

SPECIAL EDUCATION AND OCCUPATIONAL THERAPY: ANALYSIS OF INTERFACES FROM KNOWLEDGE PRODUCTION¹

EDUCAÇÃO ESPECIAL E TERAPIA OCUPACIONAL: ANÁLISE DE INTERFACES A PARTIR DA PRODUÇÃO DE CONHECIMENTO

Maely Sacramento de SOUTO²

Ewerlin Bruna Neves GOMES³

Débora Ribeiro da Silva Campos FOLHA⁴

ABSTRACT: This study aimed to identify and analyze how Occupational Therapy has been linked to the field of Special Education in Brazil, from the production of knowledge in the field. For that, a bibliographic review research was carried out in the two Brazilian indexed journals of Occupational Therapy: *Revista de Terapia Ocupacional* from São Paulo University and *Cadernos Brasileiros de Terapia Ocupacional*, from the combination of descriptors occupational therapy AND special education OR school inclusion OR inclusive education. The results involved 18 papers from the cutoff period from 2003 to 2017. It was possible to observe a close relation between Occupational Therapy and Special Education, more focused on favoring the inclusion of schoolchildren with disabilities. The work of occupational therapists in the educational context was shown with eminently collaborative character with teachers and other actors of the school routine, in order to provide conditions and opportunities for learning and participation for children whose school performance is affected by limiting situations or disabilities. The main forms of action involve: prescription and provision of Assistive Technology; environmental adaptations of toys and materials; and continuing education for teachers. It is possible to conclude that several important practices have already been carried out by occupational therapists in the educational field and in the interface with Special Education, which ratifies that these professionals are able to compose the educational inclusion teams. It is important to highlight the importance of increasing the insertion of this professional in educational environments and services, given their relevant contributions to the field.

KEYWORDS: Knowledge production. Occupational therapy. Special Education. Inclusive education.

RESUMO: Este estudo teve como objetivo identificar e analisar como a Terapia Ocupacional tem se vinculado ao campo da Educação Especial no Brasil, a partir da produção de conhecimento no campo. Para tanto, foi realizada uma pesquisa de revisão bibliográfica nos dois periódicos brasileiros indexados de Terapia Ocupacional: a Revista de Terapia Ocupacional da Universidade de São Paulo e os Cadernos Brasileiros de Terapia Ocupacional, a partir da combinação de descritores terapia ocupacional AND educação especial OR inclusão escolar OR educação inclusiva. Os resultados envolveram 18 artigos e contemplaram o horizonte temporal de 2003 a 2017. Foi possível constatar uma estreita vinculação entre a Terapia Ocupacional e a Educação Especial, mais voltada ao favorecimento da inclusão escolar de crianças com deficiências. A atuação de terapeutas ocupacionais nos contextos educacionais mostrou-se com caráter eminentemente colaborativo com professores e demais atores do cotidiano escolar, no intuito de fornecer condições e oportunidades de aprendizado e participação para crianças cujo desempenho escolar seja afetado por situações limitantes ou deficiências. As principais formas de atuação envolvem: prescrição e provimento da Tecnologia Assistiva; adaptações ambientais, de brinquedos e materiais; e formação continuada para professores. É possível concluir que diversas e importantes práticas já vêm sendo realizadas por terapeutas ocupacionais no âmbito educacional e na interface com a Educação Especial, o que ratifica que estes são profissionais aptos para compor as equipes de inclusão educacional. Destaca-se a importância do aumento da inserção desse profissional nos ambientes e nos serviços educacionais, diante de suas relevantes contribuições para o campo.

PALAVRAS-CHAVE: Produção de conhecimento. Terapia Ocupacional. Educação Especial. Educação Inclusiva.

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² Occupational Therapist of *Universidade do Estado do Pará* – UEPA, Belém – PA, Brazil. maelysouto@gmail.com.

³ Occupational Therapist of *Universidade do Estado do Pará* – UEPA, Belém – PA, Brazil. ewerlin_laviny@hotmail.com

⁴ Master's in Education and PhD student in the Graduate Program in Occupational Therapy of *Universidade Federal de São Carlos*. Professor at the Department of Occupational Therapy of *Universidade do Estado do Pará* – UEPA, Belém – PA, Brazil. todebora campos@gmail.com.



1 INTRODUCTION

The insertion of Occupational Therapy in the field of Education, historically, occurred through Special Education practices, aiming to support educators in actions directed specifically to students with disabilities, such as physical, visual, cognitive, auditory, or developmental disorders. This action was based on therapeutic interventions planned from the criteria of clinical or psychopedagogical diagnoses, as well as the evaluation of development and the age group (E. F. Rocha, 2007). These spaces for Special Education emerged initially in Brazil, based on the biomedical model, for which people with disabilities were conceived as “deviant” from the patterns that characterized “normality”. Thus, the performance of Occupational Therapy in these Special Education institutions began to occur around the 1960s, focusing on therapeutic issues and aiming at the normalization of behaviors, according to the profile and goals of these institutions. This action was seen as a continuation of the care offered in rehabilitation institutions, that is, with interventions strictly aimed at people with disabilities, in specialized institutions of education (Calheiros, Lourenço, & Cruz, 2016; Cardoso & Matsukura, 2012).

