The importance of educational quality for the overall development of people with disabilities
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Ari Marcelo Mateus Tavares - World University Ecumenical - USA
Claudia Maria da Silva Aragão - World Ecumenical University - USA
Ingrid Cavalcante Silva - World University Ecumenical - USA
Kelly Christina Fechine de Sousa - World University Ecumenical - USA
Teresa Raquel Braga Sousa - World University Ecumenical - USA

SUMMARY

This study discusses the importance of the quality of education offered for the enhanced development of students with disabilities. A literature review was adopted as the methodology, allowing for the collection and comparison of theoretical contributions from different authors. This allows for a comprehensive understanding, from diverse perspectives, of the factors that influence the process of school inclusion and the full development of students with disabilities. The rationale for this work is the need to strengthen the debate on inclusive education, considering that the realization of this right requires well-founded pedagogical practices, trained teachers, and school environments that foster both learning and coexistence. By simultaneously addressing the pedagogical dimension, professional training, and social aspects, the article seeks to offer a broad and integrated view of the topic, pointing to ways to improve educational policies and practices. The overall objective of the work is to analyze the importance of educational quality in the overall development of people with disabilities, considering cognitive, social, emotional, and functional aspects. The specific objectives are: to investigate how the quality of teaching impacts the cognitive, social, and emotional development of people with disabilities; to identify inclusive pedagogical practices that contribute to the overall development of students with disabilities; to assess teacher training and preparation to meet the educational demands of students with disabilities; and to reflect on the role of schools as a space for socialization and promotion of the autonomy of people with disabilities.

Keywords: Inclusive education. People with disabilities. Teaching quality. Pedagogical practices.
Teacher training.

ABSTRACT

This study discusses the importance of the quality of education provided for the comprehensive development of students with disabilities. A literature review was adopted as the methodological approach, allowing the col-lection and comparison of theoretical contributions from different authors, which makes it possible to under-stand, from various perspectives, the factors that influence the process of school inclusion and the full development of students with disabilities. The justification for carrying out this work lies in the need to strengthen the debate on inclusive education, considering that the realization of this right requires well-grounded pedagogical practices, qualified teachers, and school environments that promote both learning and social interaction. By simultaneously addressing the pedagogical dimension, professional training, and social aspects, the article seeks to offer a broad and integrated view of the topic, pointing to pathways for improving educational policies and practices. The general objective of the study is to analyze the importance of educational quality in the process of global development of people with disabilities, considering cognitive, social, emotional, and functional aspects. The specific objectives are: to investigate how the quality of teaching impacts the cognitive, social, and emotional development of people with disabilities; to identify inclusive pedagogical practices that contribute to the overall development of students with disabilities; to verify the training and preparation of teachers to meet the educational demands of students with disabilities; and to reflect on the role of the school as a space for socialization and the promotion of autonomy for people with disabilities.

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1 INTRODUCTION

This article focuses on analyzing the importance of educational quality for the overall development of people with disabilities, limited to the context of basic education, in all its modalities and stages of teaching, based on its impacts on the formative processes developed.

When considering the global development of people with disabilities, this work seeks to understand how the quality of education offered influences not only cognitive aspects, but also social, emotional and functional aspects, which are fundamental for the integral formation of the individual.

Ensuring quality education for all is a fundamental principle enshrined in the Federal Constitution and the Law of Guidelines and Bases for National Education (LDB), as well as in international documents such as the Convention on the Rights of Persons with Disabilities. However, in practice, many people with disabilities still face significant barriers to full access and continued education.

In this context, educational quality becomes a crucial element, as it goes beyond simply offering places and involves the effective promotion of learning, autonomy, and social participation for students with disabilities. Building an inclusive educational environment committed to the overall development of these individuals is essential to combat exclusion, promote equity, and guarantee the right to a full education.

Thus, this article is justified by the need to reflect on the role of the school and pedagogical practices in promoting an education that respects diversity and that contributes significantly to the integral development of people with disabilities, ensuring them real learning conditions.

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preparing teachers to meet the educational demands of students with disabilities; reflect on the role of school as a space for socialization and promotion of autonomy for people with disabilities.

