



The importance of the Individual Development Plan for students with disabilities who are in regular classrooms

The importance of the Individual Development Plan for students with disabilities who are in regular classrooms

Joice Lilian Nascimento Santos

SUMMARY

The PDI guarantees the right to inclusion and equality in schools, contributing to a more humane, fair, and equitable academic progress, allowing schools to adapt both the curriculum and teaching to each student individually, considering their needs, characteristics, and potential. The PDI is a way to discover and enhance each student's skills and competencies, enabling each student to reach their full academic and social potential. The overall objective of this research is to analyze the importance of the PDI for students with disabilities in regular classrooms through a literature review. This study used descriptive research methodology. Through a literature review, it was concluded that the PDI is a fundamental tool for promoting accessibility in the curriculum in regular classrooms. However, its development and implementation require more robust training for school professionals, as well as more active participation from families and other specialists who support students.

Keywords: Inclusion. Skills. Individual development plan, school inclusion,

ABSTRACT

The PDI guarantees the right to inclusion and equality in schools, contributing to a more humane, fair, and equitable academic progress, allowing schools to adapt both the curriculum and teaching to each student individually, considering their needs, characteristics, and potential. The PDI is a way to discover and enhance each student's skills and competencies, enabling each student to reach their full academic and social potential. By participating in the development of the PDI, students felt more engaged and motivated in their learning, fostering their own independence and leadership. The overall objective of this research is to analyze the importance of the PDI for students with disabilities in regular classrooms through a literature review. This study employed descriptive research methodology, through a bibliographic review of documents as a data collection method. The conclusion is that the PDI is a fundamental instrument for promoting accessibility in the curriculum. However, its development and implementation require more robust training for school professionals, as well as more active participation from families and other specialists who support students.

Keywords: Inclusion. Competencies. Individual development plan, school inclusion.

1. INTRODUCTION

Educational inclusion is a right for all students, whether white, Black, Indigenous, or with disabilities. Realizing this right requires changes in school management, classroom practices, and teacher training. To achieve this, schools must fulfill their social function, developing a pedagogical approach that values differences and meets the specific educational needs of each student (FERREIRA, 2010).

Inclusive education is understood to fit into this context as a fundamental process enabling access, retention, and learning for a portion of these students who have historically been excluded. The quality of education is directly linked to educational policies that guarantee access, retention, participation, and the appreciation of differences, in addition to reclaiming cultural values and respect for learning, understanding, and building new ones. paths.

The Individual Development Plan (IDP) is an essential tool for students with disabilities, as it enables the development of an educational plan tailored to their specific needs. This plan is developed in collaboration with the school, specialists, and families, with the goal of promoting the student's growth, taking into account their strengths and challenges (MANTOAN, 1997).



Therefore, the hypothesis raised in this research refers to the importance of the PDI for students with disabilities who are in regular classrooms, aiming to eliminate the attitudinal and physical barriers that prevent students from accessing school, especially in regular education, providing them with an education according to their needs, in a complementary or supplementary way, not replacing schooling.

This study aims to analyze the impacts of specialized educational services for students with disabilities. The challenges and possibilities of implementing multifunctional resource rooms for specialized educational services in early childhood education are reflected in the issue of school inclusion, with an emphasis on multifunctional resource rooms as support for the Special Education Program (PDI) for students with disabilities in regular classes.

The aim of this study is to analyze this topic in order to contribute to the training of other professionals working in inclusive education regarding the impacts of specialized educational services for students with disabilities, to better meet their needs in regular classrooms. This research seeks to answer the following question: How important is the PDI for students with disabilities in regular classrooms?

The general objective of this research is to analyze the importance of the PDI for students with disabilities who are in regular classrooms through a literature review, with the following specific objectives: to address the historical, philosophical and legal foundations of inclusive education; to describe specialized educational services for children with disabilities and to analyze the implementation of the PDI in regular classrooms.

In this study, descriptive research was used as a methodology, through literature review. This type of research, according to Gil (2010), consists of a modern method for evaluating a set of data simultaneously. Research was carried out in articles, books, monographs, documents, etc.

