

Impact of teacher training in specialised educational care for school inclusion: a systematic literature review¹

*Impacto da formação de professores no Atendimento Educacional Especializado para a inclusão escolar:
uma revisão sistemática de literatura*

*Impacto de la formación del profesorado en atención educativa especializada para la inclusión escolar:
una revisión sistemática de la literatura*

Drieli Gasso Colman ²
Universidade Federal do Pampa

Francéli Brizolla ³
Universidade Federal do Pampa

Abstract: This study investigates the impact of initial and continuing teacher training in Specialized Educational Services (AEE) on school inclusion, through a systematic literature review. The research follows the methodological criteria of Costa and Zoltowski (2014), analyzing studies published between 2020 and 2024 in the *Scielo* and *Google Scholar* databases. The results indicate that teacher training, although provided for in public policies, still presents gaps between theory and practice, directly affecting the quality of school inclusion. The review shows that the lack of specific guidelines and practical training limits teacher performance, compromising the learning of students with disabilities. It concludes that it is essential to improve the training offered, aligning it with the real needs of schools and promoting effective pedagogical practices to strengthen AEE.

Keywords: Teacher training; Special education; School inclusion; Educational Policies.

Resumo: Este estudo investiga o impacto da formação inicial e continuada dos professores do Atendimento Educacional Especializado (AEE) na inclusão escolar, por meio de uma revisão sistemática de literatura. A pesquisa segue os critérios metodológicos de Costa e Zoltowski (2014), analisando estudos publicados entre 2020 e 2024 nas bases *Scielo* e *Google Acadêmico*. Os resultados indicam que a formação docente, embora prevista em políticas públicas, ainda apresenta lacunas entre teoria e prática, impactando diretamente a qualidade da inclusão escolar. A revisão evidencia que a ausência de diretrizes específicas e formações práticas limita a atuação dos professores, comprometendo a aprendizagem dos estudantes com deficiência. A análise final dos estudos indica que é essencial aprimorar as formações oferecidas, alinhando-as às necessidades reais das escolas e promovendo práticas pedagógicas eficazes para fortalecer o AEE.

Palavras-chave: Formação de professores; Educação Especial; Inclusão escolar; Políticas Educacionais.

¹ Drieli Gasso. E-mail: drielicolman@gmail.com.

² Mestra em Ensino; Universidade Federal do Pampa (Unipampa), Bagé, Rio Grande do Sul (RS), Brasil; E-mail: drielicolman@gmail.com; Lattes: <http://lattes.cnpq.br/3701079700373281>; ORCID: <https://orcid.org/0009-0006-0567-441X>.

³ Doutora em Educação; Universidade Federal do Pampa (Unipampa); Bagé, Rio Grande do Sul, Brasil; E-mail: francelibrizolla@unipampa.edu.br; Lattes: <http://lattes.cnpq.br/1822354320609261>; ORCID: <https://orcid.org/0000-0001-7987-2044>.

Resumen: Este estudio investiga el impacto de la formación inicial y continua del profesorado del Atendimento Educacional Especializado (AEE) en la inclusión escolar, a través de una revisión sistemática de la literatura. La investigación sigue los criterios metodológicos de Costa y Zoltowski (2014), analizando estudios publicados entre 2020 y 2024 en las bases de datos *Scielo* y *Google Scholar*. Los resultados indican que la formación del profesorado, aunque prevista en las políticas públicas, aún presenta lagunas entre la teoría y la práctica, impactando directamente en la calidad de la inclusión escolar. La revisión muestra que la falta de directrices específicas y de formación práctica limita la actuación del profesorado, comprometiendo el aprendizaje de los estudiantes con discapacidad. Se concluye que es esencial mejorar la formación ofrecida, alineándola con las necesidades reales de las escuelas y promoviendo prácticas pedagógicas eficaces para fortalecer el AEE.

Palabras clave: Formación de profesores; Educación Especial; Inclusión escolar; Políticas Educativas.

