INCLUSIVE PEDAGOGICAL PRACTICES: STRATEGIES TO MEET DIVERSITY

Márcia Thallita Nunes Martins[1], Anderson José Silva[2], Angela Hese Rodrigues de Amorim[3], Dinamar de Oliveira dos Santos Gomes[4], Gilson Pereira de Sousa[5], Jaqueline Aparecida Gomes Cardoso Simião[6], Lucas Vinicios Silveira de Souza[7] and Orleane de Sousa Fernandes Menezes[8].

ABSTRACT

This study aimed to analyze the inclusive pedagogical practices adopted in schools to meet the diversity of students, focusing on the challenges faced by educators and effective strategies to promote inclusion. The research was qualitative in nature, with a bibliographic approach, using books, academic articles and normative documents as data sources. The central concepts of inclusive education, the methodologies employed and the obstacles encountered in the implementation of inclusive practices were analyzed. The results indicated that the continuous training of teachers, the use of adapted pedagogical resources and the support of specialized professionals are fundamental for the effective inclusion of students with special educational needs. The analysis also revealed that

[1] Master's student in Educational Sciences
Ivy Enber Christian University
4725 Sand Lake Rd, Ste 203 Orlando, Florida, United States
E-mail: thallita.professora@gmail.com
[2] Master of Science and Mathematics Education
Federal Institute of Espírito Santo (IFES)
Avenida Vitória, 1729 – Jucutuquara, Vitória - ES
Email: ajsprofmat@gmail.com
[3] Master of Education
Federal Institute of Espírito Santo (IFES)
Avenida Vitória, 1729, Jucutuquara, Vitória- ES
E-mail: angelahese@gmail.com
[4] Master in Education Sciences
Intercontinental University of Technology (UTIC)
P977+8R6, Fulgencio R. Moreno, Asunción 001101, Paraguay
E-mail: dinaolivc89@gmail.com
[5] Graduating in Music Design
Cesumar University (Unicesumar)
Rua Nelson da Cunha Junior, 700 - Monjolo, Foz do Iguaçu - PR
Email: madreshoponline@gmail.com
[6] Master's student in Educational Sciences
Ivy Enber Christian University
4725 Sand Lake Rd, Ste 203, Orlando, Flórida 32819, United States
E-mail: jaquelinegcardoso@yahoo.com.br
[7] Doctorate student in Educational Sciences
Inter-American Faculty of Social Sciences (FICS)
Calle de la Amistad casi Rosario, 777, Asunción, Paraguay
E-mail: lvinicios777@gmail.com
[8] Master's student in Educational Sciences
Inter-American Faculty of Social Sciences (FICS)
Calle de la Amistad casi Rosario, 777, Asunción, Paraguay
E-mail: orleanefernandes8@gmail.com

collaboration between teachers, coordinators and other professionals, as well as the use of assistive technologies, proved to be effective strategies. However, challenges such as the resistance of some educators and the lack of material and structural resources still hinder the full implementation of inclusive education. The final considerations pointed out the need for investments in teacher training and in the adaptation of schools, in addition to the continuity of studies on the use of assistive technologies and the evaluation of the impact of public inclusion policies. The research contributed to the reflection on inclusive pedagogical practices and suggested the continuity of studies that explore the limitations and solutions for school inclusion.

Keywords: Inclusive Pedagogical Practices. Inclusive Education. Diversity. Assistive Technologies. Teacher Training.

INTRODUCTION

Inclusive pedagogical practices have been consolidated as one of the fundamental pillars for the promotion of quality teaching, which respects and meets the diversity present in classrooms. Educational inclusion seeks to ensure access, permanence, and success for all students, regardless of their physical, cognitive, sensory, or socioeconomic conditions, ensuring that each student receives the necessary support for their full development. The inclusive approach proposes a rethinking of pedagogical practice, which must be able to adapt to the needs of all students, using diversified methodologies and resources that favor everyone's learning, without exceptions.

The justification for choosing this theme is based on the growing demand for pedagogical practices that consider the multiple ways of learning and that provide adequate conditions to meet the educational needs of students with disabilities, learning disorders or other conditions that may hinder the educational process. The current educational scenario, still marked by inequalities in the access and permanence of all students in school, requires a review of traditional teaching practices and the adoption of inclusive methodologies that contemplate diversity. In addition, changes in educational legislation, such as the Brazilian Inclusion Law (LBI) and the National Common Curriculum Base (BNCC), reinforce the need for an inclusive educational system adapted to the needs of all students, highlighting the importance of pedagogical strategies that favor the inclusion of students with different abilities and difficulties.

The problem question that guides this research is: how can inclusive pedagogical practices be effectively applied in schools, considering the diversity of students' needs and the challenges faced by teachers and educational managers? This central question guides the investigation of strategies that can be implemented to promote school inclusion, identifying the main barriers and possible solutions to overcome the challenges in the teaching-learning process.