The methodology adopted in this work is that of literature review, where research was carried out in periodicals, scientific journals, books, dissertations and theses that address in depth the central theme of this work, through a systematic review of these productions, in order to broaden the debates developed in the article.

The work is organized into four distinct subtopics, the first of which aims to investigate how the quality of teaching offered in basic education impacts the holistic development of students. It then discusses how pedagogical practices, from an inclusive perspective, can contribute to the overall development of students with disabilities.

The third subtopic examines the training and preparation of teachers to meet the needs of students with disabilities. It concludes with a discussion of the role of schools as an environment for socialization and the development of autonomy for students with disabilities.

2.1 Impacts of the quality of education on the holistic development of students with disabilities

Inclusive education, as a right guaranteed by national and international legislation, presupposes not only access to school but, above all, the provision of a quality education capable of promoting the full development of all students, including those with disabilities. Quality education, in this context, must be understood broadly, considering pedagogical, structural, attitudinal, and teacher training aspects.

People with disabilities face numerous challenges in the schooling process. These challenges are not exclusively linked to limitations arising from the disability itself, but often to the lack of effective pedagogical practices and the lack of adapted resources that respect their uniqueness. When the quality of education is compromised, the impact on the cognitive, social, and emotional development of these students is profound and multifaceted.

The cognitive development of students with disabilities is directly related to the stimulation they receive in the school environment. According to Vygotsky (1993), the development of higher psychological functions is socially mediated and occurs through the interactions that the individual establishes with others and the environment. Thus, schools play a central role in enhancing the capabilities of these students.

However, for this mediation to be effective, teachers must be prepared to work in inclusive contexts. Initial and continuing teacher training is one of the pillars of educational quality. Mantoan (2006) emphasizes that teacher training must go beyond technical expertise and include an ethical and political stance that recognizes diversity as a value.

The lack of inclusive pedagogical practices can compromise the emotional development of people with disabilities, leading to frustration, insecurity, and feelings of inadequacy. On the other hand, when schools provide a welcoming, stimulating, and respectful environment, they contribute to empowerment.

self-esteem and the construction of a positive identity.

> Disability is not, in itself, an impediment to development. What often limits individuals with disabilities is the lack of opportunities, the scarcity of stimuli, and the imposition of barriers, whether physical, communicational, attitudinal, or pedagogical (Fonseca, 2005, p. 32).

Thus, the quality of teaching acts as a decisive factor in minimizing or accentuating these barriers. In the social sphere, schools play a significant role in promoting coexistence among diverse individuals. Interaction between students with and without disabilities is beneficial for everyone, as long as it is mediated by pedagogical practices.

that foster cooperation, mutual respect, and the appreciation of uniqueness. The quality school It is, therefore, one that provides equitable conditions for participation and learning.

It's crucial to emphasize that traditional indicators of educational quality don't always address the specificities of inclusive education. The pursuit of uniform performance targets can obscure individual achievements and qualitative advances that occur in the daily life of an inclusive classroom. Therefore, it's necessary to rethink quality parameters, incorporating a broader perspective that's sensitive to diversity.

As Oliveira (2011, p.58) points out, effective educational inclusion

> It demands a break with entrenched teaching models, exclusionary practices, and the notion of normality that still permeates many educational institutions. It implies assuming that quality in education also means guaranteeing the right to be different, to learn in different ways and at different times.

Emotionally, the school environment can be a source of suffering or empowerment for people with disabilities. This depends on how they are treated by their peers, teachers, and other members of the school community. A school that promotes quality education recognizes the importance of affection, connection, and listening as part of the educational process.

The National Policy on Special Education from the Perspective of Inclusive Education (Brazil, 2008) highlights the need to reorganize regular education to ensure access, participation, and learning for all students. This policy states that the presence of people with disabilities in regular schools must be accompanied by planned pedagogical actions, with adequate resources and support.

Quality education, therefore, is not limited to curriculum content or external assessment results. It involves developing a pedagogical project that considers the individual as a whole, respects their developmental rhythms, and enhances their capabilities. This requires an institutional commitment to inclusion and equity.

One of the main obstacles to providing quality education for people with disabilities is the resistance of some educators to changing their practices. This resistance is often associated with a lack of knowledge, insecurity, and a lack of technical support. In this sense, public policies focused on teacher training and monitoring are essential.