Received on: February 16, 2025

Accepted on: May 29, 2026

Introduction

The school inclusion of students with disabilities, global developmental disorders, and high abilities/giftedness has become a priority in the Brazilian educational field, especially with the expansion of Multifunctional Resource Rooms (SRM) and Specialized Educational Assistance (AEE), based on official documents such as the Law of Guidelines and Bases of National Education (LDB) — Law No. 9,394/1996. This law establishes that education systems must provide students with disabilities with teachers who have adequate specialization to work with these students. With regard to technical and financial support, Decree No. 6,571/2008 and Decree No. 7,611/2011 stand out, the latter also addressing the commitment of public authorities to continuing teacher education. Also noteworthy is the Brazilian Law for the Inclusion of Persons with Disabilities, also known as the Statute of Persons with Disabilities — Law No. 13,146/2015 — which reinforces the responsibility to ensure, create, develop, implement, encourage, monitor, and evaluate the actions previously mentioned.

However, the success of these initiatives depends directly on teachers' continuing education, an action provided for in the same decrees that legitimize Special Education and establish SRM in schools throughout Brazil. Nevertheless, these documents do not specify what this education should consist of. Although the legislation encourages school management, through funding mechanisms such as the Direct Money to Schools Program (PDDE), to provide continuing education, it does not offer guidance regarding priorities, course themes, or other forms of training that may be carried out.

Kassar (2014) reports in her work the lack of a clear training identity for Special Education teachers, both in initial and continuing teacher education. This makes pedagogical practices for AEE students more difficult, due to the absence of regulation and clear guidance regarding the knowledge, skills, and competencies required for teachers to work in AEE for teachers to work in AEE. The focus on High School⁴ is justified because this is a stage of Basic Education marked by intense cognitive and socio-emotional development, as well as by the construction of autonomy. During this period, inclusive pedagogical practices and specialized support play a relevant role in students' permanence, learning, and participation in school life (Schoen-Ferreira, Aznar-Farias, and Silves, 2003).

Based on these data, the need arises to understand the training of AEE teachers in Brazil through a systematic literature review guided by the following research question: How does the initial and continuing education of Specialized Educational Assistance teachers, in studies involving public schools that offer High School, influence professional practice in the context of school inclusion?

The systematic review proved to be the most appropriate method for identifying, evaluating, and synthesizing evidence from the studies, as it allows for a clear and organized view of what has already been researched and where gaps remain, providing a solid basis for proposing improvements in educational practices and policies.

Research on teacher education, particularly in the context of AEE, reveals the importance of identifying effective practices and recurring challenges that influence the quality of school inclusion. One such challenge concerns the broad nature of specialization courses, in which teachers are not adequately prepared for situations that go beyond theory or specific cases related to each disability. Since there is no specific training path, there are situations in which teachers do not previously know how to work with a given student.

In view of this, this study conducts a systematic literature review with the objective of understanding how continuing education has impacted the work of these professionals in the assistance and inclusion of students with disabilities, global developmental disorders, and high abilities/giftedness.

⁴ The focus on High School is justified by the fact that this article derives from the author's master's dissertation, developed under the supervision of the co-author of this paper, whose research focused on this level of Basic Education. Available at: <https://repositorio.unipampa.edu.br/items/d703938c-5020-4bdb-9a54-5d4022db1eb3>.

Methodology

The focus of this study is to understand who the SRM teachers in Brazil are, what their educational background is, and how they perceive continuing education in their field of practice. The choice of a systematic literature review became necessary given that this is a scarcely investigated topic. According to Costa and Zoltowski (2014, p. 56), a systematic review is “(...) a method that allows the potential of a search to be maximized, finding the largest possible number of results in an organized manner.” Based on the premises of these authors, it is a way of conducting unbiased research that is honest and impartial according to the results found and selected through inclusion and exclusion criteria.

We followed the eight steps proposed by Costa and Zoltowski (2014) to conduct the review: 1. delimitation of the research question; 2. selection of data sources; 3. choice of keywords for the search; 4. search and storage of results; 5. selection of articles by abstract, according to inclusion and exclusion criteria; 6. extraction of data from the selected articles; 7. evaluation of the articles; and 8. synthesis and interpretation of the data.

