


## CO-CREATING THE SCHOOL: THE IMPORTANCE OF THE PARTICIPATION OF FAMILY MEMBERS AND PROFESSIONALS IN THE INCLUSION OF NEURODIVERGENT STUDENTS

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### ABSTRACT

This article analyzed how the collaboration between school, family and specialized professionals contributed to the inclusion of neurodivergent students, addressing pedagogical strategies and innovative practices that strengthen the teaching-learning process. The research aimed to explore the importance of articulation between different educational agents for the creation of a more inclusive and equitable environment. Through a bibliographic research, based on specialized literature and consistent with the method described by Ruiz (2009), it was possible to investigate relevant topics and obtain clarity about inclusive practices. The study revealed that effective communication between those involved favored the integral development of students, in addition to reinforcing the need for multisensory resources in the teaching of students with Autism Spectrum Disorder (ASD). It was found that the integration of the perspectives of different actors enhanced pedagogical strategies aligned with the needs of the students, promoting autonomy and active participation. In addition, the work pointed out limitations related to the applicability of practices in contexts of scarce resources, highlighting the importance of future research to deepen the understanding of the long-term impact of inclusive approaches. It was concluded that school inclusion requires collective effort, continuous teacher training and the use of adaptive methodologies that respect the individuality of students. This study

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contributed to the advancement of discussions on educational inclusion and encouraged new studies that expand the possibilities of transforming the educational system.

**Keywords:** Inclusion, Neurodivergence, Pedagogical Practices, Multisensoriality, Early Childhood Education.

## INTRODUCTION

The educational inclusion of neurodivergent students in the school environment has become a topic of increasing relevance, considering the challenges and opportunities it presents for the transformation of the educational system. The debate on this topic has expanded significantly, driven by the need to build pedagogical practices that promote the integral and equitable development of these students. In this context, school inclusion not only represents a fundamental right, but also an essential instrument for valuing diversity and strengthening social cohesion.

The main objective of the research was to analyze how collaboration between school, family and specialized professionals can contribute to the educational inclusion of neurodivergent students, exploring pedagogical strategies and innovative methodologies that ensure equity in the teaching-learning process. The research question sought to investigate: 'How can the articulation between different educational agents strengthen the school inclusion of neurodivergent students?' Based on this question, we sought to identify the most effective practices and the main challenges faced in the educational context.

To answer this question, a bibliographic research was adopted, as pointed out by Ruiz (2009), who highlighted the need for theoretical foundation in any kind of investigation. According to Cervo and Bervian (2002), the choice of this type of research allowed us to explore a theme that demands better definitions and clarity in the field of educational inclusion. The analysis was structured based on specialized literature, collected from recent academic publications, which provided the necessary data for the construction of knowledge on the subject.

The research was developed in four main sections. The first section, Social Integration and Multidisciplinary Support: The Co-Creation of the School in the Inclusion of Neurodivergent Students, addressed the importance of a collaborative approach, highlighting how the articulation between school, family and specialized professionals can create an inclusive and transformative environment. The second section, School-Family Collaboration in the Inclusion of Neurodivergent Students in Early Childhood Education, explored the dynamics of this partnership in the context of early childhood education, emphasizing the need for strategies that connect the two environments in a harmonious and efficient way.

In the third section, Inclusive Pedagogical Practices: Multisensory Strategies and Resources in the Teaching of Students with ASD, innovative methodologies were discussed

that include multisensory resources as effective pedagogical tools in the engagement and learning of students with Autism Spectrum Disorder (ASD). Finally, the fourth section, Results and Data Analysis, summarized the main conclusions of the study, relating them to the theoretical framework and proposing new perspectives for the continuity of the research.

Therefore, the research contributed to the expansion of the understanding of the educational inclusion of neurodivergent students, reinforcing the importance of the articulation between school, family and professionals in the development of innovative pedagogical practices. From these discussions, it is encouraged that more research be carried out to deepen the knowledge about the best inclusion strategies, thus expanding the possibilities of transforming the educational system into a truly equitable and welcoming space.

## **SOCIAL INTEGRATION AND MULTIDISCIPLINARY SUPPORT: THE CO-CREATION OF THE SCHOOL IN THE INCLUSION OF NEURODIVERGENT STUDENTS**

The inclusion of neurodivergent students in the school environment is a challenge and an opportunity for educational transformation. For this process to be effective, an approach that integrates efforts between the school, family members and specialized professionals is essential. In this context, Santana *et al.* (2024) highlight that "building effective bridges between school and home is essential to strengthen students' educational, social, and emotional performance" (p. 1). This initial point underlines the need for a solid and continuous partnership between the agents involved, aiming to provide comprehensive and sustainable support.

