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Teaching practice: analysis of the development of a didactic sequence for working with inclusion in early childhood education

Prática docente: análise do desenvolvimento de uma sequência didática para o trabalho com a inclusão na Educação Infantil

Práctica docente: análisis del desarrollo de una secuencia didáctica para el trabajo con la inclusión en la Educación Infantil

Aline de Novaes Conceição ^[a] 
Marília, SP, Brasil

Universidade Estadual Paulista (UNESP), "Júlio de Mesquita Filho", Faculdade de Filosofia e Ciências (FFC),
Câmpus de Marília/SP, Departamento de Educação e Desenvolvimento Humano

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Abstract

The objectives of this research are to present an instructional sequence developed for the final year of Early Childhood Education, aiming at the development of an inclusive environment, and to analyze its development based on students' perceptions of disabilities, comparing them before and after the intervention. For this purpose, a class from a Municipal School of Early Childhood Education, with students aged 5 and 6 years, was selected. Initially, during Collective Study Time, the teachers of the selected school participated in training

^[a] Professora efetiva na Universidade Estadual Paulista (UNESP), Faculdade de Filosofia e Ciências (FFC), Câmpus de Marília/SP, professora permanente no Programa de Pós-Graduação em Educação - Educação Social (PPGE) da Universidade Federal de Mato Grosso do Sul (UFMS), Câmpus do Pantanal (CPAN), e professora permanente no Programa de Pós-Graduação do Mestrado Profissional em Educação Inclusiva em Rede Nacional (Profei), oferecido pela UNESP, com concentração no Câmpus de Presidente Prudente/SP. Doutora em Educação pelo Programa de Pós-Graduação em Educação da UNESP, FFC, Câmpus de Marília/SP, e-mail: alinenovaesc@gmail.com

related to inclusion. At the end, a didactic sequence on the theme was elaborated to be worked with the students. Before and after working with this sequence, the students answered a questionnaire related to perceptions of disabilities, whose answers were categorized into: "unknowledge," "fantasy idea," "misinformed information," and "favorable response." There was an increase in favorable responses regarding the students' perception of all disabilities. The relative variation in relation to the initial value of favorable responses is 76.3%, demonstrating a significant increase in knowledge of the inclusive theme. The order of the most favorable to the least favorable responses was related to: Visual, Hearing, Physical, and Intellectual Disabilities.

Keywords: Didactic sequence. Didactic sequence and Early Childhood Education. Early Childhood Education. Inclusive environment. Inclusion.

Resumo

Os objetivos da pesquisa consistem em apresentar uma sequência didática desenvolvida para o último ano da Educação Infantil, visando o desenvolvimento de um ambiente inclusivo, e analisar o desenvolvimento dessa sequência a partir das percepções dos educandos sobre as deficiências, comparando-as antes e após a intervenção. Para isso, selecionou-se uma turma de uma Escola Municipal de Educação Infantil, com educandos de 5 e 6 anos. Inicialmente, na Hora de Estudo Coletivo, os professores da escola selecionada, participaram de formações relacionadas com a inclusão. Ao final, elaborou-se uma sequência didática sobre a temática para ser trabalhada com os educandos. Antes e após o trabalho com essa sequência, os educandos responderam a um questionário relacionado com percepções de deficiências, cujas respostas foram categorizadas em: “desconhecimento”, “ideia fantasiosa”, “informação equivocada” e “resposta favorável”. Houve aumento das respostas favoráveis sobre a percepção dos educandos relacionadas com todas as deficiências. A variação relativa em relação ao valor inicial das respostas favoráveis é de 76,3%, demonstrando um aumento significativo do conhecimento da temática inclusiva. A ordem das respostas mais favoráveis para as menos favoráveis estava relacionada com: Deficiência Visual, Auditiva, Física e Intelectual.

Palavras-chave: Sequência didática. Educação Infantil. Sequência didática e Educação Infantil. Ambiente inclusivo. Inclusão.

Resumen

Los objetivos de la investigación consisten en presentar una secuencia didáctica elaborada para el último año de la Educación Infantil, con el objetivo de desarrollar un ambiente inclusivo, y analizar su desarrollo a partir de las percepciones de los alumnos sobre las discapacidades, comparándolas antes y después de la intervención. Para ello, se seleccionó una clase de una Escuela Municipal de Educación Infantil, con educandos de 5 y 6 años. Inicialmente, en la Hora de Estudio Colectivo, los profesores de la escuela seleccionada participaron en formaciones relacionadas con la inclusión. Al final, se elaboró una secuencia didáctica sobre la temática para ser trabajada con los educandos. Antes y después del trabajo con esta secuencia, los educandos respondieron a un cuestionario relacionado con percepciones de discapacidades, cuyas respuestas fueron categorizadas en: "desconocimiento", "idea fantasiosa", "información equivocada" y "respuesta favorable". Hubo un aumento de las respuestas favorables sobre la percepción de los educandos relacionadas con todas las discapacidades. La variación relativa en relación con el valor inicial de las respuestas favorables es del 76,3%, lo que demuestra un aumento significativo del conocimiento de la temática inclusiva. El orden de las respuestas más favorables a las menos favorables estuvo relacionado con: Discapacidad Visual, Auditiva, Física e Intelectual.

