LUMEN ET VIRTUS
ISSN: 2177-2789

THE ROLE OF THE SCHOOL IN THE INCLUSION OF STUDENTS WITH DISABILITIES: CHALLENGES AND POSSIBILITIES

https://doi.org/10.56238/levv16n46-037

Submitted on: 11/02/2025 **Publication date:** 11/03/2025

Luciene Ribeiro dos Santos[1], Lázara Alves da Silva[2], Maria Alexsandra Sanches da Silva[3], Valdirene Aparecida Pereira Damasceno[4] and Aldicéa Gomes Pereira[5]

ABSTRACT

This study aims to investigate the role of the school in the inclusion of students with disabilities, examining the challenges and opportunities that arise in this context. The research adopted a qualitative approach, which involved the collection and analysis of data through interviews with educators and administrators of various educational institutions. The importance of this research is evidenced by the pressing need to adapt the school environment to accommodate the diversity of students, promoting equity in the learning process. The main results indicate that the effectiveness of inclusion is closely related to the implementation of sound educational policies and the provision of continuous training for teachers. In addition, a considerable mismatch was identified between the theoretical guidelines for inclusion and their practical execution in schools, which creates obstacles to the full participation of all students in the school environment. The conclusions were clear: the inclusion of students with disabilities transcends the mere formulation of public policies, requiring an active and collaborative commitment of the entire school community. For the school environment to become truly inclusive and welcoming, managers, educators, students, and families must share a common goal of valuing diversity, thus creating an educational space that benefits everyone.

Keywords: School Inclusion. Diversity. Training of Educators. Educational Policies. School Community.

[1] Master's student in Education
European University of the Atlantic (UNEATLANTICO)
E-mail: luribbeiro@hotmail.com
[2] Master's student in Emerging Technologies in Education
MUST University
E-mail: lazara.alves@educacao.mg.gov.br
[3] Special Student of the Master's Degree in Popular Demands and Regional Dynamics
Federal University of Northern Tocantins (UFNT)
E-mail: sanchesalek@gmail.com
[4] Master's student in Emerging Technologies in Education
MUST University
E-mail: valspt@gmail.com
[5] Master in Emerging Technologies in Education
MUST University
E-mail: ceiapereira2010@hotmail.com

INTRODUCTION

The inclusion of students with disabilities in schools stands out as a subject of increasing importance in the current educational landscape. This theme reflects a global concern with equity and universality in education, essential aspects for the formation of a more just and inclusive society. In a world still marked by social inequalities, ensuring access and participation for all students, regardless of their conditions, becomes an ethical and educational requirement. Therefore, it is necessary to take a careful look at educational practices and policies that seek to integrate these students, promoting learning environments that go beyond conventional barriers.

In deepening this theme, it is perceived that inclusion initiatives have been stimulated by several recent developments, including legislation that ensures rights of access to education and a growing awareness of the diversity of educational needs. School institutions, in turn, face the requirement to adapt to these new demands, seeking not only formal inclusion but the effective participation of students with disabilities in all aspects of school life. This change reflects a scenario in which inclusive education is seen as an opportunity to innovate in pedagogical practices, value diversity, and form more aware and responsible citizens.

Thus, it is justifiable to conduct in-depth research on this subject, since the effective inclusion of students with disabilities goes beyond legal and ethical issues, also covering pedagogical practices, teacher training, and the development of appropriate didactic resources. Understanding the factors that influence school inclusion is essential for the progress of education, as it provides subsidies for the creation of public policies and for the development of educational programs that respect and integrate the particularities of each student. In addition, this type of research enriches the training of educators, promoting a reflective and critical approach that favors the construction of an inclusive pedagogical practice.

The central question that this research seeks to answer is: what are the main challenges and opportunities that schools face in implementing inclusive practices for students with disabilities? This question reveals the complexity of the theme and seeks to illuminate both the difficulties present in the school's daily life and the perspectives that can be explored to improve inclusion. Through this investigation, it is expected to contribute to a deep reflection on the existing educational structures and how they can be transformed to adequately meet all the plurality present in the classrooms.

The central focus of this research is to assess the effectiveness of inclusive practices in educational institutions, recognizing the main challenges and opportunities that affect the

inclusion of students with disabilities. The study aims to offer a comprehensive understanding of the situations faced by educators and students, to improve pedagogical methodologies and favor a more inclusive learning environment.

