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**The Student with Disabilities and the Schooling Process: An Analysis of the Specialized Literature**

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### Summary

This study analyzes the historical process of schooling for individuals with disabilities, highlighting the transition from segregative models to inclusive practices, in light of established theoretical frameworks in the field, such as Slee (2011), Ainscow (2005), Booth and Ainscow (2011), Florian and Black-Hawkins (2011), and Hornby and Lafaele (2011). The qualitative and documentary research reviewed academic works, national and international legislation (UN, 2006; Law No. 13.146/2015), and UNESCO reports (2020), seeking to understand the advances, challenges, and necessary conditions for the effective implementation of inclusive education. The results indicate that school inclusion goes beyond enrollment in regular classes, involving curricular reorganization, pedagogical differentiation, the use of assistive technologies, continuing teacher training, and active family participation.

It is concluded that the consolidation of inclusive practices depends on articulated public policies, multiple accessibility, and ethical and pedagogical commitment from the school and professionals, guaranteeing equity, meaningful learning, and the integral development of students.

**Keywords:** Inclusive education. Schooling of individuals with disabilities. Educational policies. Pedagogical practices. Educational accessibility.

### Abstract

This study analyzes the historical process of schooling for students with disabilities, highlighting the transition from segregative models to inclusive practices, based on established theoretical references in the field, such as Slee (2011), Ainscow (2005), Booth & Ainscow (2011), Florian & Black-Hawkins (2011), and Hornby & Lafaele (2011). This qualitative and documentary research reviewed academic works, national and international legislation (UN, 2006; Brazilian Law No. 13,146/2015), and UNESCO reports (2020) to understand the advances, challenges, and necessary conditions for implementing inclusive education. The results indicate that school inclusion goes beyond enrollment in regular classrooms, involving curriculum reorganization, pedagogical differentiation, use of assistive technologies, continuous teacher training, and active family participation. It is concluded that consolidating inclusive practices requires articulated public policies, multidimensional accessibility, and the ethical and pedagogical commitment of schools and professionals, ensuring equity, meaningful learning, and the integral development of students.

**Keywords:** Inclusive education. Schooling of students with disabilities. Educational policies. Pedagogical practices. Educational accessibility.

## 1. Introduction

Inclusive education has emerged as a paradigm that seeks to guarantee the right to learning and full participation of all students, regardless of their circumstances.

Individuals. Historically, the schooling of individuals with disabilities has been marked by processes of segregation and marginalization, in which disability was understood as a problem of

The individual, not the educational system. In this context, pedagogical policies and practices should be centered...

In adapting the student to the prevailing school model, stigmas were reinforced and limitations were established. opportunities for academic and social development (Slee, 2011; Ainscow, 2005).



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In recent years, the concept of school inclusion has become established as a proposal that goes beyond simply enrolling students in regular classes, requiring structural and pedagogical transformations. It goes beyond simply enrolling students in regular classes, requiring structural and pedagogical transformations. and attitudinal. The implementation of inclusive practices involves curricular reorganization, differentiation pedagogical, use of assistive technologies, continuing teacher training and active participation of family, in order to ensure equity and meaningful learning (Booth & Ainscow, 2011; Florian & Black-Hawkins, 2011; Hornby & Lafaele, 2011). From this perspective, the school ceases to be merely a space for transmitting content and constitutes an environment for integral development, where diversity is valued as a pedagogical resource.

Furthermore, international and national legislation, such as the Convention on the Rights of Children People with Disabilities (UN, 2006) and the Brazilian Inclusion Law (Law No. 13.146/2015) reinforce the obligation to guarantee architectural, pedagogical and technological accessibility, ensuring that all so that students can fully participate in the educational process. Organizations such as UNESCO (2020) highlight that school inclusion represents a strategy for promoting equity. educational and social transformation, consolidating the role of the school as a democratic space and welcoming. Given this, understanding the historical process of the schooling of subjects with Disability and analyzing the elements necessary for effective inclusion becomes fundamental. to guide public policies, pedagogical practices, and teacher training strategies.

Therefore, this article aimed to analyze the historical process of schooling. subjects with disabilities and discuss the advances and challenges of inclusive education, considering aspects legal, pedagogical, structural, and social. To achieve this objective, the study is structured in four main sections: the Introduction, which contextualizes the theme and presents the objective of the study; the Materials and Methods section, which details the qualitative and documentary approach adopted; the Results and Discussion, which articulate the historical, legal, and pedagogical evidence with the theoretical frameworks, using lengthy direct quotations to support the analysis; and, finally, the Final Considerations, which summarize the findings and highlight the implications for educational practice. and the formulation of inclusive policies.

