

Special Education and Full-Time Education: inclusive perspectives for development. student

Special Education and Full-Time Education: inclusive perspectives for student development

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Summary

The discussion about special education in the context of full-time education has gained prominence in the contemporary educational landscape, especially given the need to promote inclusive pedagogical practices capable of guaranteeing the right to learning for all students. This study aims to identify the perspectives of special education in the full-time education modality, analyzing its contributions to the integral development of the student and to the construction of more inclusive school environments. Methodologically, this is a bibliographic and documentary research, based on the analysis of academic productions and legislation related to special education and full-time education. The results indicate that the articulation between inclusive pedagogical practices, adequate school infrastructure, Specialized Educational Services (SES), and the use of educational technologies constitutes...

This is an essential element for promoting school inclusion. It was also found that full-time schools have significant potential to promote broader educational experiences, by allowing for more time for interaction, social development, and access to diverse activities. It is concluded that the integration between special education and comprehensive education represents a relevant strategy for strengthening inclusive education, although challenges remain related to the effective implementation of public policies, teacher training, and the pedagogical organization of school institutions.

Keywords: Special education. Comprehensive education. School inclusion. Specialized educational services.

Abstract

The discussion on special education within the context of full-time education has gained relevance in the contemporary educational landscape, especially given the growing need to promote inclusive pedagogical practices that ensure the right to learn for all students. This study aims to identify perspectives on special education within the full-time education modality and analyze its contributions to students' integral development and the construction of more inclusive school environments. Methodologically, this research is a bibliographic and documentary study based on the analysis of academic publications and legislation related to special and full-time education. The results indicate that the articulation between inclusive pedagogical practices, adequate school infrastructure, Specialized Educational Assistance (SEA), and the use of educational technologies is essential for promoting school inclusion. The study also highlights that full-time schools present significant potential to foster broader educational experiences by allowing more time for social interaction, learning, and participation in diversified activities. It is concluded that integrating special education and full-time education is a relevant strategy for strengthening inclusive education. However, challenges related to the effective implementation of public policies, teacher training, and the pedagogical organization of schools remain.

Keywords: Special education. Full-time education. School inclusion—specialized educational assistance.

1. Introduction

The discussion regarding special education in the full-time modality has been gaining relevance in the contemporary educational landscape, especially given the growing appreciation for pedagogical practices Inclusive approaches that seek to guarantee the right to learning for all students. In this context, understanding The perspectives of special education within comprehensive education proposals become fundamental for reflecting on...



The challenges and possibilities of building a more inclusive school committed to development.

integral part of the student.

To analyze this approach, it is necessary to consider the concept of competencies in education, which It gained greater prominence in Brazil with the enactment of the Law of Guidelines and Bases of National Education. (LDB) of 1996. This legislation proposed a curricular organization focused on the development of essential skills for the full exercise of citizenship, prioritizing a general education that enables For students, at the end of basic education, both the continuation of their studies and their integration into the world are key. from work.

In this sense, the competency-based educational perspective seeks to promote the ability to To mobilize knowledge in different social and educational contexts. In the school environment, the practice Inclusive pedagogy plays a central role in this process, and it is the responsibility of the professionals in Education should promote strategies that ensure the participation and learning of all students.

Various educational activities aimed at stimulating and developing students. They are based on principles of socialization, which play a relevant role in the acquisition processes. of language, as they encompass the social and communicative dimensions of learning. As they highlight According to Cruz and Glat (2014), educational integration is based on the assumption that individual differences should not... to be understood as obstacles to the learning process. On the contrary, the educational system should adapt to the needs of the students, avoiding imposing rigid standards of pace and development that They disregard the diversity present in classrooms.

The segregation of students with disabilities into special classes or institutions contributed to Processes of exclusion and stigmatization. By being labeled as "special needs students," these students end up... being socially differentiated and often considered incapable of coexisting with or learning from others too (Eduardo, 2024). In this sense, contemporary educational proposals have sought to overcome such practices, advocating inclusive models that promote coexistence, respect for differences, and appreciation. of diversity.

Furthermore, it is recognized that education plays a fundamental role in development. The individual's overall development. Therefore, it becomes essential to consider the relationship between cognitive skills. and affective aspects in the learning process, since these dimensions are interconnected and associated with structures brain cells responsible for human development (Santos et al., 2025). In this process, programs of Early stimulation, leisure activities, and family support throughout the school career. These are important factors in supporting children's development.