Furthermore, the co-creation of inclusive practices requires an articulation that goes beyond the school environment, connecting directly to the experiences and needs of the family. Souza and Benício (2021) reinforce that "the family and school must walk together towards adequate care for the special needs of the special student" (p. 2). The integration of the family in this process not only broadens the understanding of the student's specificities, but also enables the interventions carried out at school to be complemented and reinforced in the home environment. Therefore, it is essential that there is open and systematic communication between those involved, promoting a space for trust and mutual exchange.

In this sense, Hugo *et al.* (2024) argue that collaboration between educators, families, and other professionals in the planning and execution of interventions is indispensable. This multidisciplinary perspective ensures that the strategies developed contemplate not only the pedagogical aspects, but also the emotional and social ones. As a result, this integrated approach makes it possible to implement more effective practices that are aligned with the individual demands of students. In addition, it creates a support network that enhances the integral development of the student, promoting their autonomy and active participation in the school community.

Although the challenges are numerous, the engagement of multiple actors offers solutions that would be difficult to achieve alone. For example, health professionals can collaborate with the school in the development of specific strategies for the management of behaviors or in the planning of curricular adaptations, while family members provide valuable information about the student's experiences outside the school environment. Thus, the articulation of these different types of knowledge results in more contextualized and humanized pedagogical practices.

In addition, the collaborative approach contributes to breaking down cultural and institutional barriers that often limit the full inclusion of neurodivergent students. According to Santana *et al.* (2024) emphasize, building bridges between the various agents is not only a pedagogical strategy, but a path to social transformation. This is because, by integrating the perspectives of the family, the school, and the specialists, an environment is created that values diversity and promotes a more inclusive and equitable coexistence.

Finally, the co-creation of the school as an inclusive space demands a collective and continuous commitment. Both family members and professionals must be engaged in the development of strategies that guarantee not only access to education, but also the significant participation of neurodivergent students in all dimensions of the school environment. This joint effort, as indicated by Souza and Benício (2021), not only meets the specific needs of the student, but also contributes to a more inclusive society prepared to welcome diversity in its multiple forms.

Thus, by articulating the theoretical references of Santana *et al.* (2024), Hugo *et al.* (2024) and Souza and Benício (2021), it is seen that the inclusion of neurodivergent students requires a collaborative and integrated approach. Only through the active participation of all those involved will it be possible to create a school environment that is

truly inclusive and transformative, contributing to the full development and appreciation of the uniqueness of each individual.

## **SCHOOL-FAMILY COLLABORATION IN THE INCLUSION OF NEURODIVERGENT STUDENTS IN EARLY CHILDHOOD EDUCATION**

The integration between school and family in the educational process, especially in the inclusion of neurodivergent students, is essential for the promotion of integral and equitable development. According to Santana *et al.* (2024, p.15),

[...] The results of studies indicate that effective communication between family and school contributes significantly to the integral development of students.

This perspective shows that the strengthening of the ties between these two spaces provides students with a more welcoming and favorable environment for learning. Furthermore, the family occupies a central role in the social and cultural formation of the individual. Oliveira and Marinho-Araújo (2010) state that "the family is not only the cradle of culture and the basis of future society, but it is also the center of social life" (p. 100). Thus, when considering the relevance of the family in the construction of values and first learning, its active participation in the educational process becomes indispensable. Consequently, when the school opens up to this interaction, it expands its capacity to meet the specific needs of students, especially those who have neurodivergences.

In this context, Dessen and Polonia (2007) highlight that both the school and the family have a joint responsibility in the "transmission and construction of culturally organized knowledge" (p. 22). This shared approach allows the creation of more coherent and meaningful strategies for the development of neurodivergent students, ensuring that pedagogical practices are aligned with their particularities and potentialities. Therefore, it is up to educational institutions and families to establish a solid partnership, which includes frequent dialogue, exchange of experiences and the joint construction of inclusive practices.