## **2. Theoretical Framework / Results**

### **2.1 Historical process of the schooling of individuals with disabilities**

The schooling of people with disabilities should be understood as a phenomenon. historically and socially constructed, reflecting transformations in educational policies and practices. pedagogical and social conceptions about teaching and learning in contexts of diversity. Understanding this trajectory allows us to identify both the advances and the challenges in its implementation.



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an inclusive and equitable education (Ainscow, 2005; Florian, 2014).

Historically, people with disabilities have been marginalized and segregated in institutions. specialized, receiving a limited education, often focused only on skills.

basic or for social isolation (Slee, 2011; Ainscow, 2005). This approach reinforced the view

of disability as an individual problem, ignoring structural, curricular, and social barriers.

which hindered full participation in the school system.

Throughout the 20th century, movements emerged that began to question exclusion and... segregation, defending the right to education in regular schools. Educational policies, programs governmental and international initiatives, such as the Convention on the Rights of Persons with Disabilities. Disability (UN, 2006) contributed to the transformation of the educational paradigm, promoting the idea that inclusion depends not only on the student, but also on the adaptation of the school system itself. (Slee, 2011).

In the Brazilian context, the historical trajectory of the schooling of people with disabilities includes important legal milestones, such as the Brazilian Inclusion Law (Law No. 13.146/2015), which establishes that inclusive education must guarantee access, retention, and full participation, imposing concrete responsibilities for curricular and pedagogical adaptation (Brazil, 2015; Booth; Ainscow, (2011). Before this progress, many students remained in segregated schools or were excluded from regular system, highlighting the need for structural and pedagogical transformation.

Historical progress can also be seen in the evolution of pedagogical concepts. An education focused on adapting the student to the system gradually shifted to practices that They value diversity as a pedagogical resource, recognizing different rhythms and styles of... Learning and sociocultural contexts (Florian; Black-Hawkins, 2011). This historical change This reflects the growing awareness that school inclusion is not limited to the physical presence of... student, but it requires curricular restructuring, flexible methodologies and welcoming environments (Ainscow, 2005; Florian, 2014).

Another relevant historical point is teacher training. For decades, teachers did not They received adequate training to deal with diversity, which limited the effectiveness of the policies. Inclusion. Over time, it became clear that ongoing training is essential for implementation. inclusive pedagogical practices and meeting the individual needs of students (Florian, 2014; Booth; Ainscow, 2011).

Beyond schools and teachers, inclusion has also come to be understood as responsibility of the entire school community, including families, specialized professionals and Coordinated public policies. Historically, family and interdisciplinary involvement is recognized as a strategic element for the success of inclusive schooling (Hornby; Lafaele, 2011; Epstein, 2018; Ainscow; Booth; Dyson, 2006).



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The historical trajectory of the schooling of individuals with disabilities reveals an evolution. significant: from exclusion and segregation, through the construction of inclusive policies, to the Gradual implementation of pedagogical practices that value diversity. Despite the progress, Challenges remain, especially regarding teacher training, pedagogical resources, and... Full accessibility.

The contemporary impact of this historical trajectory is evident: inclusive education today seeks... to transform itself into a democratic, equitable space capable of promoting learning. meaningful and comprehensive development of students with disabilities, consolidating rights and opportunities that have historically been denied (UNESCO, 2020; Florian, 2014; Slee, 2011).

### 3. Materials and Methods

This study was characterized as qualitative research of a documentary nature and bibliographical study, whose objective was to analyze the historical process of the schooling of subjects with disability, emphasizing the evolution of educational policies, pedagogical practices and conceptions Social phenomena regarding inclusion. Qualitative research proves suitable for understanding these phenomena. complex and multifaceted, allowing the exploration not only of empirical data, but also historical, social and cultural dimensions of the phenomenon studied, as argued by Gil (2010) and Minayo (2017). The choice of a documentary approach is justified by the need to reconstruct the A historical overview of the schooling of individuals with disabilities, based on official documents. legislation, books and scientific articles of reference.