This systematic literature review was built upon the following research question: How does the initial and continuing education of Specialized Educational Assistance teachers, in studies involving public schools that offer High School, influence professional practice in the context of school inclusion? This was followed by the selection of databases, namely SciELO and Google Scholar. The search string used was: “formação de professores” OR “formação continuada” AND “atendimento educacional especializado” AND “educação especial”. This string was designed to identify studies addressing teacher education in the context of AEE.

The inclusion and exclusion criteria adopted to delimit the selection of studies were as follows: studies conducted in the context of public schools that offer High School and that addressed the work of AEE teachers were included. Studies focusing exclusively on Elementary School, studies that did not address professional practice in AEE, and research conducted in private schools were not selected. Empirical studies presenting collected and analyzed data were included, while theoretical reviews or essays were excluded. Only studies written in Portuguese were accepted, and studies in other languages were not included. The studies also had to be set in Brazil; therefore, research conducted in other countries was excluded, even when written in Portuguese. Another criterion was the focus on training for AEE, excluding studies on the continuing education of regular classroom teachers. The final inclusion and exclusion criterion concerned the time frame of the publications, with studies published between 2020 and 2024 being accepted, totaling a five-year period.

Based on the aforementioned criteria, three results were found in the SciELO database using the search string “formação de professores” OR “formação continuada” AND “atendimento educacional especializado” AND “educação especial”. After refinement according to the inclusion and exclusion criteria, one of the three studies was selected.

In Google Scholar, 14,000 results were initially found using the search string “formação de professores” OR “formação continuada” AND “atendimento educacional especializado” AND “educação especial”. Despite the expressive number of initial results, after refinement, six studies remained.

The table below presents the studies selected from the databases.

Table 1: Studies selected for the review

Research Question: How does the initial and continuing education of Specialized Educational Assistance teachers, in studies involving public schools that offer High School, influence professional practice in the context of school inclusion?			
Platform	Title	Type	Author(s) and Year
SciELO	Inclusive Education and Teacher Education in the State of Paraíba	Scientific Article	Taísa Caldas Dantas, Adenize Queiroz de Farias, Andreza Vidal Bezerra – 2024
Google Scholar	Inclusive Education and Teacher Education: The Case of a Public School in the State of Goiás	Scientific Article	Paulo Sérgio José Vieira, Daniela dos Santos Borges Castro, Leda Regina Bitencourt da Silva, Renato de Oliveira Brito – 2022
Google Scholar	Teacher Education and School Inclusion: An Analysis from the Perspectives of Teachers	Scientific Article	Adriana Ligia Miskalo, Roseneide Maria Batista Cirino, Denise Maria Vaz Romano França – 2023
Google Scholar	Teacher Education for Specialized Educational Assistance (AEE): School Inclusion and Intellectual Disability from a Historical-Cultural Perspective	Doctoral Dissertation	Katia de Abreu Fonseca – 2021
Google Scholar	Continuing Education of Teachers in the Context of the Multifunctional Resource Room of Specialized Educational Assistance	Scientific Article	Júlia Graziela Bernardino de Queiroz, Elaine Maria Bessa Rebelo Guerrero – 2021

Source: The authors (2025).

Analysis of the Results

The first study analyzed was “School Inclusion and Teacher Education in the State of Paraíba: Perceptions of Graduates from a Lato Sensu Program in Specialized Educational Assistance,” which investigated the perceptions of teachers who participated in a lato sensu specialization course in AEE in Paraíba, held between November 2022 and November 2023. The training was conducted in person, with a workload of 360 hours, addressing both theoretical and practical aspects, including topics such as Universal Design for Learning (UDL), accessibility, and specific pedagogical strategies for different types of disabilities.

The study adopted a qualitative approach, in which data were collected through an online questionnaire composed of 13 questions administered to 64 teachers who had completed the course and who work in specialized educational assistance in public schools. The analysis was based on Dialogical Discourse Analysis, which organized the results into four main categories: participants’ profile, difficulties in professional practice, contributions of the course, and changes in conceptions about disability. The research ensured ethical principles, such as anonymity and informed consent.

