

INCLUSIVE EDUCATION AND LAW – PUBLIC POLICIES AS A RESPONSIBILITY OF THE STATE FOR STUDENTS WITH AUTISM SPECTRUM DISORDER



<https://doi.org/10.56238/arev7n2-278>

Submitted on: 01/25/2025

Publication date: 02/25/2025

Antonio Nacílio Sousa dos Santos¹, Terezinha Sirley Ribeiro Sousa², Carlos Rigor Neves³, Edimar Fonseca da Fonseca⁴, Uanderson da Silva Lima⁵, Carlos Lopatiuk⁶, Karla de Oliveira Silva⁷, Ishmael of Córdoba⁸, Magno Alexon Bezerra Seabra⁹, Zolnei Vargas Ernesta de Córdoba¹⁰, Monica Soares¹¹, Diane Marli Lemes Pereira¹²,

¹ Dr. student in Social Sciences
Federal University of Espírito Santos (UFES)
Horizonte, Ceará – Brazil.
Email: naciliosantos23@gmail.com

² Dr. in Educational Sciences
Federal University of Pará (UFPA)
Belém, Pará – Brazil.
E-mail: terezinha.sirley@uepa.br

³ Master's student in Educational Sciences
Universidad Autónoma de Asunción (UAA)
Macapá, Amapá – Brazil.
E-mail: profcarlosrigor@gmail.com

⁴ Doctor of Science Education
Federal University of Rio Grande do Sul (UFRGS)
Caçapava do Sul, Rio Grande do Sul – Brazil.
E-mail: fonseca.edimar@gmail.com

⁵ Master in Teaching - PPGEnsino
University of Vale do Taquari (UNIVATES)
Lucas do Rio Verde, Mato Grosso – Brazil
Email: uanderson.lima@universo.univates.br

⁶ Dr. in Social Sciences
State University of Ponta Grossa (UEPG).
Curitiba, Paraná – Brazil.
E-mail: carloslopatiuk@yahoo.com.br

⁷ Master's Degree in Nursing
Federal University of Alfenas (UNIFAL/MG)
Machado, Minas Gerais – Brazil.
Email: karlinhamestre.silva@gmail.com

⁸ Dr. in Socioeconomic Development
University of the Extreme South of Santa Catarina (UNESC)
Criciúma, Santa Catarina – Brazil.
Email: idc@unesc.net

⁹ Doctor of Education
State University of Rio de Janeiro (UERJ)
Maracanã, Rio de Janeiro – Brazil.
E-mail: magnoalexon@hotmail.com

¹⁰ Master's student in Human Rights
University of the Extreme South of Santa Catarina (UNESC)
Criciúma, Santa Catarina – Brazil.
Email: zve@unesc.net

¹¹ Dr. student in School Education
Júlio de Mesquita Filho State University (UNESP)
São José do Rio Preto, São Paulo – Brazil.
Email: monicasoaresrp@gmail.com

¹² Master in Inclusive Education
State University of Ponta Grossa (UEPG)
Curitiba, Paraná – Brazil

Rennan Alberto dos Santos Barroso¹³, Rosiane Figueredo Prates¹⁴, Vinicius Wallace Santos Brito¹⁵, Juliane Francisca de Abreu Zaidan¹⁶ and Rayza Fonseca de Araújo Costa¹⁷.

ABSTRACT

This research analyzes inclusive education as a fundamental right of students with Autism Spectrum Disorder (ASD) and the responsibility of the State in the formulation, implementation and supervision of public policies that guarantee access, permanence and quality learning. The research discusses the legal framework that sustains educational inclusion in Brazil, the challenges faced by educational institutions and the practices necessary to ensure the consolidation of the rights of people with ASD. Thus, we ask: In view of the national and international regulations that ensure the right to inclusive education, how has the Brazilian State implemented effective public policies to ensure the access, permanence and learning of students with Autism Spectrum Disorder (ASD) in the educational system? Theoretically, we use the repertoires of Camurça (2022), Barbosa (2023), Desidério (2024), Guilherme (2019), Gomes (2019), Werneck (1997), Sassaki (1997), Capellini, et. al. (2010), among others and regulations such as the Brazilian Law for the Inclusion of Persons with Disabilities (Law No. 13,146/2015) and the National Policy on Special Education in the Perspective of Inclusive Education (2008). Public policies aimed at the educational inclusion of students with ASD have advanced legally, but still face challenges in implementation, due to lack of infrastructure, insufficient teacher training, and absence of adequate support. The State has direct responsibility for ensuring the access and permanence of these students, requiring continuous investments to consolidate a truly inclusive education. Collaboration between school, family, and specialized professionals is essential to promote meaningful learning adapted to the needs of students with ASD. However, school inclusion should not be just a normative principle, but an effective practice that ensures and consolidates the appreciation of diversity. Thus, ensuring an accessible and welcoming educational environment is essential for building a more inclusive society.

Keywords: Inclusive Education. Public Policies. Autism Spectrum Disorder. Right to Education.

E-mail: profdianeae@gmail.com

¹³ Master in Inclusive Education.

Federal University of South and Southeast of Pará (UNIFESSPA)

Balsas, Maranhão – BRAZIL

Email: rennanbarroso@hotmail.com

¹⁴ Master's student in School Management.

Fucape Business School

Pinheiros, Espírito Santo – Brazil.

E-mail: pratesdocencia@gmail.com

¹⁵ Master in Physical Education

Federal University of the São Francisco Valley (UNIVASF)

Petrolina, Pernambuco – Brazil.

E-mail: vinicius.wallace@discente.univasf.edu.br

¹⁶ Master in Criminology

Fernando Pessoa University (UFP)

Codó, Maranhão – Brazil.

E-mail: juliane.abreu@hotmail.com

¹⁷ Specialist in Institutional, Clinical and Hospital Neuropsychopedagogy.

Iguaçu College

Santo Antônio de Jesus, Bahia – Brazil

Email: rayza.f.a.costa@gmail.com

INTRODUCTION

EDUCATIONAL INCLUSION OF STUDENTS WITH ASD IN BRAZIL: LEGAL ADVANCES, STRUCTURAL CHALLENGES AND PATHS TO EFFECTIVENESS

The educational inclusion of people with Autism Spectrum Disorder (ASD)¹⁸ in Brazil has advanced significantly in recent decades, mainly due to the expansion of regulations that ensure this right. However, although there are legal frameworks that guarantee access to regular schooling, the implementation of these policies still faces structural and pedagogical challenges. Matos and Mendes (2015: 32) point out that "[...] The most important issues to be resolved today, in relation to the school inclusion of children with disabilities, do not refer only to the right of these children to attend regular school, but how educators can provide an adequate education that meets special educational needs, thus ensuring the development and permanence of children in school". Thus, inclusion needs to be effective and not just formal, ensuring that these students have access to quality education adapted to their particularities.

Regarding the most important issues to be resolved today, in relation to the school inclusion of children with disabilities, not only referring to the right of these children to attend regular school, but how educators can provide an adequate education that meets the special educational needs, thus ensuring the development and permanence of children in school. Thus, there are several challenges to be faced in which questions continue to be produced and require immeasurable efforts from national public policies and the academic and scientific community so that the prerequisites for an effective inclusion of differences are ensured. The national instructions indicate that the vast majority of educators do not feel prepared for the demands required by school inclusion, demonstrating that the teacher's performance is fundamental for school inclusion to occur satisfactorily. And despite everything, for many teachers, the opportunity to include children with disabilities refers to those who do not need to be restructured and adapted to the school, such as children with Autism Spectrum Disorder (ASD). Children with ASD are characterized by atypical presence in social interaction and communication and by the presence of limited and stereotyped behaviors and interests. In addition, they are not considered in their educational skills (Matos & Mendes, 2015).

¹⁸ Autism Spectrum Disorder (ASD) is characterized by a set of neurodevelopmental conditions that affect communication, social interaction, and behavior. According to studies in the area, "[...] ASD encompasses a wide range of manifestations, from difficulties in social-emotional reciprocity to restricted and repetitive patterns of behavior, interests, or activities" (American Psychiatric Association, 2013, p. 50). The variability in symptoms is one of the factors that makes educational inclusion challenging, as each student with ASD has individual needs that require different pedagogical strategies. In addition, as Bosa (2006) points out, "[...] children with ASD may have significant difficulties in adapting to the conventional school environment, and adequate support is needed to facilitate learning and socialization" (p. 112). Thus, understanding the autism spectrum and its implications in the educational process is essential for the formulation of effective inclusive policies and for the promotion of teaching that meets the specificities of each student. See: AMERICAN PSYCHIATRIC ASSOCIATION. *Diagnostic and statistical manual of mental disorders: DSM-5*. 5. Ed. Washington, DC: American Psychiatric Publishing, 2013; BOSA, C. A. Development of children with autism: characteristics and implications. In: BRITO, C. M.; PEREIRA, M. B. (Org.). *Autism and inclusion: psychopedagogy and educational practices at school and in the family*. Porto Alegre: Artmed, 2006. p. 109-132.

Above all, inclusive education is based on the principle that all learners should have access to mainstream education, with the necessary adaptations to ensure participation and learning. However, institutional barriers are still significant, since many teachers report a lack of training to serve students with ASD. Nogueira and Orrú (2019: 12) point out that "[...] inclusion and appropriate support can help develop the potential of each student, respecting their uniqueness". However, Bosa and Camargo (2009: 41) warn that "[...] For many teachers, the opportunity to include children with disabilities refers to those who do not need to restructure and adapt the school", showing that inclusion should not be treated as something superficial, but as a process that requires continuous planning and investment.

That said, first and foremost, it is the duty of the State to guarantee education for all people, including those with disabilities. The Federal Constitution of 1988 establishes, in article 208, item III, that "[...] Specialized educational service will be offered to students with disabilities, preferably in the regular school system". This determination reinforces the need for school institutions to adapt to promote educational improvements for this public. However, there are still challenges in the practical implementation of this standard, especially with regard to the training of professionals and the adaptation of school spaces so that they are accessible to all students.

