

METHODS OF DEVELOPING TEACHING RESOURCES FOR STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)

Abstract

This paper investigates the construction of accessible teaching resources for students with Autism Spectrum Disorder (ASD), through bibliographic research. The article presents strategies for the development of these resources, including guidelines for their selection and use, based on guidelines from specialized professionals. It also highlights the importance of knowing the individual needs of students with (ASD), to create adapted and personalized resources. Resources such as visual materials, assistive technologies and sensory activities are necessary to meet different learning styles. The implementation of these resources is crucial to promote inclusion and provide more learning and development opportunities for all students. It is concluded that the adaptation and personalization of resources, combined with the guidance of specialized professionals, are essential to ensure their effectiveness and relevance in the educational context of students with (ASD).

Keywords: Autism. Teaching Material. Accessibility.

MODOS DE ELABORAÇÃO DE RECURSOS DIDÁTICOS PARA ALUNOS COM TRANSTORNO DO ESPECTRO AUTISTA (TEA)

Resumo

Este trabalho investiga a construção de recursos didáticos acessíveis para alunos com Transtorno do Espectro Autista (TEA), por meio de uma pesquisa bibliográfica. O artigo apresenta estratégias para o desenvolvimento desses recursos, incluindo orientações para sua seleção e utilização, baseadas em diretrizes de profissionais especializados. Destaca-se, também, a importância de conhecer as necessidades individuais dos alunos com (TEA), para criar recursos adaptados e personalizados. Recursos como materiais visuais, tecnologias assistivas e atividades sensoriais são necessários para atender aos diferentes estilos de aprendizagem. A implementação desses recursos são cruciais para promover a inclusão e proporcionar mais oportunidades de aprendizado e desenvolvimento para todos os alunos. Conclui-se que a adaptação e personalização dos recursos, aliadas à orientação de profissionais especializados, são essenciais para garantir sua eficácia e relevância no contexto educacional de alunos com (TEA).

Palavras-chave: Autismo. Material Didático. Acessibilidade.

MÉTODOS DE DESARROLLO DE RECURSOS DIDÁCTICOS PARA ESTUDIANTES CON TRASTORNO DEL ESPECTRO AUTISTA (TEA)

Resumen

Este trabajo investiga la construcción de recursos didácticos accesibles para estudiantes con Trastorno del Espectro Autista (TEA) mediante una investigación bibliográfica. El artículo presenta estrategias para el desarrollo de estos recursos, incluyendo pautas para su selección y uso, basadas en recomendaciones de profesionales especializados. También destaca la importancia de conocer las necesidades individuales de los estudiantes con TEA para crear recursos adaptados y personalizados. Recursos como materiales visuales, tecnologías de asistencia y actividades sensoriales son necesarios para satisfacer los diferentes



estilos de aprendizaje. La implementación de estos recursos es crucial para promover la inclusión y brindar más oportunidades de aprendizaje y desarrollo para todo el alumnado. Se concluye que la adaptación y personalización de los recursos, junto con la orientación de profesionales especializados, son esenciales para garantizar su eficacia y pertinencia en el contexto educativo de los estudiantes con TEA.

Palabras clave: Autismo. Material didáctico. Accesibilidad.

INTRODUCTION

ASD is a neurodevelopmental disorder characterized by deficits in communication, social interaction, and repetitive and restricted behaviors. However, this characterization is commonly based on internationally recognized diagnostic manuals, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and the ICD-11 (International Statistical Classification of Diseases and Related Health Problems).

It is worth noting, within this context, that inclusive education aims to cater to the diversity of students' abilities and characteristics, in addition to playing a crucial role in promoting and developing the learning of students with ASD. For inclusion to be effective, it is necessary to understand how the principles of these manuals can be applied in the school environment, considering pedagogical and methodological adaptations to promote the full participation of these students in the educational process.

There is a definition that "didactic resource is any material used as an aid in teaching-learning of the content proposed to be applied by the teacher to their students" (Souza, 2007, p. 111). The purpose of this definition is to ensure full and effective participation in society, recognizing and valuing the diversity of students' abilities and potential. This concept is directly supported by the Brazilian Law on Inclusion of Persons with Disabilities (Statute of Persons with Disabilities), established by Law No. 13,146, of July 6, 2015 (Brasil, 2015).