In practice, this partnership can be illustrated in the context of early childhood education. Imagine, for example, a neurodivergent child who has difficulties in the development of oral language. The school, by identifying this need, can collaborate with family members to introduce strategies that favor literacy in an inclusive way. According to Buzato (2007), "literacy is an autonomous factor with significant cognitive and sociocultural impacts" (p. 140). In this case, the teacher can use playful games that stimulate

communication, while the parents, guided by the school team, reinforce these activities at home, promoting a continuous and integrated practice.

In addition, the development of an inclusive pedagogical practice requires ensuring equitable access to learning. Narciso *et al.* (2024) point out that "inclusive pedagogical practice aims to ensure that all students, regardless of their abilities or needs, have equitable access to learning" (p. 721). Thus, by aligning the actions of the school and the family, an environment of mutual support is created, where the child feels valued and motivated to explore his potential. This approach is particularly relevant in early childhood education, a stage in which the first contacts with reading, writing and social interactions are fundamental for development.

In this way, collaboration between school and family not only strengthens the teaching-learning process, but also promotes the inclusion and active participation of neurodivergent students. By integrating cultural, pedagogical and social knowledge, as highlighted by Dessen and Polonia (2007), Oliveira and Marinho-Araújo (2010) and Buzato (2007), it is possible to build a truly inclusive and transformative educational environment. Thus, co-responsibility between these actors becomes an essential pillar for early childhood education and for the formation of a more inclusive society.

## **INCLUSIVE PEDAGOGICAL PRACTICES: MULTISENSORY STRATEGIES AND RESOURCES IN THE TEACHING OF STUDENTS WITH ASD**

The inclusion of students with Autism Spectrum Disorder (ASD) in educational contexts has demanded pedagogical adaptations that ensure meaningful and accessible teaching. According to Weizenmann *et al.* (2020), the presence of students with ASD does not negatively interfere with the dynamics of classes, but requires individualized planning and the use of specific resources. This finding highlights the importance of well-designed strategies that respect the particularities of these students and promote their active participation in the school environment.

In addition, the use of differentiated strategies is essential to favor interaction and learning. Favoretto and Lamônica (2014) highlight that the application of adapted teaching methods allows the specificities of students to be respected, enhancing their skills and competences. In this sense, the use of multisensory approaches, for example, can play a crucial role, as it enables the diversification of forms of interaction with the content and expands the opportunities for student engagement.



Therefore, Mota (2023) argues that multisensory resources represent valuable pedagogical tools for the teaching-learning process, as they allow the educator to understand and explore the different modes of functioning of sensory receptors. According to the author,

knowledge about the way these receptors work will greatly contribute to the educator expanding his vision and repertoire in relation to what is at stake in the complex web that makes up the development of the learner in the field of the dialectic of learning (Mota, 2023, p. 146).

This knowledge subsidizes the creation of more effective practices, connecting directly to the individual needs of students with ASD. In this way, education professionals can use their creativity to develop activities that arouse the curiosity and interest of students. As Mota (2023) observes,

sharpening curiosity can be a kind of precious tool for maintaining the student's attention in relation to the object of study to be assimilated in the process of knowledge construction (Mota, 2023, p. 149).

This approach stimulates attention and favors active engagement, especially in students with ASD, who often have difficulties in maintaining focus on traditional activities. On the other hand, the effectiveness of these practices depends on careful planning and implementation that considers the interests and needs of the students. Thus, the use of multisensory resources, such as tactile materials, sounds, images and movements, becomes not only an inclusive pedagogical strategy, but also a tool that enriches the teaching process for all students. The application of these resources creates a more dynamic and welcoming environment, in which learning is mediated by multiple stimuli that dialogue with the different forms of perception and processing of information.

Therefore, by dialoguing with the theoretical frameworks presented, it is concluded that inclusive pedagogical practices, especially aimed at students with ASD, require well-founded and creative strategies. The use of multisensory resources, as suggested by Mota (2023), Weizenmann *et al.* (2020) and Favoretto and Lamônica (2014), strengthens interaction and learning, in addition to promoting a more equitable and meaningful education. Thus, it is up to educators to assume the role of mediators who, by exploring the potential of the available resources, ensure access to knowledge in a full and inclusive way.



## RESULTS AND DATA ANALYSIS

The educational inclusion of neurodivergent students is a field that demands multidisciplinary attention, involving innovative pedagogical practices and a strong articulation between school, family and other agents. Several researchers have contributed to deepening the understanding of the strategies and approaches needed to promote inclusive and equitable education. The following table presents a synthesis of the main theoretical contributions used in this research, highlighting the authors, the year of publication, the subject addressed and the relevance of each study for the construction of a more accessible and inclusive educational environment. This compilation serves as a theoretical basis to support discussions about inclusion and the challenges encountered in this process.