The results of this study indicate that continuing education provides teachers with greater confidence and recognition in their teaching practice, while also encouraging them to seek innovative, collaborative, and inclusive pedagogical practices. The teachers reported that the course contributed to addressing the daily challenges of their work in SRM, such as curriculum adaptation and the use of inclusive pedagogical resources. It also contributed to promoting changes in their conceptions about students’ disabilities and, consequently, helped combat ableism.

The course also strengthened collaboration between AEE teachers and regular classroom teachers, promoting a more inclusive and anti-ableist school environment. The research reinforces the importance of continuing education in the construction of inclusive pedagogical practices and shows how it can positively impact the professional work of teachers in AEE contexts.

The study “Inclusive Education and Teacher Education: The Case of a Public School in the State of Goiás” is a qualitative case study in which data were collected through observation reports and interviews with regular classroom teachers and SRM teachers, in addition to documentary analysis of national and international legislation on school inclusion and teacher education. The study was conducted in a state school that serves Elementary and High School students.

The study reveals that initial and continuing teacher education for AEE is not encouraged by the Goiás State Department of Education. The interviewed teachers reported that, in order to work in AEE, they make personal and individual efforts to face difficulties such as inadequate infrastructure, lack of equipment, and lack of specific training. They also reported that they seek training opportunities and academic readings autonomously, since the Department of Education does not provide effective training for Special Education. This leads teachers to invest their own financial resources in training, revealing the lack of financial investment in the school.

The teachers frequently purchase teaching materials or pay for enlarged printouts for students with visual impairments using their own resources. Due to the training gap in the field, they create pedagogical strategies without scientific support, and also modify and adapt activities and assessments without the backing of formal guidelines from the Department of Education or school management.

In an attempt to create an inclusive school environment, teachers organize themed weeks on inclusion to raise awareness among students and other teachers. In these actions, the organizing teachers also try to involve students' families in order to establish a closer relationship between the school and the students' home environment.

The study highlights the need for public policies that ensure adequate teacher education and structural accessibility, creating real conditions for school inclusion practices. The research emphasizes that, although teachers play a central role in implementing inclusive pedagogical practices, these professionals should not be overburdened with responsibilities that belong to school management and the Department of Education.

It is the responsibility of public authorities to ensure institutional support, appropriate infrastructure, and training programs that articulate theory and practice, so that teachers can work with greater confidence and efficiency in assisting students with disabilities.

The study "Teacher Education and School Inclusion: An Analysis from the Perspectives of Teachers" adopts a qualitative approach, combining field research and bibliographic review. Semi-structured interviews were conducted with ten teachers from a state school in Paraná. The intention behind the selection of teachers was to diversify the analyzed results according to different perspectives on teacher education and school inclusion within the same school. Thus, the interviews were conducted with teachers from the final years of Elementary School, High School teachers, and SRM teachers from the school. Only teachers who accepted the invitation to participate in the research were interviewed.

Data analysis followed the Thematic Analysis technique in order to organize teachers' responses into categories. In this process, the author identified patterns in the responses, such as initial teacher education and gaps in preparation for inclusion. The interviewees reported that they had not received adequate training on Special Education and inclusion during their undergraduate studies and that, in some cases, this topic was addressed only in the theoretical Libras course included in the curriculum of teaching degree programs.

Regarding continuing education and its applicability in practice, teachers reported seeking external training opportunities. However, they identified a gap between theory and practice, a problem that also appears in the training programs proposed by the State Department of Education. The teachers reported difficulties in working with students who are the target audience of Special Education, due to the challenge of adapting the curriculum for these students and the lack of support from school management, resources, and training to use inclusive strategies. In addition to the teachers' statements about initial and continuing education, the author specifically points out a recurring pattern in the reports concerning the lack of alignment between theory and practice in training programs and, consequently, their distance from school reality.

The results of the research indicate that 50% of the interviewed teachers did not receive initial training on Special Education or inclusive practices, while the others mentioned only theoretical courses, such as Libras. Regarding continuing education, 70% had participated in *lato sensu* courses in areas related to Special Education, but they emphasized that these courses need to establish a real connection with the practices experienced in schools in order to be effective.