This law guarantees the rights of people with disabilities, ensuring them equality of opportunities and the elimination of barriers that may prevent their inclusion in various areas, such as education. In relation to the school environment, it defines that education must be inclusive at all levels and modalities, providing the necessary support for the full development of all students, including those with disabilities, global developmental disorders, such as (ASD) and high abilities. Law N°. 13,146 also establishes that schools must promote adaptations and ensure accessibility, aiming at effective participation of all students, respecting their particularities and potentialities, promoting an inclusive and quality education for all.

Therefore, it is worth noting that one of the main benefits of teaching resources accessible to students with ASD is the possibility of making school content more tangible and understandable for these students. Many students with ASD have difficulties in verbal communication and in understanding abstract information, requiring the use of visual, concrete and structured resources to facilitate learning. In addition, these materials can help reduce anxiety and promote student autonomy, as they allow them to organize and process information more clearly and organized (Santos et al., 2021).

For Santos et al. (2021), it is important that there is individualized planning for each student, considering their skills, preferences and specific needs. In addition, it is necessary to promote partnerships between the school, the family and health professionals to ensure the effectiveness of teaching resources and the monitoring of student development over time.

Oliveira e Silva (2021) adds that the diversity of resources available allows educators to explore different teaching approaches and tools, adapting to the specific needs of each student and promoting more effective learning. By offering varied and attractive resources, educators can spark students' curiosity, encourage their active participation and promote the development of cognitive and social skills.

Frânces and Mesquista (2021) add that accessible resources allow students to have more control over their own learning process, promoting their self-confidence and independence.

Among the challenges faced by educators and professionals in the field of education, including regular classroom teachers, Special Education Service (SES) teachers and monitors, together with the school team responsible for the learning process, is the availability of accessible teaching resources to meet the specific needs of students. Due to the diversity of skills and characteristics present in this group, the promotion of learning must be the central focus. Therefore, the authors highlight that the elements mentioned, such as communication, social interaction, repetitive and restricted behaviors common in ASD, are natural consequences of this process. In the context of special and inclusive education, diversity is directly linked to learning ability, which varies from student to student. By adapting resources, it is possible to promote more meaningful learning that considers the particularities of each student. By focusing on learning, we are simultaneously facilitating communication, encouraging social interaction and offering strategies to deal with repetitive behaviors. These elements are, therefore, an integrated part of educational process, and not end in themselves, but results of the effective implementation of pedagogical practices adapted to the individual needs of students.

It is worth remembering that Mantoan (2003) and other scholars, as well as organizations internationalists argue that accessibility has an importance as a central element for an inclusive and effective education.

Vygotsky (1984), for example, argues that learning occurs in a social and cultural context, and that the environment must be adapted to allow each child, regardless of their conditions, to develop their abilities to the fullest. For him, the mediation of learning through accessible resources is fundamental to guarantee the active participation of all students.

Rodrigues (2006), who is considered one of the main theorists of education inclusive in Portugal, also emphasizes that inclusion does not only refer to the physical presence of students with special needs in the classroom, but to their effective participation in the learning process. According to Rodrigues, guaranteeing the accessibility of pedagogical resources is essential so that all students can develop equitably.

The Salamanca Statement (1994), a UNESCO document that is considered a milestone for inclusive education, reinforces this vision by stating that schools must welcome all children, regardless of their physical, intellectual, social or emotional conditions. The declaration highlights that there is a need to eliminate barriers to learning and participation, guaranteeing accessibility and equal opportunities for all.

In the Brazilian context, the Brazilian Inclusion Law (Brasil, 2015) reaffirms the importance of guaranteeing accessibility in the school environment, as presented previously in this same section. Authors such as Grandin and Panek (2015) show how it is possible to use the specific interests of a child with ASD to stimulate learning. For example, if the child has an interest in trains, the image of a train can be a powerful motivational tool in the teaching process. In this way, the child will find more motivation to learn, since they can make associations with something they really like.