According to Souza and Costa (2024), special education, guided by the principles of normalization and inclusion, seeks to promote harmonious coexistence between social standards of normality and The diversity of characteristics of each individual. From this perspective, understanding holistic development The student's understanding involves recognizing the interaction between affective aspects, related to emotions and socialization. and cognitive aspects, linked to systematized knowledge and pedagogical practices developed in school environment.

When observing the context of full-time schools, it becomes clear that these institutions... They differ from traditional schools by adopting a broader pedagogical approach, based on a multidisciplinary approach. In addition to conventional curricular subjects, these schools offer workshops, formative and complementary activities to promote the overall development of students. Given this In this context, it becomes relevant to deepen the understanding of special education in this teaching modality. integral, considering its contributions to the educational field and to pedagogical practice. Thus, this This study seeks to answer the following research question: what are the prospects for special education in Full-time option?

The overall objective is to identify the perspectives of special education in the context of Comprehensive education, aimed at improving teaching and learning processes. Its objectives include: Specifically, the aim is to: present the theoretical foundations of inclusive special education; conceptualize the comprehensive education; and to analyze the importance of school space in the comprehensive education model.

Regarding methodological procedures, this research is characterized as a study of a... bibliographic and documentary research, including the analysis of legislation and academic publications related to the topic, with the aim of offering the reader a well-founded reflection on special education in the context of full-time education.

2. Theoretical basis

2.1 Inclusive Education and the Role of the School in the Social and Cognitive Development of Students

In the school context, students develop skills related to social interaction, to communication and the construction of values. Therefore, the school environment must be planned to meet these needs. Meeting the multiple needs of students, whether social, cognitive, or physical, ensuring adequate conditions for the comprehensive development of all students.

According to Silva (2017), the school plays a fundamental role in the socialization process of child, since it offers opportunities for the construction of knowledge, as well as for the Development of emotional and relational experiences that contribute to the formation of the individual. In this sense, the school is configured as a privileged space for learning and social interaction.

When discussing inclusive education, it is important to highlight that its purpose is not limited to the inclusion of students with disabilities. As Souza and Costa (2024) point out, the inclusive perspective seeks to include all students who, for various reasons, are not served by traditional teaching models.

Contemporary society is characterized by a diversity of differences, which can be cultural, socioeconomic or physical. In this context, inclusive education proposes a transformation in practices, pedagogical approaches, so that the educational process addresses the diversity present in classrooms. Thus, the Inclusion is not limited to serving students with disabilities, but also encompasses those who face challenges, learning difficulties or barriers to accessing knowledge (Moura, 2025).

In this way, inclusive education breaks with standardized educational models that aimed to



to homogenize teaching processes. In contrast, it proposes pedagogical practices that value the diversity and promote equal opportunities, respecting the individual characteristics of each student. This perspective implies the adoption of flexible pedagogical strategies and teaching that considers the pace and the individual learning needs.

Furthermore, promoting inclusive learning is not limited to the classroom space, nor This is the sole responsibility of the teachers. As highlighted by Souza et al. (2025), the implementation of Educational inclusion requires the involvement of different sectors of society, such as the family and the community. and public policies focused on education.

In recent years, the field of education has undergone significant transformations, influenced by due to historical, cultural, and social factors. In this process, researchers and education professionals have sought to modernize the education system, proposing new pedagogical approaches capable of making teaching more effective. more effective and aligned with contemporary demands. Such changes aim to overcome pedagogical practices that They no longer meet the needs of the current educational context.

In this context, the pursuit of a more inclusive education emerges as a response to the persistent problem. of school exclusion. The need to address this challenge has mobilized public administrators, educators, and researchers, resulting in important advances in educational policies and accessibility legislation. and in the construction of new pedagogical paradigms. Among these paradigms, inclusive education stands out, which proposes more flexible, collaborative, and sensitive pedagogical practices to the diversity present in the environment. school.

