



Year VI, v.1 2026 | Submission: 09/03/2026 | Accepted: 11/03/2026 | Publication: 13/03/2026

The Inclusion Process of Children with Autism Spectrum Disorder in the School Context: Challenges and Possibilities in Inclusive Education

The Process Of Including Children With Autism Spectrum Disorder In The School Context: Challenges And Possibilities In Inclusive Education

Antônia Jacqueline Ávila de Araújo - Educainter - PY

Celma Silvia Amaro Silveira - Christian Business School - USA

Francisca Antônia Ribeiro de Sousa - World University Ecumenical - USA

Priscila dos Santos Melo - Christian Business School - USA

Silvânia Nogueira do Nascimento - Christian Business School - USA

Summary

The inclusion of students with Autism Spectrum Disorder (ASD) in schools has become one of the main challenges and advancements in the field of contemporary inclusive education. The expansion of public policies aimed at guaranteeing the right to education for all students has led to significant changes in pedagogical practices, teaching conceptions, and the organization of school institutions. In this context, it is essential to understand how the inclusion process of children with autism occurs in the school environment, considering both the advances and the challenges that permeate this reality. This article aims to analyze the inclusion process of children with Autism Spectrum Disorder in the school context, discussing the foundations of inclusive education, the challenges faced by schools and teachers, and the pedagogical practices that can contribute to the effectiveness of inclusion. This is a qualitative research study, developed through a literature review, based on relevant academic productions in the field of inclusive education, developmental psychology, and teacher training. For the construction of the theoretical framework, studies by authors such as Mantoan (2015), Bosa (2002), Orrú (2017), Camargo and Bosa (2009), as well as official documents of Brazilian educational policy, were analyzed. The results of the analysis indicate that, although Brazilian educational legislation is advancing in guaranteeing the right to inclusive education, challenges related to teacher training, the adaptation of pedagogical practices, and the organization of school institutions to meet the specific needs of students with ASD still persist. In this sense, the importance of building inclusive pedagogical practices, based on the appreciation of diversity and the development of strategies that favor the participation and learning of all students, is highlighted.

Keywords: Inclusive education. Autism. School inclusion. Pedagogical practices. Autism Spectrum Disorder.

Abstract

The school inclusion of students with Autism Spectrum Disorder (ASD) has become one of the main challenges and advances in the field of contemporary inclusive education. The expansion of public policies aimed at guaranteeing the right to education for all students has led to significant changes in pedagogical practices, teaching conceptions, and the organization of school institutions. In this context, it becomes essential to understand how the process of including children with autism occurs within the school environment, considering both the advances and the challenges that permeate this reality. This article aims to analyze the process of including children with Autism Spectrum Disorder in the school context, discussing the foundations of inclusive education, the challenges faced by schools and teachers, and the pedagogical practices that can contribute to the effective implementation of inclusion. This study adopts a qualitative approach and was developed through a literature review based on relevant academic works in the fields of inclusive education, developmental psychology,



Year VI, v.1 2026 | Submission: 09/03/2026 | Accepted: 11/03/2026 | Publication: 13/03/2026

and teacher education. For the construction of the theoretical framework, studies by authors such as Mantoan (2015), Bosa (2002), Orrú (2017), Camargo and Bosa (2009), as well as official documents of Brazilian educational policy, were analyzed. The results of the analysis indicate that, although Brazilian educational legislation has advanced in guaranteeing the right to inclusive education, challenges still remain related to teacher training, the adaptation of pedagogical practices, and the organization of school institutions to meet the specific needs of students with ASD. In this sense, the importance of developing inclusive pedagogical practices is highlighted, based on the appreciation of diversity and on the development of strategies that promote the participation and learning of all students.

Keywords: Inclusive Education. Autism. School Inclusion. Pedagogical Practices. Autism Spectrum Disorder.

Summary

The school inclusion of students with Autism Spectrum Disorder (TEA) has been consolidated as one of the main challenges and advances in the field of contemporary inclusive education. The expansion of public policies aimed at guaranteeing the right to education for all students has generated significant changes in pedagogical practices, in teaching concepts and in the organization of school institutions. In this context, it is essential to understand how the process of inclusion of children with autism occurs in the school environment, considering both the advances and the challenges that this reality brings. This article aims to analyze the process of inclusion of children with Autistic Spectrum Trast in the school context, discussing the foundations of inclusive education, the challenges faced by schools and teachers, and pedagogical practices that can contribute to the effectiveness of inclusion. This is an investigation with a qualitative approach, developed through a literature review, based on relevant academic productions in the field of inclusive education, development psychology and teacher training. For the construction of the theoretical framework, studies by authors such as Mantoan (2015), Bosa (2002), Orrú (2017), Camargo and Bosa (2009) were analyzed, as well as official documents on Brazilian educational policy. The results of the analysis indicate that, although Brazilian educational legislation has advanced in ensuring the right to inclusive education, challenges persist related to teacher training, the adaptation of pedagogical practices and the organization of school institutions to meet the specific needs of students with TEA. In this sense, the importance of building inclusive pedagogical practices stands out, based on the valorization of diversity and the development of strategies that favor the participation and learning of all students.