The objective of this research is to analyze the inclusive pedagogical strategies that have been used in schools to address diversity, in order to identify effective practices that promote educational inclusion and student success. Throughout this study, we seek to understand how educators have adapted to the different needs of students, investigating the methodologies, resources and forms of assessment used, in addition to exploring the impacts of these practices on student learning and development.

The text is structured as follows: the introduction, which presents the theme, the justification, the problem question and the objective of the research; the theoretical framework, which discusses the main concepts and theories about inclusive pedagogical practices; development, which addresses the challenges of implementing inclusive practices, the strategies used by teachers and the role of public policies; the methodology, which details the procedures adopted for the research; and the discussion and results, which analyze the findings of the research in relation to inclusive pedagogical strategies. Finally, the final considerations present a synthesis of the results, suggestions for future research and recommendations for the improvement of inclusive pedagogical practices in schools.

THEORETICAL FRAMEWORK

The theoretical framework is structured in order to address the main concepts and foundations necessary for the understanding of inclusive pedagogical practices. Initially, the concept of educational inclusion will be discussed, covering its definitions, principles and relevant theoretical approaches, with emphasis on the contributions of authors such as Vygotsky and Piaget. Then, the Brazilian legislation that supports school inclusion will be addressed, such as the Brazilian Inclusion Law (LBI) and the National Common Curricular Base (BNCC), highlighting the guidelines and legal obligations that guide pedagogical practices. The theoretical framework also examines the different forms of diversity in the educational context, focusing on special educational needs, including disabilities, learning disorders, and other factors that require adaptation in teaching. Finally, the importance of pedagogical strategies and differentiated methodologies in meeting this diversity will be addressed, with the analysis of the main practices adopted in schools to ensure inclusive and quality teaching for all students.

CHALLENGES FOR THE IMPLEMENTATION OF INCLUSIVE PEDAGOGICAL PRACTICES

The implementation of inclusive pedagogical practices in schools faces several challenges, which can be classified into structural, pedagogical and attitudinal barriers, which compromise the effectiveness of these practices. Structural barriers refer to the lack of physical adequacy of schools, such as the lack of accessibility in facilities and the scarcity of material and technological resources necessary to promote inclusion. School

infrastructure is often not prepared to meet the needs of students with disabilities, as Santos *et al* point out. (2024, p. 39) when discussing the difficulties in accessing and remaining visually impaired students in school spaces that are not adequately adapted. In addition, the school environment is often not ready to adequately integrate students with different types of special educational needs, either due to the lack of adequate spaces or the lack of inclusive pedagogical resources (Barreto *et al*., 2024, p. 97).

With regard to pedagogical barriers, one of the biggest obstacles is the lack of continuing education for teachers. The initial training of teachers often does not sufficiently prepare them to deal with the diversity present in the classroom, which generates difficulties in the application of inclusive pedagogical practices. Santos *et al.* (2024, p. 464) emphasize that the continuous training of teachers is essential for them to be able to adapt to the needs of all students, especially in a context of school inclusion. This lack of training is cited as one of the reasons why inclusive pedagogical practices are not fully implemented in schools, since teachers do not feel prepared to work with students who have different types of needs (Pereira & Guimarães, 2024, p. 245). According to Aguiar and Colares (2016, p. 123):

> The process of continuing education is essential for teachers to reflect on their practices, reviewing beliefs that may limit the development of classroom activities. This process seeks to transform beliefs into meaningful knowledge, associating theory and practical experience to propose improvements and innovations in teaching. Continuing education, in this sense, requires commitment to constant improvement and an open attitude to experimenting with new methodologies.

Another relevant challenge is the use of assistive technologies and other pedagogical resources. While assistive technologies can play a crucial role in promoting inclusion, their effective use in schools is still limited. Santos *et al.* (2023, p. 344) highlight that the implementation of these technologies faces obstacles both in terms of access and adequate training of teachers and students to use them. In addition, the lack of specific equipment and the high cost of some technologies make it difficult to incorporate them into daily pedagogical practices (Silva *et al.*, 2022, p. 2069). The integration of adapted pedagogical resources, such as educational software and other support materials, is essential to meet the diverse needs of students, but the absence of public policies that encourage their use and the scarcity of financial resources in public schools hinder this process (Araújo *et al.*, 2024, p. 171).

In short, the challenges for the implementation of inclusive pedagogical practices are complex and involve multiple factors, ranging from structural and pedagogical issues to the lack of adequate technological resources. Overcoming these challenges requires a joint effort by managers, educators, and public policies to ensure that school inclusion is, in fact, a right accessible to all students.