The data collection method was a bibliographic review through document survey. The extracted data will be synthesized and compared. The analyzed studies will then be read to identify elements relevant to the objectives of this study. Excerpts that characterize the scientific evidence will then be selected.

Finally, it is worth emphasizing that this topic has not been sufficiently studied in the area of Education, having as main authors Alves (2011); Duby (1999); Matos (2013); Sassaki (1997); Mantoan (2006) among others.

2 SPECIALIZED EDUCATIONAL SERVICES FOR CHILDREN WITH DISABILITIES

For a long time, special education services were organized as a parallel education system, replacing regular education. Thus, the education of students with disabilities, as seen in this article, occurred in separate, specialized spaces. These spaces operated within institutions, schools, and special classes because they were understood to be best suited for teaching students who supposedly would not benefit from the regular education provided to others.

Continuing its inclusive education process, Brazil has increased its efforts and taken steps to include all students with disabilities in its education systems. These measures include the creation of multifunctional resource rooms, which are organized spaces equipped with teaching and learning materials, equipment, and professionals trained to meet the educational needs of students with disabilities.

According to Alves (2006, p. 14):

Research evidence and anecdotal results indicate that Applied Behavior Analysis programs produce comprehensive and lasting improvements in the skills of people with autism. Applied Behavior Analysis methods have been shown to be successful in educating individuals with autism of any age. However, studies show that early and intensive instruction using Applied Behavior Analysis methods with very young children results in even more successful integration into mainstream schools for many of these children.

For the author, the space reserved for the resource room is intended to exclusively serve students with disabilities to develop their skills.



The implementation of the PDI constitutes a framework for consolidating an inclusive system that guarantees quality education. It has made the PDI more effective and fostered access, participation, and learning conditions for students with disabilities in regular classes. This right, therefore, applies to all students, and the realization of this right must be fulfilled by education systems, without any discrimination.

Alves (2006) emphasizes that depending on the child's needs and age, the IDP can involve a variety of settings, including an inclusion classroom, a special education classroom, or a fully home-based program. During the first year, it will be conducted at home (the natural learning environment for very young children), and then gradually transition to more educational and community-based settings as the child ages.
your skills increase.

According to Decree No. 6,571/2008, special assistance may be offered to students in the regular public education system by "public education systems or by non-profit community, religious or philanthropic institutions, with exclusive activity in special education" (BRASIL, 2011, art. 9, § 2).

In this context, the National Policy on Special Education from the perspective of Inclusive Education, reaffirms the right of all students to regular education and promotes Specialized Educational Assistance, which now operates as follows:

Specialized educational services for children with autism aim to identify, develop, and organize pedagogical and accessibility resources that eliminate barriers to students' full participation, considering their specific needs. The activities developed in specialized educational services differ from those carried out in the regular classroom and are not a substitute for schooling. This service complements and/or supplements students' development, aiming for autonomy and independence in school and beyond (BRASIL, 2008, p.10).

With the adoption of this policy regulating the operation of Specialized Educational Services (AEE) throughout Brazil, inclusive education advances and organizes its services so that all students with disabilities can be served in schools. This adoption is strengthened by Resolution CNE/CEB No. 4/2009 of the National Education Council, which establishes the Operational Guidelines for Specialized Educational Services in Basic Education (BRASIL, 2009).

For Mantoan (2006, p. 27):

The need to conduct at least some of the therapies at home requires extensive parental involvement and knowledge. Some programs believe that school-based options can be effective for students, even during the first year of therapy, if they adhere closely to Applied Behavior Analysis.

According to the author, inclusive education, as a cross-cutting modality, promotes SES across all levels of education, including early childhood education. She also emphasizes the importance of separating classes according to each student's chronological age. This action is crucial for the student's educational development, as the philosophy of inclusion disregards equity and equal opportunities.