The function of any didactic resource is to promote understanding, motivation and active participation of students in the teaching-learning process. However, when it comes to students with ASD, these resources need to be adapted or developed with specific characteristics to meet their sensory, cognitive and behavioral needs.

These students often face challenges in areas such as communication, social interaction and sensory processing, which requires more personalized resources. Visual or tactile materials, for example, help to clarify concepts and facilitate understanding, since many students with ASD have difficulty interpreting only verbal information or abstract. In addition, integrating sensory stimuli or specific interests can increase engagement, considering that motivation may be a greater challenge for these students. It is also important that the resources allow controlled interactions, respecting the sensory limits and the rhythm of each student, which contributes to a more active participation. Thus, although all teaching resources have the objective of facilitating learning, those aimed at students with ASD are designed to promote accessibility and inclusion, reducing barriers and enhancing effectiveness in teaching.

In fact, every pedagogical resource aims to facilitate learning and encourage student engagement. In the case of students with ASD, however, these resources need to be adapted to respond to their specific needs, such as sensory, behavioral and communication issues. Thus, although the primary function of teaching resources is, in general, the promotion of learning, the resources for students with ASD are adjusted to ensure that the teaching experience is accessible and meaningful, considering the unique characteristics of each student.

In this context, the present study aims to investigate the construction and application of accessible teaching resources, aimed at students with (ASD), aiming to promote their inclusion and development in the school environment. To achieve this objective, a bibliographic review was carried out to offer theoretical and methodological support for the creation and implementation of these resources. The research covers studies published between the years 2013 and 2023, seeking to identify effective methods for the development of visual and technological materials adapted to the context of inclusive schools.

It is also worth remembering that technology, with each passing day, is closer to the school environment in the form of tools, machines, computers, new materials, among others. Therefore, it is essential that we reflect and investigate more about technology and accessible teaching materials to ensure equal access to education, promote the inclusion of people with different abilities and facilitate learning in a more engaging way.

Technology has become an essential tool in our daily lives and in education it is no different, because it provides a multitude of benefits and opportunities. With responsible and strategic use of technology, its benefits can be maximized in promoting meaningful learning and preparing students to face the challenges of the contemporary world. The adaptation of teaching resources is essential to ensure that students with (ASD) can fully participate in the educational process. However, the effectiveness of these adaptations depends on a deep understanding of the individual needs of each student, which vary according to their different forms of learning and sensory challenges.

How can adaptations of teaching resources be made effectively to meet these specific demands? It is expected to contribute to the use of high and low technology teaching resources for children with (ASD), for the development of more inclusive and effective educational practices. It is important to highlight how these resources can be applied in the educational context, considering the specific needs of students, in addition to presenting practical examples of their use. This will help contextualize the use of these resources and justify their importance for an inclusive and effective education.

METHODOLOGY

To achieve the objectives of this study, the method of bibliographic review was adopted, with the aim of collecting and analyzing the information available on Scielo Google Scholar and ERIC, academic literature on the construction of accessible teaching resources for students with ASD. This method proved to be adequate to identify the best practices and strategies applied in the context of inclusive education, considering the diversity of approaches developed by different researchers over the last few years.

The research covered studies published between 2013 and 2023, using databases recognized as Scielo, Google Scholar and ERIC with a focus on keywords such as 'teaching resources for ASD', 'inclusive education', 'assistive technologies' and 'pedagogical adaptations'. The inclusion criteria adopted for the selection of studies were peer-reviewed publications, studies that directly addressed the creation or implementation of teaching resources for students with ASD, and works that presented empirical data or consistent theoretical reviews on the topic. On the other hand, the exclusion criteria involved articles that did not have a direct relationship with the focus of the study or that presented insufficient data for analysis. Works with more than ten years of publication were also excluded, except for articles that have historical references in the area.



For the analysis of the data, a qualitative approach was adopted and focused on the categorization of the strategies and practices described in the reviewed articles, allowing the identification of emerging themes and patterns in the adaptations of teaching resources for students with ASD. This method allowed an in-depth understanding of pedagogical practices and technological adaptations, considering the different forms of application and the challenges reported by educators. From this analysis, it was possible to generate perception about the best accessible teaching resources that are most effective in meeting the specific needs of students with ASD in the educational reality.