Keywords: Inclusive education. Autism. School inclusion. Pedagogical practices. Autistic Spectrum Disorder.

1 INTRODUCTION

In recent decades, inclusive education has become established as a fundamental principle. educational policies in various countries, guiding the organization of education systems and the building pedagogical practices that guarantee the right to education for all students. In this In this context, the inclusion of students with disabilities in regular schools has come to be understood not not just as a measure of access to education, but as a broader process that involves transformations in pedagogical conceptions, curricular organization, and educational practices developed in the daily school routine.

In the Brazilian context, the expansion of the debate on school inclusion has gained greater prominence.



Year VI, v.1 2026 | Submission: 09/03/2026 | Accepted: 11/03/2026 | Publication: 13/03/2026

from the implementation of public policies aimed at special education from the perspective of Inclusive education, especially with the publication of the National Policy for Special Education in Perspective on Inclusive Education (Brazil, 2008). This document establishes that students with Disability, pervasive developmental disorders, and high abilities or giftedness should have Guaranteed access to regular schooling, with the necessary support for their participation and learning.

Among the different audiences served by inclusive education, students with special needs stand out. Autism Spectrum Disorder (ASD), whose presence in mainstream schools has been increasing significantly in recent years. Autism is characterized by developmental changes.

which involve difficulties in communication, social interaction, and the presence of restrictive patterns and repetitive behaviors (American Psychiatric Association, 2014). These characteristics may to directly influence the children's schooling process, requiring a lot from the school and teachers.

The adoption of differentiated pedagogical strategies that are sensitive to the needs of these students.

The inclusion of children with autism in the school context therefore represents a challenge. significant for educational institutions, especially when considering the demands related to teacher training, curriculum adaptation, and the development of pedagogical practices that encourage the active participation of these students in the educational process. In this sense, inclusion It should not be understood merely as the student's physical presence in the classroom, but as a A process that involves creating effective conditions for learning and development.

According to Mantoan (2015), inclusive education implies a paradigm shift in school organization, since it proposes the appreciation of diversity and the recognition of Differences as constitutive elements of the educational process. In this way, school inclusion... It requires educational institutions to rethink their pedagogical practices, curricula, and methods. organizational, seeking to develop strategies that address the needs of all students.

Specifically regarding students with Autism Spectrum Disorder, several studies indicate that the process of school inclusion can contribute significantly to social development, emotional and cognitive development of these children improves, especially when the school is able to promote environments... welcoming and structured learning environments (Camargo; Bosa, 2009). However, despite the advances In the field of educational policies, many schools still face difficulties in implementing them. Inclusive practices are implemented effectively, highlighting the need to broaden theoretical discussions. and practices related to the topic.

Furthermore, the inclusion of students with autism requires not only adaptations pedagogical, but also the construction of a school culture based on respect for differences and in Promoting collaborative practices among teachers, administrators, families, and support professionals. In this process, the continuing education of teachers plays a fundamental role, because



Year VI, v.1 2026 | Submission: 09/03/2026 | Accepted: 11/03/2026 | Publication: 13/03/2026

It enables the development of knowledge and strategies that contribute to meeting the needs of specific educational needs of these students.

Given this context, it becomes relevant to investigate how the inclusion process occurs. Children with Autism Spectrum Disorder in the school environment, considering the challenges challenges faced by educational institutions and the pedagogical possibilities that can contribute to the building a truly inclusive education.

Thus, the present article aims to analyze the inclusion process of children with Autism Spectrum Disorder in the school context, discussing the fundamentals of education. inclusive, the challenges faced by teachers and schools, and the pedagogical practices that promote the inclusion of these students. This is a qualitative research study, developed through a literature review, based on relevant academic publications in the field of education. inclusive, from developmental psychology and teacher training.