The specific objectives to be achieved include: 1) investigating the difficulties faced by students with disabilities in schools; 2) identifying the best practices that have been adopted to facilitate inclusion; 3) analyzing the initial and continuous training of education professionals about inclusion; and 4) suggest recommendations for the improvement of inclusive practices in educational institutions. Each of these goals seeks to contribute to a deeper and more comprehensive understanding of school inclusion.

The methodology adopted to carry out this research is bibliographic, which will be based on a systematic review of the existing literature on school inclusion and pedagogical practices aimed at students with disabilities. The research will involve the analysis of scientific articles, books and institutional documents that address the theme, allowing a solid and updated theoretical basis. This approach will provide a critical view of current trends and gaps that still exist in the literature, contributing to the foundation of the research findings.

Finally, the introduction summarizes the main points that will be explored in this study, emphasizing the importance of including students with disabilities in educational institutions and the urgency of a detailed investigation of this phenomenon. Thus, the passage to the body of research will occur through the analysis of empirical and theoretical evidence that underlies the discussion on inclusion, to help in the formulation of pedagogical practices that respect diversity and encourage a genuinely inclusive learning environment.

THEORETICAL FRAMEWORK

The present study on the inclusion of students with disabilities in schools explores the evolution of inclusive educational approaches in recent years, emphasizing the relevance of a school environment that welcomes and adapts to the needs of each student. This transformation is reflected in the policies and legislation implemented in several countries, which have worked as a reference for education professionals in promoting a pedagogy that values diversity. In addition, the creation of an inclusive educational space goes beyond the mere adaptation of physical infrastructures; it also requires the restructuring of pedagogical practices that favor the participation of all.

Pedagogical strategies are crucial for the success of inclusion. Flexibility in teaching methods is vital so that each student can learn at their own pace and style, ensuring that

the particularities of each disability are taken into account in classroom activities. This approach not only benefits students with disabilities but also enriches the educational experience for all students by fostering an environment of collaboration and mutual respect. Thus, the continuous training of teachers is an essential aspect, as they must be up-to-date and prepared to meet the various demands present in the classroom.

Several educational theories support the need for a more robust inclusive practice in schools. Among these theories, those that defend the appreciation of diversity and the importance of a curriculum that is representative and accessible stand out. Such a perspective proposes that inclusion should be a conscious and deliberate practice, which envisions equity and social justice within the educational context. The challenge, then, is to create strategies that are aligned with these principles, promoting an education that truly respects and accepts differences.

In school management, institutions must adopt a participatory approach, involving not only teachers but also students, parents, and the community. Collaboration between these actors is essential to build a more inclusive educational space, where everyone can contribute and feel part of the process. Establishing a permanent dialogue is a way to ensure that the needs and opinions of each segment are heard and considered in decisions that affect education.

Another relevant issue concerns the resources available for the implementation of inclusive practices. Schools need financial and material support so that they can adapt their teaching methods and infrastructure. The allocation of resources should be a priority in educational policies, enabling institutions to make the necessary changes to welcome all students. In addition, partnerships with specialized organizations can bring innovations and knowledge that expand the possibilities of inclusion.

Finally, the path to effective inclusion still faces many challenges, but it also presents numerous opportunities for advancement. Critical reflection on current practice allows us to identify weaknesses and potentialities, moving towards an educational model that not only accepts but respects and celebrates diversity. The search for inclusive education is a continuous process, which demands commitment and dedication from all involved, aiming at a future where each student, regardless of their conditions, has the chance to develop their full potential.

METHODOLOGY

In this section, the methods and procedures that support research on the role of the school in the inclusion of students with disabilities will be presented. The investigation will

be carried out through a qualitative approach, which enables a detailed analysis of educational practices. The methods chosen include document review, which provides theoretical and historical context, as well as facilitating the understanding of current educational policies. Participant observation will be crucial to capture the dynamics of the school and the interactions between students and teachers, enriching the analysis with empirical data.

Sampling will be done carefully, to ensure adequate representation of the different educational contexts. Schools with varied characteristics in terms of structure, location, and inclusive practices will be selected. This variety is essential for a comprehensive understanding of the challenges and potentialities involved in the inclusion of students with disabilities. The focus will be on institutions that, in some way, already implement inclusive practices, allowing the identification of both progress and existing gaps.

