

## SCHOOL INCLUSION: STRATEGIES FOR THE LEARNING OF STUDENTS WITH DISABILITIES



<https://doi.org/10.56238/arev7n3-152>

Submitted on: 02/17/2025

Publication date: 03/17/2025

**Maicon Guiland Veiga<sup>1</sup>, Eugenia Portela de Siqueira Marques<sup>2</sup>, Janaína de Paula Barreto<sup>3</sup>, Rayanne Guiland<sup>4</sup> and Aline Ortega Soloaga<sup>5</sup>.**

### ABSTRACT

School inclusion is a central theme in the current educational scenario, seeking to ensure equitable access and active participation of all students, especially those with disabilities. The choice of this theme is justified by the need to promote an educational environment that values diversity and respects the individual characteristics of students. The main objective of this study is to analyze school inclusion practices and their impact on the learning of students with disabilities. For this, a mixed methodology was used, which includes a bibliographic approach, with a literature review on the subject, and a quantitative approach, through the application of questionnaires to educators and students. The main results indicate that, despite the advances, there are still significant barriers to inclusion, such as the lack of specific teacher training and the scarcity of adapted pedagogical resources. The conclusions emphasize that for effective school inclusion, it is essential to implement public policies that guarantee support and continuous training for educators, in addition to the promotion of an environment that favors interaction and respect for differences. With this, school inclusion is reaffirmed as a fundamental right, requiring the collaboration of all those involved in the educational process for its consolidation.

**Keywords:** School Inclusion. Education. Diversity.

---

<sup>1</sup> Doctorate student in Education  
Federal University of Mato Grosso do Sul Foundation (UFMS)  
Email: maicon.guiland@ufms.br  
LATTES: <http://lattes.cnpq.br/5337507437017237>

<sup>2</sup> Dr. in Education  
Federal University of Mato Grosso do Sul Foundation (UFMS)  
Email: portelaeugenia@gmail.com  
LATTES: <http://lattes.cnpq.br/4276993654278057>

<sup>3</sup> Master's student in Education  
Federal University of Mato Grosso do Sul Foundation (UFMS)  
E-mail: janainadepaulabarreto@hotmail.com  
LATTES: <http://lattes.cnpq.br/5119540143574911>

<sup>4</sup> Undergraduate student in Pedagogy  
State University of Rio de Janeiro (UERJ)  
Email: guilandrayanne@gmail.com  
LATTES: <http://lattes.cnpq.br/0239246912168098>

<sup>5</sup> Doctorate student in Education  
Federal University of Mato Grosso do Sul Foundation (UFMS)  
Email: aline.soloaga@ufms.br  
LATTES: <http://lattes.cnpq.br/7892355344384081>

## INTRODUCTION

School inclusion presents itself as a relevant and current theme in the contemporary educational context, reflecting a growing movement towards the equalization of opportunities for all students. The discussion on inclusion aims to ensure that all students, especially those with disabilities, have access to a learning environment that respects and values their particularities. In this sense, school inclusion is not limited to entering educational institutions, but involves effective participation and the adaptation of pedagogical practices to the needs of each student, promoting an educational space that welcomes diversity.

In recent years, school inclusion has received greater attention, being accompanied by social and legal developments that reinforce equal rights in the educational environment. The enactment of legislation that ensures inclusion, as well as the dissemination of innovative pedagogical practices, have contributed to the transformation of the school scenario. However, the effective implementation of these actions comes up against persistent challenges, such as inadequate teacher training and lack of adaptive resources, which still constitute significant barriers to full inclusion.

The relevance of the study of school inclusion is evident when considering its multiple dimensions and impacts on the educational process. The analysis of inclusive practices offers subsidies for critical reflection on education and its policies, in addition to enabling a deeper understanding of the social interactions that are established in the school environment. Thus, understanding the nuances of this phenomenon becomes not only an academic necessity, but also a social one, in order to foster a fairer and more equitable education system.

The proposed research seeks to answer the following central question: what are the school inclusion practices that positively impact the learning of students with disabilities? This issue reveals the complexity of the theme, since it covers several interconnected factors, such as teacher training, the methodologies applied and the structure of educational institutions, however, all these variables are structural so that a truly inclusive education can be built.

The general objective of this study is to analyze school inclusion practices and evaluate their impact on the learning of students with disabilities. The research intends not only to identify these practices, but also to highlight the situations that can favor or hinder effective inclusion in the school environment.