> The quality of education for people with disabilities should be measured not only by the physical presence of these students in schools, but, above all, by their effective participation in educational activities, by the appreciation of their learning styles, and by the promotion of their autonomy and self-esteem. A school that welcomes, listens, respects differences, and promotes meaningful learning is one that truly fulfills its social function. It is important to understand that it is not about doing more for students with disabilities, but about doing things differently, about building educational pathways that take into account their uniqueness and potential. This requires ethical commitment, human sensitivity, and technical competence (Carvalho, 2012, p. 77).

Thus, the impact of educational quality transcends the school walls. It is reflected in how people with disabilities perceive themselves in the world, interact with others, and plan their future. A low-quality education can contribute to social exclusion, while an inclusive and quality can be the starting point for emancipation.

It's important to remember that cognitive, social, and emotional development don't happen in isolation. These three aspects intertwine and reinforce each other. Therefore, a pedagogical practice that promotes emotional expression also contributes to learning and the strengthening of interpersonal relationships.

> Quality inclusive education is not one that simply physically integrates students with disabilities into the classroom space, but one that promotes meaningful learning for all,

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with diversified strategies, a flexible curriculum, and welcoming attitudes. The true meaning of inclusion lies in the school's ability to respond to the needs of each student, ensuring that all have real opportunities to grow, learn, and develop as autonomous, critical, and active citizens. An inclusive school is a space of transformation, both for those who study there and for those who teach there. It is a space where everyone is valued and where difference is celebrated as a richness (Stainback; Stainback, 1999, p. 142).

It can therefore be concluded that quality education is essential to ensuring the cognitive, social, and emotional development of people with disabilities. More than a legal requirement, it is a matter of social justice and respect for human dignity. Investing in inclusive, quality education means building a more equitable, supportive, and democratic society.

In addition to the quality of education offered, we also highlight another variant with equal impact and importance for these processes, which are the pedagogical practices used in the educational context with the aim of including students with disabilities in classes, and this theme will be the next subtopic of the article.

2.2 Contributions of inclusive pedagogical practices to the overall development of students with disabilities

School inclusion is a principle that goes beyond simply enrolling students with disabilities in regular schools. It involves ensuring, in practice, that these students have access to the same opportunities for cognitive, social, emotional, and physical development as their peers. To this end, inclusive pedagogical practices are essential, as they enable the teaching-learning process to be implemented equitably and respectfully of differences.

The overall development of students with disabilities requires planned and intentional actions that consider their strengths and limitations, without reducing them to a medical condition. This implies a paradigm shift in education: moving away from a clinical and compensatory model to a pedagogical approach centered on the individual, valuing their autonomy, creativity, and capacity for participation.

Inclusive pedagogical practices seek to ensure that all students have the opportunity to learn effectively, respecting differences and eliminating barriers that limit their participation. Such practices involve the use of active methodologies, adapted teaching materials, formative assessment, pedagogical mediation, and embracing individual differences.

Among these practices, pedagogical differentiation stands out, allowing the same content to be addressed in different ways, according to each student's learning style. According to Tomlinson (2001), differentiation means adapting teaching to meet the different needs of students, promoting equitable access to knowledge without compromising the complexity of the content.

Another important strategy is collaborative teaching, in which regular teachers and Specialized Educational Services (SEAs) teachers work together to plan and implement pedagogical activities. This collaboration strengthens inclusion by providing ongoing support to students with disabilities within the regular classroom.

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The use of assistive technologies is also a relevant inclusive pedagogical practice. Resources such as screen reader software, alternative communication boards, digital magnifying glasses, and adapted keyboards enable greater autonomy and active participation for students with disabilities, promoting their digital and academic inclusion.

Furthermore, universal planning for learning (UPL) has proven effective in promoting inclusion. This model proposes the creation of flexible curricula that consider the needs of students from the outset.

needs of all students, rather than adapting content later. According to Meyer, Rose, and Gordon (2014), PUA promotes learning by offering multiple forms of representation, action and expression, and engagement.