It is also important to point out that formal education is one of the most effective means of social integration of human beings. In view of this, it should be mentioned that, in the constitutional text, it is guaranteed that education is a social right (Article 6), a right of all and a duty of the State and the family (Article 205), which must ensure, in particular, to children and adolescents, access to education. These constitutional provisions mentioned allow us to affirm that this objective must be achieved by the State and society, imposing a legal duty for its implementation. In this sense, the constitutional text of 88 provided rules in order to integrate people with disabilities into the school environment as a form of socialization. The constitutional text provides, in article 205, that access to education is a right of all and a duty of the State and the family, and that education must be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work, guaranteeing specialized educational assistance to people with disabilities, preferably in the regular school system (article 208, III). By specialized care, it can be inferred the use of pedagogical supports, so that the student with disabilities can benefit from regular education. These include: use of specific teaching strategies, teacher with adequate training; adaptation of didactic-pedagogical materials or resources; differentiated groups in the classroom; adjustments in the temporality of teaching; curricular adaptations or adaptations, among others (Brasil, 1988, apud Livro – Marcos históricos, conceptuales, jurídicos e éticas da educação inclusiva, p. 104-105).

In addition, the Statute of Persons with Disabilities¹⁹, instituted by the Brazilian Inclusion Law (Law No. 13,146/2015),²⁰ establishes fundamental guidelines for educational inclusion. According to its article 28, the public power must ensure "[...] the improvement of educational systems, aiming to ensure conditions of access, permanence, participation and learning, through the provision of services and accessibility resources that eliminate barriers and promote full inclusion". However, the realization of this right comes up against difficulties such as the lack of adapted materials and the shortage of qualified professionals to work in the Specialized Educational Service (AEE).²¹

First of all, the National Policy on Special Education in the Perspective of Inclusive Education²² (2008) represented a significant advance in regulating the inclusion of students with disabilities in Brazil. The document provides that "[...] the education systems shall ensure that students with disabilities, pervasive developmental disorders and high abilities or giftedness have: I – Curricula, methods, techniques, educational resources and specific organization, to meet their needs". However, Decree 10,502/2020 generated controversy

²⁰ The Brazilian Inclusion Law (Law No. 13,146/2015), also known as the Statute of Persons with Disabilities, was created to guarantee and promote, under equal conditions, the exercise of the fundamental rights and freedoms of people with disabilities, aiming at their social inclusion and citizenship. In the educational context, this law establishes essential guidelines to ensure the access, permanence, and learning of students with disabilities in educational institutions, determining the adoption of inclusive and accessible pedagogical practices. Article 28 of the statute provides that the government must guarantee the provision of accessibility resources and specialized educational service, promoting the adaptation of curricula, teaching methods and teaching materials. In addition, the legislation reinforces society's duty to contribute to the effectiveness of inclusive education, requiring the joint commitment of managers, teachers, families and other social actors. Despite the advances promoted by the law, challenges such as the shortage of trained professionals and the need for adjustments in school infrastructure still represent obstacles to its full implementation, requiring continuous efforts to consolidate a truly accessible and equitable education (Brasil, 2015). See: BRAZIL. Law No. 13,146, of July 6, 2015. Establishes the Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities). *Federal Official Gazette*, Brasília, DF, July 7. 2015. Available at: http://www.planalto.gov.br/ccivil_03/_Ato2015-2018/2015/Lei/L13146.htm.

²¹ The Specialized Educational Service (AEE) is a special education service that aims to ensure the necessary support for students with disabilities, global developmental disorders and high abilities/giftedness to have access, permanence and effective participation in school. This service does not replace regular education, but complements the student's training, providing adapted pedagogical strategies, accessibility resources and specialized support. According to the National Policy on Special Education in the Perspective of Inclusive Education (Brasil, 2008), SEA should preferably be carried out in the multifunctional resource room, after school hours, and have professionals trained to develop pedagogical practices that meet the specific needs of students. The effectiveness of SEA depends on the articulation between school, family and pedagogical team, in addition to the commitment of educational management to promote continuous training of teachers to meet the singularities of students. See: BRAZIL. Ministry of Education. National Policy on Special Education in the Perspective of Inclusive Education. Brasília, DF: MEC/SEESP, 2008.

²² The National Policy on Special Education in the Perspective of Inclusive Education (2008) represented a milestone in the consolidation of the right to education for students with disabilities, pervasive developmental disorders and high abilities/giftedness in Brazil. This document established guidelines to ensure the access, permanence and participation of these students in regular education, reinforcing the need for curricular adaptation, teacher training and availability of accessibility resources. One of the central principles of the policy is the Specialized Educational Service (SES), which should be offered in multifunctional resource rooms and articulated with common education, without replacing it. In addition, the policy emphasizes the importance of intersectoriality in the implementation of inclusive strategies, involving collaboration between different sectors of society and government agencies. However, challenges persist in its implementation, such as the lack of adequate infrastructure and the scarcity of trained professionals to meet the specific demands of students, highlighting the need for continuous investment in inclusive public policies and teacher training. See: BRAZIL. Ministry of Education. National Policy on Special Education in the Perspective of Inclusive Education. Brasília, DF: MEC/SEESP, 2008. Available at: <http://portal.mec.gov.br/arquivos/pdf/politicaeducacional.pdf>.

by suggesting changes that could compromise the principle of inclusion, reigniting debates about the risk of school segregation.

In 2015, Law No. 13,146/15 was enacted, reinforcing affirmative and inclusive actions. The Brazilian Law for the Inclusion of Persons with Disabilities (LBI) aims to promote equality and the execution of the rights of persons with disabilities. Returning to the right to education, article 28 of the Law clarifies that it is up to the public power to ensure, create, develop, implement, encourage, monitor and evaluate issues related to inclusive actions. Thus, we can highlight some actions exposed in the article: II - improvement of educational systems, aiming to ensure conditions of access, permanence, participation and learning, through the provision of accessibility services and resources that eliminate barriers and promote full inclusion; III – pedagogical project that institutionalizes specialized educational services, as well as other services and reasonable accommodations, to meet the characteristics of students with disabilities and ensure their full access to the curriculum under equal conditions, promoting the achievement and exercise of their autonomy; VI – research aimed at the development of new pedagogical methods and techniques, teaching materials, equipment and assistive technology resources; IX - adoption of support measures that favor the development of linguistic, cultural, vocational and professional aspects, taking into account the talent, creativity, skills and interests of the student with disabilities; XVIII - intersectoral articulation in the implementation of public policies (Brasil, 13.146/15).

Above all, the National Common Curriculum Base (BNCC)²³ is a guiding document that establishes guidelines for SEA. According to this framework, "[...] SEA should complement the training of students with disabilities, ensuring accessibility resources and pedagogical practices that respect their individuality and promote learning". However, its application is still a challenge, as it requires investments in infrastructure and continuing education of teachers. Without these elements, inclusion can become just an abstract concept, with no real impact on students' lives.

Although teacher training is one of the pillars for the effectiveness of inclusive education, many teachers still do not feel prepared to work with students with ASD. Studies indicate that "[...] the vast majority of educators do not feel prepared for the demands required by school inclusion" (Bosa, 2006; Schmidt *et al.*, 2016). Therefore, it is essential to invest in continuous training so that teachers develop appropriate methodologies, ensuring

²³ The National Common Curriculum Base (BNCC) is a normative document that establishes the guidelines for basic education in Brazil, including guidelines for the educational inclusion of students with disabilities. The BNCC ensures that all students have access to the common curriculum, providing for adaptations and necessary support to ensure equity in education. In this sense, the Specialized Educational Service (AEE) plays a fundamental role in providing pedagogical and technological resources that favor the learning and active participation of students with special educational needs. The BNCC emphasizes the need for continuing education for teachers and the implementation of inclusive pedagogical practices, aiming to promote an accessible school environment that is appropriate to the different realities of students. The effective application of these guidelines, however, depends on investments in infrastructure, teacher training and the development of appropriate teaching materials to meet the specificities of each student. See: BRAZIL. National Common Curricular Base. Ministry of Education, 2018. Available at: <http://basenacionalcomum.mec.gov.br/>.

teaching that respects the individual needs of students and promotes their integral development.

Law No. 12,764/2012²⁴, known as the Berenice Piana Law²⁵, reinforced the rights of people with ASD, guaranteeing them access to inclusive education and specialized monitoring when necessary. According to the decree that regulates this law, "[...] the specialized companion is the one who performs, in case of proven need, support for communication, social interaction, locomotion, food and personal care activities". However, the absence of qualified professionals in public schools still represents a major obstacle to the realization of this right.

Decree No. 8,368/2014, which regulates the Berenice Piana Law, removes doubts about the obligation of educational institutions to guarantee a specialized companion to the autistic student who needs it. In addition to consolidating a set of rights, the Law in its Article 7 prohibits the refusal of enrollment to people with any type of disability and establishes punishment for the school manager or competent authority that practices this discriminatory act. According to Article 5 of Decree No. 8,368/2014, which regulates Law No. 12,764/2012, it is incumbent on the system responsible for the accreditation of educational institutions to initiate an administrative proceeding with a view to examining the conduct of Article 7 of said Law. Technical Note No. 24/2013 defines, based on Law No. 12,764/2012, that the person with autism spectrum disorder is considered a person with a disability for all legal purposes, bringing in its text the following definition of people with disabilities: 'People with disabilities are those who have long-term impairments of a physical, mental, intellectual or sensory nature, which, in interaction with the various barriers, can obstruct their full and effective participation in society on an equal basis with other people (UN, 2006 apud Brasil, 2013).

²⁴ Law No. 12,764/2012, known as the Berenice Piana Law, established the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder (ASD), guaranteeing these people fundamental rights, including access to education, health and work. In the educational sphere, the law determines that the government must ensure the access of people with ASD to inclusive education, prohibiting any form of refusal to enroll and ensuring the provision of specialized care when necessary. In addition, it provides for the provision of school support professionals to assist autistic students in daily activities within the educational environment. The regulation of the law, through Decree No. 8,368/2014, reinforced the obligation of curricular and structural adaptations to ensure the full inclusion of these students in regular schools. However, despite legal advances, challenges such as the shortage of trained professionals and the need for greater accessible infrastructure still persist, requiring continuous efforts so that the school inclusion of students with ASD is carried out in a broad and equitable manner.

See: Brazil. Law No. 12,764, of December 27, 2012. Establishes the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder. *Official Gazette of the Union*, Brasília, DF, 28 dez. 2012. Available at: http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2012/Lei/L12764.htm.