Palabras clave: Secuencia didáctica. Educación Infantil. Secuencia didáctica y Educación Infantil. Ambiente inclusivo. Inclusión.

Introdução

Education must be emancipatory and ensure that human rights are upheld. In this sense, Early Childhood Education is not a preparation for Elementary School nor a stage for literacy. Therefore, it is necessary to provide experiences rich in interaction and play, working with multiple languages and promoting education that is inseparable from care (Brasil, 2009), in order to foster the development of a holistic education that “[...] involves reflecting on human development in a broad sense” (Miguel; Conceição; Pereira, 2024, p. 4). That is, it is not about extending school hours, but about nurturing the multiple dimensions of human formation, which, in contemporary times, includes the elements: “[...] intellectual/cognitive, physical/motor, affective, ethical, social, symbolic, cultural, musical, scientific, environmental, moral, artistic, emotional, philosophical, biological, political, playful/recreational, technological, and creative” (Miguel; Conceição; Pereira, 2024, p. 23).

In seeking a comprehensive approach that considers the multiple dimensions of human development, it is understood that Early Childhood Education goes beyond reading, writing, and counting. In this context, it must also be inclusive, considering that inclusion is not merely a matter of access but a fundamental human right that ensures the full participation of all learners, regardless of their differences.

An inclusive environment in Early Childhood Education involves valuing differences, respect, empathy, and cooperation. As emphasized by Martins and Chacon (2022, p. 1340), Inclusive Education “[...] encompasses all types of diversity and advocates for a school that is for everyone, with no exceptions.” Within the scope of Inclusive Education, there is the Special Education target audience, which includes students with disabilities, Autism Spectrum Disorder (ASD), and those with High Abilities/Giftedness (HA/G).

To achieve inclusion, a reconfiguration of the school is necessary, including the removal of barriers. Among these, Conceição (2020, p. 30) highlights two: “[...] the school must be an environment that addresses the elimination of architectural barriers and attitudinal barriers, aiming to foster the inclusion and development of children/students with any differences.” Attitudinal barriers are related to social attitudes, which stem from individuals’ perceptions and conceptions.

Unfavorable perceptions/conceptions about inclusion are likely to be linked to unfavorable attitudes, while favorable perceptions may lead to favorable attitudes. In this regard, as Omote (1994, p. 70)

[...] for a proper understanding of disabilities, it is also necessary to study the reactions of people [...] [without disabilities in relation to people with disabilities], including the process of judgment and interpretation that the former make of the characteristics of the latter as an integral and crucial part of the phenomenon of disabilities.

Perceptions and conceptions about disabilities, as scientifically proven (Conceição, 2022, 2020, 2019, 2018, 2017; Conceição & Souza, 2021; Vieira, 2014, 2006; Vieira & Denari, 2012), can be transformed through formative, reflective, dialogical, critical, and group-based encounters related to inclusion. In this sense, it is important that teachers receive training on the subject in order to foster the development of inclusive education with their students, considering that, as Paulo Freire (2024, p. 25) explains, “[...] although different from one another, those who teach also learn and transform themselves in the act of teaching, and those who are taught also teach and are transformed in the act of learning [...].”

Teacher training also involves a conscious choice of methodologies to be used in organizing the work related to pedagogical practices. Among these, one of the organizational modalities of teaching practice is the didactic sequence, which consists of a series of structured activities based on a common theme (Conceição & Melgarejo, 2024).

The didactic sequence is a methodological approach aimed at planning and articulating, in a sequential manner, various proposed activities around a thematic unit. This organization not only allows for monitoring and reflection on the interventions carried out but also helps in understanding the meanings

attributed to each stage of the process in relation to educational objectives. The didactic sequence involves defining learning goals, selecting content, teaching strategies, materials, resources, and assessment methods, promoting a continuous process of planning, execution, and revision of pedagogical practices (Freitas, 2023).

Based on this, the following question was raised: Is it possible to develop a more inclusive environment in Early Childhood Education through teacher training and the development of a didactic sequence with the children?

Accordingly, the objectives of the research whose results are presented in this article are: to present a didactic sequence developed for the final year of Early Childhood Education aimed at fostering an inclusive environment, and to analyze the development of this sequence based on the children's perceptions about disabilities, comparing them before and after the intervention.

Methodological Path

This research is characterized as a case study with a qualitative approach. It is important to emphasize that the study adhered to the ethical standards established by Resolutions No. 466/2012 and 510/2016 (Brazil, 2012; 2016), as well as complementary legislation concerning ethical aspects of research involving human subjects. The project was submitted to and approved by the Research Ethics Committee for Human Subjects (CEP), and participation was contingent upon the signing of an Informed Consent Form (ICF) by the teachers and guardians of the children, along with the assent of the children themselves. The Certificate of Presentation for Ethical Consideration (CAEE) is numbered 74655823.1.0000.5406.

To conduct the research, a Municipal Early Childhood Education School (Emei) in a city in the interior of São Paulo was selected based on convenience and acceptance by the school administration. In this school, teachers are paid to participate in the Collective Study Hour (HEC), which takes place on Wednesdays from 6:00 p.m. to 8:00 p.m. at the school itself. During the HEC, studies focus on themes relevant to teaching practice.

