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APPLIED BEHAVIOR ANALYSIS AND ITS PERSPECTIVE IN ACHIEVEMENT OF INCLUSIVE EDUCATION FOR AUTISTIC STUDENTS

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Abstract: The purpose of this article is to bring to the public an issue that is sensitive to people with disabilities, especially those who fall within the autism spectrum, which is access to quality education. Article 5 of the 1988 Constitution of the Federative Republic of Brazil guarantees everyone, indiscriminately, the right to education. However, it fails to present means to achieve it, leaving it up to the Executive Branch, through a set of measures, public policies, to implement this constitutional precept. In this scenario, we sought through bibliographical research to discuss public policies developed in the last 5 years and list the main difficulties faced by teaching staff when faced with autistic students in the classroom. Within the proposal, Applied Behavior Analysis – ABA stands out, a science that facilitates the interaction of students with each other or between student and teacher so that they can assertively have a quality education, such as developing skills that provide their functional independence, as proposed in the Salamanca Declaration in its text. Finally, it makes considerations about the importance of the actors in the educational relationship: teacher, student, institution and State.

Keywords: 1. Inclusive Education. 2 Public Policies. 3. Autistic students. 4 TAB.

INTRODUCTION

October 5, 2023 marks 35 years since the promulgation of the Constitution of the Federative Republic of Brazil of 1988, known as the “Citizen Constitution”. The current constitution of Brazil has become the symbol of the national redemocratization process, and must be celebrated enthusiastically, especially when remembering the history of political instability common in Latin America.

Observing the Article 3rd of the Constitution, we have one of the objectives of the Republic: the promotion of the good

of all, without prejudice based on origin, race, sex, color, age and any other forms of discrimination. Imbued with such ideals, the constituents, so called the representatives elected to draw up the constitution, provided a minimum list of essential rights for citizens (Brazilians and/or foreigners) who live in this country: fundamental rights.

The purpose of these rights, spaced throughout the two hundred articles and constitutional amendments, is to ensure a minimum quality of life, with the citizen having a minimum of independence and then having an active role in society.

In this context, education, a fundamental right provided for in article 6 of the CFRBB/88 and the focus of this article, has a crucial role in this regard, as in addition to the aspect of personal qualification and subsequently in the job market, as social relevance, since the development of social relationships.

However, to guarantee education to citizens, a mere legislative provision is not enough. It is necessary to implement teaching in practice, since there is no prediction of its implementation. According to Gianni (1991, p. 157), this requires no planning and actions to be carried out, as administrative activity is developed through strategic plans with the aim of adapting the device to correspond with reality.

That said, the present study proposes to carry out a detailed analysis of the data presented in the 2022 School Census, especially the data dealing with students with autism, considering that in each educational institution in Brazil there is at least one student enrolled classified within the autism spectrum. The aim is to identify whether these people are actually having access to quality education, as it is not enough to treat access only in its formal aspect, through assistive technology, but also in a material form. In other words: reception and understanding of

the content, as recommended by article 206 of CFRB/88: “Article 206. Education will be provided based on the following principles: I - equal conditions for access and permanence at school (..)”.

In this sense, we will continue with a critical analysis of the measures proposed by decree number: 10,502 of 2020 and by Decree number: 11,370 of 2023, which focus on inclusive education, and people with disabilities, comparing them with data shown in the school census for the years 2022.

The theme to be worked on has great relevance in the academic aspect, as it addresses a new theme, inherent to the rights of people with disabilities and in particular the rights of people with autism. Along with the academic aspects, social relevance is present, since when analyzing the numbers presented by the 2022 school census, the exponential increase in enrollment of autistic students in educational institutions is notable. On the other hand, it fails to mention appreciating the high rates of school dropout, as well as the difficulties for students to remain in the classroom, difficulties faced by teachers and students themselves.

After having presented the scenario above, the general objective was to carry out an analysis of the panorama of inclusive education in Brazil based on information in the School Census collected from 2017 to 2022, as well as factors that led to an exponential increase in the presence of students in Educational Institutions. regular.

Specifically, we sought to discover the greatest difficulties faced by teachers in relationships with students diagnosed with ASD and the main contributions that Applied Behavior Analysis - ABA can present for professional development, as well as for autistic students in search for functional independence. To then seek solutions to the following question: “Do children diagnosed

with Autism Spectrum Disorder (ASD) have the necessary support or monitoring for their development or is “inclusion” just in their title? And given the difficulties encountered, what facilities and/or contributions does ABA science provide so that any barriers can be overcome?