Below is an extensive quote from Stainback and Stainback (1999), which delves deeper into the conception of practices inclusive pedagogical practices:

> Inclusive pedagogical practices require an active approach on the part of the teacher, who must be able to create a classroom environment where all students feel they belong, valued, and challenged to learn. This does not mean leveling down, but recognizing that students learn in different ways and that, therefore, teaching needs to be diversified. Effective inclusion occurs when teachers plan activities that foster cooperation, mutual respect, and the joint construction of knowledge. It is in this environment that students with disabilities can develop their cognitive, social, and emotional skills in an integrated manner, having the opportunity to contribute to the group and recognize themselves as part of it (Stainback; Stainback, 1999, p. 115).

In addition to the aforementioned strategies, it's important to consider the role of inclusive pedagogical assessment, which must be continuous, procedural, and qualitative. It must consider each student's starting point and progress, valuing individual learning paths. Inclusive assessment recognizes effort, participation, creativity, and progress, even if it occurs at different rates.

Active listening and ongoing dialogue with students and their families are also fundamental practices in the inclusion process. Building emotional bonds and valuing each student's life story create a welcoming environment where students feel safe exploring their potential.

Mantoan (2006) argues that:

> It's not about preparing students with disabilities to adapt to school, but about preparing the school to serve all students. The school must be able to adapt its methods, content, and schedules in order to build meaningful learning for everyone, regardless of their limitations.
> (Mantoan, 2006, p. 51).

It is in this context that the importance of interdisciplinary work is also highlighted, involving professionals from different areas – such as educators, psychologists, speech therapists, occupational therapists and social workers – who, collaboratively, contribute to the full development of students with disabilities, not only in their academic dimension, but in their constitution as a complete subject.

Interactive pedagogical projects, which involve playful activities, workshops, discussion groups, art, music, and theater, are also effective practices, as they foster expression, protagonism, and the recognition of diversity as a value. Such practices stimulate emotional and social development, fostering the engagement of all students, with and without disabilities.

Another relevant aspect is the role of interpersonal relationships in the school environment. When the bonds between teacher and student, and among colleagues themselves, are based on respect, listening, and cooperation,
-create a climate conducive to emotional development and learning. Affection, in this case, is an essential mediator of inclusive pedagogical practices.

Oliveira (2011, p.69) reinforces the need to review exclusionary practices and replace them with a piece-

logy of inclusion:

> Inclusive practices require a break with traditional school paradigms. We must abandon the logic of homogeneity, which attempts to fit all students into the same model, and build new ways of teaching and learning, based on diversity. Inclusion is not achieved through rhetoric, but through effective practices, with methodologies that consider different ways of learning, with assessments that value the process, not just the product. An inclusive school is, above all, a democratic space, where differences are not tolerated, but welcomed and celebrated as an essential human condition.

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Continuing teacher training is a critical point in consolidating these practices. Many

Educators often feel unprepared to deal with diversity in the classroom. Investing in teacher training, therefore, means investing in the quality of inclusive education and the development of effective pedagogical practices.

> We cannot talk about inclusion without addressing the quality of pedagogical practice. The mere physical presence of a student with a disability in the classroom does not guarantee their learning or development. Teachers must understand who these students are, how they learn, and what their strengths and challenges are. Inclusive pedagogical practice requires planning, creativity, sensitivity, and commitment. More than that, it requires attentive listening, a welcoming attitude, and intentional action focused on constructing meaning and significance in learning. Teachers mediate this process, and their actions can make all the difference in the lives of students with disabilities (Carvalho, 2012, p. 84).

Therefore, identifying and implementing inclusive pedagogical practices is an urgent and necessary task to guarantee the right to quality education for all. These practices are not exclusive to students with disabilities, but benefit the entire class by promoting a more humane, fair, and equitable learning environment.

Therefore, it is possible to affirm that the overall development of students with disabilities, encompassing cognitive, emotional, social, and physical dimensions, is directly related to the school's commitment to inclusive pedagogical practices. Such practices not only contribute to learning but also to the development of these students' identity, autonomy, and citizenship.

These debates demonstrate how the pedagogical practices selected by teachers have the ability to positively impact the development of students. We will then discuss another variant that focuses on teacher training processes aimed at serving students with disabilities.

2.3 Contexts on teacher training to meet the educational demands of students with disabilities

The advancement of inclusion policies in Brazil, especially after the enactment of the 1988 Constitution and the Brazilian Inclusion Law (Law No. 13,146/2015), has highlighted the need to reflect on teacher training and preparation to effectively serve students with disabilities. The law guarantees the right to education in inclusive environments, but this right is only realized when education professionals are properly trained.