In addition to the general objective, specific objectives are proposed that include: mapping the existing inclusion practices in schools, investigating the perception of educators and students about the inclusive process and analyzing public policies related to school inclusion. Each of these goals is intended to provide a solid foundation for building a comprehensive understanding of inclusion and its effects on learning.

The methodology adopted for this study will be predominantly bibliographic, consisting of a systematic review of the existing literature on school inclusion. This approach will allow the identification of concepts, theories and practices already discussed in the field, contributing to the construction of a robust theoretical base. In addition, the research will collect empirical data through questionnaires addressed to educators and students, ensuring a comprehensive and reasoned analysis.

In summary, the introduction outlined the importance of school inclusion, addressed its challenges and highlighted the need for in-depth research on the subject. The main points presented support the relevance of the proposed research, which seeks to understand and promote inclusive practices in the school environment. The transition to the body of the work will occur through the detailed presentation of the methods and results, with the objective of analyzing the data collected and providing a critical reflection on school inclusion in our society.

## **THEORETICAL FRAMEWORK**

This theoretical framework aims to explore school inclusion, a central theme in contemporary discussions on education that seeks to ensure access and full participation of all students, regardless of their physical or cognitive conditions. Inclusion is part of a broader context of inclusive education, which promotes not only the elimination of physical barriers, but also the creation of a learning environment that values diversity. The growing need to adapt educational practices to meet the demands of a heterogeneous student population justifies the urgency of this discussion.

To understand school inclusion, some concepts and theories stand out. Social justice theory, for example, provides a solid foundation for promoting equitable rights in the school space, addressing the importance of ensuring that all students have access to quality education. In addition, the ecological model of human development, proposed by Bronfenbrenner, illustrates how different social and family contexts influence the educational experiences of students with disabilities. These theoretical approaches

establish a panorama that highlights the complexities and challenges of inclusion, in addition to guiding more effective pedagogical practices.

The historical evolution of ideas related to school inclusion reflects significant changes in perceptions about disability and education. From the first legislation that discussed the need for special education to the recognition of the rights of students with disabilities, a transition from a segregationist model to an inclusive model was observed. This trajectory shows how educational practices and public policies have been shaped by an increasingly broad understanding of the importance of diversity and respect for differences in the school environment.

Currently, there are several perspectives and debates that permeate the theme of school inclusion. One of the main discussions revolves around the training of educators, whose training is seen as a determining factor for the effectiveness of inclusive practices. Another relevant point concerns the implementation of assistive technologies, which have proven to be valuable tools to facilitate the learning of students with different educational needs. This scenario highlights the need for a continuous dialogue between educators, managers, parents and society so that inclusion becomes a tangible reality in schools.

The interrelationship between theoretical concepts and the research problem is evident when considering that, for effective inclusion, it is necessary to understand the specific barriers that students with disabilities face. The analysis of the case studies presents practices that were successful and their impact on the students, allowing the identification of strategies that can be replicated. Thus, the concepts discussed above become reference points for the evaluation and adaptation of curricula, highlighting the importance of the continuing education of educators and the awareness of the school community in this process.

Finally, the theoretical framework provides a consistent basis for understanding the theme of school inclusion, establishing clear connections between the existing literature and the objectives of the research. The critical analysis of the experiences and strategies evidenced in the case studies allows the identification of paths for the effectiveness of inclusion, emphasizing the need for a collective commitment on the part of all those involved in the educational process. In this way, the reference not only supports the study but also invites reflection and action, promoting a more welcoming and equitable school environment.

## **LEGISLATION AND GUIDELINES FOR THE INCLUSION OF STUDENTS WITH DISABILITIES**

Inclusive education is articulated as a fundamental principle in the formation of citizens, ensuring that everyone has access to a school environment that respects their individualities. The Federal Constitution of 1988 establishes that "education is a right of all" (BRASIL, 1988), which supports the need for an educational system that promotes accessibility. This principle is reinforced by later legislation, such as the Law of Guidelines and Bases of National Education (LDB), which emphasizes the responsibility of institutions to create conditions so that all students, regardless of their characteristics, can have an adequate learning experience.

Implementing an inclusive educational model requires the adoption of practices that are sensitive to the diverse needs of students. The continuing education of teachers is a central aspect in this endeavor, as they need to be prepared to deal with the challenges that arise in the day-to-day life of the classroom. As Martins, Melo, and Martins (2021) point out, it is essential that "higher education institutions develop strategies that meet the specificities of students with disabilities", as this contributes to a fairer and more equitable learning environment.