METHODOLOGY

To answer these questions, a systematic, descriptive review study was developed, which is justified by its qualitative nature, which is based on a reflective, critical and comprehensive analysis of the collected materials, which makes use of qualitative data.

Regarding the search for research sources, we sought to select references that presented a two-pronged approach: a brief political and legal analysis of the rights of autistic people, identifying them as people with rights, such as equality and quality education. Such rights are guaranteed by a clear constitutional provision.

With regard to inclusive education, we highlight the measures envisaged in the last 5 years, namely: the approach in the form of Decree number: 10,502, of September 30, 2020 - National Special Education Policy: Equitable, Inclusive and with Lifelong Learning, revoked by Decree number: 11,370, of 2023, National Policy on Special Education from the Perspective of Education, currently in force.

Alongside the political and legal perspective, we worked on the topic of ABA science and its contributions to the behavioral development of people with autism, beyond school life, but who have greater independence and autonomy.

In order to achieve the proposed objective, our study was based on the following authors: SILVA, GAIATO E REVELES (2012); SKINNER (2003), GENNAR, AG; BLANCO, MB (2003), BRITES, L.; BRITES, C. (2019), GENNAR, AG BLANCO, MB

(2019), DUARTE, CP SILVA, LC VELLOSO, RL(2018), ZANOTTO (2004), KENYON, PB (2018), as well as articles published by SILVA, Vanderson de Sousa; ALMEIDA, Rosilene Costa de. (2021), NUNES, Andréia R. Schneider. (2020) Bahia Vecchio, Arthur Bahia, Bomfim, Mariana Moreira Soares, Gomes, Rachel Barros Oliveira, Thayn a (2022).

This way, the aforementioned doctrine

is worked on in a reflective way to then develop a line of logical – deductive reasoning and enables the presentation of theses that encourage debates and possible solutions to the questions presented, ultimately pointing to the preparation of the article.

By way of example, we present some selected texts and articles, and their contributions to the preparation of the thesis and analysis of the results.

AUTHOR	YEAR	GOAL	METHODOLOGY	DIVERGENCE
BRAZIL	1988	Concept of education as a right for all citizens Analysis of the Principles of Education in Brazil	Bibliographic. Recordings	There wasn't.
Bahia	2022	Presentation of teachers' difficulties in the classroom with autistic students	Bibliographic. Recordings	There wasn't.
Good	2008	Analysis of the institution of inclusive education	Bibliographic. Recordings	There wasn't.
BLANCO, MB, GENNAR, AG	2019	Conceptualization of ABA	Bibliographic. Recordings	There wasn't.
FONSECA	2003	Criteria for implementing Public Policy	Bibliographic. Recordings	There wasn't.
NUNES	2020	Conceptualization of Public Policy	Bibliographic. Recordings	There wasn't.
Brazil, Decree Number: 6,949, of August 25, 2009: Universal Declaration of Human Rights.	2009	Conceptualization of autistic person	Bibliographic. Recordings	Removes the age criterion and adopts the biological criterion
SÉTUBAL	2022	Presentation of data regarding the implementation of Public Policies regarding autistic students	Bibliographic. Recordings	There wasn't.
SILVA	2013	Conceptualization of the autistic person	Bibliographic. Recordings	There wasn't.

RESULTS AND DISCUSSION

THE AUTISTIC PERSON AND THE IMPORTANCE OF ABA IN THEIR DEVELOPMENT

To begin the discussion, it is important to clinically define who the person falls within the autism spectrum, a task that is complex, as there is no uniform concept for diagnosing a person as autistic. However, in studies on the topic (Silva, 2013), the definition of the National Psychiatric Association is presented: children who are characterized by “the presence of atypical development in

social interaction and communication and the presence of restricted and stereotyped behaviors and interests”.

With the utmost respect, we understand that limiting the definition of an autistic person in relation to age criteria is mistaken. Firstly, it was the illusion that autism would be restricted to the age of zero to twelve, when it would then begin to have typical mental development, in other words it would be “cured”. At the same time that the long debates regarding the establishment of behavioral clinical standards, standardization of multidisciplinary tests, easy access to

diagnosis, previously unimaginable in times gone by, make it possible to diagnose autism with greater precision even at an early stage, in early childhood, as well as in his adult phase.

The deficiency in the perception of the situation sometimes remained unknown throughout the person's life, in some cases, except for the most severe ones, they did not have specialized monitoring.

This way, we understand that a more coherent interpretation and supported by international legislation, I cite the International Convention on the Rights of Persons with Disabilities (Decree number: 6,949 of 2009), is to consider the autistic person as a person, whether adult or child, who has lasting disabilities physical, mental, intellectual or sensory, atypical development in social interaction and communication and the presence of restricted and stereotyped behaviors and interests.