Teacher training, both initial and continuing, must be understood as a structuring axis of educational quality. Regarding inclusive education, it is essential that undergraduate programs offer theoretical and practical support capable of preparing future teachers to deal with diversity in the classroom, including students with disabilities. However, research indicates that a large proportion of teachers still feel unprepared for this task.

Insufficient training can generate insecurity, resistance and the reproduction of exclusionary practices. On the other hand, when teachers are properly prepared, they develop pedagogical strategies that respect students' particularities, promoting their learning and overall development. Thus, the quality of inclusion depends directly on the level of training and ethical and critical thinking.
of educators.

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According to Fernandes (2017), many initial training courses treat inclusion superficially, as a cross-cutting theme or addressed in elective courses. This weakness compromises the development of inclusive pedagogical practices and limits teachers' ability to respond to complex situations.

involving students with disabilities.

In addition to initial training, investing in continuing education programs is essential, as the classroom environment is constantly changing. Such programs should be integrated with teaching practices, offer opportunities for critical reflection and experience sharing, and address in depth the pedagogical, social, legal, and emotional aspects of inclusion.

Costa (2018, p.102) illustrates the gap between the training received and the demands of practice school:

> Many teachers report that they were not adequately prepared during their initial training to work with students with disabilities. Specific courses on inclusive education, when they exist, are offered in a fragmented manner, without any connection to the general curriculum. Supervised internships, which should be a time for experimentation and deepening, rarely address inclusive situations. As a result, these professionals enter schools without knowing how to adapt content, without understanding the specificities of different disabilities, and, most importantly, without understanding the importance of an inclusive approach. This educational gap has a direct impact on the quality of service provided to these students.

Another challenge identified in teacher training is the lack of connection between theory and practice. It's not enough to simply present concepts about inclusion; teachers must learn to transform this knowledge into concrete actions in the classroom. This involves planning, adapted assessment, differentiated teaching strategies, and, above all, sensitivity to understanding students' needs.

Training should also consider the development of socio-emotional skills. Dealing with diversity requires patience, empathy, active listening, and mediation skills. These aspects are often neglected in traditional courses, which prioritize theoretical content disconnected from inclusive reality.

According to Rocha (2016), the lack of a clear institutional policy on teacher training for inclusion has contributed to the perpetuation of segregating practices in schools. Individually holding teachers accountable, without providing technical and pedagogical support, makes the process even more difficult.

It's important to recognize that preparing teachers to serve students with disabilities isn't a one-off task. It must be accompanied by structural changes in schools, such as providing accessible teaching resources, providing support professionals, making the curriculum more flexible, and strengthening external support networks.

In this sense, the role of universities and education departments is crucial. Universities need to review their pedagogical projects, incorporating inclusion as a cross-cutting axis of teacher training. Departments, in turn, must ensure adequate working conditions, ongoing training, and constant pedagogical support for educators in the network.

In this regard, Lima (2020, p.87) emphasizes the need for training committed to inclusion:

> It is essential that teacher training processes are aligned with the principles of inclusive education. This means that supporting students with disabilities cannot be treated as secondary or complementary to teacher training. Inclusion must be conceived as part of daily pedagogical practice and discussed in all disciplines of the training program.
> The approach must be critical, multidisciplinary, and focused on promoting rights. Only then will it be possible to break the logic of exclusion that still persists in many educational institutions.

Many teachers report that, when they encounter students with disabilities for the first time, they don't know how to act. This lack of preparation affects the quality of teaching, the educator's self-esteem, and the student's development. Overcoming this situation requires public investment, the valorization of teaching careers, and the inclusion of

theme in school curricula.

Unfortunately, it's still common to believe that the responsibility for educating students with disabilities falls solely on the Special Education teacher or caregiver. This reveals a misconception, as inclusion is the responsibility of all school professionals. The regular classroom teacher is the primary mediator of the learning process and needs to be prepared for this role.