PEDAGOGICAL STRATEGIES TO PROMOTE INCLUSION

Pedagogical strategies to promote school inclusion involve diversified practices that seek to meet the individual needs of students, favoring learning for all. Among these strategies, cooperative learning stands out as an effective approach to promote inclusion, as it allows students with different abilities to work together, supporting each other in the learning process. Barreto *et al*. (2024, p. 107) highlight that cooperation among students facilitates the exchange of experiences and the joint construction of knowledge, in addition to promoting socialization and respect for differences. This type of approach also enables students with special educational needs to actively participate in activities, in order to ensure their inclusion in the educational context. Similarly, individualized teaching, which considers the needs and learning rhythms of each student, is an important pedagogical practice to ensure that all students, especially those with disabilities, receive adequate support for their development (Santos *et al*., 2024, p. 39). According to Sousa (2020, p. 18):

> The integration of humanized practices and innovation in the educational environment is key to creating a school that meets contemporary needs. This requires a balance between applying digital technologies and maintaining healthy interpersonal relationships. The introduction of technological tools can facilitate teaching and management, but it cannot replace human interaction, which is essential for the integral development of students. Thus, educational managers have the opportunity to align digital resources with pedagogical practices that value empathy, collaboration, and mutual respect, promoting more inclusive and effective learning.

In addition, the use of adaptive resources is essential to ensure accessibility in the teaching-learning process. Santos *et al*. (2024, p. 464) point out that the use of adapted pedagogical materials, such as braille books, *audiobooks,* and *educational software*, is essential for the inclusion of students with sensory or cognitive disabilities. These resources allow students to actively participate in the proposed activities, adjusting the learning requirements to their specific needs. These pedagogical strategies contribute to

the creation of an inclusive and equitable learning environment in which all students have the opportunity to develop their potential.

Another important aspect of inclusive pedagogical practices is the role of playfulness and practical activities as strategies to promote inclusion. Playful activities are cited as a powerful tool for the development of students with different needs, as they involve students in a pleasant and stimulating way. Silva *et al*. (2022, p. 2072) state that the use of games and play in the school context favors learning in a creative way, helping students to overcome cognitive and social difficulties. In addition, practical activities, which allow experimentation and the experience of concepts in a concrete way, are also effective in promoting inclusion, as they actively involve all students, respecting their limitations and capacities (Silva *et al*., 2019, p. 943).

The use of assistive technologies is an essential strategy to promote inclusion in education, as it enables access to pedagogical content in a way that is adapted to the needs of students. Technologies such as reading software, augmentative and adapted communication devices, and mobility support systems are tools that can be decisive for the full participation of students with disabilities in the school environment. Santos *et al*. (2023, p. 344) highlight that, when well implemented, assistive technologies favor students' autonomy, allowing them to be effectively involved in school activities. However, it is essential that educators receive adequate training to use these technologies effectively, in addition to the fact that school infrastructure must be adequate to ensure the full use of these resources (Araújo *et al*., 2024, p. 171).

Therefore, pedagogical strategies to promote school inclusion involve a diverse set of approaches that, combined, favor the active participation of all students in the learning process. The application of these strategies, including cooperative, individualized, playful practices and the use of assistive technologies, contributes significantly to the creation of an inclusive educational environment, where diversity is respected and all students have the opportunity to reach their full potential.

THE ROLE OF THE TEACHER IN INCLUSIVE EDUCATION

The role of the teacher in inclusive education is fundamental for the success of pedagogical practices that seek to meet the diversity present in classrooms. The training and qualification of teachers are essential aspects to ensure that teachers are prepared to deal with the heterogeneity of students and, thus, implement inclusive pedagogical

practices effectively. Santos *et al*. (2024, p. 464) point out that the initial training of teachers is often not enough to prepare them for the challenges imposed by the inclusion of students with special educational needs. Therefore, continuous qualification is crucial for teachers to acquire the necessary skills to apply diversified methodologies and use adapted pedagogical resources, enabling inclusive education. Barreto *et al*. (2024, p. 107) state that continuous training allows teachers to develop didactic strategies that meet different learning needs, making the classroom inclusive and accessible to all students. In the same purpose, Amador (2019, p. 152) emphasizes that:

> The continuing education of teachers is highlighted as an essential element for the development of pedagogical practice. This process not only updates teachers in relation to the contemporary demands of education, but also promotes critical reflection on teaching strategies. Continuous training is conceived as a permanent process, which accompanies the entire professional career, ensuring that teachers are prepared for the social, technological and cultural challenges of the contemporary world.

In addition to individual teacher training, collaboration between teachers, pedagogical coordinators and other support professionals is a key element for the implementation of an inclusive model. According to Santos *et al*. (2024, p. 464), the partnership between these professionals allows effective strategies to be developed and implemented, since each member of the team has a specialized look at the needs of the students. The collaboration also facilitates the development of comprehensive pedagogical practices, ensuring that students receive the necessary support from different fronts. The integration of specialized professionals, such as psychopedagogues and social workers, with teachers, enables close monitoring and efficient intervention in students' learning difficulties (Pereira & Guimarães, 2024, p. 245). In addition, this collaboration strengthens the school environment, creating a support network that favors the inclusion and full participation of all students.