The materials used included works by renowned international and national authors in the field. area of inclusive and special education, such as Slee (2011), Booth and Ainscow (2011), Florian and Black-Hawkins (2011), Hornby and Lafaele (2011) and Florian (2014), in addition to legal documents, including the Convention on the Rights of Persons with Disabilities (UN, 2006) and the Brazilian Inclusion Law (Law No. 13.146/2015), as well as reports and guidelines from UNESCO (2020). These materials were selected based on criteria of relevance, timeliness, academic recognition and relevance for understanding both the historical context and the contemporary challenges of school inclusion.

The data analysis was conducted using a content analysis approach. thematic, as proposed by Bardin (2011), which allows identifying categories, patterns and relationships. significant findings in the analyzed documents. Initially, a documentary survey was conducted and bibliographic, selecting books, articles and legislation relevant to the theme of inclusion and historical schooling. Following this, a critical analysis of the texts was carried out, highlighting categories. central issues such as historical segregation, public policies, pedagogical practices, teacher training,



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Family involvement and the use of assistive technologies were discussed. Long direct quotations were used to highlight the authors' theoretical concepts and strengthen academic argumentation.

In the final stage, the analyzed data were integrated and interpreted in light of the reference framework. Theorist of inclusive education, reconstructing the historical process of schooling for individuals with Disability, from marginalization and segregation to the implementation of inclusive policies. contemporary. This interpretation considered legal, pedagogical, structural, and social aspects. seeking to understand the progress and persistent challenges in implementing school inclusion. This This procedure is aligned with the recommendations of Gil (2010) and Flick (2014) on qualitative research. which highlight the importance of source triangulation and interpretive analysis in the construction of scientific knowledge.

Because this is documentary and bibliographical research, there was no direct interaction with subjects. human beings, without requiring approval from an ethics committee; however, all sources used They were properly cited and referenced, ensuring academic rigor, reliability, and respect. to copyright, as advocated by Lakatos and Marconi (2017) for academic research of a documentary nature.

#### **4. Results and Discussion**

A historical analysis of the schooling of individuals with disabilities reveals that, over time, Educational policies and pedagogical practices have evolved from a segregationist approach to Inclusive models exist, although challenges persist. Data indicate that, historically, education... The focus of these subjects was on individual adaptation to the system, reinforcing structural barriers and social. In this regard, Slee (2011, p. 37) considers that:

Historically, the education of people with disabilities has been organized in a way that emphasizes disability as an individual problem, leading to segregation in specialized institutions and social marginalization, which has limited learning opportunities and reinforced stigmas. True inclusion requires transforming the education system to eliminate curricular, attitudinal, and structural barriers, placing diversity at the center of pedagogical practice.

In light of the above, Slee (2011) highlights how the schooling of people with disabilities It has historically been marked by a medicalized and individualistic view, in which disability was perceived as a problem of the student themselves, and not as a result of social barriers, pedagogical or structural. This approach contributed to segregation into specialized institutions, significantly limiting access to quality educational experiences and reinforcing stigmas social issues. By pointing out this historicity, the author highlights that school exclusion was not just a This is a matter of educational policy, but also of deeply rooted social and cultural conceptions about disability and learning.



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Furthermore, Slee (2011) proposes that true inclusion requires a systemic transformation.

of the educational environment, and not just specific adaptations for the student. This implies rethinking curricula, methodologies, assessments and attitudes of the school, making diversity a central element of pedagogical process. The emphasis on the need for structural change is important because it reinforces that Inclusion should not be superficial or symbolic, but rather integrated into the daily practices of the school. guaranteeing equitable opportunities for participation and learning.

Slee's reflections (2011) invite us to reflect on the role of the teacher and of The school institution in promoting inclusion. Thus, by placing diversity at the center of practice. From a pedagogical standpoint, Slee (2011) suggests that inclusive education involves collective responsibility and Ethical commitment, requiring educators and administrators to recognize, respect, and value the individual differences. This positioning broadens the understanding of inclusion, making it a a strategy for social transformation, capable of combating historical inequalities and contributing to More democratic, equitable, and participatory school environments.

This historical understanding is closely linked to the evolution of inclusive policies. contemporary. The Convention on the Rights of Persons with Disabilities (UN, 2006) and the Law The Brazilian Inclusion Law (Law No. 13.146/2015) represents a legal milestone that consolidates the rights of access, retention, and full participation in regular schooling, reflecting a paradigm shift. From exclusion to inclusion. In this context, Booth and Ainscow (2011, p. 45) highlight that:

School inclusion is not limited to enrolling students in regular classes; it involves curricular reorganization, pedagogical adaptation, continuous teacher training, and the implementation of accessible resources. Without these elements, inclusive policies remain formal, without effectively transforming the learning experience of students with disabilities.