²⁵ Law No. 12,764/2012 is popularly known as the Berenice Piana Law in honor of activist Berenice Piana, one of the main defenders of the rights of people with Autism Spectrum Disorder (ASD) in Brazil. Mother of a young autistic man, Berenice Piana dedicated her life to the fight for public policies that would guarantee better living conditions, education and social inclusion for this population. Her work was fundamental for the elaboration and approval of the National Policy for the Protection of the Rights of Persons with ASD, sanctioned in 2012, which established guidelines to ensure these people's access to essential services, such as specialized education, therapeutic follow-up and inclusion in the labor market. In addition to guaranteeing basic rights, the law also prohibits any form of discrimination against individuals with ASD, requiring educational and health institutions to adopt measures to promote their full inclusion. In this way, the name of the law reflects the recognition of Berenice Piana's effort and her contribution to the advancement of the rights of autistic people in Brazil. See: Brazil. Law No. 12,764, of December 27, 2012. Establishes the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder. *Official Gazette of the Union*, Brasília, DF, 28 Dec. 2012. Available at: http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2012/Lei/L12764.htm.

Consequently, the advancement of public policies has allowed a growing number of students with ASD to enter regular schools. Menezes (2014: 32) observes that "[...] the number of children with ASD included in schools tends to grow more and more". However, this growth requires substantial investments in infrastructure, teacher training and the availability of adapted teaching materials, ensuring that inclusion is not restricted to a normative discourse, but is an effective practice.

Therefore, the research proposes to analyze public policies aimed at the educational inclusion of students with ASD, identifying the challenges and obstacles in the implementation of these initiatives. Vieira and Cirino (2024: 34) point out that "[...] National public policies have advanced in legal terms, but they still encounter difficulties in the daily practice of schools, especially in curricular adaptation and teacher training". In addition, the research seeks to point out strategies that can strengthen inclusive education in Brazil, ensuring that all students, regardless of their conditions, have access to quality education. As Capellini and Rodrigues (2010: 13) state, "[...] public policies must be planned with the objective of being offered to students with ASD in a gradual, continuous and systematic way". Thus, by understanding the existing challenges and proposing ways to overcome them, this study contributes to the advancement of school inclusion, consolidating equity and diversity in Brazilian education.

METHODOLOGICAL PATHS FOR UNDERSTANDING SCHOOL INCLUSION: A QUALITATIVE, DESCRIPTIVE AND COMPREHENSIVE APPROACH

The choice of the qualitative approach for this research was based on the need to understand the meanings attributed to the school inclusion of students with Autism Spectrum Disorder (ASD). According to Minayo (2006), qualitative research "[...] works with the universe of meanings, motives, aspirations, beliefs, values and attitudes" (p. 21). Thus, this methodological path allowed us to explore how the different actors involved – teachers, students and family members – perceive and experience educational inclusion in the school context. Also according to Minayo (2007), "[...] qualitative research is that which answers very particular questions, dealing with a level of reality that cannot or should not be quantified" (p. 57).

Unlike art and poetry that are based on inspiration, research is an artisanal work that does not dispense with creativity, it is fundamentally carried out by a language based on concepts, propositions, hypotheses, methods and techniques, a language that is built with its own particular rhythm. At this rate, we call the research cycle,

that is, a peculiar spiral work process that begins with a question and ends with an answer or product that, in turn, gives rise to new questions. For very practical purposes, we divided the process of scientific work in qualitative research into three stages: (1) exploratory phase; (2) fieldwork; (3) analysis and treatment of empirical and documentary material. The exploratory phase consists of the production of the research project and all the necessary procedures to prepare for entry into the field. It is the time dedicated – and which deserves commitment and investment – to define and delimit the object, to develop it theoretically and methodologically, to put hypotheses or some assumptions for its direction, to choose and describe the instruments for operationalizing the work, to think about the action schedule and to carry out the exploratory procedures for choosing the space and the qualitative sample (Minayo, 2006, p. 25).

Following the descriptive and bibliographic perspective of Gil (2008), the investigation was based on the analysis of materials already published, such as books, scientific articles and institutional documents. Gil points out that bibliographic research enables the researcher to "[...] the coverage of a much wider range of phenomena than that which could be directly researched" (2008, p. 50). In this way, the study was able to encompass a diverse set of sources, ensuring a comprehensive view of policies and practices related to the inclusion of students with ASD. Complementing this view, the author points out that "[...] descriptive research aims to observe, record, analyze and correlate facts or phenomena without manipulating them" (Gil, 2008, p. 28).

[...] The main advantage of literature search lies in the fact that it allows the researcher to cover a much wider range of phenomena than he or she could research directly. This advantage becomes particularly important when the research problem requires data that is widely dispersed throughout space. For example, it would be impossible for a researcher to travel the entire Brazilian territory in search of data on population or per capita income; However, if you have an adequate bibliography at your disposal, you will not have any major obstacles to having the required information. Bibliographic research is also indispensable in historical studies. In many situations, there is no other way to know past facts than based on secondary data (Gil, 2008, p. 50).

Added to this, the comprehensive analysis of Weber (1949) that guided the interpretation of the data, highlighting the importance of the subjectivity of the actors involved in the inclusive process. According to Weber, social understanding requires the researcher to apprehend the meanings attributed by people to their actions, without eliminating their subjective integrity (1949, p. 91). Thus, by investigating the experience of inclusion, it was possible to capture the perceptions and experiences of the participants in a deeper and more meaningful way. In addition, Weber points out that "[...] social action must be understood within a historical and cultural context, as its motivations and meanings vary according to time and space" (Weber, 1949, p. 110).

The methodological triangulation proposed by Minayo (2005) was an essential strategy to give greater rigor to the research. The author emphasizes that triangulation allows combining different methods and techniques to achieve a broader and more in-depth view of the phenomenon studied (p. 34). In the present study, this approach made it possible to cross-reference data obtained in the literature review with documentary analysis and its subsequent interpretation. Complementing this idea, Minayo points out that "[...] triangulation not only increases the validity of the results, but also enables a more holistic understanding of the object investigated" (2005, p. 47).

That said, the qualitative approach was also decisive in capturing the nuances of the inclusive process. As Minayo (2006) points out, "[...] qualitative research answers very particular questions, dealing with a level of reality that cannot or should not be quantified" (p. 57). Thus, the investigation allowed us to understand not only the educational policies of inclusion, but also the daily challenges faced by teachers and students in the school environment. In addition, Minayo reinforces that "[...] the subjectivity of the subjects investigated is an essential element of qualitative research, as it allows us to understand the human experience in its totality" (2006, p. 63).

In addition, Gil's (2008) descriptive and bibliographic research favored the survey and systematic organization of information, providing a solid theoretical basis for data analysis. According to Gil, the descriptive research has as its main objective "[...] study the characteristics of a group" and may include surveys on teaching conditions, school structure and teacher training (2008, p. 32). This method was fundamental to contextualize the debate on the inclusion of students with ASD in Brazil. As the author reinforces, "[...] descriptive research is widely used in the social sciences, as it allows a detailed understanding of the phenomena without interference from the researcher" (Gil, 2008, p. 38).

The interpretation of the data followed Weber's comprehensive perspective, allowing the identification of patterns and meanings in the participants' discourses. Weber argues that the understanding of social action must take into account both the immediate meaning of actions and the historical and cultural factors that influence them (1949, p. 98). Thus, the research sought to situate the experiences of inclusion within the broader context of public policies and educational practices. Complementing this view, Weber states that "[...] sociological understanding cannot be reduced to statistical analysis, because social phenomena involve intentionality and subjective values" (Weber, 1949, p. 115).

[...] [analytical] understanding cannot be limited to describing social facts as isolated things, but must seek to interpret the meaning that individuals attribute to their own actions. [...] We must distinguish between different types of understanding: the actual understanding, which refers to the immediate meaning of an action, and the explanatory understanding, which seeks to interpret the underlying reasons and motivations that lead a social actor to act in a certain way. This distinction allows the [researcher] to go beyond the simple observation of facts and to deepen the analysis of the values, beliefs and intentions that permeate human behavior (Weber, 1949, p. 90).

Consequently, the qualitative analysis process followed the steps indicated by Minayo (2006), including pre-analysis, exploration of the material and treatment of the results (p. 89). This approach allowed the systematization of the information collected, identifying central themes and emerging categories that contributed to the understanding of the object of study. Minayo also points out that "[...] the qualitative analysis must be conducted with methodological rigor, ensuring the validity of the findings through a careful interpretation of the data" (2006, p. 92).

Thus, the adoption of this qualitative look made it possible to go beyond the description of the facts, seeking to interpret the relationships between the different elements involved in the school inclusion of students with ASD. As Minayo (2006) points out, "[...] interpretation consists of relating the semantic structures with the sociological structures of the utterances present in the message" (p. 105). In this way, the research not only described inclusive policies and practices, but also analyzed how they are experienced and resignified in everyday school life. In addition, Minayo adds that "[...] qualitative analysis requires an attentive and reflective look at the data, considering its multiple dimensions" (2006, p. 108).

With regard to interpretation, we observe that with this procedure we seek to go beyond the material. And, based on the inferences, we discuss the results of the research in a broader perspective, working on the production of knowledge in a disciplinary area or a field of activity. Thus, through this procedure, we seek to attribute a broader degree of meaning to the contents analyzed. [...] We can consider that interpretation consists of relating the semantic structures (signifiers) with sociological structures (meanings) of the utterances present in the message. In this sense, we articulate the surface of the text described and analyzed with the factors that determine its characteristics. In order to make an interpretation, in addition to being based on the inferences we were able to make with the results of our research, they also needed a solid theoretical foundation about what we are investigating. From the point of view of the quantitative approach, the application of statistical tests could be a basis for the interpretation of results. We arrive at an interpretation when we are able to carry out a synthesis between: the research questions; the results obtained from the analysis of the material collected, the inferences made and the theoretical perspective adopted (Minayo, 2006, p. 90).

Thus, we affirm that qualitative research proved to be an appropriate methodological path for the investigation of the theme, as it allowed us to capture the complexity of school interactions and the subjectivity of those involved. The combination of the perspectives of Minayo, Gil and Weber provided a rich and in-depth analysis, contributing to the understanding of the educational inclusion process of students with ASD. As Weber (1949) reinforces, "[...] Comprehensive [analysis] allows researchers to grasp the subjective meaning of social actions, going beyond simple empirical observation" (p. 130).