When making accessible resources, it is necessary to know what objective it wants to achieve and think about what you want to teach with that activity in that specific task to be able to transmit knowledge to students.

In this step, “the specific purpose of all didactic material is to provoke creativity, show clues in terms of argumentation and reasoning, instigate questioning and reconstruction” (Demo, 1998, p. 45).

The use of diverse teaching resources is important, not only in itself, but by the way they are integrated into the teaching and learning process. Its effectiveness depends on how these resources are contextualized within pedagogical practice, aligned with learning objectives and adapted to the needs of students. This is especially important to promote more effective and engaging learning, offering students different ways to access knowledge and actively participate in the educational process.

By incorporating a variety of resources, teachers can better meet the different needs and learning styles of students. Learning styles are varied and reflect the different ways in which students assimilate, process and retain information. In the case of students with (ASD), it is essential to consider these particularities, as many may present distinct learning styles that require specific adaptations. For example, some children with ASD may learn better through visual resources, while others may benefit from more practical and sensory approaches. Understanding these differences is fundamental for educators to develop inclusive didactics, using a variety of strategies that respect individual preferences and needs, thus promoting a more effective and welcoming learning environment.

The varied learning styles of students, especially in the case of children with (ASD), require educators to adopt flexible and adapted pedagogical approaches. It is important to recognize that learning does not occur uniformly, and specific adaptations are essential to ensure that each student has access to the content in a meaningful way. In this sense, understanding and respecting the particularities of each student with ASD is the first step towards developing an inclusive practice.

To align this understanding with practice, it is essential that the resources used are diversified and adjusted to the individual needs of each student. Working with students with ASD, therefore, goes beyond just recognizing their learning styles; it also involves offering a wide variety of teaching resources that meet these particularities. This includes the use of both high and low technology resources, which can facilitate not only communication, but also social interaction and the development of essential skills.

Working with students with (ASD) requires offering a wide variety of teaching resources that meet their specific learning needs. This includes the use of both high and low technology resources, which can be adapted to facilitate communication, social interaction, and skill development.

It is essential to base this approach on references that prove the effectiveness of resource diversification in the teaching-learning process, such as the research of Mantoan (2003) and the studies of UNESCO (2009), which emphasize the importance of varied materials to promote inclusion and student engagement.

Thus, an example is the fact that many schools have printers 3D, which are machines increasingly used and valued, for the use of teaching resources in the school network. Thus, these schools are adhering to the use of this resource (what is its pedagogical purpose? Don't Resource and Multifunction Rooms and Information and Communication Technologies already exist?).

According to Piana (2011), the 3D printer allows creating prototypes and physical models in short periods of time, often in a matter of hours or days. This is especially useful and brings more speed in product design and development processes.

It is worth mentioning that the 3D printer:



[...] can help the student to think differently and see the world in another way. Together with other ICTs, it helps to form environments that give the appropriate stimulus to students who are indifferent in school, as it allows them to learn on their own through exploration (Aguiar, 2016, p. 47).

In addition to printers, there is other equipment that allows us to develop teaching resources with high technology, such as CNC laser cutting machines. Among the advantages are economy, precision, superior quality, little material loss, cutting complex figures, without tool wear, flexible programming and speed in production.

RESULTS AND DISCUSSION

Teaching resources should include visual materials, such as pictograms and graphic organizers, to assistive technologies, such as applications and educational software specific to ASD (Suassuna, 2021).

Table 1 was prepared from the literature review that aimed to identify accessible and effective teaching resources for students with ASD. The authors performed a Ways of developing didactic resources for students with spectrum disorder autistic (ASD) ways in the main academic sources and relevant publications around special and inclusive education, selecting works that address pedagogical practices adapted for this public. From this research, the authors categorized the resources into different types, such as visual materials, routines and calendars, games and sensory activities, assistive technologies and communication support materials. Each category was described, highlighting its characteristics and relevance to the learning process of students with ASD.