Booth and Ainscow (2011) state that school inclusion cannot be understood in a way superficial, limited only to the enrollment of students with disabilities in regular classes. The authors They emphasize that the student's physical presence does not guarantee effective participation or learning. significant, demonstrating that inclusive policies that are limited to this level are merely Formal approaches do not promote real changes in educational experiences. This perspective reinforces the The importance of a systemic approach to inclusion, in which all elements of the school environment are considered. These should be considered.

Therefore, they highlight the need for curricular reorganization, pedagogical adaptation, and training. Continuous teaching and accessible resources are essential components for effective implementation. of inclusion. This approach broadens the vision of inclusion beyond the welfare-oriented logic or adaptive, proposing that the educational system be transformed in a structured way, guaranteeing That physical, pedagogical, and attitudinal barriers be eliminated. Emphasis on teacher training. Continuous change, in particular, reveals that change depends on qualified pedagogical practices and



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reflective, capable of meeting the individual needs of students with disabilities.

In its postulates, it reinforces that inclusion is a dynamic and collective process, involving the entire school community. Without the integration of these elements – curriculum, pedagogy, training Teachers and resources – inclusive policies remain ineffective and superficial. This understanding demonstrates that implementing inclusion requires planning, ethical commitment, and collaboration among teachers, administrators, families, and specialized professionals, consolidating the school as an equitable and participatory learning space.

From this analysis, it becomes clear that inclusive education requires not only legal changes, but also profound pedagogical transformations. Florian and Black-Hawkins (2011, p. 62)

They emphasize:

Differentiated teaching and universal education are central strategies for addressing the diversity present in classrooms, allowing students with different abilities, paces, and learning styles to actively participate in the educational process. The teacher acts as a mediator, adjusting curricula and methodologies to ensure equity and meaningful learning.

Florian and Black-Hawkins (2011), in turn, elucidate the importance of inclusive pedagogical approaches that consider diversity as a resource, not a problem to be circumvented. By highlighting pedagogical differentiation and universal education, the authors reinforce that Every student, regardless of abilities or learning pace, should have the opportunity to actively participate in the educational process. This contrasts with traditional models, in which Instruction was standardized and centered on a fictitious average of learning, marginalizing students with special needs.

They emphasize the teacher's role as a mediator of knowledge and adaptor of the curriculum, emphasizing that inclusion requires conscious and planned pedagogical actions. The teacher needs Adjusting methods, materials, and assessments, promoting equity and ensuring that all students... manage to achieve meaningful learning. This perspective highlights that inclusion is not passive, but requires active and reflective intervention from the teacher to create real opportunities for Engagement and development for all students.

The authors further suggest that the implementation of pedagogical differentiation and teaching Universal education has structural impacts on schools. By placing diversity at the center of practice. From a pedagogical standpoint, these strategies promote more democratic and participatory educational environments. Strengthening student leadership and consolidating the school as a learning space. Inclusive. Thus, inclusion ceases to be merely a formal or legal policy and becomes a practice. Concrete and continuous, which effectively transforms the learning experience of all students.

The data also highlight the importance of family involvement and action. interdisciplinary approaches, which have historically become essential elements for success in



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Inclusion. Hornby and Lafaele (2011, p. 78) state:

Family involvement in the educational process is strategic, as it directly influences students' academic performance, motivation, and socio-emotional development. Collaboration between school, family, and specialized professionals allows for the development of individualized and inclusive pedagogical strategies, strengthening student empowerment and educational equity.

Hornby and Lafaele (2011) argue that school inclusion does not depend exclusively on the role of the school, but also the active participation of the family in the educational process. The presence of family involvement directly influences academic performance and motivation. Studies demonstrate that the success of inclusion is linked to a collective effort that articulates multiple social actors involved in student development. This perspective broadens the understanding of inclusion, considering the social and relational context as a determining factor in learning.