Therefore, the PDI must be linked to the school's pedagogical proposal, in order to involve the family of the student being served and guarantee their access and participation within the school and is characterized by a set of pedagogical activities that take place in the following way:

- I - Complement the training of students with autism and global developmental disorders, such as permanent support limited in time and frequency of students in multifunctional resource rooms; or.
- II - Supplement the training of students with high abilities or giftedness (BRASIL, 2011).

Aiming to include all students with autism, the school, through the pedagogical proposal integrated with inclusive education, offers the PDI in a complementary and/or supplementary way, contributing to the training of students and their preparation for citizenship.

The PDI has the function of identifying, developing and organizing pedagogical and accessibility resources according to the specific needs of the students; "it provides curricular enrichment programs, the teaching of languages and specific communication and signaling codes, [...] and assistive technology"; it will be carried out in the opposite shift to that of



common class (in the school itself or in a specialized center), constituting a mandatory offer of the systems teaching (BRAZIL, 2008a, p. 15-16).

It's worth noting that, guaranteed by law, the PDI is mandatory. However, the student with autism and their family may or may not opt for the service. This service should not replace schooling, but rather contribute to the student's performance and learning.

While the PDI is based on the Brazilian Inclusion Law (Law 13.146/2015) and the Law of Guidelines and Bases for Education (Law 9.394/1996), it is not a mandatory document for professionals working in schools. However, the measure is significant as it seeks to direct the provision of services to all students with disabilities, global developmental disorders, and those who are gifted. Its application also operationalizes articles 208 and 227 of the Federal Constitution, which guarantee students' rights to education, development, and inclusion in school. (SOUZA, 2017).

In the inclusive context for students with disabilities enrolled in regular classes, school development is a central focus of public policies to ensure equal access, participation, and learning for all students in regular schools. This requires support from specialized educational services (SEAs) to contribute to the development of autistic students enrolled in early childhood education (GAUDERER, 2010).

According to Gauderer (2010), students with disabilities often present unique challenges for schools, and teachers often find it difficult to effectively meet their needs. Internationally, approximately 1 in 68 children are diagnosed with an autism spectrum disorder (ASD). ASD is a developmental disability that can cause significant social communication and behavioral challenges.

In inclusion, valuing school diversity and focusing on the specific needs of each student is a factor fundamental. According to Sasaki's (1997, p. 41) concepts, inclusion is:

A process by which society adapts to include people with special needs in its general social systems (...) inclusion means exchanging, understanding, respecting, valuing, fighting exclusion, and overcoming barriers that society has created for people. It offers the development of autonomy through collaborative thinking and the formulation of value judgments, so that people can decide for themselves how to act in different life circumstances.

We agree with the author here, as inclusion requires understanding, acceptance, and respect. Inclusion is a process that permeates all stages of education, aiming to provide the right to learning and access to higher levels of education, equalizing rights and educational opportunities for all.

Inclusion breaks with the paradigms that sustain school conservatism, challenging educational systems at their very foundations. It questions the establishment of ideal models, the standardization of specific student profiles, and the selection of those chosen to attend schools, thereby producing identities and differences, inclusion and/or exclusion (MANTOAN, 1997).

"All human beings are born free and equal in dignity and rights. Endowed with reason and conscience, they should act towards one another in a spirit of brotherhood." (Universal Declaration of Human Rights, Art. 1). All people, regardless of skin color, gender, nationality, social status, or physical characteristics, must have their rights exercised equally. That is, the benefits each person receives, or should receive, cannot be less or greater than those of others. But is this being done?

4

Recognizing that everyone has rights does not guarantee the satisfaction of human needs. Equal treatment must be guaranteed through the implementation of public policies that promote social equity, so that minorities and historically discriminated groups have effective conditions to develop their potential. This premise applies to everyone, including people with disabilities. In the case of these individuals, ensuring adequate mobility conditions, for example, demonstrates recognition that they have rights and establishes inclusion beyond integration.

Consequently, the segregationist and exclusionary practices that have characterized relationships with people with disabilities throughout time are broken. This leads society to understand that all people, both those so-called



"Normal" people, like those with disabilities, must have their rights respected.