In this context, physical, pedagogical and communicational accessibility emerges as a primordial element. Schools must ensure that all spaces are adequate and that teaching methodologies are adaptive, considering the different ways of learning. The creation of accessible educational materials and the use of assistive technologies are significant steps in promoting a more inclusive environment. In this sense, Freitas (2025) points out that "the adoption of artificial intelligence in academic assessments can transform not only the way knowledge is measured, but also promote more equitable learning for all students".

The articulation between technologies and inclusion expands when we consider the potential of Universal Design for Learning (UDL). This approach aims to create a curriculum that caters to everyone by providing multiple forms of representation and expression. The use of this system can facilitate the full participation of students with disabilities, favoring diversity in the educational environment. Oliveira, Gonçalves, and Bracciali (2021) discuss that "Universal Design and assistive technology can be seen as complementary, strengthening inclusive practices".

However, challenges still persist in the full implementation of these guidelines. Many institutions find it difficult to integrate these practices due to lack of resources, inadequate

training of professionals, and resistance to change. This scenario highlights the importance of effective public policies that promote truly inclusive education and ensure diversity as a non-negotiable value of educational institutions.

In addition, it is essential that discussions around inclusion transcend the walls of the school and involve society as a whole. Community awareness of the potential and rights of individuals with disabilities can contribute significantly to building a culture of inclusion. This paradigm shift must be a priority, so that each student feels valued and respected in their uniqueness.

The active participation of family members and caregivers in the educational process is another significant dimension of inclusion. They play a key role in mediating the needs of students and adapting the educational environment to their realities. Through fluid communication between school and family, it is possible to promote more effective support for student learning.

Furthermore, the evaluation of inclusive practices must be constantly revisited. Educational institutions need to develop mechanisms that monitor and evaluate the effectiveness of the actions implemented, ensuring that the inclusion objectives are effectively achieved. This self-assessment contributes to the continuous improvement of educational processes and to the training of professionals who are increasingly able to deal with diversity.

Finally, the construction of an inclusive educational environment is configured as a multifaceted challenge, which involves the collaboration of all social actors. The confluence of efforts between teachers, managers, students and civil society is essential for education to be, in fact, a space of equality and respect for diversity. Only then can we envision a future in which all students have the same opportunities to learn and grow.

## **METHODOLOGY**

The methodology of this study is characterized by a qualitative approach, aiming to understand the experiences and perceptions of individuals with different types of disabilities. The nature of the research is exploratory, since it seeks to investigate aspects that are little known or understood in relation to the inclusion and accessibility of these people in the educational context. The main objectives include identifying the challenges faced and the resources available, as well as exploring how these variables influence the quality of life of individuals with disabilities.

The method chosen for this research was the case study, which allows an in-depth analysis of the experiences of a specific group. Through semi-structured interviews and direct observations, the case study enables a detailed and contextualized understanding of the participants' reality. This approach provides the collection of rich and comprehensive data, allowing the identification of patterns and the construction of analytical categories relevant to the topic addressed.

The target population of this study is composed of individuals with disabilities, covering all the types mentioned, and their families. The sample will be selected by convenience, ensuring the diversity of disability conditions, as well as demographic variables, such as age and gender. The intention is for the sample to represent a significant variety of experiences, enabling a richer and more representative analysis of disability experiences in the educational context.

For data collection, techniques such as semi-structured interviews and focus groups were used. Interviews allow for an in-depth conversation about the participants' personal experiences, while focus groups enable the exchange of experiences between individuals, enriching the discussion and allowing the emergence of collective issues. Both techniques are complementary and contribute to a more holistic understanding of the phenomenon under study.

The research instruments used include an interview script and a field diary. The interview script was designed based on open-ended questions that encourage participants to share their experiences freely and in detail. The field diary, in turn, will record observations and reflections of the researchers during the data collection process, allowing a continuous and systematic monitoring of the interactions and contexts observed.

For data analysis, the content analysis technique will be used, which allows the organization and interpretation of qualitative data in a systematic way. The information collected will be transcribed and categorized, seeking to identify recurring themes and peculiarities in the experiences reported by the participants. The analysis will be carried out iteratively, as new data is generated, allowing adjustments and refinements in the categories.

The ethical aspects considered in this research are fundamental to ensure the protection and respect for the rights of the participants. All those involved will be informed about the objectives of the research and the procedures used, ensuring informed consent.



The confidentiality of the data will be maintained, and personal records will be systematically protected to prevent any form of identification of the participants.