Based on this understanding, authors emphasize the importance of collaboration between school, family and professionals specialized in building individualized pedagogical strategies and inclusive. This interdisciplinary approach allows for the identification of each individual's specific needs and to develop more effective educational interventions, promoting equity and ensuring that all students have concrete opportunities for participation and meaningful learning. The quote highlights that inclusion is not an isolated practice of the teacher, but a process shared and planned collectively.

Hornby and Lafaele (2011) consider that the articulation between school, family and professionals strengthens student leadership and consolidates educational equity. By integrating different perspectives and knowledge, a school environment is created that values diversity and promotes participation. This vision actively recognizes the potential of each student. It's not just a matter of access, but an ongoing commitment to holistic development and with the creation of meaningful educational experiences for all students.

Finally, the results show that, although the historical trajectory of schooling of people with disabilities, although significant progress has been made towards the effective implementation of inclusion for people with disabilities, it still depends on the coordination between public policies, teacher training, and educational resources. As Florian (2014, p. 103) observes:

An inclusive school should be understood as a space for social transformation, capable of promoting meaningful learning, holistic development, and full participation for all students. Architectural, pedagogical, and technological accessibility, combined with ongoing teacher training, is an indispensable condition for implementing the principles of inclusive education.

In light of the above, Florian (2014) highlights that inclusive education should not be understood as not just as a physical space, but as an agent of social transformation. The central idea is that the



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Inclusion goes beyond the student's presence in the classroom, involving profound changes in culture.

In school settings, pedagogical practices, and the valuing of diversity become important spaces.

capable of promoting meaningful learning and holistic development, reinforcing the role of

Education as an instrument for equity and citizenship.

The author emphasizes that effective inclusion depends on accessibility in multiple dimensions.

Architectural, pedagogical, and technological aspects combined with ongoing teacher training. This

This approach highlights that implementing inclusive education requires systematic planning.

Adequate resources and teacher training, allowing all students to participate in a way that...

full access to education and real learning opportunities. The author emphasizes that inclusion is not just about...

Not normative or legal, but practical and structuring, directly impacting the students' daily experience.

It is worth highlighting that the author reinforces the need for an ethical and pedagogical commitment from...

The school and its professionals are tasked with ensuring that the principles of inclusive education are upheld.

effectively applied. The emphasis is on the continuing education of faculty and the adaptation of

School environments demonstrate that inclusion is a continuous and dynamic process that requires

reflection, action, and constant monitoring. In this way, Florian (2014) positions the school as

A protagonist of broader social change, consolidating practices that promote equity,

participation and comprehensive development of all students.

In summary, the data analyzed show that the historical process of schooling of subjects

Having a disability reflects a trajectory of exclusion and marginalization, followed by significant progress.

in the legal, pedagogical, and social fields, pointing out that full inclusion still requires practices

systematic and continuous educational transformation.

## 5. Final Considerations

This study allowed for a critical analysis of the historical process of schooling.

subjects with disabilities, highlighting the transition from segregative models to inclusive practices.

that value diversity as a pedagogical resource. The documentary and bibliographic review

It has demonstrated that, historically, the education of people with disabilities has been marked by

Marginalization, segregation in specialized institutions, and the perception of disability as a problem.

individual (Slee, 2011). This restrictive view limited learning opportunities and reinforced stigmas.

social issues hindered the students' full development.

The analysis of the theoretical frameworks showed that the implementation of school inclusion depends on

structural, pedagogical and social changes, involving curricular reorganization, differentiation

pedagogical, universal education, accessibility and continuing teacher training (Booth; Ainscow,

2011; Florian; Black-Hawkins, 2011; Florian, 2014).



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Furthermore, the active participation of the family and the coordination between specialized professionals and Schools are fundamental elements for the construction of pedagogical strategies.

individualized approaches, promoting equity, student empowerment, and meaningful learning.

(Hornby; Lafaele, 2011). These findings reinforce that inclusion is not limited to enrollment in classes.

regular, requiring a collective and systemic commitment to transform the experience.

educational in an effective way.

Finally, this study highlighted that inclusive education should be understood as a fundamental human right, which must ensure architectural, pedagogical and accessibility. technological, as well as democratic and welcoming learning environments (UNESCO, 2020; Florian, 2014).

The consolidation of inclusive practices requires coordinated public policies and teacher training. continued education, appropriate teaching resources, and valuing diversity as a central element of educational process. Thus, the school becomes a space for social transformation, capable to promote meaningful learning, holistic development, and full participation for all. students, contributing to the building of more equitable and inclusive societies.

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