To promote the rights of students with disabilities, it was necessary to adopt affirmative and philosophical political measures to implement special education with an inclusive education perspective, guaranteeing the right of all people with disabilities to be served in regular education classes and in specialized educational services.

These measures, based on the Universal Declaration of Human Rights and other national and international documents that provide foundations for inclusive education, should also be presented. Furthermore, documents should be presented that aim to equip educational agents with pedagogical practices and administrators with the administrative measures necessary to adapt the physical spaces and operations of educational institutions to facilitate the effective inclusion of students (GAUDERER, 2010).

Thus, the aforementioned document reaffirms the personal and social dimensions of each individual's identity and the challenge of promoting equality in a context characterized by diversity. This means that each person constructs their own identity in proportion to the fulfillment of their aspirations and the collective, as they relate to other individuals within the social reality in which they are inserted.

Thus, the training of educators who intend to work in Special Education must respond to the numerous social demands that see schools as organized spaces dedicated to human diversity. However, the teacher training model remains obsolete due to changes in the educational field.

For Facion (2009, p.166),

Applied Behavior Analysis can be incorporated into structured games and activities that require less concentration. This is an important component of therapy, where learning should be fun for the child. Through play and learning by imitation and practice, previously mastered skills can be generalized to progressively less structured environments and more natural situations.

In this context, qualification to value diversity requires other ways of teaching; including teach how to teach so that all students learn. Furthermore, according to Facion (2009, p. 168)

Through play and learning by imitation and practice, mastered skills can be generalized to progressively less structured environments and more natural situations. Some find that the structure and time spent in the home environment hinder integration into family life. Very young children still need "rest" and the opportunity to be children.

Applied Behavior Analysis can be incorporated into structured games and activities that require less concentration.

According to the author, continuing education is necessary in addition to initial training, stating that these professionals must have general knowledge of the IDP (Individual Development Plan) to teach in the field of inclusive education. Therefore, we understand that to work in inclusive education/multifunctional resource rooms with autistic students, teachers must have initial training in Pedagogy, in addition to continuing education through specialization and advanced training courses in inclusive education.

The requirement for specialized educational services for students with disabilities in regular classes is presented as a response to these demands, through international declarations to which Brazil is a signatory and through national legislation, which make inclusive education mandatory. However, this will not happen without the involvement of all educational stakeholders and society as a whole. Among other measures, this requires ongoing training for teachers and administrators regarding the deepening of inclusive concepts and the adoption of pedagogical and administrative practices that are effective in achieving an emancipatory education.

5

In view of this, the relevance of this study is highlighted in the possibility of understanding the construction of identity to be effective, the school needs to be a space that, more than integrating, enables the inclusion of the student with autism by promoting an interaction of this individual with the school community, in a way that is attentive to their needs and peculiarities, without adopting, however, a paternalistic stance, but rather privileging the exercise of the autonomy of the subjects in the construction and consolidation of their citizenship, based on fraternal and peace-promoting relationships.

It should be noted that the implementation and practice of inclusive education are not optional in today's social context. Rather, they are imperatives for which attention is essential.



considering the aim of building a more just, equitable and egalitarian society.

The needs and diversity of students in the classroom in the Brazilian public education system still represent one of the greatest challenges schools face today.

For Matoan (2006), the inclusive education paradigm is gaining significant ground in the global education landscape. In this context, educational systems need to modify their facilities and organize their operations to adapt to the needs of all students. It is necessary to offer quality, equitable education, breaking with the traditional integrative approach that forced students to adapt to the system's demands.

The proposal to implement multifunctional resource rooms under the PDI is conceived by the government as an inclusive ideal, and is widespread in political circles and widely supported by the media, claiming that the program guarantees access to early childhood education for students with autism. Indeed, the need for an adequate space with technological and educational resources and qualified professionals who interact with the school, aiming at the learning and retention of students with disabilities within the school itself, was one of the school principal's goals.