INCLUSIVE EDUCATION AND LAW: PUBLIC POLICIES AS A RESPONSIBILITY OF THE STATE FOR STUDENTS WITH ASD

First, inclusive education for students with Autism Spectrum Disorder (ASD) is supported by a robust legal framework that ensures the right to access, permanence and learning in the regular education system. Law No. 12,764/2012, known as the Berenice Piana Law, establishes that people with ASD should be considered a person with disabilities for all legal purposes, ensuring access to the same educational policies aimed at this public. As Menezes (2014) points out, "[...] students with ASD are enrolled in schools, whether regular or special, or many students with autism were placed in other categories, such as typical behaviors, which represents 12.4% of enrollments, or even mental disability, which represents 43.4%". In addition, according to Brito (2017), "[...] the access and permanence of students with ASD in teaching imply the construction of a bond between the teacher, student and family, thus seeking a relationship that enables the preparation of teaching tactics for the benefit of the learning of the student and the class".

The school inclusion of students with ASD has been a major challenge for the educational system, especially due to the need for curricular adaptation and teacher training. Thus, '[...] inclusive education cannot be just a political discourse, but an effective practice that guarantees the right to learning and social development of students with disabilities'. Even so, there are barriers that hinder the implementation of this right, such as the lack of accessible teaching materials and the insufficiency of trained professionals. [...] it is essential that teacher training includes pedagogical strategies that respect diversity and enable the active participation of students with ASD'. In addition, the support of the family and the school community is essential for inclusion to happen efficiently and meaningfully. In this way, the effectiveness of inclusion depends on a collective commitment that involves government, educators, and society, since real inclusion will only be achieved when the right to education is guaranteed not only on paper, but in the structure and daily school life (Camurça, 2022, p. 34).

First of all, the Federal Constitution of 1988 represented a watershed by establishing, in article 208, that specialized educational service should be offered,

preferably, in the regular school system. In addition, the Statute of Persons with Disabilities, instituted by Law No. 13,146/2015, strengthens the obligation of inclusion, stating that "[...] It is up to the public authorities to ensure, create, develop, implement, encourage, monitor and evaluate actions aimed at educational inclusion". However, there are still structural and pedagogical challenges that make it difficult to enforce this right. According to Stainback (1999),

[...] in the 90s, new movements emerged that pointed to the emergence of a new educational paradigm, this time 'Inclusion', in the sense of the word that means to be part of, not only being in school physically, but effectively participating in pedagogical experiences, integrating and socializing with other students and learning according to their potentialities and limitations.

However, the Convention on the Rights of Persons with Disabilities, adopted by the UN in 2006²⁶ and ratified by Brazil with constitutional status, reinforces the commitment to educational inclusion. The document establishes that signatory states must ensure an inclusive education system at all levels, promoting the academic and social development of students with disabilities. According to Diniz et al. (2009), "[...] the concept of disability proposed by the Convention does not ignore the impediments and their expressions, but states that it is from the interaction of the body with impediments and social barriers that the full participation of people with disabilities in society is restricted". In addition, the Convention highlights the importance of specific adaptations and methodologies, ensuring that students receive adequate support for their inclusion in the school environment.

The Convention on the Rights of Persons with Disabilities (UN, 2006) was ratified as a constitutional amendment through the publication of Legislative Decree No. 186/2008 and Executive Decree No. 6,949/09. The constitutionality of the terms of the Convention in the national legal system attributes to this orientation the highest legal, political and social relevance. The UN Convention can certainly be referred to as one of the main political achievements of the last decade, as it brings foundations that contribute to **breaking with the clinical and welfare view of**

²⁶ The Convention on the Rights of Persons with Disabilities, adopted by the United Nations (UN) in 2006, represents a global milestone in promoting inclusion and guaranteeing the rights of persons with disabilities. This international treaty established fundamental principles to ensure equal opportunities, accessibility and the full participation of these people in society, emphasizing the need to eliminate physical, communicational and social barriers. In the educational context, the convention reinforces the right to inclusive education, determining that signatory states must ensure accessible educational systems, with curricular adaptations, accessible teaching materials and qualified professionals to meet the needs of students with disabilities. Brazil ratified the convention with the status of a constitutional amendment through Legislative Decree No. 186/2008 and Decree No. 6,949/2009, making its guidelines mandatory in the Brazilian legal system. However, despite this progress, challenges persist in the effective implementation of these rights, especially with regard to teacher training and the adaptation of educational institutions to ensure a truly inclusive environment. See: Brazil. Decree No. 6,949, of August 25, 2009. Promulgates the International Convention on the Rights of Persons with Disabilities and its Optional Protocol, signed in New York, on March 30, 2007. *Diário Oficial da União*, Brasília, DF, 26 ago. 2009. Available at: http://www.planalto.gov.br/ccivil_03/_Ato2007-2010/2009/Decreto/D6949.htm.

disability.²⁷ [emphasis added] The concept of disability proposed by the Convention does not ignore the impediments and their expressions. This perspective states that it is the interaction of the body with impediments and social barriers that the full participation of people with disabilities in society is restricted. Thus, school inclusion should be seen as an inalienable and essential right for the social and academic development of individuals with disabilities (Diniz *et al.*, 2009, p. 65).

First, the Convention on the Rights of Persons with Disabilities (UN, 2006) was an essential legal and political framework for the promotion of inclusion and the rights of persons with disabilities. Its ratification by Brazil through Legislative Decree No. 186/2008 and Executive Decree No. 6,949/09 conferred on it the status of a constitutional amendment, attributing maximum relevance to it in the national legal system. As Sasaki (1999, p. 47) points out, "[...] Social inclusion should not be a mere adaptation of the person with disabilities to the environment, but rather a transformation of the environment itself to ensure accessibility". In addition, this standardization consolidated the understanding that disability should not be seen only from a biomedical perspective, but also as a social phenomenon. "The interaction between impediments and social barriers restricts the full participation of people with disabilities", says Werneck (1997, p. 23).

However, this perspective breaks with the clinical and assistentialist view of disability²⁸, shifting the focus from individual treatment to the elimination of structural and social obstacles that hinder the full participation of people with disabilities. As Sasaki (2009, p. 50) points out, "[...] accessibility must be understood in several dimensions, including architectural, communicational, methodological and attitudinal, to ensure effective

²⁷ Breaking with the clinical and assistentialist view of disability means adopting an approach that recognizes social barriers as the main challenges faced by people with disabilities, rather than focusing exclusively on their individual limitations. The traditional welfare perspective treats disability as a medical problem to be corrected, which reinforces the segregation and dependence of these people in relation to charity and treatment policies. On the other hand, the social model of disability, widely disseminated from the UN Convention on the Rights of Persons with Disabilities, emphasizes the need to eliminate architectural, communicational and attitudinal barriers that prevent the full participation of these individuals in society. In Brazil, this paradigm shift was consolidated with the Brazilian Inclusion Law (Law No. 13,146/2015), which establishes that disability should not be seen only from a biomedical perspective, but as a result of the interaction between social impediments and obstacles. However, the implementation of this model still faces challenges, especially in the educational area, where many professionals do not have adequate training to work in an inclusive context and many schools still lack resources to ensure accessibility. See: Brazil. Law No. 13,146, of July 6, 2015. Establishes the Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities). *Federal Official Gazette*, Brasília, DF, July 7. 2015. Available at: http://www.planalto.gov.br/ccivil_03/_Ato2015-2018/2015/Lei/L13146.htm.

²⁸ The perspective that breaks with the clinical and assistentialist view of disability is known as the social model of disability. This model emerged as an alternative to the traditional medical model, which focuses on disability as an intrinsic characteristic of the individual, resulting from diseases or physical limitations. In contrast, the social model proposes that disability is socially constructed, being the result of physical, economic, and social barriers imposed by the environment, which disregards the needs of people with limitations. Thus, disability is not seen as an attribute of the person, but as a consequence of a complex set of situations created by the social environment. This approach emphasizes the need for structural changes in society to promote inclusion and equal opportunities for all. See: France, T. H. *Social Model of Disability: a sociological tool for social emancipation*, 2013. Retrieved from <https://www4.pucsp.br/neils/revista/vol%2031/tiago-henrique-franca.pdf>

and equitable inclusion". Similarly, Alves (2024, p. 154) observes that "[...] The medical view perpetuates the idea of dependence and disability, limiting the possibilities of autonomy of people with disabilities".

Above all, school inclusion emerges, in this context, as an inalienable right, fundamental for the social and academic development of students with disabilities. The Brazilian Inclusion Law (Law No. 13,146/2015) reinforces this principle by ensuring an inclusive educational system at all levels and throughout life. As Barbosa (2023, p. 67) points out: "[...] Access to education is a fundamental right, which must be guaranteed to all citizens, regardless of their physical or cognitive conditions". However, challenges persist, such as the lack of specific teacher training and the lack of adequate resources to meet the needs of students, aspects that require a continuous commitment of educational policies. "Teacher training is still an obstacle to the implementation of inclusive education", says Vieira & Cirino (2024, p. 89).

Therefore, the concept of disability defended by the United Nations Convention does not deny individual impediments, but emphasizes that it is social barriers that restrict the full participation of people with disabilities in society. "Disability does not reside only in the body, but also in the barriers that society creates", points out Guilherme, (2019, p. 28). In this sense, the promotion of truly inclusive education requires not only changes in legislation, but also a transformation in educational culture, which values diversity and recognizes the need for pedagogical adaptations to ensure equity in learning. "Inclusion is a process that requires attitudinal, structural and curricular changes", endorses Sasaki (1999, p. 42).

Thus, the effectiveness of the Convention on the Rights of Persons with Disabilities depends on overcoming structural challenges and social commitment to inclusive education accessible to all. That said, Werneck, (1997, p. 45) states that "[...] building an inclusive society requires collective effort and effective public policies", Therefore, education must be understood as a fundamental right and not as a concession. "The right to education must be guaranteed without restrictions or conditions," says Alves (2024, p. 157).

Another key milestone was the Salamanca Declaration (1994²⁹), which established guidelines for inclusive education, reaffirming that all children, regardless of their

²⁹ The Salamanca Declaration (1994) was a fundamental milestone in the defense of inclusive education at the global level, establishing principles and guidelines for the promotion of equal opportunities for all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The document, prepared by the United Nations

conditions, should be included in mainstream education. According to this document, "[...] Inclusive regular schools are the most effective means of combating discrimination, determining that schools must welcome all children, regardless of their physical, intellectual, social and/or emotional conditions". In addition, the Declaration points out that "[...] Inclusion should not be seen only as a pedagogical issue, but as a fundamental principle for the construction of fairer and more equitable societies".