Another misconception when approaching the issue of autistic people is the labeling or standardization of their characteristics, adopting unique procedures and ignoring their individuality, if not their own personality. As the disorder's nomenclature demonstrates, ASD - Autism Spectrum Disorder - where "spectrum" is a clear reference to the spectrum of white light - which when decomposed presents other colors, demonstrating various types of autism.

Based on this assumption, Edward Thorndike, Ivan Pavlov, John Watson, BF Skinner, develop Applied Science in Behavior Analysis – ABA. See the thoughts of (SKINNER, 1989/1991 apud BLANCO, MB, GENNAR, AG 2019, p.101):

This is because, from the perspective of Behavior Analysis, the teaching and learning process occurs through appropriate arrangements of contingencies, which must be planned in small steps, with the aim of avoiding failure, as well as providing students with continuous progress.

It can be seen that the science of ABA is in the field of empiricism, that is, analysis, results and experiments, and cannot present an objective result for a given approach. Variable considerations are taken into consideration, such as the social context in which the autistic person finds himself, as well as the particularities of each person.

For Anderson (2007, p. 10), corroborating the thinking put forward by the authors mentioned above, the success of the intervention with ABA comes from considering the individualities of each person.

In short, what is proposed is the carrying out of a set of interventions, carried out by a trained professional, an "educator" who, through previously planned strategies, tends to modulate the "student's" behavior, which is then unsatisfactory, to a behavior that makes life viable. more independent and consequently have gains in quality of life.

Through ABA, the aim is to generalize socially satisfactory behaviors beyond the situations that are of interest to them, thus enabling them to have a greater social repertoire, which can be achieved through positive reinforcement of behavior.

Applied Behavior Analysis deserves great emphasis in the discussion developed considering that this methodology has a dynamic proposal, takes advantage of the context in which the child is inserted, its applicability can even be in a structured clinical environment, with a multidisciplinary team, as well as in an external family environment (home), school, or public places: squares, streets, etc.

“INCLUSIVE” PUBLIC POLICIES FOR AUTISTIC PEOPLE AIMED AT EDUCATION AND THE REALITY FACED BY TEACHING STAFF

As it was mentioned in the introduction to this study, education goes beyond a right guaranteed to all and constitutionally provided. Despite being guaranteed to citizens in the national territory, the right imposed is endowed with abstraction, and it is then up to the Administration to achieve and develop goals, define priorities, draw up the budget and means of execution, this is what NUNES (2020) argues. In this scenario, in the last 10 years, due to advances in diagnoses, access to therapeutic means, facilitated by what determines mandatory coverage by health plans, demands regarding the needs of people with autism have been gaining visibility, and among these demands is education.

It is interesting to note that according to data collected by SÉTUBAL (2022) and released by the *‘‘Instituto Pensi – Pesquisa e Ensino na Saúde Infantil’’*, in 2017, only 77 thousand people were diagnosed with autism and attended kindergarten, primary, or secondary education, whether in public or private initiative. In a universe that, in Brazil, there would be more than 1.5 million autistic people. In 2018, this number doubled, with 180,000 enrollments of autistic people in basic education.

In 2021, there is an average of 300 thousand autistic students enrolled in an educational institution, an increase of 280% compared to 2017. In a recent release of data from the 2022 School Census, where the presence of students with some type of disability in regular educational institutions reaches the expressive number of 429,521 people diagnosed within the Autism Spectrum are enrolled in an educational institution, that is, approximately an increase of 50% (fifty per percent) of the number of enrollments

compared to the previous year, that is, 129,521 more students.

These data, if not analyzed carefully and weighed with reality, reveal a state of social well-being, an “educational miracle” when unfortunately, the main recipient, the autistic person, is not taken into consideration, nor is the teaching staff heard. regarding their difficulties.

In this context, the two recent decrees that address public policies, Decree Number: 10,502, of September 30, 2020, revoked, which established a National Special Education Policy: Equitable, Inclusive and with Lifelong Learning, where in theory if “inclusion” was proposed, it encouraged the creation of special or exclusive schools and not integration into a regular institution. In short, a parallel system of education is established, alongside regular school education, a Special Education system is created.

In 2023, the aforementioned decree was revoked, by decree number: 11,370, putting an end to the idea of a parallel education system, however maintaining this separation requires criminal liability for school administrators who reject the enrollment of autistic students in educational institutions.

Now, it is necessary to conclude that there is an exacerbated concern with quantitative aspects, labeling behaviors, by imposing a single measure, and not qualitative, it only serves to promote the founder and meet political and electoral purposes, in a self-promotion campaign.