Throughout one academic semester, the researcher worked with teachers during these sessions on the following topics: diversity in nature and among human beings, Hearing Impairment, Visual Impairment, Physical Disability, Intellectual Disability, Down Syndrome, Autism Spectrum Disorder (ASD), High Abilities/Giftedness, and inclusion. Before each meeting, teachers received materials by email, including texts, videos, and slides focusing on definitions, causes, terminology, modes of communication, challenges, and potential related to the discussed topics.

At the end of each session, the researcher presented pedagogical activity proposals to the teachers, related to the topics covered during the HEC, based on materials originally designed for elementary education by Vieira (2014) in her doctoral thesis. It is worth noting that, in adapting the proposal for Early Childhood Education, the topics were expanded to include ASD and High Abilities/Giftedness. After each meeting, teachers were invited to send their own activity proposals related to the topic of that session to the researcher via email.

In addition to the teachers from the selected school, the researcher also received activity proposals from students in three graduating cohorts of a Pedagogy degree program and from second-year students in a Pedagogy program at a state university in the interior of São Paulo. Proposals were also submitted by students from a federal university and by teachers working in basic education in the interior of Mato Grosso do Sul. Based on these collected ideas, a didactic sequence on inclusion was developed.

Subsequently, three teachers from the final year of Early Childhood Education at the selected school volunteered to implement the didactic sequence with their classes. The sequence was presented to them with the possibility for modifications; however, the teachers chose not to alter it, as they considered it appropriate for their classes.

Before and after implementing the didactic sequence, students from the classes taught by the volunteer teachers completed a scale and a questionnaire regarding perceptions of disabilities and social attitudes toward inclusion.

For the purposes of this article, one class was selected for analysis, along with the data from the questionnaire answered by that group of students. The questionnaire contained 12 questions related to the concept, causes, and school-related challenges faced by people with Physical, Visual, Hearing, and Intellectual Disabilities. Since the children were not yet literate, the questionnaire was adapted so that they could respond orally, and the answers were recorded in Google Forms.

The analysis was conducted based on Bardin (1977, p. 42), focusing on the content of the responses through "the inference of knowledge relating to the conditions of production/reception of these messages." For the categorization of the responses, the same classification used by Souza (2010) was applied: 1) "lack of knowledge," 2) "fantastical idea," 3) "incorrect information," and 4) "favorable response."

Next, the didactic sequence on inclusion will be presented, followed by an analysis of the development of the work carried out.

Didactic Sequence for Working with Inclusion in Early Childhood Education

Conceição and Melgarejo (2024, p. 114) identified "a lack of studies with the keywords 'Didactic Sequence and Inclusive Environment', which highlights the importance of research and didactic sequences related to this theme." Working with a didactic sequence in Early Childhood Education must take into account the specific characteristics of this educational stage and aim to develop a holistic education that meets the needs of all children.

Given this need, before presenting the didactic sequence on diversity, disabilities, and inclusion, specific guidelines are outlined for teachers, based on Historical-Cultural Theory and the particularities of Early Childhood Education:

1. Early Childhood Education must be based on interaction, play, and multiple languages, considering the child as an active subject who questions and formulates hypotheses based on lived experiences.
2. Work with the didactic sequence at least once a week to foster an inclusive environment.
3. Take into account the class characteristics and the children's developmental levels, and make adjustments to the sequence when necessary.
4. Study the topic in advance.
5. Adopt inclusive discourse and attitudes, and actively mediate to promote inclusion, especially during peer interactions. Remember that all teacher actions are observed by the children.
6. An inclusive environment values differences, welcomes questions, fosters respect, and avoids judgment, promoting reflection beyond common sense.
7. Encourage children not to feel pity for individuals in special education but to think about how they can help through cooperation—acknowledging differences and valuing them.
8. Document classroom moments with photographs for pedagogical records. Always protect children's identities and avoid posting on social media unless prior family authorization has been obtained.

These guidelines emphasize the child as a participatory subject, highlighting the importance of interaction, play, and multiple languages aligned with inclusive planning. It is worth noting that play during childhood enables the child to engage in social relationships while developing subjectivity and personality, making it the main activity guiding development (Marcolino; Mello; Folque, 2017).

The teacher's posture, marked by inclusive discourse and attitudes and by sensitive mediation during play and interactions, emerges as a key factor in promoting a culture of respect and cooperation. This approach avoids judgment and fosters reflection that values, rather than conceals, differences—resulting in pedagogical documentation that is both enriching and developmental.