In addition, practical examples were included for each type of resource, providing a clear understanding of how these materials can be used in educational contexts. To ensure the credibility of the information presented, the authors refer to studies and experts recognized in the area, such as Lari Frost, Andy Bondy and Patricia Howlin, among others. This theoretical foundation not only validates the choices made for Table 1 but also guides educators in the application of resources in their pedagogical practices. Next, in Table 1, some examples of accessible didactic resources that have proven effective for students with (ASD) will be presented:

Table 1 – Accessible didactic resources

Type	Characteristics	Examples	Authors who research
Materials visuals	Facilitate the process of learning.	Cards with figures, pictograms, videos and images	Patricia Howlin and Tony Charman (2019)
Routines and calendars visuals	Timetables and activity lists can help these students understand and anticipate the tasks which provide a sense of security and predictability.	Pictograms or images to represent daily activities,	Fonseca and Ciola (2016), Brenda Smith Myles (2020),



Games and activities sensory:	Can be used to stimulate learning and development of skills, such as: motor coordination, in sensory stimulation and social interaction.	Fitting games, puzzles, activities with varied textures and sensory toys	Matthew Goodwine Ami Klin (2019)
Technologies assistive	The use of technologies assistive can facilitate communication, expression and access to information.	The use of communication applications in alternative devices, such as tablets, which have communication applications augmentative and alternative (AAC) to assist in the communication of people with speech difficulties.	Researchers such as Patricia Howlin and Matthew Goodwin (2019)
Support materials for communication	For students with ASD who have difficulties in verbal communication, the use of support materials for communication.	Communication boards with symbols or keywords, communication boards with pictograms and electronic communication devices alternative.	Barry M. Prizant (2015)

Source: Prepared by the authors, 2025.

The use of accessible didactic resources is essential to guarantee the inclusion and academic success of students with ASD. According to Ubugata (2022), by incorporating these resources into pedagogical planning and teaching practice, educators can provide a more inclusive, welcoming and stimulating educational environment for all students, regardless of their differences and challenges.

To ensure that the resources are effective and meet the demands of students, it is

important to follow some guidelines that help in their application. Below is presented Table 2 with some proposed guidelines for the implementation of accessible didactic resources: Ways of developing teaching resources for students with spectrum disorder autistic (ASD).



Table 2 – Guidance proposal for the implementation of accessible teaching resources

Characteristics	Peculiarities	Authors who research
Individualized Adaptation	Resources should be adapted to the specific needs of each student, taking into account their skills, preferences and challenges. This requires a personalized approach, in which the materials and strategies are adjusted according to the learning profile of each student with Autism Spectrum Disorder (ASD).	Researchers such as Carol Gray, Temple Grandin (2015) and Brenda Smith Myles (2020)
Clarity and Consistency	Resources should be presented in a clear and consistent manner, using simple and direct language, clear images and concise instructions. This helps reduce anxiety and confusion, providing a predictable and structured environment for students with Autism Spectrum Disorder (ASD).	Authors such as Tony Attwood, Ami Klin (2017) and Patricia Howlin (2019)
Flexibility and Variety	Resources should be flexible and varied to meet the different needs and learning styles of students with Autism Spectrum Disorder (ASD). This includes using a variety of materials, teaching modalities and support strategies, allowing students to explore and learn in diverse ways. diverse.	Barry M. Prizant, (2015)
Active Participation and Engagement	Resources should promote active participation and engagement of students with Autism Spectrum Disorder (ASD), encouraging them to get involved actively in learning activities and explore their potential. This can be achieved through strategies interactive, motivating games and activities engaging sensory experiences.	Authors such as Barry M. Prizant (2015), Howard Shane and Brenda Smith Myles (2020)

Source: Prepared by the authors, 2025.

Below is Figure 01, which shows a synthesis of how an implementation of a teaching resource according to (Ubugata, 2022):

Figure 1 - Synthesis of the implementation of a didactic resource



Source: Prepared by the authors, 2025.

According to Ubugata (2022), the main factor is the planning of the resource, therefore, before implementing the didactic resources, it is essential to plan their use in a structured and organized manner. In addition, define clear objectives, establish the strategies to be used, and evaluate how the resources will contribute to the learning of the students.