The multipurpose resource room is important for the school because it incorporates a suitable space into its physical structure for a previously neglected segment of the population. It also benefits the teacher, who receives training and the opportunity to interact with and learn from diversity, and especially the student, who feels included both physically and in their learning.

To implement this room, the Education Department to which the school is linked must prepare the Articulated Action Plan through the Technological Management System "SIGETEC" and indicate this school to be included in the aforementioned resources. To this end, the school must be part of the public network and registered in the MEC/INEP School Census, provide physical space for the installation of equipment and furniture and the provision of a teacher to work in the AEE, have enrollment of a student with a disability, registered in the MEC/INEP School Census.

Once the proposal to offer Special Education (SEA) through PDI methodologies in schools has been approved by the Department of Education and its operation authorized by the Education Council of the Education System, this Center must enroll students targeted for Special Education. Furthermore, the Center must provide support to the regular schools where the students are enrolled to facilitate the learning development process for these individuals.

Regarding the choice of the type of room that will be implemented in each school, it is defined by the MEC based on the reports sent by the school, according to the students' needs and the type of disability they have.

In basic education, these resource rooms are characterized as specialized educational services of a pedagogical nature that complement the education of students with autism, neuromotor disabilities, global developmental disorders, and specific functional disorders enrolled in Early Childhood Education. They are equipped with equipment, furniture, and teaching and learning materials and aim to support the education system by supplementing the education of students in this modality:

Multifunctional Resource Room - Type I, in Early Childhood Education, is a specialized educational service, of a pedagogical nature that complements the schooling of students with intellectual disabilities, neuromotor physical disabilities, global developmental disorders and specific functional disorders, enrolled in the Public Education Network. (PARANÁ, 2011, p. 45).

The pedagogical work developed in this type of classroom is based on the interests, needs and specific learning difficulties of each student, offering pedagogical support, contributing to the learning of content in the regular classroom and also using differentiated methodologies and strategies, aiming at the development of autonomy, independence and appreciation of the student.

6

Applied Behavior Analysis can be incorporated into structured games and activities that require less concentration. This is an important component of therapy, where learning should be fun for the child. Through play and learning by imitation and practice, previously mastered skills can be reinforced. generalized to progressively less structured environments and more natural situations (PARANÁ 2011)

Type II Multifunctional Resource Rooms are characterized as specialized educational services for moderate to high-level autistic students, which operate in regular Early Childhood Education establishments, in state and municipal education networks, in the opposite shift to schooling.



These rooms are made up of the resources of the type I room plus other specific resources such as a desktop slate printer, punch, soroban, signature guide, accessible globe, accessible geometric drawing kit, sound calculator, software for producing graphic and tactile drawings.

As for the teaching and learning activities for the target audience, in the type II classroom, they need to be understood and integrated with educational practices that aim at school inclusion, seeking to guarantee the student's permanence in school and, more than that, that he can also produce and obtain knowledge that will be valid for his social and intellectual formation, which will happen through teaching strategies and use of the resources made available to the AEE teacher.

To ensure access and retention of students with autism in mainstream education (UN, 2006), the National Policy on Special Education from the Perspective of Inclusive Education offers specialized educational services. To this end, teacher training, family and community participation, and intersectoral coordination of public policies are necessary.

According to the Guidance Manual for the Multifunctional Resource Room Implementation Program, published by the Ministry of Education, the target students of this program were defined as: Students with intellectual, mental or sensory disabilities; students with global developmental disorders (childhood autism, Asperger's syndrome, Rett syndrome, childhood disintegrative disorder), students with high abilities or giftedness and students who are blind, have low vision or other visual impairments.

Legal texts define who students are and regulate services for a specific group of students, and no longer all autism, such as attention deficit hyperactivity disorder, dyslexia, neuropsychomotor development delay, learning difficulties, and others, are not considered target audience students for Special Education.

Regarding the enrollment of these students, Decree No. 7,611/2011, which provides for Educational Assistance Specialized, states in its Article 8 that Decree No. 6,253/2007 shall come into force with the following wording:

Art. 9 A. For the purposes of distributing Fundeb resources, dual enrollment of students in regular education in the public network who receive specialized educational services will be permitted.