> Delegating the task of teaching students with disabilities exclusively to specialized professionals is a veiled form of exclusion. True inclusion requires the involvement of all teachers, especially those who work directly in the regular classroom. To achieve this, it is essential that these teachers be well-prepared, with mastery of inclusive pedagogical strategies, sensitivity to dealing with diversity, and openness to collaborative work. When training is inadequate or non-existent, teachers find themselves alone, helpless, and tend to resort to exclusionary practices, often without realizing it (Almeida, 2019, p. 75).

Thus, it is clear that teacher training and preparation are essential elements for achieving inclusion. The lack of adequate training compromises the learning of students with disabilities, reproduces inequalities, and hinders the fulfillment of the right to education with equity.

In contrast, when teachers are well-trained, they feel confident, adapt curriculum, seek diverse strategies, and value each student's potential. This positive impact extends to the school community as a whole, which begins to experience a culture of respect for diversity.

Therefore, reviewing and improving teacher training is an urgent task. Building a truly inclusive school necessarily involves valuing, listening to, and providing qualified training for education professionals. Schools also offer a highly supportive environment for the autonomy of students with disabilities, a situation discussed below.

2.4 The role of school as a space for socialization and promotion of autonomy for people with disabilities

School is one of the most important social institutions in any individual's life. For people with disabilities, it constitutes not only a space for formal learning, but also an essential environment for socialization, coexistence, and the development of autonomy.

The right to inclusive education, guaranteed by national and international legal frameworks, imposes on schools the challenge and duty of ensuring a meaningful school experience, which promotes not only academic knowledge, but the construction of relationships and identities.

School socialization involves inserting children into a collective context, where they learn to live with others, respect rules, deal with conflicts, and share experiences. For students with disabilities, this process can be hindered by physical, attitudinal, or pedagogical barriers, which, if not overcome, tend to reinforce exclusion.

Autonomy, in turn, is built based on experiencing situations that encourage decision-making, self-regulation, and self-accountability. A school that promotes autonomy for people with disabilities recognizes their capabilities, encourages their active participation, and encourages them to develop skills to deal with everyday challenges.

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However, many schools still operate under a logic of homogenization, hindering the development of healthy relationships with diversity. This ultimately restricts the full participation of people with disabilities in various school settings, which can compromise not only their academic performance but also their self-esteem, sociability, and self-confidence.

It is important to remember that socialization is not spontaneous, but mediated by pedagogical practices, school norms, and cultural values. Therefore, if the school does not adopt an inclusive approach, coexistence can be

become yet another environment of discrimination and invisibility. It is in this sense that the role of the school must be constantly reviewed and reconstructed. According to Borges (2020, p. 63), an inclusive school must operate as a space that welcomes, recognizes, and values difference:

> School is one of the first social environments in which children with disabilities interact with the world beyond their family. When schools are prepared to welcome these children, offering genuine opportunities for participation and learning, they fulfill an essential role in human development. It's not just about imparting knowledge, but about creating conditions for these children to feel like they belong, capable, and are protagonists of their own story. School socialization, in this sense, contributes to emotional, relational, and ethical development, preparing them to live with others and make choices about their own lives.

Promoting autonomy therefore requires an environment that offers adequate support but also avoids overprotection. Overprotection, often well-intentioned, can inhibit a student's ability to explore their limits, make decisions, and develop independence. The school must strike a balance between acceptance and challenge, respecting each student's pace.

Pedagogical activities, interdisciplinary projects, and democratic school management can be powerful tools for fostering socialization. The participation of students with disabilities in all aspects of school life—from class councils to extracurricular activities—should be encouraged.

activated as a way to consolidate its presence and strengthen its identity.

Specialized literature indicates that the presence of people with disabilities in public spaces alone does not guarantee inclusion. Effective participation must be ensured, which involves curricular adaptations, the use of assistive technologies, flexible assessments, and a person-centered pedagogical approach.

This set of strategies helps students interact meaningfully with others.

> School plays a decisive role in shaping the identity of people with disabilities. It is in this space that they learn to see themselves as individuals with rights, capable of learning, communicating, contributing, and belonging. The construction of autonomy does not occur in isolation, but in relation to others, through experiences lived in contexts of collaboration, respect, and trust. Thus, the role of the teacher, the pedagogical team, and the school community is fundamental in creating situations that foster initiative, participation, and choice. Denying these opportunities perpetuates exclusion, even under the guise of inclusion (Silva, 2021, p. 94).