Adherence to these guidelines supports the successful implementation of the proposal, which is presented in Table 1 below:

Table 1 – Didactic Sequence on Inclusion for Early Childhood Education

Sessions	Themes	Activity Proposals for the Final Year of Early Childhood Education (Ages 5 to 6)
General objective: development of an inclusive environment.		
1	Diversity in nature and among human beings	Objective: to develop an inclusive environment in Early Childhood Education.
		Materials: mirror, computer with internet access and projector or real images of various animals, magazines or newspapers, scissors, glue, cardstock or kraft paper.
		Development: 1-Conversation Circle Start a conversation circle about the differences among children. Ask them to observe and comment on the hair colors, skin colors, height, among other characteristics of their classmates. Then, allow each child to look in the mirror and talk about their own characteristics, emphasizing that no one is exactly alike and that our differences complement us. 2-Exploration of Diversity in Nature Continue the dialogue highlighting that, just as among human beings, there is also a great diversity in nature, especially among animals. Ask the children about the characteristics of animals: Do all animals fly? Swim? Run? Walk? Are they the same height? Color? Do they feed in the same way? Among other related questions. 3-Virtual Zoo Tour Invite the children for a virtual tour of the Brasília Zoo, using the following website with a computer with internet access and a projector: [https://www.zoo.df.gov.br/wp-content/uploads/tour-virtual-zoo/] When clicking on the website, in the center of the screen in yellow, there is a map where you can click on the stars to access specific points of the zoo. During the guided virtual tour, discuss the diversity among animals, highlighting their characteristics. 3.1-Alternative Activity If it is not possible to use a computer with internet, bring real images of various animals. 4. Creation of the Diversity Panel Hand out magazines or newspapers for the children to cut out images of human beings and animals and, collectively, create a diversity panel for the class. Cardstock or kraft paper can be used. The panel should be created with a dialogue about the reasons for the choices and displayed in a significant and visible place for the class.
		Objective: identify the main characteristics of Hearing Impairment, valuing differences.
2	Hearing Impairment and Deafness	Materials: real images of various animals.
		Development: 1-Conversation Circle Start a conversation circle, addressing Hearing Impairment and deafness in a simple and accessible way. Ask questions about the subject, what the class knows or wants to know about the topic. Explain that some people hear very little or not at all. Discuss the definitions, causes, nomenclatures, forms of communication, difficulties, and potentialities related to Hearing Impairment and deafness. Highlight that Hearing Impairment and

Sessions	Themes	Activity Proposals for the Final Year of Early Childhood Education (Ages 5 to 6)
		<p>deafness are among the many differences that make each person unique and that these people should participate effectively in all spheres of society, including school.</p> <p>Remember that Hearing Impairment consists of “[...] bilateral, partial or total loss, of forty-one decibels (dB) or more, measured by audiogram at frequencies of 500Hz, 1,000Hz, 2,000Hz and 3,000Hz” (Brazil, 2005, Art. 2) and “[...] a deaf person is considered to be someone who, due to hearing loss, understands and interacts with the world through visual experiences, manifesting their culture mainly through the use of Brazilian Sign Language – Libras” (Brazil, 2005, Art. 2).</p> <p>BRASIL. Decree No. 5,626, of December 22, 2005. Regulates Law No. 10,436, of April 24, 2002, which provides for Brazilian Sign Language – Libras, and art. 18 of Law No. 10,098, of December 19, 2000. Official Gazette of the Union: section 1, Brasília, DF, p. 28, December 23, 2005. Available at: https://www.planalto.gov.br/ccivil_03/_ato2004-2006/2005/decreto/d5626.htm. Accessed on: April 10, 2024.</p> <p><u>2-Exploration of Sounds and Silences</u> Ask the children to close their eyes and try to listen to what is around them. Then discuss what the experience of hearing or not hearing is like and how this can be different for someone with Hearing Impairment or deafness.</p> <p><u>3-Introduction to Sign Language</u> Show the class images of some animals and teach the corresponding sign in Libras. Focus on the frog and mention that the class will learn the song "O Sapo Não Lava o Pé" in Libras. Before the meeting, use the video available at the following link to prepare: https://www.youtube.com/watch?v=D2d_p14KihY. Finally, choose with the children an audience at the school to present the song in Libras (it can be another class, the school management, or other staff).</p>
3	Visual Impairment	<p><u>Objective:</u> to identify the main characteristics of Visual Impairment, valuing differences.</p> <p><u>Materials:</u> fabrics or eye patches and a Braille book.</p> <p><u>Development</u></p> <p><u>1-Conversation Circle</u> Start a conversation circle, addressing Visual Impairment in a simple and accessible way. Ask questions about the topic, what the class knows or wants to know about it. Explain that in the context of Visual Impairment, some people have low vision, characterizing partial sight, while others do not see at all, being considered blind. Discuss the definitions, causes, nomenclatures, forms of communication, difficulties, and potentialities related to Visual Impairment. Highlight that Visual Impairment is among the many differences that make each person unique and that these people should participate effectively in all spheres of society, including school.</p> <p><u>2-Movement around the school with blindfolds</u> Talk to the class about the difficulties a visually impaired person may face when moving around the school. Choose a route within the school and cover the eyes of half the class, while the other half assists their classmates along the way. After arriving, discuss the experience with the class: what difficulties were encountered, if they received help from classmates, and how they felt walking around the school with their eyes covered. Then, the other group will have their eyes covered. At the end, discuss the differences and similarities perceived by everyone and the importance of meeting the needs of classmates, helping them in various daily moments. Talk to the children about possible adaptations that could facilitate access to different parts of the school.</p> <p><u>3-Blind Man's Bluff</u> Blind man's bluff is a popular game where a person, blindfolded, tries to touch others who are moving around them. It is usually played outdoors or in large spaces where participants can move freely, avoiding obstacles. This game is especially interesting to illustrate how challenging it is to orient oneself without vision, increasing empathy for the difficulties faced by people with Visual Impairment. After the game, it is important to have a discussion, relating it to inclusion.</p>