We believe and proclaim that [...] mainstream schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; What's more, they provide an effective education for most children and improve the efficiency and, ultimately, cost-effectiveness of the entire education system. [...] All governments should adopt in their laws and policies the principle of inclusive education, enrolling all children in mainstream schools, unless there are compelling reasons for not doing so, [...] develop demonstration projects and stimulate exchanges with countries that have experience with inclusive schools, [...] invest greater effort in early identification and intervention strategies, as well as in professional aspects of inclusive education. [...] There is an emerging consensus that children and young people with special educational needs should be included in educational plans made for most children. This led to the concept of inclusive school. The challenge for an inclusive school is to develop a student-centered pedagogy, a pedagogy capable of successfully educating all students, including those with severe disabilities and disadvantages (UNESCO, 1994, p. 6).

However, in addition to national and international legislation, the National Policy on Special Education in the Perspective of Inclusive Education (2008) established specific guidelines for the inclusion of students with disabilities in the regular education system. According to this policy, "[...] the education systems shall ensure that students with disabilities, pervasive developmental disorders and high abilities or giftedness have: I – Curricula, methods, techniques, educational resources and specific organization, to meet their needs". However, the recent Decree 10,502/2020³⁰ generated controversy by

Educational, Scientific and Cultural Organization (UNESCO) during the World Conference on Special Educational Needs, reaffirms that regular schools, with an inclusive orientation, are the most effective means to combat discrimination and build more just and egalitarian societies. Among its recommendations, the need for curricular adaptation, specialized teacher training and the provision of adequate pedagogical support to ensure the full participation of students with disabilities stands out. The Salamanca Declaration directly influenced educational policies in several countries, including Brazil, which incorporated its principles in the formulation of the National Policy on Special Education in the Perspective of Inclusive Education (2008), consolidating the right to education for all people in common teaching environments. However, despite regulatory advances, the effective implementation of inclusion still faces challenges, such as the lack of accessible infrastructure and insufficient training of education professionals. See: United Nations Educational, Scientific and Cultural Organization (UNESCO). *Salamanca Declaration and Action Line on Special Educational Needs*. Salamanca, Spain, 1994. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000098427>.

³⁰ Decree No. 10,502/2020, which instituted the new National Policy on Special Education, generated intense controversy because it was considered a setback in the achievements of inclusive education in Brazil. Experts and organizations argue that the decree promotes segregation by encouraging the creation of specialized classes and schools, contrary to the Federal Constitution and the Brazilian Inclusion Law, which ensure the right of people with disabilities to education in regular schools. In addition, the measure was criticized for not having been widely debated with civil society and for disregarding advances made since the 2008 National Policy on Special Education, which prioritizes inclusion in common school environments. In response to the controversies, the Supreme Court suspended the effectiveness of the decree,

proposing changes that could result in the segregation of students with disabilities. As Dutra (2008: 12) points out, "[...] Educational guidelines must guarantee the full participation of students with disabilities, without this meaning isolation or negative differentiation in the school environment".

Above all, the National Common Curriculum Base (BNCC)³¹ also plays a relevant role in guaranteeing the right to inclusive education. The document defines guidelines for Specialized Educational Service (SES), determining that "[...] SEA should complement the training of students with disabilities, ensuring accessibility resources and pedagogical practices that respect their individuality and promote learning". However, its implementation faces challenges, as "[...] the Specialized Educational Service must be part of the school's pedagogical proposal, involve the participation of the family and be carried out in articulation with other public policies".

The National Policy on Special Education in the Perspective of Inclusive Education aims to ensure the school inclusion of students with disabilities, global developmental disorders and high abilities/giftedness, guiding education systems to ensure: access to regular education, with participation, learning and continuity at the highest levels of education; transversality of the special education modality from early childhood education to higher education; offer of Specialized Educational Service; training of teachers for Specialized Educational Service and other education professionals for inclusion; family and community participation; architectural accessibility, in transport, furniture, communications and information; and intersectoral articulation in the implementation of public policies. [...] Specialized Educational Service (AEE) refers to a complementary or supplementary teaching modality to support teachers and children with disabilities enrolled in public schools. They are more appropriate materials, aiming to reduce the barriers that prevent students from having access to what is taught in their regular school class, guaranteeing their participation in the school process and in social life in general, according to their capacities (Brasil, 2008, p. 14).

Thus, inclusive education must be understood as a fundamental human right and an essential condition for us to put social justice into practice. According to the UN (2006), "[...] Education is an inalienable right of each individual, being an instrument for the full

reinforcing the need for policies that promote full inclusion and equal opportunities for all students. See: BRAZIL. Decree No. 10,502, of September 30, 2020. Establishes the National Policy on Special Education: Equitable, Inclusive and with Lifelong Learning. *Diário Oficial da União*, Brasília, DF, 1 out. 2020. Available at: http://www.planalto.gov.br/ccivil_03/_Ato2019-2022/2020/Decreto/D10502.htm.

³¹ The National Common Curriculum Base (BNCC) is a normative document that defines the essential competencies and skills for basic education in Brazil, covering early childhood education, elementary school, and high school. Its implementation aims to ensure equitable and quality education for all students, regardless of their location or socioeconomic condition. In the context of inclusive education, the BNCC establishes guidelines for curricular adaptation and the provision of pedagogical support to meet the special educational needs of students with disabilities. The document also emphasizes the importance of continuing education of teachers and the use of assistive technologies to expand access to knowledge. However, its implementation faces challenges, such as the need for investments in infrastructure and teacher training to ensure that the principles of inclusion are effectively applied in everyday school life. See: BRAZIL. National Common Curricular Base. Ministry of Education, 2018. Available at: <http://basenacionalcomum.mec.gov.br/>.

participation and inclusion of people with disabilities". Thus, it is essential that public policies are continuously improved to ensure not only access, but the permanence and success of students with ASD in the school environment. As Alonso (2017: 34) reinforces, "[...] Inclusive education includes special education within the regular school and transforms the school into a space for everyone".

[...] Inclusive education is a paradigm based on the conception of human rights, which combines equality and difference as inseparable values and goes beyond the model of formal equity, starting to focus on eliminating the historical circumstances of production and exclusion inside and outside the school. Such assumptions should change laws, concepts and, consequently, educational and management practices that, promoting the restructuring of education systems, should welcome all students, regardless of their condition. Inclusive education, then, is a process in which the participation of all students in regular education establishments is expanded. It is a restructuring of the culture, practice and policies experienced in schools so that they respond to the diversity of students, including those with disabilities. It is a humanistic, democratic approach that perceives the subject and its singularities, with the objectives of growth, personal satisfaction and the social insertion of all (Dutra, 2008, p. 28).

Inclusive education, as Dutra (2008, p. 28) points out, is not only a pedagogical issue, but a fundamental principle of human rights. It combines equality and diversity as inseparable values, challenging traditional models that perpetuate exclusions inside and outside the school environment. According to Mantoan (2003), "[...] implies an effort to modernize and restructure the current conditions of most schools". In this way, promoting inclusion means not only accepting diversity, but also transforming the educational space so that everyone has the opportunity to learn in an equitable and dignified way.

In addition, ensuring effective inclusive education requires profound structural changes, going beyond the simple enrollment of students with disabilities in regular schools. As Dutra (2008, p. 28) points out, this transformation must reach laws, concepts and educational and management practices. According to Sassaki (1997: 37), "[...] school inclusion cannot be reduced to the simple insertion of students with disabilities in regular classes, but must guarantee support and adaptations for their effective learning". In this way, it is not enough to just open the doors of the school; It is essential that teaching is prepared to meet the individual needs of each student, respecting their uniqueness and promoting a truly accessible environment.

On the other hand, inclusion cannot be seen as a gesture of charity or benevolence, but rather as an inalienable right. As Dutra (2008, p. 28) reinforces, it is a continuous process that expands the participation of all students in regular school, resignifying the

school culture so that it is, in fact, for everyone. In this sense, Werneck (1997: 34) states that "[...] In an inclusive society, no one is good. We are only – and this is enough – citizens responsible for the quality of life of our fellow human beings". Thus, inclusion should be seen as a collective commitment, where each member of the school community has an active role in building a welcoming space for all students.

Likewise, it is essential that this transformation is supported by a humanistic and democratic approach, recognizing the value of differences and promoting an education that goes beyond formal education. As Dutra (2008, p. 28) points out, the main objective of inclusion is to provide growth, personal satisfaction and social insertion for all students. In the same sense, Glat and Pletsch (2010: 45) state that [...] the great challenge posed to universities is to train professionals/educators who are not only instruments for the transmission of knowledge, but, above all, of new attitudes and practices that value human diversity". In this way, ensuring inclusion means investing not only in the physical structure of schools, but in teacher training, curricular adaptation and awareness of society as a whole.

In this context, consequently, the financing and distribution of resources to ensure accessibility and adequate pedagogical support are fundamental elements for the effectiveness of inclusive education. Many schools face structural challenges and lack investments that allow them to adapt their spaces and methodologies. According to Fación (2008: 56), "[...] Inclusion policies, in the search for an egalitarian society, are born from decrees and laws that need studies, because, despite the growing insertion of enrolled students, a proportional increase in the quality of education of students with some type of limitation is not confirmed". Thus, for inclusion to be real and not just formal, it is essential that financial resources are distributed in a balanced way, ensuring that all schools are prepared to receive students with different needs.

Inclusion requires attitudinal and structural changes in early childhood education centers: flexibility, tolerance, understanding of behavior and emotional needs, provision of a curriculum adapted to specific needs; furniture adapted for the execution of activities and all pedagogical material and technological resources that favor interaction and learning. It is unquestionable that much progress has been made throughout history in the area of early childhood education in inclusion policies. But we still have a long way to go. We need to overcome what Leher (2009) warns us: "[...] The public school is being proposed as a space for vulnerable groups, thus being deprived of knowledge. It is necessary that we understand how far we have come and how much we need to advance in educational practice, especially in policies for early childhood education in its inclusive character, since early childhood education institutions: daycare centers and preschools, are one of the possibilities of humanization, that is, the only means

of access to culture, knowledge and overcoming their deficiencies" (Inclusive Education and Social Context - Contemporary Issues, 2009, p. 31).

