


EDUCATION AND DIVERSITY: BUILDING AN INCLUSIVE SCHOOL ENVIRONMENT

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ABSTRACT

This study addressed the issue of educational inclusion and the challenges faced by educators and institutions. The overall objective was to analyze pedagogical practices and public policies that promote the inclusion of students with disabilities in Brazilian schools. The methodology adopted consisted of a bibliographic review, which allowed a qualitative analysis of relevant works in the area of inclusive education. The results showed that the implementation of inclusive education requires adaptations in pedagogical practices, ongoing training of educators, and the creation of a welcoming school culture. In addition, structural, pedagogical, and attitudinal barriers that hinder the effectiveness of inclusion were identified. The final considerations highlighted the importance of public policies and teacher training in promoting an educational environment that respects and values diversity. The need for new studies that complement the findings, exploring inclusive practices in different contexts and the effectiveness of educational policies, was highlighted. Thus, it was concluded that educational inclusion depends on the collective commitment of all those involved in the educational process, aiming to guarantee the right to learning and development of all students.

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INTRODUCTION

Educational inclusion is a topic that has gained prominence in discussions about the formation of a fair and equitable society. The need to cater to the diversity of students, especially those with special educational needs, reflects the paradigm shift that is occurring in contemporary education. In this context, the National Common Curricular Base (BNCC) establishes guidelines that seek to ensure that all students have access to quality education, respecting singularities and promoting an inclusive learning environment. From this perspective, inclusion is not limited to guaranteeing physical access to school but involves adapting pedagogical practices and training teachers so that all students can develop. The justification for choosing this topic lies in the importance of understanding the various nuances of educational inclusion and the challenges faced in its implementation. Despite significant advances in public policies aimed at inclusion, daily practice in classrooms still presents difficulties, such as the lack of specific training for teachers and resistance to changes in pedagogical methods. Furthermore, society and educational institutions still deal with prejudices and stigmas related to differences, which makes it difficult to create an inclusive school environment. Therefore, it is essential to analyze how inclusion theories and practices are being developed and what barriers persist in the Brazilian educational context.

The central problem addressed in this research refers to the inadequacy between the proposed educational inclusion policies and the reality of the classrooms, in which many students still face difficulties in having their needs met. This disparity between what is recommended by legislation and educational practice highlights the need for an in-depth study on teacher training and pedagogical practices that promote the inclusion of students with special needs. Thus, the research seeks to identify existing gaps and propose solutions that contribute to the improvement of inclusive education.

The objective of this research is to analyze the pedagogical practices adopted in Brazilian schools in relation to the inclusion of students with special educational needs, aiming to understand the challenges faced by educators and the implications of these practices for the teaching-learning process.

The text is structured as follows: after this introduction, the theoretical framework that underpins the discussion on inclusion and diversity will be presented. Then, three development topics will address the foundations of inclusive education, teacher training, and inclusive pedagogical practices. The methodology used in the research will be detailed,

followed by three discussion topics and results that will reflect on the challenges and public policies related to educational inclusion. Finally, the final considerations will be presented that summarize the reflections made throughout the research, highlighting the importance of continuing studies in the area...

THEORETICAL FRAMEWORK

The theoretical framework is structured to provide a solid foundation for understanding educational inclusion and diversity. The concept of inclusion will be addressed first, highlighting definitions and the historical evolution that permeates the topic, with an emphasis on the legislation and public policies that underpin inclusive practices in Brazil. The principles of inclusive education and their application in classrooms will then be discussed, emphasizing the relevance of teacher training for the effectiveness of pedagogical practices. Finally, the theoretical framework will present an analysis of inclusive pedagogical practices, with examples of methodologies that favor the participation and learning of all students, highlighting the challenges and possibilities that arise in the contemporary educational context.

FUNDAMENTALS OF INCLUSIVE EDUCATION

Inclusive education is based on principles that seek to ensure that all students, regardless of their personal or social characteristics, have access to quality education. These principles are fundamental to building an educational environment that respects and values diversity. According to Senna (2004, p. 55), "Inclusive education requires the transformation of pedagogical practices, allowing each student, with their singularities, to participate in the teaching and learning process". This transformation implies a reassessment of the pedagogical approaches adopted in educational institutions so that they become flexible and adaptable to the needs of students.