This is one of the criticisms pointed out by professor Marília Fonseca, PhD in Educational Sciences from the University of Paris (Fonseca, 2003, p18):

(...) For the granting of credits, the World Bank defined a set of policies, in which two trends are noticeable: the first is the linking of educational objectives to the Bank's economic adjustment policy; In this sense, educational provision must be selective, in

a way that reduces the financial burden on states. For this reason, elementary education (first four grades) would be universalized under the responsibility of the government. As you move up the educational ladder, the provision of education must be passed on to the private sector.

Clara criticizes inefficient proposals, solely with the aim of satisfying the condition imposed by the World Bank on so-called peripheral countries, such as Brazil, the satisfaction of certain criteria to apply for financing.

If, on the one hand, it seeks to meet political and economic interests, on the other hand, it does not consider measures that in the medium and long term will resolve the difficulties presented by teachers when faced with autistic students in the classroom.

Bahia et al. (2022), in field research, report after interviewing high school and kindergarten teachers some of the difficulties experienced in classrooms, which have students with ASD, in which the following difficulties stand out: communication, socialization, behavior, development of routines, prejudice, and underestimation of the child's capabilities.

THE ABA AND ITS RELEVANCE FOR INCLUSIVE EDUCATION

Unlike the mistaken idea of inclusive education that is presented on the national scene, the idea of Inclusive Education in the mid-1970s, in the United States, where an education model was sought with the participation of everyone (people with or without any type of disability in a regular institution), such questions had repercussions internationally so that the Salamanca Declaration of 1994, an international document Brazil is a signatory to.

The current defended by Bueno (2008) is curious, stating that Brazil has a myopic view regarding inclusive education and its

beneficiaries. The scholar recalls that only the first version of the translation of the 1994 Salamanca Declaration, carried out by the National Coordination for the Integration of Persons with Disabilities (CORDE), published in 1994 and reissued in 1997, was faithful to the original text, and that in Later versions had significant changes, including the inclusion of the terms: Special Education/ Special educational needs, which culminate in segregationist policies such as that set out in Decree Number: 10,502, of September 30, 2020.

The Salamanca Declaration of June 10, 1994 proposes (in verbis):

(...) inclusive school refers to the development of a child-centered pedagogy capable of successfully educating all children, including those with severe disadvantages. **The merit of such schools lies not only in the fact that they are capable of providing a high-quality education to all children: the establishment of such schools is a crucial step towards changing discriminatory attitudes, creating welcoming communities and develop an inclusive society(...)** (Emphasis added).

Given the dynamics of inclusive education, and as previously discussed the leading role of ABA in the pursuit of this objective, what is worth remembering is the flexibility in terms of the resources to be used and the applicators of the methodology, not just restricted to health professionals. of resources in their offices.

We understand that application in the field of educational institutions can sometimes be more effective in modulating behavior, essentially for two reasons: firstly, due to the contingent workload, as education has a minimum workload of 40 hours per week. While the therapist has a short break (session time only), the teacher has a greater workload to apply the protocol.

And secondly, due to the ease that the

teacher has in perceiving the difficulties of interaction between students and realizing the need for adjustments and interventions that need to be carried out. This generates a greater chance of success in the functional independence of the autistic person.

Since the teacher himself can be a behavioral analyst or ABA Therapist, according to Law 1321/22, as long as the professional is in the health or education field, has a degree or Post-graduation degree in Applied Behavior Analysis.

Therefore, given the difficulties presented in the previous topic, we propose two hypothetical cases, which were theoretically overcome with the application of ABA:

CASE 1: ASSIGNMENT OF TASKS IN THE CLASSROOM: In the daily routine the teacher may elect a student assistant to delegate assignments, hand in photocopied activities, and make the roll call. **Purpose:** To help autistic students develop a sense of responsibility, as well as belonging within the group of students, encouraging social contact and preventing the isolation that is common in children with this disorder.

CASE 2: APPLICATION OF THE ANTICIPATION TECHNIQUE: The teacher, in a planned manner, inserts certain content or instruments into the autistic student's routine, so that when used sporadically, they do not cause strangeness in the student's routine. **Purpose:** To prevent the student from becoming "dysregulated" in the future and going into crisis.

In addition to these cases, the use of artistic activities, such as dance classes, external activities at the school institution or even a simple game of tag can be incorporated into the ABA methodology. It is relevant that in the situations used, the child is encouraged to emit a certain socially acceptable response in a given situation. And when you notice a similarity between the stimuli, offer the same

generalized response to the behaviors.

