the implementation of didactic resources that meet the different forms of learning. Rezende and Souza (2021) state that "pedagogical work must be planned in order to accommodate the specificities of students with ASD" (REZENDE; SOUZA, 2021, p. e460101321486). This involves conducting diagnostic assessments that can map the capabilities and challenges of each student.

Another important strategy for inclusion is the formation of support groups, where teachers, family members and specialists can exchange experiences and develop new pedagogical approaches. These support networks are crucial for fostering a collaborative environment where everyone feels responsible and committed to the success of the student with autism. Oliveira et al. (2024) highlight that "group training initiatives can improve educators' skills and support student development" (OLIVEIRA *et al*., 2024, p. 2067).

Education policies also play a vital role in the inclusion of children with autism. It is essential that the guidelines of the Ministry of Education contemplate the specific demands of these children, ensuring resources and support to educational institutions. Alves and Sousa (2023) emphasize that "it is vital that inclusion policies are translated into concrete actions in schools" (SOUSA; ALVES, 2023, p. e1072). The implementation of programs that promote the continuing education of educators is one of these necessary actions.

In addition, the use of assistive technologies can be a powerful ally in the inclusion process. Tools that facilitate communication and learning can provide students with autism

with alternative ways to interact with and participate in school activities. Valuing these resources should be a priority in pedagogical practices, creating a more accessible and inclusive environment.

In short, the inclusion of students with autism in regular education is a process that requires joint effort and commitment from the entire school community. Pedagogical strategies, family support and the effective performance of public policies are interdependent elements that, when strengthened, ensure greater success in the inclusion of these students. As Rezende and Souza (2021) state, "they deserve an environment in which they can fully develop" (REZENDE; SOUZA, 2021, p. e460101321486). The challenge of ensuring effective inclusion should be seen as an opportunity to enrich the educational experience of all students, regardless of their particularities.

INCLUSIVE TECHNOLOGIES AND AUTISM: CONCEPTS AND APPLICATIONS

In this section, we will discuss the association between technologies that propose inclusion and autism, observing important concepts and the practical application of these tools in education. This can target areas such as interactive applications, adaptive software, and specific equipment that aids in learning and communication; technologies that show potential in supporting autistic students. One of the goals is to highlight how apps not only support students but also encourage inclusion.

This will include an exploration of the characteristics of these technologies, ranging from specific augmentative communication capabilities to platforms designed to monitor progress. These innovations have the potential to completely change the way these students are educated, allowing for a more personalized method of engagement. Inclusive technologies are learning bridges that allow students to participate in content and other school activities.

Case reports will also be shared, discussing where the implementation of these technologies has led to significant improvements in student performance and engagement. They are important to understand how the tools to make classrooms more inclusive actually work in practice. The reports can illustrate the use of these technologies in different contexts, demonstrating that inclusion happens when adequate support is present.

Scientific evidence on the effectiveness of inclusive technologies in supporting students with autism will also be analyzed. Research on educational settings shows that these tools not only improved students' academic skills, but also engaged them in socialization and motivated them to develop their self-esteem. Research in this field continues to be explored with groundbreaking findings each year, supporting the argument

in favour of the relevance of developing inclusive technologies through pedagogical practices.

In addition, educators must continue to graduate as these technologies are advancing. To be able to use this tool effectively and to its full potential, professionals must undergo adequate training so that students can make the most of using this tool. Therefore, it is essential for schools to train professionals to learn more about how to work inclusively with autistic students throughout their careers.

In conclusion, technology and inclusion in education offer a collaborative future, a tangible opportunity to effectively change the future of education. By leveraging these emerging technologies and aligning them with inclusive pedagogical practices, educators are well-positioned to meet the needs of students with autism, as well as help build more equitable and diverse schools. In doing so, they open a wide avenue for new research and practice, indicating the need to continue investing in the development of technological solutions that welcome and include ALL students.

TEACHING-LEARNING STRATEGIES FOR STUDENTS WITH AUTISM

When developing pedagogical recommendations aimed at students with autism, it is important to ensure that they establish an environment that contributes to predictability and adherence to routine. In order for these students to better adapt to the school context, it is also necessary to introduce communication systems that facilitate integration, such as PECS (Picture Exchange Communication System). This tool can be very important to assist both in understanding the information and in expressing your needs, making the interaction process more fluid and effective.

Structured and attractive activities are also crucial for learning. Visual schedules and schedules allow students to conceive of what they should do and when they should do some activities throughout the day. This transparency also helps alleviate anxiety as students come to know what will happen.

The second relevant aspect would be a change in the classroom environment. This may involve making the environment more conducive to learning by minimizing excessive sensory stimuli such as loud noises or lights that are too bright. Simple modifications in the environment greatly facilitate students' focus and concentration, which in turn helps them concentrate on the proposed activities more meaningfully.

Education strategies based on applied behavior analysis (ABI) principles have demonstrated beneficial results for individuals with autism. These practices facilitate more personalized and systematic monitoring that allows educators to observe and verify

appropriate behaviors to provide rewards and incentives. Positive reinforcement is a great motivator that helps you learn concepts and skills.