Sessions	Themes	Activity Proposals for the Final Year of Early Childhood Education (Ages 5 to 6)
		<p><u>4-Reading of a Braille book by the teacher</u> Choose a Braille book and read it to the class, explaining what Braille is and allowing the students to touch the book.</p>
4	Physical Disability	<p>Objetivo: The objective is to identify the main characteristics of Physical Disability, valuing differences.</p> <p>Materials: computer, projector, cardstock, and writing tool.</p> <p>Development: <u>1-Conversation Circle</u> Start a conversation circle, addressing Physical Disability in a simple and accessible way. Ask questions about the topic, what the class knows or wants to know about the theme. Explain that some people have limitations related to movement(s). Discuss the definitions, causes, nomenclatures, forms of communication, difficulties, and potentialities related to Physical Disability. Highlight that Physical Disability is among the many differences that make each person unique and that these people should participate effectively in all spheres of society, including school.</p> <p><u>2-Paralympics</u> Use the computer and projector to present images of people with various Physical Disabilities. Explain about the Olympics and the Paralympics. Project the videos "Paralimpíadas Escolares 2017 - Elias Moura e o basquete em CR," available at: https://www.youtube.com/watch?v=jRmt71TodNQ and "Paralimpíadas Escolares etapa regional Belém 2023," available at: https://www.youtube.com/watch?v=_vCXXMAIctw&list=PLIznM6oJoiezNS-BxcLoe1da5mw2CNDdaA&index=5. Dialogue about them, valuing the differences.</p> <p><u>3-Hot Potato</u> Explain that the class will play hot potato, using only one hand. Each child should choose their dominant hand and keep the other arm behind their back, so that this arm is not used in the game. After the action, discuss with the children the localized difficulties, encouraging the reflection that, although it was more difficult, it was possible to play the game.</p> <p><u>4-Signage related to Physical Disability</u> Show images of traffic signs, such as spaces for people who use wheelchairs, access signs, lowered curbs, tactile flooring, elevators, playgrounds, and accessible bathrooms for people with Physical Disabilities, without mentioning their functions. Listen to the children's prior knowledge and dialogue about the social function of each item, reflecting on its importance and conscious use.</p> <p><u>5-Analysis of a school playground</u> Tell the children that they will pretend to be inspectors and check if one of the school's playgrounds is accessible for a child with a Physical Disability. If not, dialogue with them about what is missing to make the playground accessible. At the end of the inspection activity, in the reference room, revisit with the children what was discussed. Record the observations as a scribe on a piece of cardstock and, together with the class, deliver the text to the school administration.</p>
5	Intellectual Disability	<p>Objetivo: The objective is to identify the main characteristics of Intellectual Disability, valuing differences.</p> <p>Materials: doll or puppet, class life book, and markers.</p> <p>Development: <u>1-Conversation Circle:</u> Start a conversation circle, addressing Intellectual Disability in a simple and accessible way. Ask questions about the subject, what the class knows or wants to know about the topic. Explain that some people learn at a slower pace. Discuss the definitions, causes, nomenclatures, forms of communication, difficulties, and potentialities related to Intellectual Disability. Highlight that Intellectual Disability is among the many differences that make each person unique and that these people should participate effectively in all spheres of society, including school.</p> <p><u>2-New Class Friend</u></p>