The teachers reported difficulties in assisting students with disabilities due to the lack of practical and continuous training, as well as the lack of dialogue between theory and practice in such training. They also pointed to the absence of supervised activities, practical workshops on the applicability of the methodologies studied in these courses, and spaces for exchanging experiences among teachers, where they could share and listen to colleagues' practices that had proven effective with students.

The study concludes by considering that both initial and continuing teacher education are still insufficient to meet the demands of an inclusive school. Teachers face challenges in adapting the curriculum, planning inclusive strategies, and ensuring accessible teaching for students with disabilities, especially due to the lack of institutional support and practical methodologies. It is necessary to invest in effective training programs that meet teachers' needs. This can be achieved through improvements in the training programs already available to teachers, so that they finally connect with school reality and provide pedagogical strategies that favor the inclusion of students with or without disabilities.

The study “Teacher Education for Specialized Educational Assistance (AEE): School Inclusion and Intellectual Disability from a Historical-Cultural Perspective” adopts a qualitative approach and is structured into four main stages: bibliographic research, documentary analysis, dialogical collective interviews with six teachers working in AEE, and a formative activity using Historical-Cultural Theory (THC). The research was conducted in the municipality of Bauru, in the state of São Paulo, and analyzed continuing education courses offered by the Municipal Department of Education between 2016 and 2018. Data analysis was carried out through triangulation among official documents, teachers’ statements, and records of the formative activities.

The author approaches Special Education and Specialized Educational Assistance from a historical-cultural perspective, presenting Vygotsky (1896–1934) as the main theorist of this theory. She justifies this choice by stating that, within this epistemological perspective, human development

[...] as not considering biological factors as determinants of development, but rather considering the dialectical unity between elementary and higher functions, functions that mark the human being, in an intrinsic relationship between the individual and the social” (Fonseca, 2021, p. 22).

The author discusses the importance of using Historical-Cultural Theory because it is based on human development through experiences and opportunities, and because education should follow this principle in order to teach all students. The author focuses her research on students with intellectual disabilities, arguing that teachers must be aware of who the students they teach daily are, as well as create pedagogical materials that are aligned with their abilities and conditions.

The results indicate that the continuing education offered to AEE teachers is fragmented, poorly structured, and does not present a sequential formative path of knowledge to be developed so that these teachers are prepared for the different cases addressed by AEE. The interviewed teachers reported difficulties in understanding their professional identity and their own role within AEE, mentioning the lack of clarity regarding their responsibilities in the classroom and pedagogical strategies for students’ learning and inclusion. In addition, the research identifies that, although the teachers know the theoretical foundations of Historical-Cultural Theory, they have difficulties applying them in their daily practice with students with intellectual disabilities, since they were not provided with practical examples of the pedagogical application of this theory. As a result, they ended up making independent pedagogical adaptations without scientific support.

The formative activity proposed in the study proved to be a promising path for strengthening pedagogical practice and knowledge appropriation among AEE teachers. Through the activities, it provided moments of critical reflection on the pedagogical practices used up to that point and on whether these practices were challenging students to develop and progress fully in their learning. The teachers reported that the training contributed to improving pedagogical strategies, especially considering their limited theoretical knowledge of educational practices for students with intellectual disabilities, a deficit generated precisely by the lack of continuing education. However, the research concludes that there is still an urgent need for public policies that ensure more consistent continuing education aligned with the real demands of AEE teachers, since the teachers knew several theories only in terms of their scientific concepts, without having the perspective of applying them in their pedagogical practices.

The last study analyzed is “Continuing Education of Teachers in the Context of the Multifunctional Resource Room of Specialized Educational Assistance,” which investigates the education of teachers who work in AEE in the municipal education network of Manaus. The objective of the study was to understand how these professionals were prepared to work in SRM and how they identify themselves professionally based on the challenges and achievements experienced in teaching practice while assisting students who are the target audience of Special Education. The research adopted a qualitative and descriptive approach, with data collected through a semi-structured questionnaire administered to 11 teachers who work in AEE. The data were analyzed using software, combining quantitative and qualitative analysis.