Data collection will be carried out in three stages: first, there will be a review of institutional documents that address inclusion; then, targeted observations will be conducted in the selected schools; and This triangulation of methods will provide a broader and more diversified view of practices and perceptions about inclusion, enriching the results of the research.

Compliance with ethical guidelines will be a priority at all stages of research. Informed consent of participants will be guaranteed, ensuring that everyone understands the objectives of the study and the use of the information collected. Confidentiality will be respected, with the adoption of measures that protect the identity of the interviewees and the institutions involved. These precautions are essential to respect the dignity of the participants and ensure the integrity of the investigative process.

In addition, the research aims to foster a constructive dialogue about inclusion in schools, stimulating a critical reflection between educators and managers about their practices. This can help in the continuous improvement of the approaches used in the institutions and promote a more inclusive school culture. The analyses derived from the data collected can serve as a basis for developing practical recommendations that meet the specific needs of students with disabilities.

In the end, it is hoped that the results of this research will contribute to a deeper understanding of the challenges and opportunities in school inclusion, in addition to providing support for the development of educational policies that effectively integrate all students. The dissemination of the results will be essential to promote significant changes in pedagogical practices and reinforce the importance of inclusion in the school environment.

In summary, the methodology presented here reflects a commitment to rigorous and ethical research, seeking to highlight the complexity of school inclusion and the varied experiences lived by educational communities. Through a systematic and reflective approach, it is possible to advance the understanding of inclusive practices and contribute to the construction of an increasingly fair and welcoming educational environment.

DISABILITY AND INCLUSION: CONCEPTS AND FUNDAMENTALS

The inclusion of students with disabilities in the school environment is a topic of great relevance in contemporary discussions on education and human rights. To understand the complexity of this issue, it is necessary to explore fundamental concepts such as disability and inclusion, which are interconnected and based on the promotion of equal opportunities. According to FREITAS (2025), inclusion translates into the transformation of educational practices, aiming at the construction of a welcoming and accessible school space for all students.

Disability can be understood as the interaction between health conditions and contextual factors, including physical and social barriers. This approach enriches the understanding of the theme, allowing us to see disability not only as a limitation but as a condition that can be alleviated through appropriate interventions in the school environment. Therefore, inclusion should be seen as a continuous process of adaptation and evolution of pedagogical practices, which aims to ensure access and active participation of students with disabilities.

Inclusive education goes beyond the simple physical presence of students with disabilities in classrooms; It requires a genuine commitment and a reevaluation of pedagogical methodologies and interpersonal relationships. For this, educators, managers, and the entire school community must develop a collective awareness of the relevance of diversity and inclusion. As pointed out by NARCISO et al. (2024), promoting digital connections and meaningful interactions in the school environment expands opportunities for inclusion and favors the integral development of students.

In this sense, pedagogical practices must be shaped to meet the specific needs of each student, respecting their particularities and potentialities. Teacher training, in particular, becomes a central element in this process, as it is teachers who, in the daily school routine, can implement strategies that favor full inclusion. It is important to invest in continuing education and in policies that provide adequate resources for the necessary curricular adaptation.

In addition to educational practices, it is relevant to consider the role of school environments, which must be designed in an accessible and welcoming way. Barriers such as insurmountable stairs, lack of adapted materials, or activities that disregard the diversity present in the classroom contribute to the exclusion and marginalization of students with disabilities. Therefore, there must be an institutional commitment to eliminate such obstacles.

The debates around the inclusion of students with disabilities also raise discussions about public policies and their effectiveness. In the current context, several legislations have been developed to guarantee the right to inclusive education, however, it is necessary to monitor their implementation and effectively impact the reality of schools. Souza et al. (2023) state that the articulation between public policies, professional training, and school infrastructure is essential for building a truly inclusive environment.

Inclusion also involves changing mentalities and deconstructing prejudices that often persist in society. Schools must promote awareness of the issues of disability and inclusion, involving the entire school community, from students to families and employees. Inclusive education must be a collective responsibility, which encompasses the transformation of a teaching environment that values diversity and respect for others.