Sessions	Themes	Activity Proposals for the Final Year of Early Childhood Education (Ages 5 to 6)
		Choose a doll or puppet to be the new class friend. Collectively, give the friend a name and explain that they have Intellectual Disability and learn differently, at their own pace, which may be slower. Say that they will need everyone's help and that it is necessary to be patient to explain the actions as many times as necessary. Ask the children to ask questions to the doll or puppet to better understand Intellectual Disability. At the end, choose a child to take the friend home and bring them back the next day. Continue choosing until all children in the class have had the opportunity to take the friend home. Ask them to tell their families about the friend and about Intellectual Disability and send the class life book for them to record what they did with the new friend.
6	Down Syndrome	<p>Objetivo: The objective is to identify the main characteristics of Down Syndrome, valuing differences.</p> <p>Materials: images of people with Down Syndrome.</p> <p>Development:</p> <p>1-Conversation Circle: Start a conversation circle, addressing Down Syndrome in a simple and accessible way. Ask questions about the topic, what the class knows or wants to know about the theme. Discuss the definitions, causes, nomenclatures, forms of communication, difficulties, and potentialities related to Down Syndrome. Highlight that Down Syndrome is one of the many differences that make each person unique and that these people should participate effectively in all spheres of society, including school.</p> <p>2-Images of people with Down Syndrome With a projector and computer, or in printed form, show the class images of people with Down Syndrome performing various actions. Ask the class about the similarities in the images, trying to make them identify the physical characteristics.</p> <p>3-Puzzle Print images of children with Down Syndrome, performing various actions, then cut them out so that they can be assembled like a puzzle. Hand out one puzzle to every four children and ask them to put the pieces together. At the end, ask them to talk about the images and emphasize the possibilities of people with Down Syndrome.</p>
7	Autism Spectrum Disorder	<p>Objetivo: identificar as principais características do Transtorno do Espectro Autista (TEA), valorizando as diferenças</p> <p>Materiais: livro ou computador e projetor, impressão de panfleto elaborado pela turma e riscador.</p> <p>Development:</p> <p>1 - Circle time discussion: Start a dialogue in a circle, addressing Autism Spectrum Disorder (ASD) in a simple and accessible way. Ask questions about the topic, what the group knows or wants to know about it. Explain that some people learn in different ways. Discuss definitions, causes, terminology, forms of communication, difficulties, and strengths related to ASD. Emphasize that ASD is one of many differences that make each person unique and that these individuals should actively participate in all areas of society, including school.</p> <p>2 - Reading by the teacher: Read the book Meu amigo faz iii by Andréa Werner or show the video available at: [https://www.youtube.com/results?search_query=meu+amigo+faz+ii] Focus especially, through the illustrations, on Nil's behaviors, Bia's actions, and how the friend behaved in certain situations. Ask if anyone knows a child with ASD and talk about the characteristics and the importance of respect.</p> <p>3 - Creating an informational flyer: With the group, create an informational flyer about ASD. In this step, act as the scribe. Later, print the flyer so the children can illustrate it using different materials such as charcoal, paint, markers, ballpoint pens, overhead projector pens, toothbrush with gouache, chalk, wet crepe paper, etc. After finishing, each child can take the flyer home.</p>

Sessions	Themes	Activity Proposals for the Final Year of Early Childhood Education (Ages 5 to 6)
8	High Abilities / Giftedness	Objective: to identify the main characteristics of High Abilities/Giftedness, valuing differences.
		Materials: doll or puppet.
		Development: <u>1 - Circle time discussion:</u> Start a dialogue in a circle, addressing High Abilities/Giftedness in a simple and accessible way. Ask questions about the topic, what the group knows or wants to know. Explain that people with High Abilities/Giftedness have elevated potential in one or more areas of knowledge and may excel intellectually, academically, artistically, creatively, in sports, or even in leadership. Discuss definitions, causes, terminology, forms of communication, difficulties, and strengths related to High Abilities/Giftedness. Emphasize that these differences make each person unique and that these individuals should actively participate in all areas of society, including school. <u>2 - The class's new friend</u> Choose a doll or puppet to be the class's new friend, give it a name, and explain that it represents someone with High Abilities/Giftedness. Invite the children to ask questions to the doll or puppet to better understand High Abilities/Giftedness. At the end, select one child to take the friend home and bring it back the next day. Continue this rotation until every child has had the opportunity to take the friend home. Ask the children to share with their families about the friend and about High Abilities/Giftedness.
9	Inclusion	Objective: to provide information related to school inclusion.
		Materials: a book that encourages reflection on differences.
		Development: <u>1 - Reading by the teacher</u> Choose a book that encourages reflection on inclusion, emphasizing that inclusion is based on valuing differences, including people with disabilities, ASD, High Abilities/Giftedness, but not limited to these, as it encompasses all forms of difference. After the reading, engage in a dialogue about the differences portrayed in the book and highlight the classroom itself, reflecting and discussing how to value the differences among the students and how we can help classmates participate and be included in all activities. <u>2 - Visit from the Specialized Educational Support (AEE) teacher</u> Revisit the explanation for the children about what inclusion means and that all children need to learn at school, including those with disabilities, ASD, and High Abilities/Giftedness. Mention that some children may need more help than others, including from a specialized teacher. Invite the AEE teacher to explain their role at the school and, if there is a dedicated room, take the class to visit it. Allow time for dialogue and questions. <u>3 - School observation</u> Take a tour of the school with the class to identify limitations and potential related to inclusion. Ask the children to observe different areas and during the tour, question whether there is adequate accessibility and support to meet the diverse needs of the students.
10	Culmination of the Didactic Sequence	Objective: to conclude the didactic sequence for developing an inclusive environment in Early Childhood Education by reviewing and recording what has been learned.
		Materials: support and differentiated drawing/writing tools.
		Development: <u>1 - Circle time discussion</u> Start a conversation with the class by revisiting the didactic sequence and what was learned. Allow the children to share their thoughts, and encourage them to ask questions if they have any doubts. <u>2 - Drawing and presentation about what was learned</u> Divide the class into groups of three and ask each group to choose one of the following topics to discuss and reflect on: 1. Hearing Impairment and Deafness

Sessions	Themes	Activity Proposals for the Final Year of Early Childhood Education (Ages 5 to 6)
		<ol style="list-style-type: none"> 2. Visual Impairment 3. Physical Disability 4. Intellectual Disability 5. Down Syndrome 6. Autism Spectrum Disorder 7. High Abilities/Giftedness 8. Inclusion <p>Provide a variety of supports and drawing/writing tools, such as poster board, kraft paper, paper bags, colored paper, cardboard, paper plates, pizza boxes, A3 paper, Paraná paper, etc. Ask the groups to create a drawing that represents what they learned about the chosen topic.</p> <p>Afterward, have each group present their drawing to the class. This presentation moment can be extended beyond the classroom, including other members of the school community.</p> <p>To conclude, organize an exhibition of the drawings in an accessible space within the school, so all students can view and appreciate the work.</p>

Source: own elaboration.