The results indicated that the Municipal Department of Education of Manaus (SEMED) has invested in the continuing education of teachers, but still faces challenges. Teachers reported that the courses offered by the network are insufficient for deepening specific knowledge and applying effective methodologies in the teaching of students with disabilities, due to the lack of practical actions in these training programs. According to the teachers, these courses focus mainly on theory, without presenting practical examples related to the reality of schools. The teachers understand continuing education as essential for their work in SRM and, for this reason, seek training individually. They understand that their professional practice is related to continuous experience and that they need updated training in order to put theory into practice and reduce their professional insecurities, which consequently leads to better performance in Special and Inclusive Education.

The study concludes that, although continuing education contributes to the qualification of AEE teachers and is of interest to these professionals, there are still gaps between theory and practice that directly affect the quality of these training programs and, consequently, their applicability and results in education. Based on the fact that teachers already practice and show interest in continuing education, the authors suggest, as an option for improving these training programs, the establishment of links with higher education institutions, health networks, and social service networks, so that knowledge can be connected to practice and thus become effective in the teaching of students with disabilities.

These studies have in common the importance of continuing education so that AEE teachers can assist students with quality, being informed and equipped with the methodologies and assistive technologies available in SRM. Education does not advance if teachers possess theoretical knowledge but are unable to apply it in their daily practice and overcome their insecurities through intellectual mastery.

Based on these analyses, we understand that the fact that continuing education is provided for in Brazilian educational legislation, as well as the existence of actions aimed at meeting this demand, does not prove the effectiveness of these public policies. This is because positive results were not identified in most of the cases analyzed. Although teachers understand the importance of continuing education and wish to receive it in order to assist students, the training made available does not reach them effectively for several reasons, such as the lack of connection with daily school reality and the absence of practical examples, with a greater focus on the theory of methodologies and concepts.

Conclusions

All the studies presented in this literature review highlight the importance of continuing education in meeting the needs of students who are the target audience of AEE, both through SRM teachers and regular classroom teachers. The promotion of training programs is provided for in the laws that address Special Education; however, the public policies developed do not meet the demands of teachers' and schools' realities. When designing training programs for these professionals, it is necessary to analyze and question their study needs, professional difficulties, and theoretical and practical demands, so that such training becomes a valid investment of time and financial resources and brings benefits to society, focusing on the quality of education offered to students. Training, when considered insufficient, directly impacts the assistance provided to students with disabilities, hindering the full development of inclusive practices.

Continuing education, which is provided for in the laws addressing Special Education, is essential for AEE and should not be seen merely as a legal obligation, but as a condition for strengthening education. It is indispensable that teachers have access to knowledge that can be applied to everyday school life and that is capable of supporting and developing new teaching strategies, strengthening their professional identity, and qualifying their work in school inclusion. The training programs offered by public education networks need to have a theoretical foundation, just as they must include real examples of the applicability of these theories in students' daily lives.

These actions require an analysis of their real impact and, for this purpose, they need to be evaluated through listening to teachers before and after the training processes. In this way, it becomes possible to identify demands, improve the courses offered, and bring teacher education policies closer to the central objective of Special Education: ensuring the learning and participation of students with disabilities.

References

BRASIL. *Decreto nº 6.571, de 17 de setembro de 2008*. Dispõe sobre o Atendimento Educacional Especializado, regulamentando o parágrafo único do art. 60 da Lei nº 9.394, de 20 de dezembro de 1996. Brasília, DF: Presidência da República, 2008. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2007-2010/2008/decreto/d6571.htm. Acesso em: 18 jun. 2026.

BRASIL. *Decreto nº 7.611, de 17 de novembro de 2011*. Dispõe sobre a educação especial, o atendimento educacional especializado e dá outras providências. Brasília, DF: Presidência da República, 2011. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2011-2014/2011/decreto/d7611.htm. Acesso em: 18 jun. 2026.

BRASIL. *Lei nº 9.394, de 20 de dezembro de 1996*. Estabelece as diretrizes e bases da educação nacional. Brasília, DF: Presidência da República, 1996. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/l9394.htm. Acesso em: 18 jun. 2026.