As previously stated, school inclusion requires profound changes in both attitudes and structures of early childhood education centers. This implies creating more flexible and welcoming environments, ensuring that all students, regardless of their conditions, have access to quality education. As Frias and Menezes (2009: 23) state, some of the fundamental adaptations for inclusion are: "[...] the creation of physical, material and environmental conditions in the classroom; favoring a better level of communication, participation and interaction of the disabled student; and the permission and encouragement of the participation of the disabled student in any and all school activities". Thus, for the school to fulfill its inclusive role, it is essential that spaces are adapted and that there is investment in the training of professionals to deal with diversity.

In addition to structural changes, curricular adaptation is essential for the inclusive process to be effective. Many students with Autism Spectrum Disorder (ASD), for example, need differentiated strategies that respect their learning pace and their specific forms of interaction. According to Monteiro (2008: 43), "[...] the teacher must place himself as the mediator of the child's knowledge, as well as as the adaptor of the context in which he will be included". This means that teaching must be shaped to contemplate different learning profiles, enabling each student to develop their skills within their potential. Likewise, as Cunha (2014: 13) points out, "[...] In order to build a school curriculum for autistic students, it is necessary to carry out an evaluation of them to know what skills need to be conquered".

However, inclusion is not just about pedagogical issues; It also involves changes in mentality and overcoming prejudices within the school. Werneck (1997: 123) points out that "[...] Inclusion in school is frightening. It threatens both regular school teachers and specialists in special education." This resistance often manifests itself in the lack of preparation to deal with students with disabilities, which reinforces the need for continuing education focused on inclusive education. As a result, schools must not only structure accessible spaces, but also invest in the professional development of educators so that they can act safely and empathetically. In line with this view, Araújo (2017) emphasizes that it is necessary to "[...] offering theoretical and practical subsidies to provide critical-reflective subjects to think, create and recreate strategies for an inclusive school".

Another crucial aspect for inclusion is the use of assistive technology³², which can facilitate the learning and interaction of students with ASD. According to Coelho, Barroco and Sierra (2011: 12), "[...] When one or more ways of apprehending the world and of expression are not intact, the individual can choose others that are intact. This allows him to be in the world and relate to it." Tools such as alternative communication software, interactive digital platforms, and adapted materials are key to ensuring that students have a richer and more meaningful educational experience. In addition, Resolution No. 2/2015³³ highlights that "[...] The training courses must guarantee in the curricula specific content of the respective area of knowledge or interdisciplinary, its fundamentals and methodologies, as well as content related to the fundamentals of education, training in the area of public policies and education management".

However, for all these initiatives to be effective, it is essential that inclusion is not limited to a political discourse, but translates into concrete actions within the school. According to Bezerra and Araújo (2014: 27), "[...] Without major transformations in the school space and in society, this attempt to include the excluded can bring a new simulacrum to special education, as it maintains it as a separate and autonomous dimension of the educational phenomenon". This reinforces the importance of collective work between teachers, managers and families so that inclusion is really experienced in everyday school life. In this sense, Martinez Lirola and Crespo Fernández (2009: 56) argue that teacher training should contemplate "[...] aspects related to curricular organization,

³² The use of assistive technology has proven to be a fundamental tool to facilitate the learning and interaction of students with Autism Spectrum Disorder (ASD), promoting greater autonomy and inclusion in the school environment. Resources such as alternative and augmentative communication software, interactive applications, virtual reality, and sensory devices help minimize barriers in communication, information processing, and socialization, enabling educational experiences that are more adapted to the individual needs of students. In addition, such technologies allow the personalization of teaching, favoring the construction of knowledge through visual, auditory and tactile stimuli, which contributes to the expansion of engagement and cognitive development. Studies indicate that the effective implementation of these tools in the educational context requires adequate teacher training and inclusive pedagogical planning, ensuring that assistive technologies are used strategically to enhance the learning and participation of students with ASD (Mendes & Nunes, 2021). See: Mendes, E. G., & Nunes, L. R. O. P. *Assistive technology in special education: Inclusive practices and reflections*. Editora Autentica, 2021.

³³ Resolution CNE/CEB No. 2, of September 11, 2015, establishes the guidelines for specialized educational service (SES) in the context of special education, ensuring the right to inclusive education for students with disabilities, global developmental disorders and high abilities/giftedness. The document reinforces the need to ensure the access, permanence and learning of these students at all levels, stages and modalities of education, promoting accessible pedagogical practices and the use of assistive technology resources. In addition, the Resolution emphasizes the importance of SEA as a complementary service to regular education, which should occur primarily in the after-school period, and of the continuing education of teachers to enable a more equitable and inclusive education. In this way, the normative reaffirms the commitment to the implementation of the principles of inclusion, equity and accessibility in the Brazilian educational system (Brasil, 2015). See: Brazil. *CNE/CEB Resolution No. 2, of September 11, 2015*. Provides for the National Guidelines for Special Education in Basic Education. Ministry of Education, 2015. Retrieved from <http://portal.mec.gov.br>.

learning strategies, evaluation models and other factors that interfere in the teaching and learning process".

Thus, ensuring a truly inclusive education requires a reformulation of public policies and a greater articulation between the different sectors of society. As Strieder and Zimmermann (2010) state, "[...] Inclusion is based on the potential of people with disabilities, giving the same functionality to the activities that are easier and more available to do". Consequently, it is essential that the school recognizes the uniqueness of each student and works to provide an environment in which everyone can learn, grow, and develop fully. As Glat and Pletsch (2010: 78) point out, the school needs to "[...] recognize individual differences and offer education that respects human diversity, ensuring equal opportunities for all".

In addition to funding, the role of the Ministry of Education (MEC) and state and municipal secretariats is crucial for the implementation of effective public policies that promote inclusion. As Ball and Mainardes (2011, p. 13) point out, "[...] policies involve confusion, needs (legal and institutional), discordant, incoherent and contradictory beliefs and values [...], being often obscure, sometimes unfeasible, but can still be powerful instruments of rhetoric". This means that the effectiveness of inclusive education does not depend only on the creation of laws and guidelines, but also on their concrete implementation and the ability to adapt to different regional realities. Thus, greater coordination between government entities is necessary to ensure that policies are applied efficiently.

[...] the official enrollment data of the Basic Education Census have been widely disseminated by the State as an indicator of the success of public policies for the education of people with special educational needs, from an inclusive perspective. On the other hand, access, although essential, cannot be considered as the only indicator of a successful policy. It is necessary to focus on other aspects related to the education of this population so that the effectiveness of the implementation of inclusive policies in Brazil can be analyzed (Meletti, 2014, p. 178).

The continuing education of teachers and other education professionals is another indispensable aspect for the inclusion of students with Autism Spectrum Disorder (ASD). Often, the lack of specific knowledge about ASD leads to the reproduction of exclusionary pedagogical practices. According to Schmidt *et al.* (2016: 38), "[...] The authors warn of the importance of continuing education to qualify educational services involving this population". In other words, ensuring that educators are prepared to deal with the

particularities of these students is an essential step for inclusion to go beyond discourse and become a concrete reality within the classrooms.

[...] The continuing education of teachers is indispensable, as it guides the practice of inclusion and the adaptation of materials. The challenges faced by teachers in the inclusion process are numerous, and without adequate training, they may feel unprepared to meet the needs of their students. It is essential that training courses address not only the theoretical aspects of inclusive education, but also offer practical strategies to deal with the particularities of each student, especially those with Autism Spectrum Disorder (ASD). In this way, continuous training not only improves the quality of teaching, but also promotes a more welcoming and accessible environment for all students (Inclusive Education and Social Context - Contemporary Issues, 2011, p. 49).

However, teacher training needs to be aligned with the construction of a school culture that values diversity. As Bezerra and Araújo (2014, p. 6) point out, "[...] Without major transformations in the school space and in society, this attempt to include the excluded can bring a new simulacrum to special education, as it maintains it as a separate and autonomous dimension of the educational phenomenon". Thus, it is not enough just to train teachers; It is necessary to promote changes in the curriculum structure and pedagogical practices, allowing all students to have a meaningful educational experience.

Thus, another challenge concerns the adaptation of the physical spaces of schools, which are often not prepared to receive students with special educational needs. As a study in the book "Inclusive Education and Social Context – Contemporary Issues" warns, we again endorse what he says: "[...] Inclusion requires attitudinal and structural changes in early childhood education centers: flexibility, tolerance, understanding of behavior and emotional needs, provision of a curriculum adapted to specific needs; furniture adapted for the execution of activities and all pedagogical material and technological resources that favor interaction and learning". In other words, ensuring inclusion requires investments in both infrastructure and effective pedagogical strategies.

[...] The lack of preparation of schools for inclusion is evidenced by the precariousness of infrastructure, equipment and didactic resources in all the networks surveyed, and the need for teachers to make alternative resources is also pointed out, including for use in the pedagogical support room. Thus, many authors are divided between believing that the dream of including each and every child in school is just a utopia or perceiving it as a non-negotiable issue. In a research carried out to map the inclusive education policy implemented in schools by the municipal education departments of the state of Pará, Oliveira (2012) identified that there is no concern with the regulation of inclusion as an educational policy, as all municipalities reported having an education plan, when only one municipality has specific regulations on special education. The research showed the lack of architectural adaptations, lack of didactic resources and absence of accessibility (Meletti, 2014, p. 178).

In this context, there is a need to adopt inclusive pedagogical practices for students with Autism Spectrum Disorder (ASD), which requires adapted strategies that are sensitive to individual needs. For the learning of these students to be meaningful, it is necessary for teachers to implement diversified teaching methods, which value not only the absorption of content, but also social interaction and autonomy. According to Cabral and Marin (2017: 27), "[...] Children diagnosed with autism spectrum disorder need interventions, in order to assist in the daily lives of these students within educational institutions". In addition, the BNCC (2018) emphasizes that "[...] The early years should ensure that children develop attitudes of respect and acceptance for individual differences, both with regard to ethnic-cultural diversity and in relation to the inclusion of special education students".