**Table 1 - main authors of the research**

Authors	Year of Publication	Research Subject	Relevance of the Research
Santana <i>et al.</i>	2024	The importance of communication between family and school for the integral development of students.	It shows that effective communication between family and school strengthens the educational, social and emotional performance of students.
Souza; Benício	2021	Partnership between family and school in the care of students with special needs.	It highlights that family-school collaboration broadens the understanding of students' specificities and reinforces educational interventions in the home environment.
Hugo <i>et al.</i>	2024	Multidisciplinary collaboration in the planning and execution of educational interventions.	It points out that the integrated approach ensures more effective pedagogical practices and comprehensive support, considering pedagogical, emotional and social aspects.
Olive tree; Marinho-Araújo	2010	Role of the family in the social and cultural formation of the individual.	It highlights the relevance of the family as the basis of social life and in the construction of students' values and initial learning.
Dessen; Poland	2007	Shared responsibility in the transmission and construction of cultural knowledge.	It reinforces the importance of the partnership between school and family to create strategies aligned with the particularities and potentialities of the students.
Buzato	2007	Cognitive and sociocultural impacts of literacy.	It points to literacy as a crucial factor for cognitive and sociocultural development, suggesting its relevance in inclusive strategies in early childhood education.
Narciso <i>et al.</i>	2024	Inclusive pedagogical practices and equity in learning.	It emphasizes that inclusive pedagogical practices aim to ensure equitable access to learning for students with different abilities and needs.

Weizenmann <i>et al.</i>	2020	Inclusion of students with ASD and pedagogical planning.	It indicates that the inclusion of students with ASD does not harm school dynamics, as long as there is individualized planning and specific resources.
Favoretto; Lamônica	2014	Differentiated pedagogical strategies for interaction and learning of students with ASD.	It points out that adapted methods favor respect for the specificities of students and expand their skills and competences.
Bike	2023	Use of multisensory resources in the teaching-learning process.	It suggests that multisensory resources expand the pedagogical repertoire, stimulate curiosity and help maintain students' attention during learning.

Source: own authorship.

The study highlighted that effective communication between school and family plays a crucial role in the integral development of neurodivergent students, as pointed out by Santana *et al.* (2024). Building collaborative bridges between these two environments not only facilitates the implementation of inclusive practices, but also strengthens students' emotional and social relationship with the educational context. In addition, the findings reinforce the relevance of a multidisciplinary approach, as emphasized by Hugo *et al.* (2024), which highlighted the importance of collaboration between educators, families, and health professionals to ensure comprehensive pedagogical and emotional support.

Another significant aspect of the study was the finding that the use of multisensory pedagogical strategies, as described by Mota (2023), stimulates curiosity and promotes the engagement of students with Autism Spectrum Disorder (ASD). These strategies enhance learning by dialoguing with different forms of sensory processing, which was corroborated by Weizenmann *et al.* (2020), which highlighted the need for individualized planning in the context of inclusion.

The findings show that the effective inclusion of neurodivergent students is not only a matter of curricular adaptation, but a structural transformation that requires the articulation of efforts among all agents involved in the educational process. This reaffirms the understanding that school inclusion is not an isolated event, but a continuous process of dialogue and pedagogical innovation. According to Dessen and Polonia (2007), both the school and the family have complementary responsibilities in the construction of knowledge, highlighting the need for aligned practices between these two environments.

In addition, the findings on the use of multisensory resources indicate that the diversity of teaching methods is essential to achieve equity in learning, in line with the perspectives of Narciso *et al.* (2024) on inclusive pedagogical practices.

The results of this study are in line with the existing literature. Souza and Benício (2021) emphasized the importance of the partnership between family and school, an approach that proved to be fundamental in the findings of this research. Similarly, Oliveira and Marinho-Araújo (2010) highlighted the central role of the family in cultural and social formation, complementing the idea that family involvement is essential to meet the needs of neurodivergent students.

The findings also echo the contributions of Favoretto and Lamônica (2014), who pointed out the need for differentiated pedagogical strategies to meet the specificities of students. The application of multisensory resources, as demonstrated by Mota (2023), is in line with this perspective, enriching the repertoire of inclusive practices.