However, despite advances in educational inclusion, teachers face several challenges in operating within an inclusive model. One of the main obstacles is the resistance of some educators and managers to changes in the traditional teaching model. Santos *et al*. (2024, p. 39) point out that, often, the lack of resources, inadequate infrastructure, and the scarcity of specific training make it difficult to implement inclusive practices. In addition, the individual demands of students with disabilities may require constant adaptations, which requires teachers to have a high degree of flexibility and creativity (Araújo *et al*., 2024, p. 171). However, these challenges also bring opportunities

for pedagogical innovation, since teachers have the chance to explore new methodologies, such as collaborative, individualized teaching and the use of assistive technologies, to overcome barriers and promote effective inclusion (Silva *et al*., 2022, p. 2072). Thus, teaching within an inclusive model requires commitment, dedication and the constant search for solutions that guarantee the participation of all students in the learning process.

METHODOLOGY

The present research is of a bibliographic nature, characterized by the analysis and interpretation of academic and scientific productions already published on inclusive pedagogical practices. The approach adopted is qualitative, since it seeks to understand the pedagogical strategies applied in inclusive education, based on a critical analysis of the sources consulted. For data collection, books, scientific articles, dissertations, theses, normative documents and other publications that address school inclusion and pedagogical practices to meet diversity were used as the main instruments. The research was conducted through a systematic survey of the works available in academic databases, such as SciELO, Google Scholar, and university repositories. In addition, official documents on public educational policies, such as the Brazilian Law of Inclusion and the National Common Curriculum Base, were analyzed in order to understand the guidelines that guide inclusive pedagogical practice in Brazilian schools. The procedures involved the selection of relevant sources, the critical reading of the texts, and the organization of the information obtained according to the central themes of the research. The analysis was carried out through the comparison between different authors and theoretical perspectives on the subject, focusing on the identification of effective strategies to meet diversity in teaching.

The table below presents the list of references used in the research, organized by author, title as published, year of publication and type of work. This table facilitates the visualization of the sources consulted and serves as a basis for the critical analysis of the inclusive pedagogical practices addressed in this study.

Chart 1 - References Used in the Research

| Author(s)	Conforming title published	Year	Type of Work
SOUZA BRIDI, F. R.	Continuing education in special education: specialized educational service	2011	Journal article
SILVA, W. S.	Critical aspects of youth protagonism in Antônio Carlos Gomes da Costa	2015	Final Paper

SILVA, M. D. *et al.*	The playfulness of games and play in the inclusive teaching of children with autism spectrum disorder (ASD): a literature review	2019	Journal article
SILVA, C. A.; NASCIMENTO, D. P.	Project-Based Learning in a public school in Rio de Janeiro: development of cognitive and socio-emotional skills	2020	Journal article
XAVIER, M. F.; RODRIGUES, P. A. A.	Science literacy and educational inclusion: science teaching for students with Autism Spectrum Disorder	2021	Journal article
SILVA, D. K. O. *et al.*	Early childhood education in times of pandemic	2022	Journal article
SOUZA, L. K. P. S.	Literacy practices of teachers in the penitentiary system of Ponta Grossa—PR	2022	Dissertation
SANTOS, S. M.; OLIVEIRA NETO, J. F.	Afro-Brazilian literature for children in early childhood education: weaving paths to (re)think ethnic-racial identity	2022	Journal article
SANTOS, C. L. A. *et al.*	Practices of inclusion of autistic students in Early Childhood Education: from playful to the use of software	2023	Journal article
TIELLET, M. H. S.; ARAÚJO, S. A. L. de	Education and the prison system: perception of women deprived of liberty	2023	Journal article
SANTOS, Silvana Maria Aparecida Viana; FRANQUEIRA, Alberto da Silva; SANTOS, Urbanize Cunha	The use of assistive technologies in the literacy of blind children	2024	Book Chapter
SANTOS, Silvana Maria Aparecida Viana; ESPADONI, Douglas Franco; CARVALHO, Juniel dos Santos de; VIANA, Silvanei Cristo; SANTOS, Ubiraelize Cunha; NASCIMENTO, Willian Barros	School inclusion and the use of assistive technologies	2024	Book Chapter
BOECHAT, Gisela Paula Fatinanti; REZENDE, Antonio Pinheiro de; OLIVEIRA, Clebereson Cordeiro de Moura	Assistive technologies in the process of school inclusion of children with autism	2024	Book Chapter
ARAÚJO, Adriana Freitas de; CHERUBINI, Adriana de Oliveira Ramos dos Santos; LIMA,	Evaluation in early childhood education: critical perspectives from the historical-cultural theory	2024	Book Chapter

Alexandre Lisboa; CRUZ, Edison; CARVALHO CRUZ, Maria Luzia Ferreira de; BECKER, Taís Magalhães Nilson			
PEREIRA, Frantieli Cardoza; GUIMARÃES, Marilza Maylla Guedes	School inclusion in early childhood education	2024	Book Chapter

Source: authorship

After the presentation of the table, the information contained in it was fundamental for the structuring of the bibliographic review, since the listed works provided the theoretical subsidies necessary for the analysis of inclusive pedagogical practices. The selected sources allowed us to explore different approaches and strategies adopted in the educational context, in addition to offering an in-depth understanding of the challenges and solutions to promote inclusion in the school environment. From this theoretical basis, it was possible to identify effective methodologies to meet the diversity of students' needs, considering the specificities of each educational context.