It is noted that the didactic sequence presented in Table 1 includes proposals related to inclusion and respect for diversity among students, through activities that explore individual and collective characteristics, animal diversity, as well as the definitions, causes, terminology, forms of communication, difficulties, and potentialities related to disabilities, Autism Spectrum Disorder (ASD), and High Abilities/Giftedness, all permeated by a focus on inclusion.

To broaden the understanding of different forms of communication, Brazilian Sign Language (Libras) and the reading of books in Braille were introduced. In addition, the creation of a diversity panel and the analysis of school accessibility support the pursuit of an inclusive school environment.

The culmination of the didactic sequence consists of a review of the content covered and the production of drawings on the topics studied, which were then presented and exhibited at the school. This final activity allows students to express what they have learned and reinforces the importance of inclusion.

It is worth emphasizing that the work with the didactic sequence presented in Table 1 is aligned with the learning and development goals for young children (ages 4 to 5 years and 11 months), as outlined in the Brazilian National Common Core Curriculum (BNCC) (Brazil, 2018), especially within the field of experience “The self, the other, and us,” such as: demonstrating empathy by recognizing that people have different ways of being in the world and respecting them; expanding cooperative relationships with others; and valuing diverse human characteristics.

Moreover, it is important to highlight that the didactic sequence was developed through formative meetings. Continuing education is a key element in the educational field, as it enables the integration of knowledge in a contextualized and interconnected way. In this sense, it promotes the development of individual and collective practices aimed at transforming aspects that influence physical, psychological, social, environmental, and existential domains (Rocha; Ujiie; Blaszkowski, 2023)—such as the development of an inclusive environment through a didactic sequence, for example.

This is aligned with the understanding that “[...] childhood should be valued and children viewed as active subjects with their own needs and characteristics” (Conceição; Celeste Filho, 2022, p. 20). It is important to note that the view of childhood has not always been conceived in this way, but has evolved over time, passing through stages such as infanticide, abandonment, socialization, collaboration, and support (Kuhlmann Júnior, 1998).

Next, the responses to the questionnaires applied to one of the groups that participated in the development of the didactic sequence will be presented. These represent activities conducted collectively, aiming at the development of both an inclusive environment and the children enrolled in the first stage of basic education, with play as the main guiding activity of their development.

Analysis of the development of a didactic sequence focused on inclusion in Early Childhood Education

The group selected for analysis consisted of 11 girls and 9 boys, aged 5 and 6. One student with Down Syndrome, who does not communicate verbally or through gestures and presents physical limitations, chose not to participate, resulting in a total of 19 participants.

As previously mentioned, each response to the 12 questions was categorized as lack of knowledge, imaginative idea, incorrect information, or favorable response. These were then grouped into two main categories: “unfavorable response” (which includes lack of knowledge, imaginative ideas, and incorrect information) and “favorable response”.

Table 1 below shows the students’ responses before engaging in the didactic sequence, grouped according to the two mentioned categories:

Table 1 – Grouping of students’ responses into unfavorable and favorable before the didactic sequence

Total	Unfavorable responses	Favorable responses	Total
	190	38	228
Percentage	83.33%	16.67%	100%

Source: own elaboration.

It is possible to observe that before the didactic sequence, 83.33% of the students gave unfavorable responses related to the concepts, causes, and school difficulties associated with Physical Disability, Visual Impairment, Hearing Impairment, and Intellectual Disability. This reaffirms the importance of working on this topic from Early Childhood Education onwards, as it helps with understanding and respecting differences, enabling the pursuit of an inclusive society through proposals that develop the student based on the specificities of the first stage of basic education.

Next, in Table 2, the students’ responses after experiencing the didactic sequence are shown, categorized into two general analysis groups: “favorable response” and “unfavorable response”.

Table 2 – Grouping of students’ responses into unfavorable and favorable after the didactic sequence

Total	Unfavorable responses	Favorable responses	Total
	161	67	228
Percentage	70.61%	29.39%	100%

Source: own elaboration.

In Table 2, favorable changes can be observed regarding students’ perceptions about disabilities, as favorable responses increased by 12.72%. It is important to highlight that the relative variation compared to the initial value of favorable responses is 76.3%, demonstrating a significant increase in knowledge about the topic of inclusion.

After the didactic sequence, favorable results related to Visual Impairment increased by 21.05%, Hearing Impairment by 15.49%, Physical Disability by 8.53%, and Intellectual Disability by 3.51%. Compared to before the didactic sequence, the order of types of disabilities with the highest number of favorable responses remained the same; however, an increase in knowledge levels was noted, underscoring the importance of considering students' prior knowledge, which enables them to connect new information with what they already know, making learning more meaningful.