§ 1º Dual enrollment implies that the student is included in both regular public education and specialized educational services.

§ 2º Specialized educational services for students in the regular public education system may be offered by public education systems or by non-profit community, religious or philanthropic institutions, with exclusive activity in special education, in agreement with the competent Executive Branch, without prejudice to the provisions of art. 14." (nr)

Art. 14 For the purpose of distributing resources, it will be permitted from Fundeb, the calculation of enrollments made in special education offered by non-profit community, religious or philanthropic institutions, with exclusive activity in special education, in agreement with the competent Executive Branch.

§ 1º For special education purposes, enrollments in the regular education system, in regular classes or in special classes in regular schools, and in special or specialized schools will be considered.

§ 2º Accreditation before the competent body of the education system, in accordance with art. 10, item IV and sole paragraph, and art. 11, item IV, of Law No. 9,394, of 1996, depends on approval of a pedagogical project." (nr) (brazil, 2011, p.3).

In this sense, the government's proposal is to provide inclusive and consistent support to the same students who were previously enrolled in special education. This proposal will allow these students to be alongside other students in the classroom and, at a later date, receive appropriate support for their development.

In view of the educational policies that guide the school inclusion of students with autism, the Specialized Educational Assistance Program (AEE) meets a historical need in Brazilian education to promote the conditions of access, participation, and learning of these students. "According to the policy, the PDI's function is to identify, develop, and organize pedagogical and accessibility resources (...) considering the specific needs of each student". (BRAZIL, 2008, p. 10).

The requirement for specialized educational services for students with autism in Early Childhood Education is presented as a response to these demands, through international declarations to which Brazil is a signatory and through national legislation, which make inclusive education mandatory. However, it will not occur without the involvement of



all educational agents and society as a whole. Among other measures, this requires ongoing training for teachers and administrators regarding the deepening of inclusive concepts and the adoption of pedagogical and administrative practices that are effective in achieving an emancipatory education.

In view of this, the relevance of this study is highlighted in the possibility of understanding the construction of identity to be effective, the school needs to be a space that, more than integrating, enables the inclusion of the student with autism by promoting an interaction of this individual with the school community, in a way that is attentive to their needs and peculiarities, without adopting, however, a paternalistic stance, but rather privileging the exercise of the autonomy of the subjects in the construction and consolidation of their citizenship, based on fraternal and peace-promoting relationships.

The inclusion of students with disabilities in schools represents one of the main challenges faced by modern education. In Brazil, despite progress in legislation and public policies, ensuring a fair and quality education for all remains a goal that needs to be fully achieved.

According to data from the 2023 School Census, carried out by the National Institute of Studies and Educational Research Anísio Teixeira (INEP), there has been a considerable increase in the enrollment of students with disabilities in basic education in recent years, with a predominance in elementary education, which corresponds to 62.90% of enrollments. This information highlights the need for investments in specialized and effective pedagogical approaches (INEP, 2024).

However, merely including these students in regular classes does not ensure their true integration; pedagogical work that addresses their particularities and individual needs is crucial (MANTOAN, 2003). In this context, the IDP emerges as an essential tool for personalizing teaching and facilitating the learning of students with disabilities. The IDP is a document that organizes and structures curricular adaptations, pedagogical strategies, and the resources necessary to meet the specific educational needs of each student, aiming for their full development (MANTOAN, 2003; SILVA et al., 2013). Its development requires the collaboration of several professionals, including teachers, teaching staff, family members, and, whenever possible, the student themselves, to ensure that educational actions are appropriate and effective (HUDSON; BORGES, 2020).

The inclusion of students with intellectual disabilities in schools represents one of the main challenges faced by modern education. In Brazil, despite progress in legislation and public policies, ensuring a fair and quality education for all remains a goal that needs to be fully achieved.