BRASIL. *Lei nº 13.005, de 25 de junho de 2014*. Aprova o Plano Nacional de Educação - PNE e dá outras providências. Brasília, DF: Presidência da República, 2014. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/l13005.htm. Acesso em: 18 jun. 2026.

BRASIL. *Lei nº 13.146, de 6 de julho de 2015*. Institui o Estatuto da Pessoa com Deficiência e dá outras providências. Brasília, DF: Presidência da República, 2015. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/l13146.htm. Acesso em: 18 jun. 2026.

COSTA, A. B.; ZOLTOWSKI, A. P. Como escrever um artigo de revisão sistemática. In: KOLLER, S. H.; COUTO, M. C. P. P.; HOHENDORFF, J. V. (org.). *Manual de produção científica*. Porto Alegre: Penso, 2014. p. 55-70.

DANTAS, T. C.; FARIAS, A. Q.; BEZERRA, A. V. Inclusão escolar e formação de professores no estado da Paraíba: percepções dos egressos de uma formação lato sensu em Atendimento Educacional Especializado. *Revista Brasileira de Educação Especial*, Corumbá, v. 30, e0094, 2024. Disponível em:

<https://www.scielo.br/j/rbee/a/L5T8KkFNFx975dyh6XhVtnWb/>. Acesso em: 18 jun. 2026. DOI: <https://doi.org/10.1590/1980-54702024v30e0094>.

FONSECA, K. A. *Formação de professores do Atendimento Educacional Especializado (AEE): inclusão escolar e deficiência intelectual na perspectiva histórico-cultural*. 2021. Tese (Doutorado em Educação) – Universidade Estadual Paulista, Marília, 2021. Disponível em: <https://repositorio.unesp.br/entities/publication/c9ec88ce-8acd-4031-b776-7f2b91a5cb96>. Acesso em: 18 jun. 2026.

KASSAR, M. C. M. A formação de professores para a educação inclusiva e os possíveis impactos na escolarização de alunos com deficiências. *Cadernos CEDES*, Campinas, v. 34, n. 93, p. 207-224, maio/ago. 2014. Disponível em:

<https://www.scielo.br/j/ccedes/a/V9C4DP9Fq9bWBcXszfWsWJC/>. Acesso em: 18 jun. 2026. DOI: <https://doi.org/10.1590/S0101-32622014000200005>.

MISKALO, A. L.; CIRINO, R. M. B.; FRANÇA, D. M. V. R. Formação docente e inclusão escolar: uma análise a partir das perspectivas dos professores. *Boletim de Conjuntura (BOCA)*, Boa Vista, v. 14, n. 41, p. 516-536, maio 2023. Disponível em:

<https://revista.ioles.com.br/boca/index.php/revista/article/view/1385>. Acesso em: 18 jun. 2026. DOI: <https://doi.org/10.5281/zenodo.7963543>.

QUEIROZ, J. G. B.; GUERRERO, E. M. B. R. Formação continuada dos professores no contexto da Sala de Recursos Multifuncionais do Atendimento Educacional Especializado. *Revista Educação Especial em Debate*, Vitória, 2021. Disponível em:

<https://periodicos.ufes.br/reed/article/view/30784>. Acesso em: 18 jun. 2026.

Schoen-Ferreira, T. H., Aznar-Farias, M., & Silveiras, E. F. de M.. (2003). *A construção da identidade em adolescentes: um estudo exploratório*. *Estudos De Psicologia (natal)*, 8(1), 107–115. Disponível em:

<https://www.scielo.br/j/epsic/a/X5DFFZCZsb4pmlChTsQVpb/abstract/?lang=pt>. Acesso em: 18 jun. 2026. DOI: <https://doi.org/10.1590/S1413-294X2003000100012>.

VIEIRA, P. S. J. et al. Educação inclusiva e formação de professores: o caso de uma escola pública no estado de Goiás. *Revista JRG de Estudos Acadêmicos*, São Paulo, v. 5, n. 10, p. 77-90, 2022. Disponível em: <https://revistajrg.com/index.php/jrg/article/view/339>. Acesso em: 18 jun. 2026. DOI: <https://doi.org/10.55892/jrg.v5i10.339>.