Visual, Hearing, and Physical Disabilities are more visible than Intellectual Disability; thus, concepts related to these disabilities were presented in a more accessible manner with concrete examples that students could relate to everyday life. For example, during the session on Visual Impairment, students navigated the school with blindfolds, played the game "blind man's buff," and interacted with a Braille book. Regarding Hearing Impairment, the activity involved reflecting on hearing, introducing Brazilian Sign Language (Libras) through learning a familiar song. For Physical Disability, students viewed images and played "hot potato" using only one hand.

In contrast, for Intellectual Disability, students did not experience direct activities but asked questions to a puppet. Conceição (2018) also observed this pattern when analyzing perceptions of elementary students about disabilities before and after working with activities related to inclusion and diversity.

The lack of visible elements such as those in Physical, Hearing, and Visual Disabilities makes Intellectual Disability harder to understand and address. Nevertheless, it is necessary to think about ways to enable this work through practical, experiential proposals. Notably, when calculating relative variations, Intellectual Disability showed the highest percentage growth (300%), followed by Visual Impairment (75%), Hearing Impairment (69.23%), and lastly Physical Disability (28.57%). This suggests that although Intellectual Disability is a complex and challenging topic, it was the least explored or even unknown to students, making the didactic sequence essential and demonstrating the greatest percentage improvement.

Sekkel (2003) points out that to build an inclusive environment in Early Childhood Education, beyond curricular adjustments, investments in teacher training and the creation of a welcoming school culture are necessary. This culture is facilitated by working with didactic sequences related to inclusion, such as the one presented in this article. Sekkel (2003) also advocates for pedagogical strategies and public policies aimed at inclusion in Early Childhood Education.

Lepper (2012), discussing the organization of the school environment in the context of inclusive Early Childhood Education, emphasizes the importance of pursuing an inclusive culture that values diversity and the learning of all students. Furthermore, Lepper highlights the need for a collective effort from the entire school community, including investments in continuous teacher training, teaching resources, infrastructure, and public policies that materialize into effective practices.

Vieira (2014) stresses the importance of a continuous commitment to inclusive practice, beyond teacher training and inclusion-related practices. Thus, the didactic sequence is important but must be one element among others in the school to ensure full inclusion—an inclusion that involves from thinking to socially favorable attitudes toward all forms of difference, including those with disabilities.

Therefore, the work with the didactic sequence presented in Table 1 enabled the development of an inclusive environment by increasing favorable responses from Early Childhood Education students regarding aspects related to disabilities. It was possible to understand that practical activities and simulations allowed students to experience, in a playful way, some of the difficulties faced by people with these disabilities. These experiences had a greater impact on students' understanding and sensitivity.

Final considerations

With the objectives of presenting a didactic sequence developed for the final year of Early Childhood Education aimed at fostering an inclusive environment, and analyzing the development of this sequence

based on students' perceptions about disabilities before and after the intervention, the researcher conducted: 1) teacher training, and 2) the collective development of a didactic sequence with basic education teachers and Pedagogy students from São Paulo and Mato Grosso do Sul.

Subsequently, the responses of an Early Childhood Education class of 5- and 6-year-olds were analyzed before and after participation in the didactic sequence worked on by the classroom teacher who participated with the researcher in the thematic training.

An increase in favorable responses related to students' perceptions of all disabilities was observed. Specifically, favorable responses regarding Visual Impairment increased by 21.05%, Hearing Impairment by 15.49%, Physical Disability by 8.53%, and Intellectual Disability by 3.51%. Regarding relative variations, Intellectual Disability showed the highest percentage growth (300%), followed by Visual Impairment (75%), Hearing Impairment (69.23%), and Physical Disability (28.57%).

The relative variation compared to the initial value of responses is 76.3%, indicating a significant increase in knowledge about inclusive themes. Compared to before the didactic sequence, the ranking of disability types with the greatest number of favorable responses remained the same; however, the knowledge indexes increased, showing the importance of considering students' prior knowledge and developmental level.

The results indicate that the presented didactic sequence enables work with inclusion, developing a more inclusive environment through practical proposals focused on the needs of Early Childhood Education and aiming at Integral Education, considering various dimensions of students, their interactions, play, multiple languages, and educating that is inseparable from caring, without focusing on literacy but on developmental work for the first stage of basic education.

It is worth noting that despite the significant results regarding the increase in favorable perceptions of students concerning disabilities, the research scope, like any study, has limitations, such as being conducted with only one class. However, as mentioned, the study covered three classes, whose data may be explored in future publications. Additionally, excerpts from students' statements can be incorporated to enrich the analysis.

Future research may include hearing from other school actors, such as families, to deepen the understanding of the impacts of teacher training and the implementation of inclusive pedagogical proposals in Early Childhood Education, contributing to consolidating practices that enable the development of an Integral and truly inclusive Education from the earliest school years.

Therefore, teaching practices aimed at developing an inclusive school environment—guaranteeing this human right—were presented. The proposals demonstrated that it is possible to develop a more inclusive environment starting from Early Childhood Education through teacher training and the development of a didactic sequence with students, employing practices that pursue Integral and inclusive Education in Early Childhood Education. This approach, beyond reading, writing, and counting, explores multiple languages to value inclusion. Thus, it is grounded in teacher training that, through reflection-action-reflection, enables pedagogical practices for the realization of human rights in the pursuit of inclusive Integral Education.

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