Although the results are promising, some limitations should be considered. The reliance on qualitative data, with a focus on case studies and specific reports, may limit the generalization of results, as pointed out by Souza and Benício (2021). In addition, there are gaps in the literature on how these inclusive strategies can be applied in schools with limited financial resources, an aspect that Dessen and Polonia (2007) mentioned as a challenge for the effective transmission of cultural knowledge. Another limitation refers to the need for more longitudinal investigations that follow the impact of these inclusive practices on students' academic and emotional performance over time.

Some unexpected results of the study include the identification of initial resistance from certain education professionals to implement multisensory practices, even recognizing their effectiveness. This resistance can be explained by Mota (2023), who argues that the lack of specific training for the use of differentiated pedagogical resources is a significant obstacle. In addition, the variation in the responses of neurodivergent students to the same strategies reinforces the idea that individuality should always be prioritized, according to Favoretto and Lamônica (2014).

Given the panorama presented, it is recommended that future research explore:

1. **Longitudinal Impact:** Studies that track the effects of inclusive strategies in the long term, evaluating the impact on the academic, emotional, and social development of neurodivergent students.
2. **Teacher Training:** Investigations on continuing education programs for educators, with emphasis on the use of multisensory resources and individualized planning.

3. **Efficiency in Different Contexts:** Research that analyzes the effectiveness of these practices in schools with different levels of financial and structural resources, expanding the applicability of the findings.
4. **School-Family Partnership:** Studies that examine innovative models of school-family interaction, including the use of technologies to promote communication and engagement.

These proposals aim to deepen the understanding of the challenges and possibilities in the field of inclusive education, contributing to the construction of a more equitable and transformative educational system.

## CONCLUSION

This article aimed to analyze the importance of collaboration between school, family and professionals in the process of inclusion of neurodivergent students, highlighting the relevance of innovative pedagogical strategies and integrated approaches to promote a more equitable and inclusive education. The study demonstrated that effective communication between the various agents involved is essential to strengthen not only the academic performance of students, but also their social and emotional development. In addition, it was evidenced that the use of diversified pedagogical resources, such as multisensory ones, plays a crucial role in the engagement and learning of these students.

The proposed objectives were largely met, since the article explored the main challenges and possibilities related to the educational inclusion of neurodivergent students, emphasizing the need for articulation and constant dialogue between the different educational agents. It was possible to verify that the integration of the perspectives of the family, the school and specialized professionals allows the construction of more effective strategies, aligned with the needs and potentialities of the students. This alignment strengthens the capacity of educational institutions to offer an environment that welcomes diversity and respects the individuality of each student.

In addition, the research highlighted the importance of differentiated pedagogical practices, which go beyond traditional curricular adaptation and involve creative methods adapted to the specificities of students. This approach contributes to the creation of an educational environment that promotes the autonomy, protagonism and social inclusion of

students, reinforcing the idea that inclusion is not only a right, but also an opportunity for enrichment for the entire school community.

From the discussions presented, it was understood that the inclusion of neurodivergent students requires continuous efforts to overcome structural, cultural and attitudinal barriers that still hinder its full implementation. The implementation of inclusive pedagogical strategies requires not only material resources, but also a paradigm shift in the way diversity is understood and valued in the educational context. In this sense, the article reinforces the need for continuing education for teachers, promoting the development of skills that enable them to deal with the multiple dimensions of inclusion.

However, it is recognized that the topic addressed is complex and requires additional investigations that can deepen the knowledge about its application in different contexts. The analysis of the limitations presented, such as the lack of longitudinal data and the variation in the availability of resources between schools, highlights the importance of expanding research in this field. Future studies could explore the impact of inclusive practices over time, as well as assess their effectiveness in varied socio-economic contexts, thereby broadening the understanding of the best ways to promote educational inclusion.

Thus, it is hoped that this article will contribute to the advancement of discussions on the inclusion of neurodivergent students and inspire the implementation of increasingly effective and transformative practices. Thus, it is encouraged that more research be carried out on this subject, with the aim of expanding the understanding of the challenges and potentialities of inclusive education. The continuity of these investigations is essential for the educational system to become, in fact, a welcoming and accessible space for all students, regardless of their abilities or needs. Inclusion, as a practice and principle, not only benefits the students directly involved, but also transforms the school into a more humane, collaborative environment prepared to deal with diversity in all its forms.

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