If satisfactory responses are presented, it must be expressed in a positive way, with touching, stroking and reinforcing the human side of the relationship between educators and students.

Divergent opinions regarding the application of ABA are respected, together with educational institutions, as they understand that the methodology teaches stereotyped and unnatural behavior, a mechanization of behavior, without considering individuality.

However, what is wanted in order to achieve the purpose proposed in inclusive education, with the help of Applied Behavior Analysis, is the commitment of the authors: State, as administration, family members, educational institution and teachers have a humanized view, of the proposed teaching in the face of diversity, respect the individualities of each person, as well as those of the autistic student.

In fact, ABA can play a relevant role in the implementation of inclusive education, however it must be considered that it is not the solution for its development. A change in paradigms and dogmas that have long permeated Brazilian education is necessary, a change that involves valuing the professional, very well highlighted by professor Maria Teresa Eglér Mantoan (2003, p 125) who highlights this paradigm shift well.

[...] Initial and continuing training aimed at school inclusion, we are faced with a work proposal that does not fit into a specialization, extension or updating of pedagogical knowledge. Teaching, from an inclusive perspective, means giving new meaning to the role of the teacher, the school, education and pedagogical practices that are common in the exclusionary context of our teaching, at all its levels. [...], school inclusion does not fit into a traditional education paradigm and, therefore, teacher preparation in this direction requires a different design from existing professionalization proposals and in-service training that also changes,

because schools They will no longer be the same if they embrace this new educational project.

This change is gradually being noticed on the national scene, such as the discussion of the mandatory use of “silence rooms” or “decompression rooms” provided for in bill number: 2864/23, which aim to help autistic students to regulate themselves when they find themselves in situations of discomfort or emotional stress.

As well as the mandatory application of ABA in public educational institutions, as seen by way of example in the law of the State of Piauí (Law number: 8133, of August 29, 2023) as well as promoting the training of teaching professionals to implementation of Applied Behavior Analysis in school routine see:

Article 1 The implementation, in the State Education Network, of the School Inclusion System based on the ABA technique – Applied Behavior Analysis, for children and adolescents diagnosed with Autism Spectrum Disorder – ASD, within the scope of the State of Piauí, is authorized.

Article 2 Each teaching unit may have professionals trained to effectively implement the ABA technique – Applied Behavior Analysis. Single paragraph. The Department of Education may establish partnerships with public and/or private universities to train professionals from different areas who will participate in the multidisciplinary team specialized in assisting students with Autism Spectrum Disorder.

We can not affirm the effectiveness or success of the measures mentioned above, as these are structural changes that have lasted for decades on the national scene, as well as observed in the legal diplomas, the implementation of these will take place progressively, however it is seen that the discussion along with the economic, political and individual bias, finally proposes to consider its main recipient, the autistic person.

FINAL CONSIDERATIONS

In view of the above, the State's duty with education will be carried out by guaranteeing specialized educational assistance to people with disabilities, and this must preferably take place in the regular education network, without adopting a political tone, distorted and segregating vision that was propagated throughout the world. create a special school for people with disabilities.

Public Policies such as the one proposed by Decree Number: 10,502, of September 30, 2020, revoked by Decree Number: 11,370, of 2023, National Policy for Special Education from the Perspective of Education, although they present their reasons and a perspective of inclusion in the preambles, do not envisage service demands whether from teachers or students, who would be its main recipients.

Quality education is not only a right guaranteed to citizens in Brazilian territory, but it is also the State's duty to provide it. In order to achieve the main purpose, it is the duty of the Legislative and Judiciary powers to monitor the fulfillment of public interests. However, it is also up to the population through civil society organizations, for example: The Brazilian Association of Neurodiversity/ Neurodivergence and the ``Coletivo Autistas Adultos Brasil``, ``Movimento Orgulho Autista Brasil`` (Moab) must act together with the executive power, so that there is no misappropriation of a public policy as tried to be exposed, and denying these people a dignified future, and not just dependent on an assistance benefit – LOAS and remaining on the margins of society.

To achieve inclusive education, it involves valuing and training teachers, changing dogmas and paradigms regarding the teaching of subjects, institutional reception and adaptation in educational institutions. Another important point to be observed is the particularities of students, especially those

on the autistic spectrum, which is why we see great relevance in the application of ABA.

As it can be seen, there are prospects for a change of scenery, giving up an inclusive “Brazilian” education, only in appearance, so that it actually focuses on the real target

audience, people with disabilities. It is observed that the present change occurs gradually, as in a country like Brazil with continental dimensions, the change begins in small regionalized processes.

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