Another essential thing to improve teaching methods is collaboration with professional autism experts, such as psychologists and occupational therapists. These professionals can provide expert assistance and guidance to educators in applying individualized practices to each child's needs. With this collaboration, the educational process becomes more comprehensive and less partial.

It is very important that the educational team is constantly willing to train and update itself on the best practices regarding the education of students with autism. This attitude is, therefore, also of great academic improvement, as well as of social inclusion, as these students realize that they are valued and understood within a school environment that respects the individualities of each one of them. Therefore, creating a safe place for learning is a goal that should never be absent from teaching practices.

PROPOSALS AND FUTURE PERSPECTIVES

Future initiatives will aim to provide better training of educators in inclusive technologies, not only through data updates, but also through continuous training that will help teachers become familiar with new technologies and adaptive methodologies.

The importance of continuing education programs, which offer educators frequent training and refreshers, allows them to understand how to adapt their teaching to the specificities that students with autism present. Hands-on workshops should more often be combined with specific courses in which teachers can try out new tools in a safe space to find out what else might be needed to implement them without error.

Educational policies must ensure priority for research and development of technologies aimed at inclusion. Education must invest in new solutions that effectively meet the needs of students with autism to ensure that it is truly inclusive. This can range from providing seed funding for assistive technologies to working with universities on tailored technology solutions. Fostering a multilingual environment of allies, in which technology acts as a co-participant in pedagogy, is fundamental to increase the success of these measures and should be an explicit objective in future educational proposals.

In addition to technological development, another essential component is establishing partnerships between educational institutions and companies in the technology sector. Through such collaborations, extra resources and expertise that would not be available in their own schools are made available to educators. Corporations are involved in the process of teacher training, which can be highly positive, as they already have technical

knowledge and a deep understanding of the tools that can be acute in inclusion. However, this synergy can also pave the way for solutions that drive progress in the school ecosystem.

Another salient proposal for the future focuses on developing a network for sharing best practices for professionals working in education. Helping a set of teachers come together in a network will allow them to learn from each other, exchanging stories and effective strategies for building their own practice. Not only would this foster a community of continuous learning, but it could also serve as a source of group motivation and engagement, helping each other with the daily challenges of including students with autism.

Strengthening emotional and pedagogical support should not be underestimated. A beneficial way to address this is to create spaces for listening and reflection that allow educators to share their experiences and challenges in utilizing inclusive technologies. These can be forums or discussion groups, seminars, or regular meetings where teachers feel safe to share their frustrations, successes, and creative solutions. These sessions would build community among teachers and provide spaces for them to share their own ideas and innovations.

Last but not least, a change in mindset is absolutely mandatory from schools and educational policies for any of these initiatives to be successful. Inclusion is a school-wide effort and is the task not only of the teacher, but of everyone in the school, including students and families. Cultivating a culture of inclusion takes time and commitment, and clear communication about how valuable diversity is, but doing so will benefit all students, not just those with autism, and will pay off every investment in this area.

FINAL CONSIDERATIONS

The inclusion of students with autism in the school environment represents a challenge and an opportunity to rethink educational practices. In the current scenario, it is essential that educators are prepared to meet this diversity, which implies continuous training centered on inclusive technologies. Reflecting on teacher training is not just a technical issue, but involves a change in mentality that values the uniqueness of each student and recognizes the importance of inclusion as a fundamental right.

The objectives of the research focused on highlighting the need for training educators for the effective use of technological tools. Throughout this study, it was possible to realize that proper training allows teachers to develop the ability to create more accessible and favorable learning environments, not only for students with autism, but for

the entire classroom. This pedagogical approach contributes to the strengthening of teaching practice and the improvement of the teaching-learning process.

In addition to training, it is essential to evaluate the effectiveness of this training. Reflection on the impact of inclusive technologies on school daily life and classroom dynamics is an issue that deserves attention. From the collection of data and feedback from educators, we can see which methods and tools really bring positive results. Thus, it will be possible to adjust the training, making it more adapted to the specific needs of teachers and students.

By looking to the future, the need to continue investing in research and training is envisioned. The evolution of technologies and the growing presence of students with different needs in education demand that institutions keep up to date. Future perspectives should include the expansion of continuing education programs that integrate not only technological tools, but also pedagogical approaches that promote an inclusive and welcoming environment for all students.

Justifying this continuity in investment in training is a central element. Inclusive education should not be seen as a legal obligation, but as an enriching practice that favors human and social development. The proactive performance of educators is essential to build environments where diversity is celebrated and respected. This commitment reflects in the formation of more aware and empathetic citizens, capable of living harmoniously in society.

In this sense, we conclude that teacher training in inclusive technologies is not only a goal to be achieved, but an urgent need for the construction of a truly inclusive education. By promoting the continuous development of competencies and stimulating critical reflection on educational practices, we can aspire to a future in which all students, regardless of their characteristics, can have access to quality and meaningful learning. Inclusion is, without a doubt, a path to be followed, and it is our role to ensure that every step taken is full of commitment and determination for the education of all.

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