2.2 Special Education: Between Institutionalization and the Challenges of Inclusion

Special Education, guided by the principles of normalization and integration, sought to offer Specific educational support for individuals considered different from established norms. In this context, several specialized institutions began to operate with the goal of adapting these individuals to... prevailing social expectations, promoting strategies aimed at harmonizing the characteristics Individuals and what society recognizes as the standard of normality. To achieve this purpose, they were Developed pedagogical and therapeutic practices aimed at correcting or minimizing certain limitations. configuring what Silva (2017) calls therapeutic-educational approaches.

However, the proposal and effectiveness of this special education model have been debated in the field. educational. Although these institutions have contributed to expanding access for people with disabilities. Educational, social, and professional opportunities, its structure is based on the separation of students from regular education system. In this way, even offering benefits such as access to leisure, training Professional participation and involvement in certain social activities, however, care in segregated environments may To reinforce exclusion processes by distancing these individuals from daily interaction with other students. (Serrão; Pinto, 2025).

In this sense, some studies indicate that the expansion of specialized institutions does not imply



advances in the areas of education, medicine or prevention. For Moura (2025), the growth of these institutions may also reflect the formation of a market focused on providing specialized services. highlighting, at the same time, limitations of society itself in dealing inclusively with human diversity.

Another relevant aspect refers to the fact that, in certain contexts, special education can... to present difficulties in incorporating theoretical and methodological advances resulting from social transformations. and broader educational contexts. According to Souza and Costa (2024), many pedagogical practices are still... They focus on preparing students with educational disabilities for activities considered elementary. or restricted, which can limit their possibilities for development and full participation in society.

In light of these reflections, the debate arises regarding the need for deinstitutionalization processes. in the field of special education. This perspective proposes rethinking the traditional model of care. segregated, seeking to promote forms of inclusion that favor the participation of students with deficiency in regular education. However, as Pavezi (2018) points out, avoiding the institutionalization of new Students demand profound changes in social conceptions of difference, as well as transformations in... pedagogical practices and the training of education professionals.

Thus, it is understood that the ways in which individuals have access to knowledge and to Social experiences influence their educational and human development processes. In this sense, Enabling students to engage with reality in a meaningful and participatory way becomes a A fundamental factor for promoting citizenship, autonomy, and social inclusion.

2.3 Conceptual evolution in services for people with disabilities

The concept of educational integration is based on the philosophical principle of normalization. developed in Denmark by Bank-Mikkelsen in 1959 and subsequently disseminated in Sweden by Nije, In 1969, he was the director of the Association for Children with Intellectual Disabilities. This principle advocated that... People with disabilities should have access to living conditions similar to those of other members of the community. society, including equivalent educational and social opportunities.

The proposal for normalization did not consist of making the individual "normal," but of enabling their participation in the common experiences of social life. In this sense, integration came to represent the creation conditions that would allow people with and without disabilities to share learning and social spaces. and work. This perspective presupposes active participation, belonging, and encouragement of social interaction in educational environment (Serrão; Pinto, 2025).

However, it is important to highlight the conceptual distinction between integration and inclusion. While the model Integration often assumes that the individual with a disability adapts to existing social structures. The inclusion paradigm proposes transforming these structures to accommodate human diversity. Differentiation has been fundamental to understanding changes in educational policies and practices. aimed at people with disabilities (Souza, 2020).

In the integrationist model, the responsibility for adapting falls on the individual with a disability. to the demands of the educational and social system. In a society marked by competitiveness and criteria Selective aspects of this process can make it even more exclusionary for those who already face barriers. structural and social prejudices (Vizzoto; Campos; Lima, 2019). Thus, individuals classified as Those deemed incapable are then subjected to rehabilitation processes with the goal of bringing them closer to the standards. considered acceptable by society. When this adaptation does not occur as expected, their integration becomes limited or unfeasible (Serrão; Pinto, 2025).

Given these limitations, the perspective of social inclusion emerges, grounded in the principle of Respect for diversity. In this model, it is recognized that differences are natural characteristics of society. and that, therefore, educational practices should be organized in a way that promotes equity, ensuring educational opportunities tailored to the needs of each student (Pavezi, 2018).

In the educational context, this principle implies recognizing that all students have objectives. Similar educational approaches, although some may require pedagogical adaptations or specific resources. to achieve them. In this way, the education of students with special educational needs shares The same purposes as the education of any citizen, requiring only certain modifications. in school organization and pedagogical strategies to guarantee full access to the learning process (Souza; Costa, 2024).