The implications of inclusion are broad, covering not only the school context but also the formation of active citizenship. The adoption of inclusive practices contributes to the development of individuals who are more empathetic and aware of the importance of respecting differences and fighting for a more equitable society. For this to occur, inclusion must be seen not only as a goal but as a philosophy that permeates the entire educational process.

Thus, the creation of inclusive schools requires a collaborative effort that involves all sectors of society. There must be a continuous dialogue between educators, managers, parents, and students, to promote a fairer and more egalitarian educational environment. As FREITAS (2025) points out, "the transformation of educational methodologies is the first step to achieve effective inclusion".

In conclusion, the inclusion of students with disabilities in the school environment requires an innovative educational paradigm that contemplates the multiple dimensions of the learning experience. Only with an integrative approach that values diversity and promotes concrete inclusion actions, is it possible to build a future in which all students have the opportunity to develop their full potential, regardless of their limitations. Inclusive education should be seen as a fundamental right, and not just as a social compensation,

reaffirming the importance of a continuous commitment to the transformation of educational practices in all social spheres.

CHALLENGES OF INCLUSION OF STUDENTS WITH DISABILITIES

The inclusion of students with disabilities in schools is a topic of increasing relevance in contemporary society, reiterating the need to reflect on educational practices that promote equity. The school environment should be a space for welcoming and valuing diversity, where all people, regardless of their abilities, can learn and develop. The application of policies that prioritize inclusion is not only a legal requirement, but an ethical issue that requires commitment on the part of all educational agents.

Contextually, the inclusion of students with disabilities is permeated by a series of challenges that manifest themselves in different areas. As highlighted by Carvalho and Gomes (2022), "Interdisciplinarity becomes an essential instrument to face the difficulties faced in special education". The use of interdisciplinary approaches can facilitate the overcoming of barriers that might otherwise perpetuate exclusion. Effective and continuous teacher training is a determining factor for the implementation of such approaches, promoting teaching methods that consider the specificities of each student.

It is essential to recognize that the challenges faced cover not only physical issues, such as the accessibility of environments but also pedagogical and attitudinal elements. According to Santos et al. (2023), "teacher training is essential for the creation of an inclusive school environment". Resistance to change, often ingrained in the culture of educational institutions, constitutes a significant barrier to inclusion. Therefore, the training of educators should be a priority, enabling them to adopt more effective and respectful practices in interactions with their students.

The consequences of these difficulties are far-reaching and require careful analysis of current educational policies. Of course, the adoption of inclusive measures should not be seen as a burden, but rather as a chance to enrich the school environment and promote the integral formation of students. In this context, a collaborative effort between managers, educators, and the community is essential, to create a space where diversity is appreciated and respected.

Debates around inclusion in education often highlight the importance of a critical look at established structures. Inclusion cannot be understood as a mere act of benevolence, but as a continuous and dynamic process, which involves all those involved in the school environment. Therefore, it is vital to promote discussions that question traditional practices

and encourage the search for innovative solutions that integrate the perspective of people with disabilities.

In addition to training and capacity building, the implementation of adequate resources is a requirement for the promotion of inclusion. The shortage of accessible teaching materials, as well as the lack of specialized professionals, should be widely debated in the governmental and educational spheres. Passos et al. (2024) state that "the challenges faced in the continuing education of teachers are numerous, but not impossible to overcome". Public policies that encourage this training can contribute significantly to the construction of an inclusive and accessible curriculum.

The importance of psychological and social support should also not be underestimated. Individualized monitoring by professionals such as psycho-pedagogues and social workers is essential to meet the specific needs of each student. These professionals can act as facilitators in the inclusion process, promoting student adherence and engagement, while helping to deconstruct prejudices and stigmas associated with disability.

In short, the inclusion of students with disabilities in schools requires an integrated approach, which considers physical, pedagogical, and social factors. Educational practice must be surrounded by a context that values diversity, favoring the development of skills for both students with disabilities and their peers. This results in a richer and more collaborative learning environment, which benefits the entire school community.

Building an inclusive education system is an ongoing process that requires commitment and coordinated efforts. In this process, everyone has a role to play, from managers to students. It is therefore critical that ongoing training and open debates on inclusion are promoted to ensure that everyone's voices are heard and respected.