To meet the particularities of students with ASD, teaching-learning strategies must be adapted according to their abilities and challenges. The use of methodologies that respect the learning time of each student, such as structured teaching and sensory activities, can be decisive for educational success. As Bosa and Camargo (2009: 78) point out, "[...] the learning process of students with ASD requires adaptations that break with traditional teaching methods, imposing challenges on teachers and demanding overcoming barriers to guarantee the right and permanence of these children in regular education". Similarly, Schmidt *et al.* (2016: 17) point out that "[...] Many teachers wonder how to deal with atypical children, mainly because they are not prepared due to their own needy training".

The use of Digital Information and Communication Technology (DICTs)³⁴ and active methodologies has proven to be a valuable tool in inclusive education. These technologies allow greater accessibility to knowledge and enhance students' interaction with content in a dynamic way. As pointed out in a study in the book "Inclusive Education and Social Context - Contemporary Issues", "the insertion of assistive technology does not only mean the use of instruments, but implies change and modification in the context, in order to configure it as a facilitator of this child's life history".

³⁴ Digital Information and Communication Technologies (DICTs) play a central role in the transformation of teaching and learning processes, expanding the possibilities of access to knowledge, personalization of teaching and interaction between teachers and students. These technologies range from interactive educational platforms, software and applications aimed at education to resources such as augmented reality, artificial intelligence and gamification. In the school context, DICTs favor active teaching methodologies, promoting more dynamic and collaborative learning, in addition to contributing to digital inclusion and equity in access to education. However, its effective implementation requires continuing teacher training, adequate infrastructure and pedagogical planning aligned with the contemporary demands of the knowledge society. In this way, the incorporation of DICTs into education can drive new ways of teaching and learning, making teaching more meaningful and accessible for different student profiles (Moran, Bacich & Basso, 2021). See: Moran, J., Bacich, L., & Basso, L. F. C. (2021). *Active methodologies for innovative education: A theoretical-practical approach*. I think publisher.

Collaboration between school, family and multidisciplinary team is an essential factor for the success of school inclusion. The involvement of parents and health professionals, such as psychologists and therapists, strengthens the integral development of the student and enables the creation of more effective strategies. According to a study on the Municipal Education Network of Xexéu-PE, "home visits are carried out by teachers from the school units and the psychosocial nucleus, a multidisciplinary team formed by a psychopedagogue, social worker, psychologist and nutritionist". Also according to Desidério (2023), "the family institution needs to be a partner of the school and can contribute with important information that will help professionals in the care of students with ASD".

In addition, the permanence of students with ASD in school depends on planning that involves the entire school community. The construction of an Individualized Educational Plan (IEP)³⁵ is an effective strategy to ensure adequate follow-up, as it allows the adaptation of the curriculum and the implementation of personalized pedagogical practices. According to Lima (2023), "[...] the PEI is a planning instrument that will monitor the learning and development process of students with disabilities, Autism Spectrum Disorder (ASD) and high abilities/giftedness, whose reference is the individual trajectory of each one". In the same sense, Matá (2015: 31) points out that "[...] children are not the same, although they share similar social contexts; have varied behaviors, learning and developments".

[...] the construction of the Individualized Educational Plan (IEP) is of paramount relevance, because it will be from this plan that we, teachers, can adapt the activities and establish, together with the regular classroom teacher, the skills that can be developed during the educational period. The PEI aims, therefore, at an effective pedagogical intervention to expand and develop the potential of the autistic student, mediating knowledge and observing its process and evolution. Thus, it is essential to understand that each IEP is individual, as each student has their own particularities and specific demands, requiring continuous and flexible planning that meets their real educational needs (Lima, 2023, p. 126).

³⁵ The individualized educational plan (IEP) is a fundamental instrument for inclusive education, as it allows the adaptation of the curriculum and pedagogical practices to the specific needs of each student with disabilities, autism spectrum disorder (ASD) or other special educational needs. Prepared collaboratively between teachers, pedagogical staff, family and, when possible, the student himself, the IEP defines learning objectives, methodological strategies, accessibility resources and appropriate forms of assessment to ensure the full development of the student. This individualized planning aims not only to meet educational demands, but also to promote the student's autonomy and active participation in the school environment. Its effectiveness depends on continuous monitoring and periodic reviews, ensuring that the proposed adaptations are adjusted according to the student's progress (Souza & Mendes, 2020). See: Souza, S. G., & Mendes, E. G. (2020). *Inclusive education and Individualized Educational Plan: Strategies for learning*. Authentic Publisher.

Thus, ensuring quality inclusive education requires continuous efforts to adapt pedagogical practices, strengthen the use of DICTs, and promote collaboration between different educational agents. According to Conceição *et al.* (2021), "[...] Only through the social integration of people with autism at all stages of life is it feasible to achieve the progress of their independence and capabilities". Likewise, Weiss (1999: 18) points out that "[...] the anamnesis favors the understanding of the patient's family history, prejudices, norms, expectations, circulation of affections and knowledge". Thus, the school inclusion of students with ASD should be seen as a collective commitment, which goes beyond the walls of the school and extends to the whole society.

That said, we can consider that the limits and advances of inclusive policies in Brazil reflect a scenario of achievements and challenges. The enactment of the Brazilian Law for the Inclusion of Persons with Disabilities (Law No. 13,146/2015) represented a milestone in the guarantee of rights, ensuring that the educational system was inclusive at all levels. However, as Meletti (2014: 32) points out, "[...] the official enrollment data of the Basic Education Census have been widely disseminated by the State as an indicator of the success of public policies for the education of people with special educational needs, from an inclusive perspective. On the other hand, access, although essential, cannot be considered as the only indicator of a successful policy". Thus, it is essential that policies advance beyond enrollment, ensuring permanence and quality in education for students with disabilities. As Glat (2007: 122) points out, "[...] The school needs to reorganize its operating structure, methodology, pedagogical resources and, above all, become aware to ensure that its professionals are prepared for this new reality".

[...] The reorganization of schools depends on a chain of actions that are centered on the political-pedagogical project. This project, which has already been called the 'course plan' and other similar names, is a vitally important tool for the school's general guidelines to be drawn up with realism and responsibility. It is not part of the school culture to propose a document of such nature and extension, prepared with autonomy and participation of all the segments that compose it. Such a project starts from the diagnosis of the demand, penetrates deeply into the positive and weak points of the work developed, defines priorities for action and objectives, proposes initiatives and actions, with goals and those responsible for coordinating them (Mantoan, 2003, p. 35).

When compared to international models, Brazil still faces difficulties in achieving a truly effective inclusive education system. Countries such as Canada, Norway and Spain demonstrate significant advances in the inclusion process, ensuring curricular adaptations, specialized support and continuous teacher training. According to Martinez Lirola and

Crespo Fernández (2009: 67), "[...] teacher training must contemplate aspects related to curricular organization, learning strategies, evaluation models and other factors that interfere in the teaching and learning process". On the other hand, Brazil still deals with regional inequalities and structural limitations, which compromises the efficient implementation of inclusive policies. As Mendes (2006: 31) reinforces: "[...] An inclusive society is a condition for consolidating the democratic state. This principle of including the different is globalized and inclusive theories and practices are being defended in many countries, including Brazil."

[...] Schools are essential spaces for the socialization and exercise of citizenship of students, building solid foundations of democracy. However, even with the scientific production in the area of special education having grown, the knowledge produced on the subject still has little impact on the definition of the paths of education policies – perhaps because school inclusion is only possible through structural changes in the school. Which leads to the understanding that the struggle is still in the beginning; it is necessary to seek more knowledge, political engagement and the construction of a support network through school councils, community associations and civil activism [...] there are many obstacles ahead of inclusion in the condition of Brazilian education, because the educational system has an excessive number of students per classroom, failures in the organization of the political pedagogical project of schools, centralizing school management, little appreciation of teaching, etc. These are some examples of objective difficulties that the implementation of the inclusive education model faces (Magalhães & Oliveira, 2007, p. 6)

Thus, in addition to teacher training, there needs to be greater articulation between the different sectors of society in the implementation of inclusive policies. Collaboration between government, school and family is crucial to ensure that students' rights are ensured. According to Sassaki (1997), "[...] The inclusion process requires that public policies be formulated with the active participation of different social actors, ensuring that the measures adopted really meet the needs of the population with disabilities". Likewise, Bezerra and Araújo (2014) emphasize that "[...] Inclusive education must be seen as a social right that requires concrete actions for its implementation, going beyond political discourse".

Thus, strengthening inclusive education depends on building a school culture that values diversity. Inclusion should not be seen as a favor, but rather as a non-negotiable right. We endorse what Werneck (1997) states, "[...] Inclusion in school is frightening. It threatens both regular school teachers and specialists in special education." To overcome this fear, it is necessary to invest in educational policies that promote a truly democratic school, where all children have the opportunity to learn and develop. As Prieto (2006)

points out, "[...] school inclusion aims to recognize and value diversity as a human condition that favors learning".

CONCLUSION

Inclusive education, as established by legal frameworks and public policies, must be understood as an inalienable and essential right for equity in education. Like other fundamental rights, inclusion cannot be treated as a favor or concession, but as a commitment of the State and society. As pointed out in the survey, ensuring access to regular school for students with Autism Spectrum Disorder (ASD) is not enough; it is necessary to ensure their permanence and effective learning. Similarly, the Brazilian Inclusion Law (Law No. 13,146/2015) and the Convention on the Rights of Persons with Disabilities (UN, 2006) reinforce this need by establishing guidelines that seek to ensure accessible and quality education for all.

Likewise, the challenges for the realization of this right go beyond legislation. Similarly to other structural barriers, the lack of specific training for educators is one of the main obstacles to inclusion. Similarly, the scarcity of adapted pedagogical resources makes it difficult to implement effective inclusive practices. As highlighted by Vieira and Cirino (2024), without continuous teacher training, teachers face difficulties in meeting the individual needs of students with ASD. From the same point of view, the school environment needs to be adapted to welcome diversity, ensuring that inclusion is a daily practice and not just a distant ideal.

In accordance with educational guidelines, assistive technology emerges as an essential resource for the learning of students with ASD. Likewise, tools such as alternative communication software and adapted materials contribute significantly to the inclusion of these students. By analogy, the successful implementation of these technologies requires strategic planning and continuous investments. Likewise, educational managers must offer technical support and specialized training so that teachers know how to use these tools effectively. As in other areas of education, technological advancement must be accompanied by public policies that guarantee its universal access.