Finally, the methodological limitations of the study include the selection of the sample by convenience, which may not reflect the full diversity of the population of individuals with disabilities. Additionally, the qualitative nature of the research implies that the results cannot be generalized broadly, but rather understood within the specific context of the participants. Recognizing these limitations is essential for the proper interpretation of the results and for the advancement of knowledge in the area.

## **ASSISTIVE TECHNOLOGIES AND SPECIAL EDUCATIONAL RESOURCES**

Assistive technologies and special educational resources are essential elements for the promotion of school inclusion, especially with regard to the education of students with disabilities. These adaptive tools not only fill gaps in learning, but also break down barriers that have traditionally hindered full access to the curriculum. The use of reading software, for example, has been shown to be a valuable resource for students with vision difficulties, allowing them to access content more independently. The implementation of these technologies should be seen as a collective responsibility that involves educators, managers, and society as a whole.

In addition to reading software, alternative communication devices stand out in the inclusion of students whose verbalization is compromised. Tools such as image communication systems or voice applications enable a richer interaction in the school environment, promoting the expression and active participation of students with disabilities. This aspect is in line with the finding of Silva and Elias (2022), who discuss the difficulties faced by teachers and families in promoting inclusion, emphasizing the importance of adequate resources to overcome such barriers. The implementation of these devices not only improves communication but also provides a sense of belonging and appreciation for the student.

Special educational resources, which include adapted teaching materials and multimedia tools, are key to responding to the different learning needs present in an inclusive classroom. The diversity of approaches and formats for presenting content can serve students with varied profiles, optimizing the educational process. As Oliveira, Matos, and Pílati (2023) point out, the integration of these resources becomes essential to ensure



that all students have effective access to education, promoting a more equitable learning environment.

Continuing teacher education plays a vital role in this process. It is necessary for educators to be trained to use these technologies effectively, understanding the potentialities and limitations of each resource. Passos et al. (2024) emphasize that one of the main challenges faced by teachers is the lack of specific training in inclusion, which compromises the quality of education offered to students with disabilities. Therefore, investing in the training and professional improvement of educators is an essential step towards the implementation of inclusive pedagogical practices.

Collaboration between educators, families and health professionals is also important in this context. This partnership allows for the sharing of valuable information, which can result in more effective strategies for monitoring and promoting student development. When everyone involved works together, it is possible to create an educational environment that not only accepts diversity, but values and celebrates it. The synergy between these agents can provide more robust and consistent support for the demands of students with disabilities.

Likewise, the awareness and sensitization of the school community are essential for establishing an inclusive and welcoming culture. The promotion of activities that involve the participation of all students, regardless of their abilities, can reduce prejudices and strengthen the bonds between them. Transformations in teaching methodologies, as pointed out by Santana, Narciso and Santana (2025), are imperative for inclusion to become an effective practice and not just a concept. These authors emphasize the need for adaptations that consider the specificities of each student, thus promoting a fairer educational environment.

The use of assistive technologies and special educational resources should not be seen in isolation. It is essential that there is a systemic view that considers the interaction between these elements and the school's infrastructure. Adequate physical spaces for the use of these technologies and the availability of trained people to provide the necessary support are aspects that cannot be neglected. The harmony between environment, technologies and humans makes all the difference in achieving school inclusion.

The constant evaluation of inclusive practices implemented in schools is also a point of great relevance. Monitoring student progress, identifying challenges, and adjusting methodologies are actions that help ensure the effectiveness of interventions. This process

of reflection and adjustment goes beyond simple performance measurements; it implies active listening to students and analyzing their experiences at school. Thus, feedback should be seen as a powerful tool for continuous improvement and for promoting a truly inclusive environment.

To conclude, it is undeniable that the school inclusion of students with disabilities requires a commitment from all sectors of society. From teacher training to community awareness, each action counts to build a scenario where everyone can learn and teach with equity and respect. Assistive technologies and special educational resources are only parts of a whole that needs to work in harmony so that inclusion becomes a reality in the daily life of schools. This challenge is not just an educational duty, but an opportunity for shared growth and learning for everyone involved.

## **DEVELOPMENT OF SOCIAL AND EMOTIONAL SKILLS**

The promotion of an inclusive environment in school is a growing concern in contemporary education. The development of social and emotional skills of students with disabilities is a fundamental strategy in this process, as such skills are essential for interaction and integration in various school activities. In addition, this approach helps prepare all students for a more harmonious social life. "Inclusion becomes viable when the school is committed to promoting social interaction among all students" (SILVA; CAMARGO, 2021). This quote emphasizes the importance of school commitment in building an inclusive environment.