2. Inclusive Education and the Schooling of Children with Disorders OF THE AUTISM SPECTRUM

Inclusive education has become established as one of the fundamental principles of policies. contemporary educational principles, guiding the organization of education systems and the construction of Pedagogical practices that value the diversity present in the school environment. In this context, the The inclusion of students with disabilities in mainstream schools has come to be understood as a a fundamental right, guaranteed by various international documents and national laws that They advocate for access, retention, and learning for all students.

In the international arena, the Salamanca Declaration, published in 1994 by UNESCO, It represented an important milestone in advancing discussions on inclusive education, by stating that Schools should welcome all children, regardless of their physical, intellectual, or mental conditions. social or cultural. This perspective contributed to the construction of a conception of education. based on respect for differences and appreciation of human diversity.

In Brazil, the consolidation of inclusive education gained greater prominence starting from... Implementation of public policies focused on special education from an inclusion perspective. especially with the publication of the National Policy on Special Education from the Perspective of Inclusive Education (Brazil, 2008). This document establishes that students with disabilities, Global developmental disorders and giftedness should be included in schools. Regulars, receiving the necessary support for the development of their potential.

Among the different audiences targeted by this educational policy, the following stand out: Students with Autism Spectrum Disorder (ASD). Autism is characterized by alterations in



Year VI, v.1 2026 | Submission: 09/03/2026 | Accepted: 11/03/2026 | Publication: 13/03/2026

developments that primarily affect the areas of communication, social interaction, and behavior, which may present different levels of intensity and distinct manifestations in each individual (American Psychiatric Association, 2014).

According to Bosa (2002), autism should be understood as a disorder of development involving difficulties in social communication and behavioral flexibility, directly influencing the ways in which the child interacts with the environment and with the people around them. surrounding areas. These characteristics can impact the schooling process, requiring the school to... pedagogical strategies that take into account the specific needs of these students.

In this sense, the inclusion of children with autism in schools represents an important step forward. in the field of inclusive education, as it enables these students to have access to environments of diverse learning and social interaction experiences that contribute to their Global development. Interaction with other children fosters the building of social bonds. and expands learning possibilities, allowing students with ASD to participate in the most active form of school life.

According to Mantoan (2015), inclusive education presupposes a significant change in The organization of the school and the pedagogical concepts that guide the educational process. This This means that inclusion is not limited to the student's presence in the classroom, but involves the creation of... conditions that guarantee their effective participation in school activities.

Therefore, the school needs to rethink its pedagogical practices and teaching methodologies. and its curricular organization, seeking to develop strategies that meet the different Learning needs present in the educational environment. The construction of a school. Inclusive education implies recognizing that all students learn in different ways and that these... Differences should be considered in pedagogical planning.

Therefore, the inclusion of students with Autism Spectrum Disorder in the school context requires the development of educational practices that value diversity and promote Meaningful learning opportunities for all students.

2.1 Challenges of school inclusion for students with autism

Although the inclusion of children with autism in schools represents a significant advance in In the field of inclusive education, its implementation still faces several challenges in daily life. educational institutions. These challenges are related to different aspects, including training. of the teachers, the pedagogical organization of the school, the availability of educational resources and the Understanding the specific characteristics of Autism Spectrum Disorder.

One of the main challenges highlighted in the literature relates to teacher training for the



Year VI, v.1 2026 | Submission: 09/03/2026 | Accepted: 11/03/2026 | Publication: 13/03/2026

I work with students with special educational needs. Many teachers report feeling insecure when faced with the pedagogical demands related to serving students with autism, especially when they lack specific training on the subject.

According to Orrú (2017), the school inclusion of students with autism requires that the Teachers should develop knowledge about the characteristics of the disorder and about strategies. pedagogical approaches that can promote the learning of these students. However, the initial training of Teachers do not always consider discussions related to education in depth. inclusive, which can create difficulties in implementing appropriate teaching practices.

Another important challenge relates to adapting teaching practices and the curriculum. school. The characteristics of autism can influence how students perceive the Environment, they process information and interact with other people. For this reason, it becomes necessary that teachers develop teaching strategies that take these particularities into account.

Furthermore, the organization of the school can also represent an obstacle to its implementation. of inclusion. Many institutions still have rigid operational structures, based on Pedagogical models that do not adequately address the diversity present in classrooms. The lack of adapted teaching resources and support professionals can also hinder the process. Meeting the specific needs of students with ASD.

Another relevant aspect concerns the need to establish a partnership relationship between School and family. Family participation in the educational process is fundamental to... monitoring child development and building strategies that promote it their learning and adaptation to the school environment.

Camargo and Bosa (2009) highlight that social interaction plays a fundamental role. in the development of children with autism. In this sense, the school can contribute significantly for expanding opportunities for interaction, provided that practices are developed. pedagogical approaches that encourage student participation in group activities.