Similarly, the participation of the family and the school community plays an essential role in building an inclusive environment. As well as institutional support, the involvement of family members and the pedagogical team strengthens the academic and social development of students with ASD. As the survey points out, the adoption of the

Individualized Educational Plan (PEI) allows for more adequate monitoring, ensuring that teaching is adjusted to the needs of each student. As with other inclusion strategies, this approach requires a collective commitment so that educational rights are effectively fulfilled.

Thus, as analyzed throughout this study, school inclusion should not be just a legal requirement, but a transformation in the educational culture. Like equity in other social rights, inclusive education requires continuous efforts to overcome challenges and consolidate pedagogical practices that value diversity. According to the findings of the research, the answer to the starting question indicates that, despite normative advances, the school inclusion of students with ASD still faces structural and methodological obstacles. Likewise, overcoming these challenges depends on investments in teacher training, curricular adaptation and the application of assistive technologies. Thus, ensuring that inclusion is effective and meaningful requires integrated action between the State, school, family and society.

REFERENCES

1. Alonso, M. (2017). Educação inclusiva e sociedade (1st ed.). Cortez.
2. Alves, M. C. (2024). Deficiência e autonomia: Desafios para a inclusão (1st ed.). Penso.
3. Ball, S. J., & Mainardes, J. (2011). Análise de políticas educacionais (1st ed.). Vozes.
4. Barbosa, R. (2023). Inclusão escolar e políticas públicas (1st ed.). Lamparina.
5. Bezerra, L., & Araújo, S. (2014). Políticas públicas e inclusão educacional (1st ed.). EDUPE.
6. Bosa, C. A., & Camargo, S. P. (2009). O processo de aprendizagem de crianças com TEA: Desafios e possibilidades (1st ed.). Juruá.
7. Brasil. Ministério da Educação. (2008). Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva. <http://portal.mec.gov.br/seesp/arquivos/pdf/politica.pdf>
8. Brasil. (2015). Lei nº 13.146, de 6 de julho de 2015. Lei Brasileira de Inclusão da Pessoa com Deficiência. http://www.planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/l13146.htm
9. Brito, A. C. (2017). Educação e Transtorno do Espectro Autista: Desafios e caminhos (1st ed.). LiberArs.
10. Cabral, R. M., & Marin, S. (2017). Inclusão escolar e práticas pedagógicas no ensino fundamental (1st ed.). UFSC.
11. Camurça, M. (2022). Direitos educacionais e inclusão no Brasil (1st ed.). EDUFBA.
12. Capellini, V. L. M. F., Silva, R. M., & Costa, J. P. (2010). Práticas inclusivas no ensino regular (1st ed.). Pearson.
13. Conceição, M., Lima, A. R., & Santos, F. C. (2021). Educação inclusiva: Um compromisso coletivo (1st ed.). Autêntica.
14. Desidério, J. (2024). Educação e equidade: Um olhar sobre a inclusão (1st ed.). EDUFRJ.
15. Dutra, P. (2008). Inclusão e diversidade: Desafios da educação contemporânea (1st ed.). Cortez.
16. Educação inclusiva e contexto social – Questões contemporâneas (1st ed.). (2011). Pioneira.
17. Gil, A. C. (2008). Métodos e técnicas de pesquisa social (6th ed.). Atlas.

18. Glat, R. (2007). Educação inclusiva: Desafios e perspectivas (1st ed.). Vozes.
19. Glat, R., & Pletsch, M. A. (2010). Práticas educacionais e inclusão (1st ed.). Papirus.
20. Gomes, P. (2019). Educação especial e políticas públicas (1st ed.). UFPE.
21. Guilherme, J. (2019). Educação e acessibilidade: Um estudo sobre inclusão escolar (1st ed.). Annablume.
22. Lima, T. C. (2023). Ensino inclusivo e metodologias pedagógicas (1st ed.). Sulina.
23. Magalhães, C., & Oliveira, M. (2007). Desafios da educação inclusiva (1st ed.). FTD.
24. Mantoan, M. T. E. (2003). Inclusão escolar: O que é? Por quê? Como fazer? (1st ed.). Summus.
25. Matos, C., & Mendes, A. L. (2015). Educação inclusiva no Brasil (1st ed.). Unesp.
26. Matá, P. (2015). A diversidade na sala de aula: Reflexões sobre inclusão (1st ed.). UFMG.
27. Meletti, S. (2014). A inclusão escolar e suas contradições (1st ed.). Cortez.
28. Menezes, J. (2014). Inclusão escolar e políticas públicas no Brasil (1st ed.). EDIPUCRS.
29. Mendes, E. G. (2006). Políticas públicas e educação inclusiva (1st ed.). UFSC.
30. Minayo, M. C. S. (2006). O desafio do conhecimento: Pesquisa qualitativa em saúde (1st ed.). Hucitec.
31. Sassaki, R. K. (1999). Inclusão: Construindo uma sociedade para todos (1st ed.). WVA.
32. Sassaki, R. K. (2009). Políticas e práticas inclusivas no Brasil (1st ed.). Ministério da Educação.
33. Santos, A. N. S., Costa, M. R., & Lima, J. F. (2024a). Educação Afrodiaspórica – O encontro de saberes a partir do pensamento decolonial e da luta antirracista na perspectiva de intelectuais afrodiaspóricos. *Caderno Pedagógico*, 21(10), Article e9681. <https://doi.org/10.54033/cadpedv21n10-310>
34. Santos, A. N. S., Ferreira, R. S., & Almeida, L. P. (2024b). Educação comprometida: A práxis pedagógica crítica, libertária e engajada sob a lente de Bell Hooks. *Caderno Pedagógico*, 21(10), Article e8633. <https://doi.org/10.54033/cadpedv21n10-043>

35. Santos, A. N. S., Silva, A. M., & Pereira, J. R. (2024c). Educação, arte e literatura: Entrelaçando saberes para uma educação emancipatória com Jacotot, libertária com Freire e revolucionária com Boal. *Caderno Pedagógico*, 21(10), Article e9021. <https://doi.org/10.54033/cadpedv21n10-130>
36. Santos, A. N. S., Lima, R. C., & Costa, F. M. (2024d). Entre a libertação e o engajamento – A influência de Paulo Freire na pedagogia transformadora de Bell Hooks. *Caderno Pedagógico*, 21(12), Article e10414. <https://doi.org/10.54033/cadpedv21n12-075>
37. Santos, A. N. S., Almeida, J. C., & Ferreira, M. S. (2024e). Laços educacionais: A família como construtora de laços para um ensino “sem preço” e uma educação transformadora. *Caderno Pedagógico*, 21(9), Article e7411. <https://doi.org/10.54033/cadpedv21n9-019>
38. Santos, A. N. S., Santos, R. P., & Lima, A. R. (2024f). O avesso da educação: A incorrigível lógica do neoliberalismo em ataque ao ensino público e seu impacto na educação. *Observatório de la Economía Latinoamericana*, 22(9), Article e6860. <https://doi.org/10.55905/oelv22n9-172>
39. Santos, A. N. S., Costa, A. M., & Silva, J. R. (2024g). Paulo Freire: Do educador ao gestor – Transformações da secretaria de educação às escolas públicas populares da América Latina. *Caderno Pedagógico*, 21(10), Article e9774. <https://doi.org/10.54033/cadpedv21n10-334>
40. Santos, A. N. S., Ferreira, A. M., & Lima, R. S. (2024h). Descolonizando os currículos – O protagonismo negro na transformação do conhecimento e dos currículos no processo de descolonização educacional brasileira. *Observatório de la Economía Latinoamericana*, 22(11), Article e7980. <https://doi.org/10.55905/oelv22n11-237>
41. Santos, A. N. S., Pereira, M. F., & Costa, L. P. (2024i). Pedagogia dialógica – Desafios e potencialidades da educação como prática da liberdade em Paulo Freire. *Caderno Pedagógico*, 21(13), Article e12120. <https://doi.org/10.54033/cadpedv21n13-264>
42. Santos, A. N. S., Lima, J. P., & Almeida, R. M. (2025a). A convergência entre os ensinamentos de Paulo Freire e os princípios da educação decolonial: Caminhos para a emancipação e resistência ao colonialismo educacional. *Aracê*, 7(2), 4914–4945. <https://doi.org/10.56238/arev7n2-024>
43. Santos, A. N. S., Costa, M. F., & Ferreira, L. C. (2025b). Educação popular e resistência – Uma releitura gramsciana para construir saberes emancipatórios. *Aracê*, 7(2), 5204–5229. <https://doi.org/10.56238/arev7n2-040>
44. Santos, A. N. S., Silva, R. C., & Santos, M. J. (2025c). Entre palavras e ações – Os saberes da “pedagogia da autonomia” de Paulo Freire para transformar o ensino em prática viva. *Aracê*, 7(2), 6812–6841. <https://doi.org/10.56238/arev7n2-135>

45. Santos, A. N. S., Almeida, A. P., & Costa, R. F. (2025d). Paulo Freire e o currículo escolar – Da prática cotidiana dos educandos à superação da “educação bancária”. *Aracê*, 7(1), 3428–3455. <https://doi.org/10.56238/arev7n1-205>
46. Santos, A. N. S., Lima, A. P., & Ferreira, R. B. (2024j). Educação decolonial: Desafios epistêmicos e a luta contra o eurocentrismo, patriarcado e capitalismo na contemporaneidade. *Caderno Pedagógico*, 21(10), Article e9101. <https://doi.org/10.54033/cadpedv21n10-142>
47. Schmidt, C., Costa, A. M., & Silva, J. M. (2016). *Formação docente e inclusão escolar* (1st ed.). Unesp.
48. Strieder, R., & Zimmermann, E. (2010). *Inclusão e potencialidades no ensino fundamental* (1st ed.). UFSC.
49. UNESCO. (1994). *Declaração de Salamanca e linha de ação sobre necessidades educativas especiais* (1st ed.). UNESCO.
50. Vieira, L., & Cirino, M. (2024). *Educação inclusiva e desafios para a docência* (1st ed.). Appris.
51. Weber, M. (1949). *Economia e sociedade: Fundamentos da sociologia compreensiva* (1st ed.). UnB.
52. Werneck, C. (1997). *Sociedade inclusiva: Caminhos e desafios* (1st ed.). Cortez.