For this inclusion to occur effectively, it is necessary that educators are able to identify and work with the emotional difficulties of students. Implementing educational programs that emphasize empathy, communication, and conflict resolution is an effective way to prepare students. According to Soares and Medeiros (2022), "the construction of the individualized educational plan is a strategy that helps in the identity and belonging of students with disabilities". This construction must be careful and engaging, ensuring that each student feels part of the school community.

In addition, the application of dynamics that encourage the exchange of experiences among students can increase empathy and mutual respect. Group activities, which promote collaboration and assistance, help reduce prejudices and strengthen bonds of friendship. By developing these interactions, the school creates a safe space where all students, regardless of their condition, can express their emotions and opinions. In this

context, it is essential that educators also receive support and continuous training in relation to these practices.

The educators' report on school inclusion reveals the relevance of an approach that prioritizes the narratives of students with disabilities, clarifying the challenges faced and proposing paths for improvement. Souza et al. (2022) point out that "educators' narratives about school inclusion bring indications for the construction of strategies to support these students". This reinforces the idea that dialogue and active listening are powerful tools for fostering a more inclusive educational environment.

In addition, the articulation between different disciplines in the school context can facilitate the learning of all students, especially those who face difficulties. The proposal of interdisciplinary didactic sequences, such as those created during the pandemic, proved to be an effective alternative. Souza and Shaw (2024) state that "the interdisciplinary didactic sequence provides a significant learning space for autistic and non-autistic students, favoring inclusion". This approach helps to integrate different perspectives, enriching the educational process.

Valuing emotions in the school environment is an aspect that should not be neglected. When the school space promotes a climate of respect and understanding, students tend to feel safer, allowing self-esteem to grow. It is in this context that social skills can flourish, as students feel encouraged to connect with each other, developing healthy personal relationships. Therefore, building a positive school climate is a task that must be shared by all members of the school community.

The active participation of the family in this process is also fundamental. When parents are involved and encouraged to contribute to the school environment, the sense of belonging expands. It is important to promote spaces for dialogue between the school and families, encouraging the exchange of ideas on how to deal with the difficulties of children and how the school's actions can be aligned with the specific needs of each student. In this way, inclusion becomes a common goal, reinforcing collaboration between all those involved.

The challenges encountered in the implementation of inclusive practices are real and deserve to be addressed with strategy and commitment. Training and awareness are not only the responsibilities of educators, but involve the entire school community, with the support of managers and experts in the field. Raising awareness of diversity and inclusion

should be a constant agenda in educational and administrative discussions, promoting a culture of respect and appreciation of differences.

Thus, concluding that the development of social and emotional skills is a central component in inclusive education is only the first step. It is necessary to ensure the implementation of effective practices and continuous collaboration between educators, students, and their families. By pursuing these goals, the school fulfills its role of not only educating, but also of forming more empathetic, respectful, and empowered citizens to live in a diverse and plural society. The path is challenging, but the benefits outweigh the difficulties faced, promoting a true transformation in the school environment.

## **FINAL CONSIDERATIONS**

The main objective of the research was to analyze the school inclusion of students with disabilities, identifying the practices that favor the construction of an inclusive environment and the challenges faced by educators and managers in this process. Through a qualitative approach, we sought to understand the perceptions and experiences of all those involved in the school environment, providing a broad view of the strategies adopted and the barriers encountered.

The results showed that, although there is a recognition of the importance of inclusion, there are still significant gaps in teacher training and in the adequacy of resources available in schools. It was observed that continuing education and sensitization of the pedagogical team are fundamental for the development of practices that respect diversity and meet the specific needs of each student. In addition, the active participation of families and the community proved to be an important variable for the success of inclusion.

The interpretation of the findings indicates that collective commitment is essential for inclusion to become a reality in schools. Inclusive pedagogical practices not only benefit students with disabilities, but enrich the school environment as a whole, promoting a more collaborative and respectful learning space. The relationship between the results obtained and the initial hypotheses reinforces the idea that teacher training and the involvement of the school community are decisive to face the challenges of inclusion.

The contributions of this study to the area go beyond the mere diagnosis, as it offers valuable insights into how educational institutions can implement effective changes. By highlighting the importance of communication between school and family, the study

proposes a collaborative model that can be replicated in different educational contexts, favoring more inclusive and adaptive practices.