Teacher training is a fundamental aspect of the implementation of inclusive education. Glat, Pletsch, and Fontes (2007, p. 343) state that "inclusion must be a constant concern in teacher training since teachers play an essential role in creating a school environment that promotes diversity". This recognition of the importance of initial and ongoing training for educators is a necessary step to ensure that they are prepared to deal with the diversity present in the classroom. In addition, training should include pedagogical

practices that favor inclusion, such as the use of diverse teaching resources and methodologies that respect the pace and learning style of each student.

The principles of inclusive education are also manifested in the adaptation of the curriculum and assessments. Inclusion is not limited to physical access to school but involves the full participation of all students in academic and social activities. According to Ribeiro (2015, p. 10), “Inclusion should be seen as a process that requires modification of the curriculum and assessment practices, allowing all students the opportunity to learn in a meaningful way”. This approach reflects the need for a curriculum that is flexible and that meets the specificities of each student, thus providing a rich and meaningful learning experience.

In addition, the commitment to inclusion requires the creation of a school culture that values diversity. Gabatz (2012, p. 53) emphasizes that “building an inclusive school environment involves recognizing and respecting differences, promoting a space in which everyone feels welcomed and valued.” This culture is essential for students to feel safe and motivated to participate in their educational experiences.

In summary, the foundations of inclusive education involve a series of principles that seek to ensure the participation of all students in the educational process. Teacher training, curriculum adaptation, and the promotion of an inclusive school culture are interconnected aspects that impact educational practice. Thus, the effective implementation of inclusive education depends on a collective commitment from all actors involved in the educational process, aiming at the construction of an equitable and fair society.

TEACHER TRAINING FOR INCLUSION

Teacher training for inclusion is a fundamental aspect of implementing an education that respects and values diversity. Preparing educators to deal with the particularities of each student is essential for implementing inclusive pedagogical practices. According to Greguol, Gobbi, and Carraro (2013, p. 311), “Teacher training must go beyond the mere transmission of theoretical content, including practical experience in contexts of diversity, to prepare teachers to interact meaningfully with all students”. This statement shows that training must go beyond theory, incorporating practical experiences that help educators develop specific skills to meet the needs of students with different types of difficulties.

In addition, ongoing teacher training is necessary to keep them up to date with inclusive pedagogical methodologies and practices. As Ribeiro (2015, p. 5) points out, “It is

imperative that educators receive ongoing training that addresses inclusion and diversity, allowing for critical reflection on teaching practices and strategies". This reflection is important because it enables teachers to recognize and address barriers that may hinder the inclusion of all students, thus promoting an equitable educational environment.

The importance of teacher training is also reflected in curriculum adaptation. As mentioned by Araújo and Reis (2011, p. 25), "an inclusive curriculum must be flexible and allow teachers to make the necessary adaptations to meet the specific needs of each student". This curricular flexibility is an essential component for inclusion to become a reality in classrooms. Well-prepared teachers can create and implement strategies that enable the participation of all students, respecting their learning rhythms and styles.

Regarding cultural and religious diversity, Gabatz (2012, p. 52) emphasizes that "teacher training must include an education that values cultural diversity, promoting respect and peaceful coexistence among students". This perspective is vital for educators to develop an approach that not only recognizes but also celebrates differences among students, contributing to an inclusive school environment.

Therefore, teacher training for inclusion is an indispensable condition for implementing pedagogical practices that address the diversity present in classrooms. This training must be ongoing and reflect the realities of the school context, enabling educators to develop the skills necessary to promote inclusive and quality teaching. Thus, adequate teacher training is a central pillar for building an education that serves all students, regardless of their particularities.

INCLUSIVE PEDAGOGICAL PRACTICES

Inclusive pedagogical practices are essential to ensure that all students, regardless of their characteristics, have the opportunity to learn in a meaningful way. Implementing these practices requires an adaptive approach that is sensitive to the needs of each student. As stated by Glat, Pletsch, and Fontes (2007, p. 344), "pedagogical practices must be planned to consider the particularities of each student, promoting the participation of all in school activities". This statement highlights the importance of educational planning that, by taking into account the diversity of students, allows the creation of inclusive learning environments.