Social interactions experienced in the school environment are crucial for the emotional development of students with disabilities. Recognition from peers, a sense of belonging, and appreciation for their contributions to the community are elements that foster the development of a positive self-image and strengthen their self-esteem.

School coexistence also fosters the development of important social skills, such as empathy, respect for differences, and the ability to cooperate. These skills are essential not only for students with disabilities, but for everyone who shares the school environment. Inclusion, therefore, is beneficial not only for those included, but for the entire educational community.

Inclusive education guidelines highlight the role of schools as agents of social transformation. This means that schools need to review their practices, reformulate their concepts, and consciously assume their mission of promoting a more just, democratic, and equitable society. This requires institutional commitment, professional training, accessible infrastructure, and, above all, a welcoming school culture. Carvalho and Paiva (2022, p. 111) summarize the relevance of schools as

promoter of autonomy and socialization:

> School should be conceived as an environment that fosters the integral growth of human beings, considering their multiple dimensions—intellectual, affective, social, and ethical. For people with disabilities, this role becomes even more important, as it is often at school that they have the opportunity to build social bonds, develop communication skills, and experience self-discovery.

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nomy. This, however, will not occur if schools maintain normative, exclusionary, and decontextualized practices. Inclusion will only be effective if educational institutions are able to reorganize themselves based on students' needs and invest in their development potential.

By valuing the socialization and autonomy of people with disabilities, schools also fulfill their social function of preparing citizens capable of fully participating in society. This includes access to work, culture, politics, and other rights that constitute full citizenship.

It is therefore concluded that school plays a fundamental role in the lives of people with disabilities, not only as a learning space, but as a territory of experience, belonging and transformation. Through inclusive practices, respectful relationships, and real opportunities for participation, the school contributes significantly to the socialization process and the strengthening of autonomy, essential pillars of a truly emancipatory education.

CONCLUSION

The reflection on the educational inclusion of people with disabilities involves multiple dimensions, which, when combined, favor the full development of these students. The first of these is related to the importance of educational quality as a decisive factor in the overall development of people with disabilities.

Quality education, when based on inclusive principles, ensures not only the learning of formal content but also the development of students' autonomy, self-esteem, and social participation. This requires a careful consideration of each student's uniqueness and a pedagogical commitment to equity.

Another key point is the adoption of inclusive pedagogical practices that consider diversity as a value, not an obstacle. These practices go beyond curricular adaptations and encompass strategies that promote interaction, peer cooperation, and meaningful learning. The use of diverse resources, flexible methodologies, and encouraging the active participation of students with disabilities are examples of actions that contribute to their comprehensive development, respecting their learning pace and styles.

However, for these practices to be effective, it is essential that teachers are well-prepared. Teacher training, both initial and ongoing, must include content that addresses the specificities of inclusive education. It is through this preparation that professionals develop the skills to plan, intervene, and evaluate sensitively and effectively, promoting an education that truly meets the educational needs of students with disabilities. The lack of this training compromises the quality of service and reinforces existing barriers in the school environment.

In this sense, education systems must invest in the ongoing training of educators, offering spaces for study, reflection, and the exchange of experiences that enable the development of practical and theoretical knowledge focused on inclusion. Furthermore, it is essential to ensure technical and pedagogical support within schools, fostering an institutional culture of welcoming and valuing diversity. Continuing education must address the daily challenges faced by teachers, expanding their scope of action.

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School, in turn, plays a fundamental role as a space for socialization and the promotion of autonomy for people with disabilities. It is in this environment that interpersonal relationships are built, where students have the opportunity to experience diverse experiences and develop essential skills for life in society. By promoting coexistence among all students, schools contribute to the development of

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citizens who are more aware, supportive, and respectful of human diversity. Furthermore, it enables

the student with disabilities gains greater independence and social recognition.

Therefore, school inclusion cannot be approached in a fragmented manner. It depends on the interconnection of consistent educational policies, sound pedagogical practices, well-trained teachers, and a school committed to the socialization and appreciation of all individuals. Only through this coordination will it be possible to consolidate a truly inclusive education system that recognizes and promotes the global development of people with disabilities, guaranteeing them the right to learn, coexist, and develop on equal terms.

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