RESULTS AND DISCUSSION

Nuvem de Palavras: Termos Frequentes nas Referências
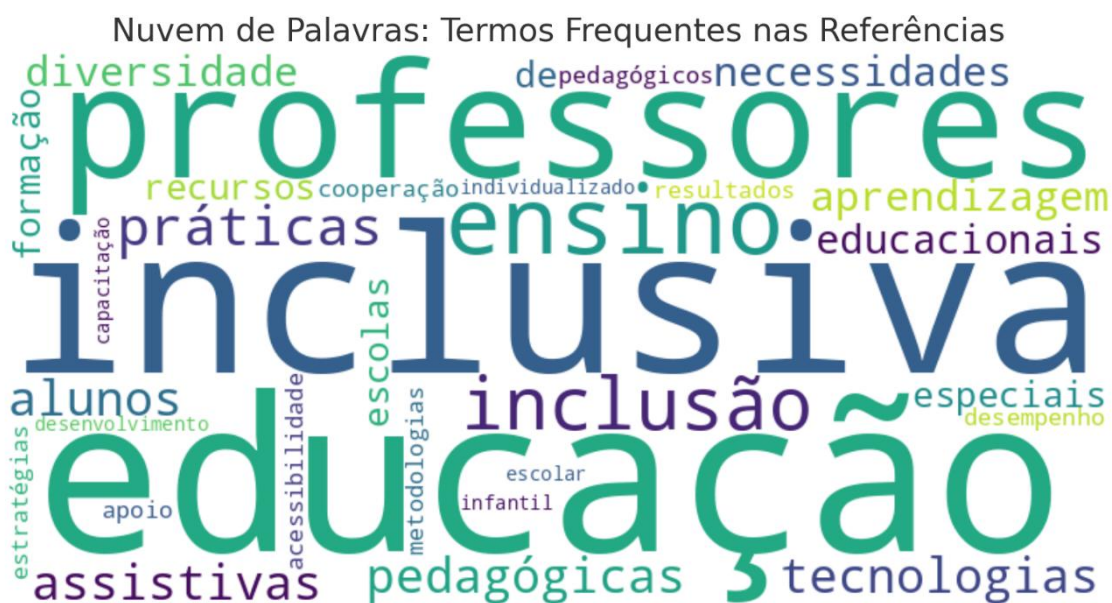
Source: authorship

The word cloud presented above highlights the frequent and significant terms found in the references consulted, which will be addressed throughout the following topics, as well as in the results and discussions of this research. This visualization serves as a

reflection of the core ideas that permeate research on inclusive pedagogical practices, including terms such as "inclusive education," "special educational needs," "assistive technologies," and "pedagogical strategies." Through this graphic representation, it is possible to observe the relevance of these concepts in the development of an inclusive educational model, which aims to ensure equitable access to education for all students.

These terms, which emerge as the predominant ones in the consulted literature, indicate the key areas of research, and will be explored in detail in the following topics. The analysis of these terms and their significant presence in the discussions points to the importance of teacher training, the use of assistive technologies and the creation of a school environment that favors diversity, essential elements for the success of inclusive education.

IMPACTS OF INCLUSIVE PEDAGOGICAL PRACTICES ON LEARNING

Inclusive pedagogical practices have demonstrated significant impacts on the development of students with special educational needs, providing conditions for these students to reach their full potential. According to Santos *et al*. (2023, p. 344), inclusive methodologies, by meeting specific learning needs, promote the autonomy and active participation of these students in the educational process. The implementation of practices such as individualized teaching, the use of assistive technologies, and adapted pedagogical resources has been shown to be effective in facilitating the understanding of content, allowing students with sensory, physical, or cognitive disabilities to have access to the curriculum in an equitable manner. Barreto *et al*. (2024, p. 107) state that the personalization of teaching and the provision of specialized support, such as specialized educational service (SEA), are crucial to ensure that these students not only follow school content, but also develop academic and social skills essential for their full inclusion in society.

In addition, inclusive pedagogical practices also positively impact the learning of students without disabilities, promoting a collaborative and diverse learning environment. Santos *et al*. (2024, p. 464) highlight that, by involving all students in cooperation activities, inclusion favors the development of socio-emotional skills, such as empathy, respect for differences, and teamwork. This learning dynamic, in which students with different educational needs work together, allows students without disabilities to broaden their understanding of diversity and learn to value the plurality of perspectives. Pereira and

Guimarães (2024, p. 245) emphasize that living in an inclusive environment provides students without disabilities with greater awareness of social inequalities and the importance of inclusion, which contributes to the formation of critical and supportive citizens.

Therefore, the impacts of inclusive pedagogical practices are not only restricted to students with special educational needs, but also extend to students without disabilities, providing significant benefits for all involved. Inclusion, by promoting an equitable and collaborative learning environment, favors the integral development of students, contributing to the construction of an inclusive and just society.