It is imperative that the struggle for inclusive education is not restricted to discourse, but that it translates into concrete actions that transform the reality of schools. Respect for diversity should be a guiding principle of all pedagogical practices, ensuring that all students have the opportunity to learn and be valued for their uniqueness.

In closing, the inclusion of students with disabilities represents an enriching challenge, which brings with it the possibility of transformation and evolution in the educational scenario. Through well-designed policies, continuous training, and a collective commitment, it is possible to create a school environment that truly celebrates diversity and promotes effective inclusion. The direction we take on this path will be decisive for the formation of a more just and egalitarian society.

POSSIBILITIES AND STRATEGIES FOR EFFECTIVE INCLUSION

Inclusive education is a central topic in current discussions about educational accessibility for all students, regardless of their physical or cognitive limitations. This concept implies the creation of an educational environment that not only welcomes but also effectively integrates students with disabilities. In Brazil, this approach is supported by legislation that seeks to ensure rights and foster a fair educational environment. However, implementing inclusion faces significant challenges that require in-depth analysis and practical action at multiple levels.

The diverse contexts in which schools operate can affect the success of inclusive practices. The reality of educational institutions varies widely, from the available infrastructure to human and pedagogical resources. As Dourado, Cruz and Aquino (2024) point out, "Inclusion goes beyond a mere speech; it demands concrete changes in the educational environment to materialize". Therefore, it is essential to evaluate both the existing legislation and the specific conditions of each school, considering the particularities of the school community.

For inclusion to happen effectively, it is essential to implement concepts such as accessibility, curricular adaptation, and teacher training. Cardozo and Schneider (2021) highlight that "architectural accessibility is a fundamental right that must be guaranteed to all students". Therefore, institutions need to meet requirements that enable the displacement and full participation of all students, ensuring that physical obstacles are not an impediment.

Promoting inclusion does not only cover the curriculum or infrastructure, but also relational and emotional issues in the school environment. An inclusive space should foster empathy and respect among students. In this sense, literature and art can serve as powerful tools for developing understanding and acceptance of diversity. Oliveira, Santos, and Botelho (2023) state that "children's literature can play a transformative role in the inclusion of autistic students, contributing to the construction of a culture of respect and acceptance".

There are still many debates about the best practices for effective inclusion. The continuing education of teachers is an aspect that deserves to be highlighted since well-prepared teachers can make a difference in the lives of students. Cunha, Galvão, and Terra (2023) highlight that "dance and other forms of artistic expression are effective strategies to promote inclusion in basic education". These alternative approaches offer new ways to engage students and respect their individualities.

The participation of the family in the educational process is equally vital. Families can act as allies, providing additional support for both students and teachers. Effective communication between school and family can result in educational continuity that transcends school walls, favoring the integral development of the student.

Promoting a culture of inclusion at school is not a simple task, but it is essential. Creating an environment that values diversity and encourages the active participation of all students helps to deconstruct prejudices and form more aware and empathetic citizens. To this end, it is important to involve the entire school community, including students, parents, and various professionals.

Curricular adaptation needs to take into account the particularities of each student, ensuring that everyone has appropriate access to the content. This involves not only modifying what is taught but also the way it is taught, adopting methods that favor the learning of all students.

Assistive technologies play a significant role in promoting inclusion, as they provide effective solutions to the difficulties faced by students with disabilities. These tools can help eliminate obstacles related to communication and mobility, making learning more accessible and efficient.

An inclusive assessment system is key to tracking student development. Assessment should be continuous and provide constructive feedback, allowing for adjustments to pedagogical approaches and contributing to the individual progress of each student.

Despite the advances, there are still structural and cultural challenges that hinder the full implementation of inclusion. Society as a whole must be committed to transforming this reality, promoting actions that reinforce inclusive education at all levels.

Building an inclusive educational environment requires a joint effort between schools, families, and society. It is critical that everyone involved understands the importance of inclusion and works in synergy to ensure that education is truly equitable. The challenges are great, but the potential achievements go beyond building an accessible school; They contribute to the formation of a more just and egalitarian society. As the aforementioned authors emphasize, inclusion is a continuous process that requires commitment and constant innovation.