According to data from the 2023 School Census, carried out by the National Institute of Studies and Educational Research Anísio Teixeira (INEP), there has been a considerable increase in the enrollment of students with disabilities in basic education in recent years, with a predominance in elementary education, which corresponds to 62.90% of enrollments. This information highlights the need for investments in specialized and effective pedagogical approaches (INEP, 2024).

However, the mere inclusion of these students in regular classes does not ensure their true integration; it is crucial that there is pedagogical work that meets their particularities and individual needs (MANTOAN, 2003). In this scenario, the Individual Development Plan (IDP) emerges as an essential tool for personalizing teaching and facilitating learning for students with disabilities.

The PDI is a document that organizes and structures the curricular adaptations, pedagogical strategies, and resources needed to meet the specific educational needs of each student, aiming at their full development (MANTOAN, 2003; SILVA et al., 2013). Its development requires the collaboration of several professionals, including teachers, pedagogical staff, family members, and, whenever possible, the student themselves, to ensure that the actions and educational measures are appropriate and effective (MARQUES; CARON; CRUZ, 2020).

Furthermore, it is crucial to emphasize that school inclusion goes beyond the mere physical presence of students with disabilities in a regular classroom. It requires a significant change in school culture, which must value diversity and encourage the active participation of all students. In this context, collaboration between the school, family, and community is essential to establish a welcoming and inclusive learning environment (MARQUES; CARON; CRUZ, 2020).

Thus, it can be stated that the success of school inclusion is closely linked to the effectiveness of the PDI, to the support

provided by the educational institution and the active involvement of families in the educational process. For inclusive education to be implemented effectively, a joint commitment is required between administrators, teachers, support professionals, and the school community. It is essential to invest in ongoing training, accessible pedagogical resources, and public policies that ensure the right to inclusive education for all, aligning with the objectives and social and academic importance of this research.

FINAL CONSIDERATIONS

Considering the educational policies that guide the school inclusion of students with autism, the intervention through the PDI meets a historical need in Brazilian education to promote conditions of access, participation and learning for students.

Therefore, this service aims to eliminate the attitudinal and physical barriers that prevent students with disabilities from accessing regular classes, providing them with an education according to their needs, in a complementary or supplementary way, not replacing schooling.

Based on the research conducted, it was possible to observe a gap between the enactment of laws and daily school practice. In this sense, it is clear that the implementation of a non-inclusive school system is a failure, in which students are enrolled but are not active participants in their educational processes. Therefore, their needs are not met; they do not receive adapted practices and methodologies, and they remain segregated within the "inclusive" school.

Regarding the educational program through the PDI, which should be implemented in regular classrooms, it is clear that the teacher must develop pedagogical activities geared toward the performance of most students. However, outside of this context, students with autism find ways to attract attention through behavior. This attitude labels the student as "not learning because they don't behave well." "And, when they do behave well, they don't learn because they're too inactive." The school should be attentive and prepared for academic diversity, each with their own limitations.

Thus, we conclude our considerations here, believing that some questions remain and will continue to persist regarding the inclusion of students with disabilities. It is clear that in some cases, inclusion is still in the process of integration, when students with special education needs find themselves at a disadvantage compared to others.

Inclusion means acceptance, desire, and respect. Inclusion is part of student learning and contributes to their development.

For future studies, we suggest that research address and empirically identify the inclusion of students with autism, examining how the learning process occurs in multifunctional resource rooms through the PDI. An inclusive school does not alienate or exclude; it embraces. An inclusive school adapts to the reality and needs of each student. An inclusive school must be accessible, with qualified educators and satisfied students. An inclusive school enjoys family support and social participation.

Therefore, family inclusion is necessary so that it can reflect on society and transform the school. Because the PDI can be highly adapted to the individual needs of the child, the methodology involves a series of tasks for each specific needs of students with disabilities who are in regular classes, using a variety of positions to administer the tools (this allows for generalizations) and specific strategies to deal with challenging behaviors, when necessary.

Newly mastered skills are adapted to ensure that these skills are generalizable to different people, environments, and materials. Instructional changes are made if data collection data indicate a need for modification for the child to achieve successful mastery. skills listed.