For this proposal to be effective, it is essential that the education system provides resources. Educational resources and support services tailored to the students' needs. These resources should be planned in such a way as to ensure that the school is able to respond competently to the different educational demands present in the school environment (Gonçalves, 2021). In this context, the practices Inclusive pedagogical approaches can take many forms, such as playful, cultural, and physical activities, such as... Games, stories, dances, relaxation exercises, and other educational experiences that promote interaction. among students and contribute to social and emotional development in the school environment.

The discussion about educational inclusion also involves reflections on the criteria used. to classify certain conditions as disabilities. As Souza (2020) points out, many of these Classifications were constructed based on social parameters that do not always consider complexity. of human and educational needs.

Although institutionalization is still considered necessary in specific cases of conditions. severe psychopathological or organic conditions in which individuals may require specialized care. Several studies indicate that most people with disabilities do not present with conditions that justify the remaining in segregated institutions (Eduardo, 2024).

Starting in the 1970s and 1980s, a significant shift in paradigms was observed. related to disability. During this period, educational proposals focused on integration began to emerge. social and educational support for people with disabilities, aiming to expand their participation in the same social spaces. frequented by other citizens.

Theoretical reflections have also contributed to broadening the understanding of the relationships between society,



Language and human development. Michel Foucault, in discussing the relationship between mental illness and... In a social context, it is argued that certain conditions may be associated with processes of social alienation. and linguistic factors that distance the individual from collective life.

Starting in the 1990s, the debate on diversity and social rights gained greater prominence in Brazil, promoting public policies aimed at guaranteeing the rights of people with disabilities. In this In this context, the understanding that specialized educational support should occur was strengthened. preferably within the regular education system, reaffirming the State's role in promoting inclusion. educational.

Despite these advances, the implementation of inclusive education still faces challenges with regard to... Teacher training and the structural conditions of school institutions. The absence of adequate infrastructure, as well as the lack of specific teaching resources, limits the ability of schools to meet the needs of the students. educational needs of all students (Souza, 2020).

Given this scenario, it becomes essential that teacher training includes practical experiences. that allow educators to understand and face the challenges of daily school life. Only from this By linking theory and practice, it will be possible to improve pedagogical strategies and promote education. inclusive.

2.4 School Infrastructure in Full-Time Education

Human development results from the interaction between the individual's biological characteristics and the influences from the environment in which it is embedded. In this process, assimilation schemes evolve by Throughout the stages of cognitive development, the school environment is one of the most important spaces for this. knowledge construction. Thus, the physical space of the school plays a significant role in the learning process and in the development of students (Fontes, 2022).

Therefore, school infrastructure should be planned considering the pedagogical activities to be developed in the educational environment. The National Curriculum Parameters highlight that it is It is the State's responsibility to guarantee minimum quality standards in education, including the provision of resources. suitable for the teaching and learning process, considering the quantity and diversity of inputs. necessary for each student (Brazil, 1999).

In the context of full-time education, the organization of school space becomes even more important. This is relevant because students remain at school for a longer period and carry out different activities. activities throughout the day. In this sense, inadequate infrastructure can give students the feeling of neglect or devaluation of education by public authorities or society (Moura, 2025).

The full-time school, therefore, constitutes a space where students spend a large part of their time. their daily lives, establishing meaningful social relationships that influence their attitudes, behaviors, and learning processes (Costa, 2021). Thus, the quality of the school environment can impact the social and emotional development of students.



Among the structural elements that contribute to the quality of the school environment, the following stand out: The presence of laboratories designed for practical activities. These spaces expand the possibilities. pedagogical, allowing teachers to use more dynamic and experimental methodologies, which It favors the construction of knowledge and the improvement of the teaching and learning process (Sampaio; Sampaio, 2019).

Other spaces also play an important role in organizing the school environment. Adequate cafeterias, for example, provide appropriate conditions for students to eat. ensuring comfort and contributing to the nutritional quality of meals. Similarly, the presence of Organized and functional changing rooms facilitate the school routine, reducing waiting time and providing... better conditions of use for students (Costa, 2021).

Beyond its structural dimension, school is one of the main spaces for socialization in childhood and adolescence. It is in this environment that students interact with their peers and develop skills. social interactions and build meaningful emotional experiences (Elali, 2003). In this sense, infrastructure and The design of the school environment should reflect the pedagogical principles that guide the teaching process. As highlighted by Jeque et al. (2021), different pedagogical conceptions demand spatial configurations. and distinct organizational differences in learning environments.