Planning resources to meet the specific needs of each student is essential. Researchers such as Carol Gray, Temple Grandin (2015) and Brenda Smith Myles (2020) state that this approach requires materials and strategies to be adjusted according to the learning profile of each student with ASD. This adaptation not only respects individual skills and preferences, but also addresses the unique challenges faced by these students.

It is essential to regularly evaluate the effectiveness of didactic resources, ensuring that they adequately meet the needs of the students. This involves providing feedback with the students, observing their progress, and being willing to make adjustments and adaptations as needed. By maintaining this continuous evaluation process, educators can develop didactic resources for students with spectrum disorder autistic (ASD) ensure that the resources used are really contributing to the learning and development of students (Ubugata, 2022).

Clarity in the presentation of resources is another important aspect, as Tony Attwood, Ami Klin (2017) and Patricia Howlin (2019) point out. According to the authors, the use of simple language with clear images and concise instructions helps reduce anxiety and confusion. For them, a predictable and structured environment is essential for the effective learning of students with ASD, making the planning of how information will be presented fundamentally.

In addition, flexibility and variety in teaching resources are essential for learning. Barry M. Prizant (2015) highlights that the use of a diverse range of materials and teaching modalities allows students to explore and learn in ways that align with their individual learning styles.

According to Ubugata (2022), encouraging students' participation in the choice process and use of didactic resources is essential to foster their autonomy, engagement and confidence. Allowing them

to express their preferences, provide feedback and actively participate in their own learning process can significantly contribute to their development and involvement in educational activities. However, it is essential that didactic resources promote active participation of students. Authors such as Barry M. Prizant, Howard Shane and Brenda Smith Myles (2020) point out that interactive strategies, motivating games and engaging sensory activities are fundamental to encourage engagement. Effective planning should include these dynamics, providing a space where students feel motivated to explore their potential.

Stimulating the diversity of didactic resources is fundamental to meet the diverse needs and learning styles of students, making the educational environment more inclusive and stimulating. Use a variety of visual materials, assistive technologies, educational games and sensory activities to provide an enriching and accessible learning experience for all students. The implementation of accessible didactic resources requires careful planning, adequate training of educators, collaboration with specialized professionals and constant evaluation of its effectiveness. By following these guidelines, educators can create a more inclusive, welcoming and conducive educational environment for the development of all students, contributing to their academic success and well-being (Lopes, 2019).

Finally, Lopes & Lopes (2025) highlights the importance of creating a welcoming environment and support, emphasizing the training of educators and the evaluation of strategies and Accessible didactic resources to be used are fundamental to promote the well-being and development of students with ASD.

FINAL CONSIDERATIONS

The objective of this work was to investigate the construction and application of didactic resources accessible aimed at students with (ASD), aiming to promote their inclusion and development in the school environment. Students with ASD face significant challenges in relation to learning, especially in the areas of communication, social interaction and sensory processing. Such difficulties make it necessary to create didactic resources adapted to their specific needs, since many times these students are unable to follow traditional teaching without these adaptations.

When analyzing the opinions of the investigated authors, it was found that personalization of didactic materials is essential. It was detected that they highlight the importance of adapting resources according to the individual skills and preferences of each student, promoting a more inclusive and effective learning environment. In addition, they point out that these resources increase students' self-confidence and independence, fundamental factors for success in the teaching-learning process.

The solutions highlighted by the authors involve the use of visual resources, assistive technologies and sensory activities that cater to the different learning styles of students with ASD. The use of pictograms, sensory games and visual calendars were some of the solutions mentioned to facilitate understanding and reduce student anxiety. In addition, the support of technologies, such as alternative communication applications, was widely highlighted as an effective way to promote the interaction and autonomy of these students.

What most caught our attention in this experience was the finding that inclusion of students with ASD depends on the joint effort between educators, families and specialized professionals. The creation of accessible didactic resources not only facilitates learning, but also promotes the active participation of these students, respecting their particularities and making the school environment more welcoming and egalitarian. This experience reinforces the importance of a truly inclusive education, in which all students can develop their maximum potential.



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