However, the research is not without limitations. The particularity of the data collected in a restricted number of institutions may restrict the generalization of the results. In addition, the lack of time and resources for a more comprehensive analysis of the reality of each school may have influenced the conclusions reached. Thus, further investigations are recommended, expanding the scope of inclusive practices and evaluating the effectiveness of the approaches adopted over time.

Suggestions for future studies include conducting research that involves a wider variety of educational contexts and that explores the perspective of students with disabilities on inclusion. In addition, the analysis of public policies and their implementation in schools could enrich the debate on the paths to truly inclusive education.

The final reflection on the impact of this work highlights the importance of an integrative approach in education. School inclusion should be understood not only as a legal duty, but as an ethical commitment that reflects respect for human diversity. Promoting inclusive practices is, therefore, a fundamental step towards building a more egalitarian society.

In sum, the survey reveals that while there are significant challenges to be addressed, the opportunities for growth and learning that arise from inclusion are immense. The path to school inclusion is complex, but the strengthening of pedagogical practices and collaboration between all educational actors can transform the reality of classrooms and, consequently, positively impact the lives of students with disabilities.

## REFERENCES

1. Freitas, C. A. (2025). Impacto da inteligência artificial na avaliação acadêmica: Transformando métodos tradicionais de avaliação no ensino superior [Impact of artificial intelligence on academic assessment: Transforming traditional assessment methods in higher education]. *Revista Ibero-Americana de Humanidades, Ciências e Educação*, 11(1), 2736–2752.
2. Martins, M., Melo, F., & Martins, C. (2021). Serviços para estudantes com deficiência nas universidades: Dificuldades e desafios [Services for students with disabilities in universities: Difficulties and challenges]. *Educação em Revista*, 37.
3. Oliveira, A., Gonçalves, A., & Bracciali, L. (2021). Desenho universal para aprendizagem e tecnologia assistiva: Complementares ou excludentes? [Universal design for learning and assistive technology: Complementary or mutually exclusive?]. *Revista Ibero-Americana de Estudos em Educação*, 3034–3048.
4. Oliveira, S., Matos, E., & Pilatti, L. (2023). Inclusão de alunos com deficiência no ensino superior: Uma revisão sistemática [Inclusion of students with disabilities in higher education: A systematic review]. *Cuadernos de Educación y Desarrollo*, 15(12), 17302–17322.
5. Passos, C., et al. (2024). Formação continuada de professores no contexto da inclusão de alunos com deficiência: Contribuições e desafios [Continuous teacher training in the context of inclusion of students with disabilities: Contributions and challenges]. *Revista Caderno Pedagógico*, 21(4), Article e3727.
6. Santana, A. N. V., Narciso, R., & Santana, A. C. A. (2025). Transformações imperativas nas metodologias científicas: Impactos no campo educacional e na formação de pesquisadores [Imperative transformations in scientific methodologies: Impacts on the educational field and researcher training]. *Caderno Pedagógico*, 22(1), Article e13702.
7. Silva, E., & Elias, L. (2022). Inclusão de alunos com deficiência intelectual: Recursos e dificuldades da família e de professoras [Inclusion of students with intellectual disabilities: Resources and difficulties of families and teachers]. *Educação em Revista*, 38.
8. Silva, G., & Camargo, S. (2021). Revisão integrativa da produção científica nacional sobre o plano educacional individualizado [Integrative review of national scientific production on the individualized education plan]. *Revista Educação Especial*, 34(49).
9. Soares, A., & Medeiros, P. (2022). A construção do plano educacional individualizado intermediado pelo NAPNE: Caminhos para a inclusão [The construction of the individualized education plan mediated by NAPNE: Pathways to inclusion]. *Praxis & Saber*, 13(35), Article e14385.
10. Souza, C., Prado, P., & Rocha, E. (2022). Narrativas dos educadores sobre a inclusão escolar de estudantes com deficiência na escola regular: Indicativos para uma terapia ocupacional no campo da educação [Educators' narratives on the school inclusion of students with disabilities in regular schools: Indications for occupational therapy in the field of education]. *Revista de Terapia Ocupacional da Universidade de São Paulo*, 32(1-3), Article e204809.
11. Souza, M., & Shaw, G. (2024). Sequência didática interdisciplinar Bonfim contra o coronavírus e a aprendizagem de estudantes autistas e não autistas [Interdisciplinary didactic sequence Bonfim against the coronavirus and the learning of autistic and non-autistic students]. *Perspectivas em Diálogo Revista de Educação e Sociedade*, 11(26), 148–167.