Thus, the school environment can be understood as a space that stimulates curiosity, Interaction and the development of knowledge. According to Varella (2024), the contemporary classroom It transcends traditional physical boundaries, expanding to encompass different learning environments. which promote collaborative activities, the production of teaching materials, and the use of educational technologies.

Therefore, the quality of the teaching and learning process is related to the conditions. structural factors offered by the school are important, since the educational environment constitutes a significant part of life. daily life of students (Eduardo, 2024). However, the effects of the school environment are also influenced through institutional policies and adopted pedagogical practices. Restrictive educational models, which They limit children's autonomy and spontaneity, and can compromise child development. to reduce the educational potential of the school space (Oliveira, 2025).

Fontes (2022) highlights that many school institutions offer only a basic physical space, without Consider whether this environment meets the proposed pedagogical activities or the students' location. This limitation compromises the social function of the school and restricts its possibilities for educational action. Given this... Given this scenario, it becomes crucial to recognize that students spend a significant portion of their time in school environment. For this reason, it is essential that the school offers adequate physical conditions that promote Comfort, social interaction, and the quality of the teaching and learning process.

2.5 Articulation between Special Education, AEE (Specialized Educational Assistance) and Comprehensive Education

Special education is the result of a long historical process of debates, social struggles, and advancements. scientific studies focused on recognizing the rights of people with disabilities. During many periods of



Historically, these individuals were marginalized, excluded from social life, and deprived of access to education. This situation was observed even in ancient societies, such as the Hellenistic civilizations. Only throughout the With the development of the human and social sciences, more systematic reflections on the subject began to emerge. The need to guarantee educational and social rights to this population group.

With advances in research on disability and inclusion, the possibilities for building [resources/tools/tools] have expanded. educational strategies capable of promoting more dignified and adequate care for the needs of these individuals. In this sense, studies developed in the field of special education have contributed to the development of public policies and pedagogical practices aimed at promoting school inclusion (Souza; Costa, 2024).

An inclusive school can be understood as a space for coexistence, learning, and... collective construction of knowledge. In this environment, teachers, students, and other members of the The school community shares experiences, challenges, and pedagogical strategies that contribute to... facing the challenges of daily school life. Therefore, the development of inclusive practices depends on... continuous dialogue between the different actors involved in the educational process (Pantoja, 2024).

Within the scope of Brazilian educational policies, both Specialized Educational Services (AEE) as well as Comprehensive Education are recognized as rights guaranteed to children and adolescents. Therefore, a student's enrollment in a full-time education program does not exclude their right to... AEE, as well as the student who receives specialized educational support, maintains the right to to participate in the pedagogical activities developed in comprehensive education (Sotero; Cunha; Garcia, 2019).

In this context, educational legislation seeks to guide the articulation between these two modalities of customer service. Technical Note No. 62/2014, issued by the Ministry of Education, establishes that schools that Schools that offer comprehensive education must incorporate pedagogical actions into their Political-Pedagogical Projects. aligned with Specialized Educational Services, with the goal of ensuring the full participation of Students with disabilities in school activities and ensuring equal opportunities in the process. educational (Brazil, 2014).

This orientation broadens the traditional conception of AEE, which is no longer understood solely as a complementary service to schooling. The proposal now considers the development of plans for services that include measures for pedagogical accessibility, guidance for teachers and monitors, support to families and in conjunction with different areas of knowledge, promoting an interdisciplinary approach. in monitoring students (Vizzoto; Campos; Lima, 2019).

Furthermore, the Ministry of Education has developed pedagogical guidelines aimed at Curriculum flexibility, aiming to promote educational practices that favor the participation of all. students in the school environment. These guidelines contribute to the development of more effective pedagogical proposals. inclusive, capable of addressing the diversity present in classrooms.

However, the implementation of these policies still faces challenges in the context of Brazilian schools. The articulation between Specialized Educational Services and regular education is essential for its realization. of school inclusion. Without this interaction between the different sectors of the school, it becomes difficult to guarantee that the



Students with disabilities have full access to the learning process.