PRACTICAL EXAMPLES AND CASE STUDIES

The analysis of real examples of schools and educational projects that have implemented successful inclusive practices reveals the positive impact that the adoption of differentiated methodologies can have in the school environment. Santos *et al*. (2024, p. 464) state that, in several schools that adopted inclusive education as a model, it was possible to observe an increase in the participation and academic performance of students with disabilities, in addition to a greater awareness on the part of educators about the importance of adapting teaching to the needs of all students. These schools, by integrating practices such as cooperative learning, the use of adapted pedagogical resources and the promotion of an environment of respect and collaboration, have managed not only to guarantee the access of students with special needs to the curriculum, but also to create a plural and integrating space for coexistence. Barreto *et al*. (2024, p. 107) highlight that these initiatives have shown that school inclusion not only benefits students with disabilities, but also strengthens coexistence and the development of socio-emotional skills among all students.

A practical example can be observed in several public and private schools that have implemented the use of assistive technologies as part of their inclusive strategies. The use of tools such as reading software, audiobooks, and augmentative communication devices has been shown to be effective in the inclusion of students with visual and hearing impairments, and other special educational needs. Silva *et al*. (2022, p. 2072) point out that in public schools that have incorporated assistive technologies, visually impaired students, for example, were able to access the same content as students, thanks to the use of digital books and adapted reading software. In addition, the use of these technologies enabled a

significant advance in the development of these students' autonomy, because, by using technological resources, they began to interact independently with the content and with their colleagues. The integration of such technologies, however, requires not only the acquisition of devices, but also the training of teachers, who must be trained to use these tools effectively (Araújo *et al*., 2024, p. 171).

In addition to assistive technologies, the case study carried out by Pereira and Guimarães (2024, p. 245) in private schools showed how the combination of inclusive pedagogical methods and the use of technological resources can promote effective learning for students with different types of disabilities. The school analyzed adopted an approach based on individualized teaching, using adapted teaching plans and assistive technologies to ensure that each student could access the content according to their needs. The results showed that students with disabilities, when using these technologies together with differentiated methodologies, showed significant progress in academic and social development, indicating that the combination of inclusive practices with the use of technological resources can be a successful strategy to promote true inclusion in schools.

Therefore, the practical examples and case studies demonstrate that the implementation of inclusive pedagogical practices, especially with the use of assistive technologies, has the potential to transform the educational environment, promoting effective inclusion and ensuring the participation of all students, regardless of their educational needs. The integration of these methods and resources not only favors academic development, but also contributes to the formation of an inclusive and accessible society.

CRITICAL EVALUATION OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The critical evaluation of the implementation of inclusive education in recent years reveals that, despite significant advances, there are still challenges to be overcome to ensure the full inclusion of all students. Santos *et al*. (2024, p. 464) highlight that, although many schools have implemented inclusive practices with the intention of promoting equity in teaching, the results vary according to the resources available, teacher training, and the support of school management. In many situations, the lack of adequate infrastructure, the scarcity of materials and the resistance of some educators make it difficult to effectively apply these practices. Legislation and public policies, such as the Brazilian Inclusion Law and the National Common Curriculum Base (BNCC), have contributed to the regulation

and orientation of inclusion, but the implementation of these policies still faces significant obstacles in public schools, especially those in vulnerable contexts (Pereira & Guimarães, 2024, p. 245).

The comparison between the different pedagogical approaches adopted in schools with and without inclusive practices reveals disparities in educational results. Barreto *et al*. (2024, p. 107) state that schools that have implemented inclusive pedagogical practices, such as the use of assistive technologies, diversified methodologies, and cooperative teaching, have shown superior academic performance among students with special educational needs, in addition to a greater development of social skills. These schools, by adopting pedagogical approaches that respect the needs of each student, have shown better learning rates, evidencing the positive impact of inclusion in education. In contrast, schools that have not implemented inclusive practices have often maintained a traditional teaching model that cannot adequately serve all students, resulting in inequalities in access to the curriculum and high dropout rates among students with disabilities (Santos *et al*., 2023, p. 344).

In addition, the implementation of inclusive practices in schools has shown that, when these strategies are well applied, there is an overall improvement in the school environment, which directly impacts the quality of teaching. Silva *et al*. (2022, p. 2072) report that schools that adopted inclusive practices also observed an increase in empathy and respect for differences among students, favoring the development of a positive and collaborative school climate. Schools that have not yet integrated these practices continue to face difficulties related to the lack of preparation of teachers and the resistance of families and the school community. Therefore, the results show that, while inclusive approaches have evident benefits in the academic and social performance of students, the effective implementation of these practices still depends on factors such as teacher training, pedagogical resources, and institutional support (Araújo *et al*., 2024, p. 171).