REFERENCES

ALVES, DO **Multifunctional resource room: spaces for educational services**. Brasília. Ministry of Education, Secretariat of Special Education, 2006.



ALVES, Denise de Oliveira and GOTTI, Marlene de Oliveira. **Specialized Educational Assistance – conception, principles and organizational aspects.** In: Pedagogical Essays. Pedagogical Essays. Brasília: MEC/SEESP, 2011, p. 75-80.

ARANHA, MSF (Org.). **Inclusive education: the philosophical foundation/general coordination.** Brasília: Ministry of Education, Secretariat of Special Education. 2014.

INEP's Social Communications Office. **Special education enrollments reach over 1.7 million.** **National Institute of Educational Studies and Research Anísio Teixeira (INEP)**, 2024. Available at: <<https://www.gov.br/inep/pt-br/assuntos/noticias/censo-escolar/matriculas-na-educacao-especial-chegam-a-mais-de-17-million>>. Accessed on: June 24, 2025.

BRAZIL. **Law No. 13,146 of July 6, 2015.** Institutes the Brazilian Law on the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities). Official Gazette of the Union, Brasília, DF, 2015. Available at: <https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/l13146.htm>. Accessed on: March 2, 2025.

BRAZIL, **Ministry of Education and Sports. Secretariat of Special Education. Elementary Education Human Resources Training Program: Special Education.** Brasília: MEC, 2008 (Pedagogical News).

BRAZIL, **Ministry of Education, Guidance Manual: Multifunctional Resource Room Implementation Program.** Brasília, 2010.

BRAZIL, **Ministry of Education, Secretariat of Special Education.** SCHIRMER, Carolina R. Specialized educational services: physical disabilities. Brasília: MEC/SEESP, 2007.

BRAZIL. MEC/SEESP. Ministry of Education. **Multifunctional Resource Room: Space for Specialized Educational Services.** Brasília, 2006.

BRAZIL. Ministry of Education. **National Policy on Special Education from the Perspective of Inclusive Education.** MEC/SEESP, 2008.

CARVALHO, Rosita Edler. **Inclusive Education: Dotting the I's.** ed. Porto Alegre. Ed. Meditation, 2006.

DUBY, G. **At the 1000th year 2000 on the trail of our fears.** São Paulo: UNESP/Official State Press, 1999.

GAUDERER, E C. **Autism and other developmental delays: an update for those working in the field: from specialists to parents.** São Paulo: Sarvier, 2010.

MARQUES, Circe Mara; CARON, Lurdes; CRUZ, Adriane Alves da. **Inclusion of children with disabilities in regular education: families' perspectives on inclusion in school.** Práxis Educativa, Ponta Grossa, v. 15, p. 1-18, 2020.

MATOS, SR **Education, citizenship and exclusion in light of special education - a portrait of theory and experience.** Benjamin Constant Magazine . Rio de Janeiro, 2013.

MANTOAN, Maria Teresa Eglér. **The Integration of People with Disabilities: Contributions to a Reflection on the Theme.** São Paulo: Memnon: Editora SENAC, 1997.

MANTOAN, Maria Teresa Eglér. **School Inclusion: What is it? Why? How to do it?** São Paulo: Moderna, 2003.

PARANÁ. GS/SEED. **Resolution No. 3,600 of August 18, 2011.** Available at: <http://www.diaadiaeducacao.pr.gov.br/diaadia/diadia/arquivo/File/downloads/resolucao36002011.pdf>. Accessed on: July 3, 2022.

SASSAKI, Romeu Kazumi. **Inclusion: building a society for all.** ed. Rio de Janeiro: WVA, 1997.

UNESCO. **Salamanca Declaration and Policy Framework on Visual Needs – Vol. 1 – Pedagogical Current Affairs Series 6.** Brasília, 2001. Available at: http://portal.mec.gov.br/seesp/arquivos/pdf/def_visual_1.pdf. accessed on: July 18, 2022.