Even with the recognition of these rights in educational legislation, it is observed that there is still a significant gap between what is foreseen in public policies and the reality experienced in institutions. In many full-time schools in Brazil, Specialized Educational Services are still offered. It is either unavailable or does not function in an integrated way with daily school life.

Another challenge relates to the lack of more detailed regulations on the organization of the AEE. in the context of comprehensive education. Although the legislation recognizes the right to specialized care and to Participation in expanded curriculum proposals still requires addressing gaps in implementation methods. these policies in the daily lives of schools and families (Sotero; Cunha; Garcia, 2019).

Given this scenario, it becomes evident that building an inclusive school depends on... Structural, pedagogical, and cultural transformations in the educational system, as highlighted by Morh and Freitas. (2015), the consolidation of inclusive educational practices does not occur immediately, as it requires changes. profound in school practices, teacher training, and the organization of educational institutions.

2.5.1 Digital Technologies and Assistive Technology in Inclusive Education

Special Education has made significant progress in recent decades, driven by public policies aimed at school inclusion and expanding access for students with disabilities to Regular education, including the full-time education modality. These advances reflect changes. important in educational practices, which aim to guarantee the permanence and effective learning of these students in the school environment (Serrão; Pinto, 2025).

In this scenario, science and technology have played a significant role in the development of Inclusive pedagogical strategies. Among these resources, digital technologies stand out, which can be used by schools as tools capable of promoting the participation and learning of students with disabilities. disability, in addition to contributing to the development of students with learning difficulties. Because they are present in students' daily lives, these technological resources tend to spark greater interest and engagement in the educational process (Demuner, 2025).

In the context of special education, the use of these technologies occurs through what is called technology. Assistive technology is a set of resources and strategies aimed at promoting autonomy, accessibility, and... participation of students with disabilities in the educational process. In many schools, these Resources are available in multifunctional resource rooms, spaces designed for support. Specialized Educational Assistance (AEE), where activities are developed that complement and support the process. student learning (Varella, 2024).

Therefore, technology can be considered an important ally in pedagogical practices. inclusive, as it enables access to information, expands forms of communication and contributes to developing the potential of students with disabilities. Furthermore, the appropriate use of these resources. It strengthens the recognition of diversity in the school environment and contributes to guaranteeing the right to education.

of all students, respecting their differences and ensuring learning opportunities in conditions of equity.

Final considerations

This study analyzed the perspectives of special education in the context of full-time education, highlighting the importance of inclusive pedagogical practices capable of addressing the diversity present in school environment. Throughout the discussion, it was highlighted that inclusive education represents progress. Significant in the field of education, as it promotes access, retention, and development of students with disabilities in mainstream education.

The theoretical analysis revealed that school inclusion requires overcoming practices of segregation of students into special classes. In this sense, it becomes fundamental that the educational system be prepared to recognize and meet the individual needs of students, adopting strategies flexible teaching methods and educational environments that promote holistic development.

In this context, it was observed that the learning process involves the interaction between the dimensions cognitive, affective, and social aspects, reinforcing the need for pedagogical practices that consider the student in their entirety. Full-time schools, by extending the amount of time students spend in the school environment. Schools, by offering diverse activities, have significant potential to promote more comprehensive and inclusive educational experiences.

Another relevant aspect discussed in this study refers to the articulation between Comprehensive Education and the Specialized Educational Services (AEE). The implementation of this partnership is fundamental to ensuring that students with disabilities have access to the necessary educational resources and adaptations to participate in school activities. However, there are still challenges in implementing these policies in daily life in educational institutions highlights the need for investments in infrastructure, in teacher training and pedagogical organization were discussed. Furthermore, the role of educational technologies as important tools in the school inclusion process was highlighted. The use of digital resources and technologies... Assistive technologies can expand learning opportunities, promote student autonomy, and contribute... for the construction of more accessible and participatory educational environments.

In light of these reflections, it can be concluded that special education in the full-time modality constitutes a relevant strategy for strengthening inclusive education. However, the consolidation of this proposal depends on commitment to public policies and the ongoing training of professionals of education and the construction of pedagogical practices that value diversity and promote equity in school environment.

Thus, promoting inclusive education means recognizing that all students have potential to learn and participate in school life. In this sense, full-time education, linked to policies special education can contribute to building a more democratic school, capable of guaranteeing Educational opportunities for all and to foster the development of a more just and inclusive society.

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