In short, the critical evaluation of the implementation of inclusive education shows that, although there have been significant advances in recent years, there is still a great disparity in the application of these practices between schools. While schools that adopt inclusive approaches have better academic and social results, those that do not adopt such practices continue to face significant challenges, which reinforces the need for greater investment in training, resources, and effective public policies.

FINAL CONSIDERATIONS

The final considerations of this research seek to synthesize the main findings and answer the research question: how can inclusive pedagogical practices be effectively applied in schools, considering the diversity of students' needs and the challenges faced by teachers and educational managers? From the analysis of inclusive pedagogical practices, it was possible to verify that, for the effective implementation of school inclusion, it is essential to use diversified methodologies that meet the different needs of students. In addition, the continuous training of teachers is one of the fundamental pillars to ensure the adaptation of teaching to the specificities of each student. The training of educators and the adaptation of curricula are indispensable conditions for students with special educational needs to have access to knowledge in an equitable and participatory manner.

The results obtained show that inclusive practices, when properly implemented, can generate positive impacts on the academic and social development of students. The use of adaptive pedagogical resources, such as assistive technologies, as well as strategies such as cooperative learning and individualized teaching, were identified as effective ways to meet the diversity present in classrooms. However, despite the benefits observed, the challenges for the implementation of these practices are still considerable, especially in public schools that face structural and financial limitations. The lack of institutional support, the resistance of some educators and the scarcity of material resources are barriers that need to be overcome for inclusive education to become a reality in all educational institutions.

The study also revealed the importance of collaboration between teachers, pedagogical coordinators and other support professionals. The integration of different professionals, such as psychopedagogues and social workers, facilitates the implementation of effective pedagogical strategies and ensures that students receive the necessary support for their development. In addition, the creation of a collaborative and inclusive school environment contributes to the strengthening of socio-emotional skills, such as respect for differences and empathy, not only among students with special needs, but also among other students.

The contributions of this study are significant for understanding the challenges and possibilities of inclusive education. By identifying the main obstacles faced by teachers and educational managers, as well as the effective strategies to overcome these barriers, the research offers subsidies for the development of public policies and pedagogical practices

that promote inclusive education. In addition, the study reinforces the need to invest in teacher training and in the adaptation of schools to ensure the full inclusion of all students.

However, the results obtained indicate that there is still a gap in the research and practice of inclusive education, especially with regard to the implementation of assistive technologies and the continuing education of educators. While assistive technologies have great potential for inclusion, the lack of access to these resources and the lack of teacher training to use them effectively still pose significant challenges. Thus, it becomes evident the need for studies that investigate the effectiveness of assistive technologies in specific educational contexts, as well as the implementation of continuous training programs for educators.

In addition, it is essential that future research explores the relationship between school infrastructure and the success of inclusive pedagogical practices. The physical adequacy of schools and the availability of material resources are crucial factors for inclusive methodologies to be applied effectively. In this sense, the analysis of public policies aimed at inclusive education is also necessary, since they can provide guidelines and support for overcoming the obstacles encountered by schools in the implementation of these practices.

In short, inclusive education represents a continuous challenge that requires the collaboration of all education professionals, effective public policies, and the adequacy of material and pedagogical resources. Although the results of this research indicate significant advances, the full implementation of inclusive education depends on overcoming structural, pedagogical and attitudinal obstacles that still persist in many schools. The continuity of studies on this topic is essential so that new solutions can be found and so that inclusive education is, in fact, a reality accessible to all students, regardless of their conditions.

REFERENCES

1. Aguiar, M. S., & Colares, M. L. I. S. (2016). Educação integral e em tempo integral: Discutindo conceitos [Undergraduate thesis, Universidade Federal do Espírito Santo]. Retrieved from https://core.ac.uk/download/234027377.pdf on December 16, 2024.

2. Amador, J. T. (2019). Concepções e modelos da formação continuada de professores: Um estudo teórico. Humanidades & Inovação, 6(15). Available at: https://revista.unitins.br/index.php/humanidadeseinovacao/article/view/862. Retrieved on December 16, 2024.

3. Araújo, A. F. de, Cherubini, A. de O. R. dos S., Lima, A. L., Cruz, E., Carvalho Cruz, M. L. F. de, & Becker, T. M. N. (2024). Avaliação no ensino infantil: Perspectivas críticas a partir da teoria histórico-cultural. In S. M. A. V. Santos & A. da S. Franqueira (Eds.), Educação em foco: Inclusão, tecnologias e formação docente (pp. 171-197). Arché. https://doi.org/10.51891/rease.978-65-6054-112-2-8. Retrieved on December 16, 2024.

4. Boechat, G. P. F., Rezende, A. P. de, & Oliveira, C. C. de M. (2024). Tecnologias assistivas no processo de inclusão escolar de crianças com autismo. In S. M. A. V. Santos & A. da S. Franqueira (Eds.), Tecnologia e inclusão: Ferramentas e práticas para um mundo digital acessível (pp. 97-123). Arché. https://doi.org/10.51891/rease.978-65-6054-108-5-5. Retrieved on December 16, 2024.