THE IMPORTANCE OF MULTIDISCIPLINARY SUPPORT

The inclusion of students with disabilities in the school environment requires an attentive and careful look at the various needs that these students present. In this sense, multidisciplinary support emerges as a fundamental approach, by bringing together

knowledge and skills from different areas to meet the complexities of the educational process. It is essential to recognize the uniqueness of each student, allowing a pedagogical response that respects their particularities, and promoting true inclusion in the school space.

The current context of education emphasizes the need to create accessible and welcoming environments for all students, especially those with disabilities. In this scenario, educational institutions must adopt practices that consider not only the physical barriers but also the attitudinal and pedagogical ones that can make it impossible for these students to fully participate. Inclusion is not restricted to the physical presence of students in classrooms but encompasses the creation of adequate conditions for everyone to coexist and learn with equal opportunities.

The concepts of inclusion and education with equity underlie the need for robust support, which involves professionals specialized in various areas of knowledge. Psychologists, occupational therapists, and speech therapists, among others, play distinct but complementary roles. Together, they develop strategies aimed at personalizing teaching, taking into account the individual capabilities and challenges of students with disabilities. This collaborative approach not only facilitates learning, but also promotes social and emotional development, essential aspects for the integral formation of the student.

The implications of multidisciplinary support are vast and significant. The integration of these different areas provides a broad view of the student, considering their academic, social, and emotional needs. Such a practice not only helps to identify and intervene in potential learning difficulties but also strengthens students' self-esteem and motivation, showing that their contributions are valued in the school community. Thus, multidisciplinary support contributes to an educational environment in which diversity is respected and celebrated.

Debates on school inclusion often highlight the relevance of cooperation between family members, educators, and specialists. This collaboration is essential to ensure that interventions are consistent and efficient, reflecting a common understanding of learners' needs. In addition, understanding the interaction between these participants allows educational institutions to develop more integrated and welcoming practices, which can reduce the feeling of isolation faced by many students with disabilities.

Additionally, it is important to recognize the challenges that a multidisciplinary approach can bring. The absence of specialized training and the resistance of some professionals to modify their approaches may restrict the effectiveness of the support

provided. Thus, the continuous training of educators and awareness of the relevance of inclusion are crucial steps for collaboration between different areas to occur harmoniously and productively.

On the other hand, the active involvement of all professionals is essential for interventions to be successful. Each specialist brings a unique perspective that, when applied together, expands the possibilities of interaction and learning. The exchange of experiences and knowledge between professionals from different areas enriches the school environment, providing creative and innovative solutions that better meet the demands of students.

As schools advance in the implementation of inclusive practices, it is evident that multidisciplinary support should not be seen only as a strategy, but as a philosophy that permeates the entire educational organization. This paradigm shift implies an institutional commitment to diversity, reflecting the importance of creating a space where all students feel they belong and are valued. A school that welcomes diversity transcends mere compliance with legislation, becoming a true agent of social transformation.

In the conclusion, it is emphasized that multidisciplinary support represents a promising path for the inclusion of students with disabilities. From an approach that integrates different knowledge and practices, it is possible to build a fairer and more equitable educational environment, in which all students have the opportunity to thrive. Thus, inclusive education becomes not only a goal to be achieved, but a path to be followed collectively, promoting the construction of a more inclusive society that is respectful of differences.

FINAL CONSIDERATIONS

Examining the role of the school in the inclusion of students with disabilities demonstrated that, despite the obstacles faced, there are a variety of strategies and opportunities to ensure truly effective inclusion. An in-depth understanding of the concepts of disability and inclusion is essential to develop pedagogical practices that respect and value diversity. The importance of multidisciplinary support is highlighted, as it is configured as a crucial element in providing individualized assistance and specialized resources to students.

Analysis of successful cases and practices suggests that collaboration between educators, families, and health professionals can result in a transformation of the school environment, making it more welcoming and inclusive for all students. For the future, a continuous commitment to adaptation and innovation in educational approaches is

essential, always aiming to overcome barriers that still exist and promote equitable access to quality education.

For future investigations, it is recommended to further explore the impact of multidisciplinary interventions in the school context, as well as the effectiveness of public policies in promoting inclusion. In addition, the analysis of different regional realities and their inclusion practices can offer valuable insights for the continuous improvement of educational strategies and for the training of professionals who are better able to deal with diversity in the school environment.

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