



**JOSHA's Critical Review of "Within the Walls of the School: Reflections on the Inclusion of Individuals with Autism in Educational Settings" by Rosiana Silva da Silva et al.**

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This review evaluates a study on the challenges of including students with Autism Spectrum Disorder (ASD) in Brazilian educational environments. The study highlights gaps between legal rights and actual practice, focusing on inadequate teacher training and school adaptations. While it effectively addresses important legislative advances and the need for better teacher preparation, it lacks empirical data on successful inclusion practices. The review commends the study for its insights but suggests adding case studies or practical examples to enhance its impact on future educational policies.

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# JOSHA's Critical Review of "Within the Walls of the School: Reflections on the Inclusion of Individuals with Autism in Educational Settings" by Rosiana Silva da Silva *et al.*<sup>1</sup>

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## Abstract

This review evaluates a study on the challenges of including students with Autism Spectrum Disorder (ASD) in Brazilian educational environments. The study highlights gaps between legal rights and actual practice, focusing on inadequate teacher training and school adaptations. While it effectively addresses important legislative advances and the need for better teacher preparation, it lacks empirical data on successful inclusion practices. The review commends the study for its insights but suggests adding case studies or practical examples to enhance its impact on future educational policies.

**Keywords:** ASD; inclusive education; teacher training; educational policy; school adaptation.

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<sup>1</sup> Rosângela Araújo Darwich, Claudenize Santos de Melo Cabral, Stefhanie Rhayssa Oliveira Nascimento and Thaina Soeiro Pinto.



The study by Rosiana Silva da Silva, Rosângela Araújo Darwich, Claudenize Santos de Melo Cabral, Stefhanie Rhayssa Oliveira Nascimento and Thaina Soeiro Pinto, and explores the challenges of including students with Autism Spectrum Disorder (ASD) in Brazilian schools, focusing on existing legislative frameworks and their practical implementation. Through a bibliographic review, the research emphasizes the need for better teacher preparation and institutional strategies to effectively include students with ASD in educational and social environments.

The topic of inclusive education, particularly for students with ASD, is highly relevant in today's educational landscape. Brazil has laws that guarantee the right to education for people with disabilities, including those with ASD, but significant barriers remain in their implementation. This study addresses these gaps by highlighting the inadequacies in teacher training and the lack of adaptive strategies in schools, which are essential to promote true inclusion. The research sheds light on a critical issue that affects not only individuals with ASD but also the broader educational system, making it an important contribution to discussions on policy reform and teacher training in Brazil.

The study successfully highlights the gap between legislation and practice in inclusive education for students with ASD. This is a crucial issue, as laws alone are insufficient without proper implementation. The research underscores the real-world challenges that educators and institutions face in accommodating students with ASD, bringing attention to the need for systemic change. By examining relevant laws such as the Lei de Diretrizes e Bases da Educação (LDB) and the Lei Romeo Mion, the study provides a solid legal framework for the discussion of inclusion. This contextualization strengthens the argument that despite existing laws, practical challenges continue to hinder the effective inclusion of students with ASD in Brazilian schools.

The focus on teacher preparation as a key element in the success of inclusion is particularly valuable. The study correctly identifies teachers as central to the process of adapting educational practices to meet the needs of students with ASD, highlighting the importance of continuous professional development and specialized training.

Although the study is based on a bibliographic review, the absence of primary data (e.g., interviews, surveys, or case studies involving educators, students, or institutions) limits its empirical depth. Direct insights from teachers, students, and



policymakers could have enriched the analysis and provided a more nuanced understanding of the challenges and possible solutions. While the study references general challenges in inclusive education, it would have been strengthened by the inclusion of specific case studies or examples of schools or regions where inclusion efforts have been more or less successful. This would help ground the theoretical discussion in concrete realities and offer practical insights for other institutions.

In spite of the fact that the study touches on the need for better teacher training, it does not delve deeply into broader systemic reforms required to support inclusion. For example, the role of school infrastructure, educational technology, and family engagement in supporting inclusive practices is not adequately explored. Expanding the discussion to include these elements would provide a more comprehensive view of the reforms needed to make inclusion a reality.

Future iterations of this study could benefit from incorporating primary data collection. Surveys or interviews with teachers, school administrators, and parents of students with ASD could provide valuable first-hand perspectives on the current state of inclusion in Brazilian schools. While the study provides a good overview of existing legislation, a deeper analysis of how these laws are being implemented at different educational levels (federal, state, and municipal) would be beneficial.

The role of families and the broader community in supporting the inclusion of students with ASD could be explored further. Inclusion is not solely the responsibility of schools and teachers—parents, caregivers, and the community also play a critical role in ensuring that students with ASD are fully integrated into social and educational environments. As well as, it could include more practical recommendations for schools and educators, such as specific adaptive teaching strategies or models of successful inclusive education

Overall, this study makes a valuable contribution to the discussion of inclusive education for students with ASD in Brazil. Its strengths lie in its clear focus on legislative gaps and the emphasis on teacher preparation. However, the research could be further enhanced by incorporating primary data, specific case studies, and a more detailed exploration of broader educational reforms. Addressing these areas would provide a more comprehensive and practical framework for improving inclusion in Brazilian schools.



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## Article Information

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