5. Pereira, F. C., & Guimarães, M. M. G. (2024). A inclusão escolar na educação infantil. In S. M. A. V. Santos (Ed.), Educação 4.0: Gestão, inclusão e tecnologia na construção de currículos inovadores (pp. 245-267). Arché. https://doi.org/10.51891/rease.978-65-6054-098-9-9. Retrieved on December 16, 2024.

6. Pereira, I. A. (2020). Gestão escolar e seus modelos: Um desafio para a qualidade de ensino. Educationis, 8(1), 23-36. https://doi.org/10.6008/CBPC2318-3047.2020.001.0003. Retrieved on December 16, 2024.

7. Santos, C. L. A., et al. (2023). Práticas de inclusão de alunos autistas na educação infantil: Do lúdico ao uso de softwares. Revista Educar Mais, 7, 344-366. https://doi.org/10.15536/reducarmais.7.2023.3115. Retrieved on December 16, 2024.

8. Santos, S. M. A. V., Espadoni, D. F., Carvalho, J. dos S. de, Viana, S. C., Santos, U. C., & Nascimento, W. B. (2024). A inclusão escolar e o uso de tecnologias assistivas. In S. M. A. V. Santos & A. da S. Franqueira (Eds.), Educação em foco: Inclusão, tecnologias e formação docente (pp. 464-491). Arché. https://doi.org/10.51891/rease.978-65-6054-112-2-19. Retrieved on December 16, 2024.

9. Santos, S. M. A. V., Franqueira, A. da S., & Santos, U. C. (2024). O uso das tecnologias assistivas na alfabetização de crianças cegas. In S. M. A. V. Santos, A. da S. Franqueira, & U. C. Santos (Eds.), Inclusão e acessibilidade para pessoas com deficiência visual (pp. 39-65). Arché. https://doi.org/10.51891/rease.978-65-6054-089-7.2. Retrieved on December 16, 2024.

10. Santos, S. M. A. V., & Oliveira Neto, J. F. (2022). Literatura afro-brasileira para crianças na educação infantil: Tecendo caminhos para (re)pensar a identidade étnico-racial. Revista Uniaraguaia, 17, 12-20.

11. Silva, C. A., & Nascimento, D. P. (2020). Aprendizagem baseada em projetos em uma escola pública do Rio de Janeiro: Desenvolvimento de habilidades cognitivas e socioemocionais. Revista de Educação Pública, 29. https://doi.org/10.1590/S0104-403620220003002854. Retrieved on December 16, 2024.

12. Silva, D. K. O., et al. (2022). Educação infantil em tempos de pandemia. Revista Ibero-Americana de Humanidades, Ciências e Educação, 8(3), 2069-2075. Available at: https://periodicorease.pro.br/rease/article/view/4824. Retrieved on December 16, 2024.

13. Silva, M. D., et al. (2019). O lúdico dos jogos e das brincadeiras no ensino inclusivo de crianças com transtorno do espectro autista (TEA): Uma revisão de literatura. Research, Society and Development, 8(4). https://doi.org/10.33448/rsd-v8i4.943. Retrieved on December 16, 2024.

14. Silva, W. S. (2015). Aspectos críticos do protagonismo juvenil em Antônio Carlos Gomes da Costa [Undergraduate thesis, Universidade de Brasília]. Faculdade de Educação. Retrieved from https://bdm.unb.br/bitstream/10483/18307/1/2015_WeslleySantosSilva_tcc.pdf on December 16, 2024.

15. Sousa, E. P. (2020). Gestão educacional e inovação: O uso das plataformas digitais na escola [Master's dissertation, Universidade Católica Portuguesa]. Retrieved from http://hdl.handle.net/10400.14/33053 on December 16, 2024.

16. Souza, L. K. P. S. (2022). Práticas alfabetizadoras de professoras do sistema penitenciário de Ponta Grossa—PR. Retrieved from https://bdtd.ibict.br/vufind/Record/UEPG_48e3e0d22b946f2c2eaa3e3164e2a217 on December 16, 2024.

17. Souza Bridi, F. R. (2011). Formação continuada em educação especial: O atendimento educacional especializado. Poiésis - Revista do Programa de Pós-Graduação em Educação, 4(7), 187-199. Available at: https://portaldeperiodicos.animaeducacao.com.br/index.php/Poiesis/article/view/655. Retrieved on December 16, 2024.

18. Tiellet, M. H. S., & Araújo, S. A. L. de. (2023). Educação e o sistema prisional: Percepção das mulheres privadas de liberdade. Revista Portuguesa de Educação, 36(1), e23006. https://doi.org/10.21814/rpe.23858. Retrieved on December 16, 2024.

19. Xavier, M. F., & Rodrigues, P. A. A. (2021). Alfabetização científica e inclusão educacional: Ensino de ciências para alunos com transtorno do espectro autista. Cadernos do Aplicação, 34(2). https://doi.org/10.22456/2595-4377.114051. Retrieved on December 16, 2024.