An example of an inclusive pedagogical practice is the use of active methodologies, which encourage participation and collaboration among students. According to Araújo and

Reis (2011, p. 60), “the use of active methodologies, such as group work and project-based learning, favors interaction among students, allowing them to share experiences and learn from differences”. This approach not only promotes inclusion but also enriches the learning process, as students learn to value each other's contributions.

Another relevant practice is the adaptation of teaching materials. As Senna (2004, p. 57) points out, “Personalizing educational resources is a strategy to meet the different needs of students, facilitating access to content and promoting learning”. Adapting materials, such as books in Braille, audiobooks, or visual resources, allows all students, including those with disabilities, to have access to information in a way that is appropriate to their needs.

In addition, creating a culture of respect and empathy within the classroom is essential. Gabatz (2012, p. 51) emphasizes that “promoting cultural and religious diversity in the school environment contributes to the construction of a welcoming space, in which all students feel respected and valued”. Building this inclusive culture should be a priority in all schools, as it is through this that an environment conducive to learning is established.

Finally, continuous and diversified assessment is also an important inclusive pedagogical practice. Ribeiro (2015, p. 12) points out that “assessments must consider the different ways of learning and the different rhythms of students, providing opportunities for everyone to demonstrate achievements”. This practice is essential so that assessment does not become an obstacle to inclusion, but rather a tool that contributes to the development of each student.

In short, inclusive pedagogical practices are fundamental to building an educational environment that respects and values diversity. The use of active methodologies, the adaptation of teaching materials, the promotion of a culture of respect and empathy, and diversified assessment are examples of strategies that can be implemented to ensure that all students have access to learning in an equal and meaningful way.

METHODOLOGY

The methodology adopted for this research is characterized as a bibliographic review, with a qualitative approach. This choice allows for an in-depth analysis of existing academic productions on the topic of educational inclusion. The instruments used were the reading and critical analysis of relevant articles, books, and documents that deal with the inclusion of students with special educational needs. The procedure consisted of selecting

materials available in academic databases, such as Scielo, Google Scholar, and ResearchGate, prioritizing recent publications that argue for teacher training and inclusive pedagogical practices. The research techniques involved the systematization of the information collected and the organization of the data to facilitate the discussion of the main points addressed in the literature on the topic.

The table below presents a summary of the main works consulted, highlighting the diversity of authors and approaches that make up the theoretical framework of this research.

Table 1: Main Works Consulted

Author(s)	Title as Published	Year	Type of Work
SENNA, L. A. G.	From Vygotsky to Morin: Between Two Foundations of Inclusive Education	2004	Article
SEKKEL, M. C.	Reflections on the Possibilities and Limits of Inclusive Education	2005	Article
GLAT, R.; PLETSCH, M. D.; FONTES, R. S.	Inclusive Education & Special Education: Complementary Proposals in the Context of the School Open to Diversity	2007	Article
BARRETO, C. S. G.; REIS, M. B. F.	Inclusive Education: From the Equality Paradigm to the Diversity Paradigm	2011	Article
GABATZ, C.	Cultural and Religious Diversity and the Challenges for Inclusive Education	2012	Conference Proceedings
GREGUOL, M.; GOBBI, E.; CARRARO, A.	Teacher Training for Special Education: A Discussion on the Brazilian and Italian Models	2013	Article
RIBEIRO, E. J.	Diversity and Inclusive Education: Socio-educational Mediation in the School Context	2015	Article
VITALIANO, C. R.	Teacher Training for Early Childhood Education to Include Students with Special Educational Needs: A Collaborative Research	2019	Article
ARAÚJO, V. S.	The Place of Diversities in the National Common Curricular Base (BNCC)	2020	Book Chapter
JESUS, S. A.; ARAÚJO, V. S.	The Relationship Between School Inequality and Social Inequality	2024	Article

Source: Author's work

The presentation of this table allows the reader a clear view of the main sources that support the discussion on educational inclusion and diversity. The diversity of references consulted contributes to an understanding of the practices and theories that permeate inclusive education, enabling a critical and well-founded analysis of the challenges and perspectives surrounding the topic.