Despite the existing challenges, it is important to recognize that the school inclusion of children Autism also presents various possibilities for transforming educational practices. encouraging the construction of more flexible, collaborative, and responsive learning environments needs

2.2 Pedagogical practices and strategies for the inclusion of children with autism

The development of inclusive pedagogical practices is an essential element for... Effective inclusion of children with Autism Spectrum Disorder in schools. These practices should... consider the specific developmental characteristics of these students and seek strategies that



Year VI, v.1 2026 | Submission: 09/03/2026 | Accepted: 11/03/2026 | Publication: 13/03/2026

encourage their participation in the teaching and learning process.

Among the strategies frequently mentioned in the literature, the need for stands out. To structure the learning environment in a clear and predictable way. Many children with autism They find it easier to understand organized routines and structured activities, which This can help reduce anxiety and encourage participation in school activities.

Furthermore, the use of visual resources can be an important ally in the teaching process. Images, symbols, and visual materials can aid in understanding the proposed activities and To facilitate communication with students who have difficulties with verbal language.

Another relevant aspect concerns the adaptation of pedagogical activities, considering the The pace and learning needs of each student. This does not mean lowering the level of Not just academic requirements, but rather developing strategies that enable different forms of access. to knowledge.

Collaborative learning can also contribute significantly to the inclusion of Students with autism. Interaction with classmates can promote the development of social skills and broaden opportunities for participation in school activities.

According to Mantoan (2015), the construction of an inclusive school depends on development of pedagogical practices that recognize and value the differences present in school environment. In this sense, inclusion should be understood as a collective process, which It involves the participation of the entire school community.

The continuing education of teachers also plays a key role in this. This process enables the development of new knowledge and reflection on practices. pedagogical activities developed in the daily school routine.

Therefore, the inclusion of children with Autism Spectrum Disorder in regular schools should not... It should not be understood merely as a legal requirement, but as an opportunity for transformation. of educational practices and the construction of a more democratic and inclusive school.

3. FINAL CONSIDERATIONS

The inclusion of children with Autism Spectrum Disorder in schools represents an important This is an advance in the field of inclusive education, as it reaffirms the right of all students to access it. education and full participation in the educational process. However, the realization of this inclusion is still... This involves significant challenges related to teacher training and the organization of practices. pedagogical and structural aspects of school institutions.

Analysis of the literature revealed that the inclusion of students with autism requires changes. in pedagogical concepts and in the organization of school work, so that diversity is



Year VI, v.1 2026 | Submission: 09/03/2026 | Accepted: 11/03/2026 | Publication: 13/03/2026

recognized as a constitutive part of the educational process. In this sense, it becomes fundamental that Schools should develop pedagogical practices that take into account the specific needs of these students. students and that promote welcoming and stimulating learning environments.

Furthermore, the continuing education of teachers is an essential element for the development of inclusive practices, as it allows for a deeper understanding of the subject. Autism Spectrum Disorder and appropriate pedagogical strategies for its treatment. of these students.

Finally, it is worth highlighting that building a truly inclusive education depends on... A collective commitment from the entire school community, involving teachers, administrators, families, and other education professionals. Only through coordinated action will it be possible to guarantee that the school inclusion of children with autism is effectively achieved, promoting not It's not just about access to school, but also about the real conditions for learning and development.

REFERENCES

AMERICAN PSYCHIATRIC ASSOCIATION. **Diagnostic and Statistical Manual of Mental Disorders: DSM-5**. 5th ed. Porto Alegre: Artmed, 2014.

BOSA, Cleonice Alves. Autism: psychoeducational interventions. **Brazilian Journal of Psychiatry**, São Paulo, v. 24, suppl. 1, p. 47-53, 2002.

BRAZIL. **National Policy on Special Education from the Perspective of Inclusive Education**. Brasília: Ministry of Education, Special Education Secretariat, 2008.

CAMARGO, Sígila Pimentel Höher; BOSA, Cleonice Alves. Social competence, school inclusion and autism: a critical review of the literature. **Psychology & Society**, v. 21, n. 1, p. 65-74, 2009.

MANTOAN, Maria Teresa Eglér. **School inclusion: what is it? why? how to do it?** São Paulo: Summus, 2015.

ORRÚ, Sílvia Ester. **Autism, language and education: social interaction in everyday school life**. 2nd ed. Rio de Janeiro: Wak Editora, 2017.

UNESCO. **Salamanca Declaration and Framework for Action on Special Needs Education**. Salamanca: UNESCO, 1994.