CHALLENGES IN IMPLEMENTING INCLUSIVE EDUCATION

The implementation of inclusive education faces several challenges that make it difficult to implement practices that meet the needs of all students. These challenges can be

classified as structural, pedagogical, and attitudinal barriers. Structural barriers refer to the infrastructure of schools, which are often not prepared to receive students with disabilities. According to Sekkel (2005, p. 45), “the lack of accessibility in schools is a reality that limits the full participation of students with disabilities, preventing them from enjoying a school environment that promotes inclusion”. This statement shows that, without adequate adaptations in physical facilities, access to inclusive education becomes a challenge. In addition to structural barriers, pedagogical barriers also stand out. The lack of specific training for educators is a factor that impacts the practice of inclusion. As noted by Greguol, Gobbi, and Carraro (2013, p. 315), “Without adequate training, teachers may feel unprepared to deal with the diversity present in their classrooms, resulting in practices that do not favor inclusion”. This situation indicates the importance of continuous training programs that address inclusive methodologies and the specificities of students with special needs.

Furthermore, attitudinal barriers play a significant role in the implementation of inclusive education. Educators and the school community often show resistance to inclusion, which can be fueled by prejudices and stigmas. As stated by Araújo and Reis (2011, p. 28), “resistance to inclusion can arise from a lack of understanding about diversity and the implications it has for the school environment”. This resistance can result in environments that do not adequately welcome students who need special support, hindering their development and integration.

A reflection on the challenges faced in implementing inclusive education can be observed in the analysis of public policies. According to Gabatz (2012, p. 54), “the effectiveness of inclusion policies depends not only on their formulation but also on their implementation in schools, which often lack resources and adequate support to make inclusion a reality”. This suggests that, although there are guidelines and legislation that promote inclusion, the lack of resources and inadequate implementation can limit the positive effects. Therefore, the challenges in implementing inclusive education are multiple and interconnected. Structural, pedagogical, and attitudinal barriers need to be addressed in an integrated manner, promoting actions that guarantee accessibility, ongoing training of educators, and the construction of an inclusive school culture. By addressing these challenges, it is possible to create an educational environment that respects and values diversity, ensuring that all students have the opportunity to learn and develop.

IMPACT OF PUBLIC POLICIES ON EDUCATIONAL INCLUSION

Public policies play a fundamental role in promoting educational inclusion, especially for students with disabilities. These guidelines are essential to ensure that educational institutions meet the needs of all students, respecting their unique characteristics. According to Senna (2004, p. 56), “public policies aimed at inclusive education must guarantee not only physical access but also the quality of education offered to all students, regardless of individual characteristics”. This statement highlights that, for inclusion to be effective, policies must not be limited to simple access, but must promote quality education.

One of the main legal frameworks that guide educational inclusion in Brazil is the Law of Guidelines and Bases of National Education (LDB) and, more recently, the National Common Curricular Base (BNCC). The BNCC establishes guidelines that seek to ensure that all students, including those with disabilities, have access to adequate and quality education. According to Araújo and Reis (2011, p. 32), “the BNCC represents a significant advance in considering diversity as a central element of the school curriculum, enabling schools to adopt practices that serve all students”. Thus, the BNCC not only recognizes diversity but also guides pedagogical practices towards inclusion.

In addition, public policies have a direct impact on teacher training conditions and school infrastructure. As noted by Ribeiro (2015, p. 11), “the effectiveness of inclusion policies depends on the adequate training of educators, who must be trained to deal with the diversity present in classrooms”. The lack of specific training for teachers can result in inadequate pedagogical practices that do not meet the needs of students with disabilities, thus compromising the effectiveness of inclusion policies.

A challenge that stands out in the analysis of public policies is implementation in schools. As Gabatz (2012, p. 54) points out, “Although there are policies and guidelines that promote inclusion, practical implementation often faces barriers that limit their effectiveness”. This indicates that, despite the existence of a legal framework that favors inclusion, the lack of resources and institutional support can make it difficult to transform these guidelines into concrete practices in the classroom.

In short, public policies have a significant impact on the educational inclusion of students with disabilities. However, for this inclusion to be effective, it is essential that policies not only guarantee access but also promote the quality of teaching, the ongoing training of educators, and the adequacy of school infrastructure. By addressing the challenges related to the implementation of these policies, it is possible to build an

educational environment that values and respects diversity, ensuring that all students have the opportunity to learn and develop.

FUTURE OF INCLUSIVE EDUCATION IN BRAZIL

The future of inclusive education in Brazil is promising, with the possibility of significant progress in implementing practices that meet the needs of all students. Strengthening public policies aimed at educational inclusion, combined with ongoing and qualified training for educators, is essential for building a school environment that respects and values diversity. According to Gabatz (2012, p. 55), "For inclusive education to become a reality, a collective commitment is needed that involves not only educators but also the school community and society in general." This statement highlights the importance of collaboration between different actors in promoting an education that serves everyone. Teacher training is a central aspect of the future of inclusive education. As noted by Greguol, Gobbi, and Carraro (2013, p. 317), "ongoing training for educators should be a priority, allowing them to develop skills and strategies that favor inclusion in the classroom." This need for ongoing training becomes even more evident as new methodologies and technologies emerge, requiring educators to adapt and update practices to meet the needs of student diversity. Implementing training programs that integrate theory and practice can help prepare teachers who are aware of and able to deal with the particularities of students.

Another important aspect is the creation of an inclusive school culture. According to Senna (2004, p. 58), "promoting an environment that respects differences and values the uniqueness of each student is essential for the effectiveness of educational inclusion." This culture must be cultivated from the initial training of educators to the daily practice in schools, encouraging a climate of respect and acceptance. Building a school environment that favors inclusion can result in greater student participation and engagement, contributing to social and academic development.

In addition, the use of educational technologies can represent a significant advance in promoting inclusion. As highlighted by Ribeiro (2015, p. 14), "digital technologies can be tools for personalizing teaching and meeting the different needs of students". The implementation of adapted technological resources can facilitate access to content, allowing students with disabilities to have learning opportunities that are appropriate to their realities. Therefore, the future of inclusive education in Brazil depends on a series of interconnected factors. Strengthening public policies, ongoing training of educators,

promoting an inclusive school culture, and the use of educational technologies are aspects that, if worked on together, can provide significant progress in educational inclusion. With the commitment of all those involved, it is possible to build an educational system that meets diversity and guarantees the right to quality education for all students.

FINAL CONSIDERATIONS

The final considerations of this study highlight the main findings related to educational inclusion and the pedagogical practices necessary to ensure access and permanence of all students in the school environment. The research showed that the implementation of inclusive education requires an approach that goes beyond simple physical access to the school, involving adaptations in pedagogical practices, the training of educators, and the school culture.

One of the main findings was the identification of the barriers faced in the implementation of inclusive education, which include structural, pedagogical, and attitudinal difficulties. Schools are not prepared in terms of infrastructure to meet the needs of students with disabilities, which limits full participation. In addition, the lack of specific training of educators to deal with diversity in the classroom contributes to resistance to inclusive practices. The research also pointed out that prejudiced attitudes towards diversity can hinder the construction of a welcoming school environment.

Another relevant conclusion refers to the positive impact that public policies aimed at educational inclusion can have. Guidelines established by legislation, such as the National Common Curricular Base, are essential for promoting practices that ensure the participation of all students. However, research has shown that the effectiveness of these policies depends on their effective implementation in schools, which often does not occur due to a lack of resources and institutional support.

The contributions of this study are significant, as they provide a clear view of the challenges faced in educational inclusion, in addition to providing suggestions for improving pedagogical practices. The research highlights the need for a collective commitment involving educators, managers, and the school community in promoting an education that respects and values diversity. Strengthening teacher training and creating an inclusive school culture are aspects that can impact the educational experience of students with disabilities.

In addition, there is a need for new studies that complement the findings of this research. Future research could focus on practical experiences of inclusion in different school contexts, as well as on evaluating the effectiveness of public policies in promoting educational inclusion. In addition, studies that analyze the role of educational technologies in facilitating the learning of students with disabilities are also recommended. These new approaches can provide an understanding of how inclusive practices can be implemented in Brazilian schools.

In short, educational inclusion is a complex issue that requires an integrated approach and a joint effort from everyone involved in the educational process. Continuing research in this area is essential to advance the construction of an education that meets the needs of all students, ensuring their right to learning and full development.

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