In the 1970s, Brazil adhered to an international model called “school integration”, which advocated the insertion of people with disabilities into regular school classrooms (Calheiros et al., 2016). In these first two moments, the exclusive target of the occupational therapist was the student, still due to the profile of these educational institutions and the education of the occupational therapist, which was carried out, predominantly, from a biomedical perspective (Calheiros et al., 2016).

The 1980s was marked by an international movement for social inclusion, which proposed the redirection of this normalizing goal, from a new approach, which shifted the focus from the individual to the collective. Thus, the need for adjustment is directed at the community environments, the legislations governing educational institutions and urban spaces. Such an advance reverberated in a redirection of the occupational therapeutic actions in that context, causing the overcoming of the merely rehabilitative vision (Lourenço & Cid, 2010). It is in this sense that, at the beginning of the 1990s, international conferences inaugurated the perspective of “inclusive education” (Mazzotta, 2011), shifting the responsibility for inclusion to schools, and providing the ideal conditions for inclusion of all people.

Lourenço and Cid (2010) consider that the perspective of school inclusion has demanded an initial and continuous education from the occupational therapist that provides a professional practice capable of broadening the focus of action beyond a clinical perspective and/or intervention focused on students, with the need to extend this intervention to the whole school community (teachers, families and school staff).

In this sense, this study problematizes the Special Education as field of knowledge and performance of Occupational Therapy in Brazil. Based on the concept proposed by the University of São Paulo (USP), Occupational Therapy is

a field of knowledge and intervention in health, education and the social sphere, bringing together technologies aimed at the emancipation and autonomy of people who, for reasons related to the specific physical, sensorial, mental, psychological and/or socially problematic, have, temporarily or permanently, difficulty in insertion and participation in social life (Universidade de São Paulo [USP] as cited in Soares, 2007, p. 3).

These issues that affect social participation can be understood as barriers that impede or hinder human performance in the environment he/she is part of.

Considering the school environment, these barriers may be physical, that is, architectural, which impairs the equal access of children with disabilities, or they may be attitudinal, that is, related to the interactions existing in the school environment, the approach to the student and the attention given to him/her in the educational process. Thus, the occupational therapist, as a professional engaged in services in the areas of health, education and the social sphere, has progressively entered environments that transcend traditional therapeutic spaces, aiming to develop devices capable of expanding the social environment, autonomy and quality of life of people, becoming a partner to develop educational work, resources, strategies and adaptations, as a support professional for the school (Gebrael & Martinez, 2011; Jurdi, Brunello, & Honda, 2004).

The inclusion of health professionals in multiprofessional teams working in the field of inclusive education is legitimized by legal documents such as The Salamanca Statement (United Nations Educational, Scientific and Cultural Organization [UNESCO], 1994), Resolution No. 2, of September 11th (2001) and the Special Education Policy in the Perspective of Inclusive Education (2008).

The work of the occupational therapist gains a particular characteristic of a specialized look at the occupations of the child in the environment and not only their limitations (Lourenço & Cid 2010; Cardoso & Matsukura, 2012; Folha & Carvalho, 2017); thus, this study aimed to analyze how Occupational Therapy has been linked to the field of Special Education⁵ in the Brazilian context. In order to do so, this research arose from the following guiding question: How has Occupational Therapy been linked to the field of Special Education in the Brazilian context?

2 METHODOLOGY

The present study refers to a study of the Senior thesis of the Undergraduate Course in Occupational Therapy of the University of the State of Pará (*Universidade do Estado do Pará* [UEPA]). It was a research of bibliographic revision of exploratory character and was carried out in Brazilian indexed journals of Occupational Therapy. Bibliographic research is all research based on already published materials, such as books and papers, and allows the researcher to apprehend a comprehensive view of the phenomenon under study (Lakatos & Marconi, 2003; Silva & Menezes, 2005; Gil, 2008).

This bibliographic review occurred in the two Brazilian indexed journals specific to Occupational Therapy: *Revista de Terapia Ocupacional da Universidade de São Paulo* (USP) - Journal of Occupational Therapy of the University of São Paulo (USP) and *Cadernos Brasileiros de Terapia Ocupacional* - Brazilian Booklet of Occupational Therapy (former *Cadernos de Terapia Ocupacional of the Federal University of São Carlos - UFSCar*) both classified in extract B1 of area 21 Qualis CAPES - Coordination for the Improvement of Higher Education Personnel.

⁵ For the purposes of this study, Special Education is approached from the perspective of Inclusive Education, as foreseen in the current legislation (Política de Educação Especial na Perspectiva da Educação Inclusiva, 2008). And, when used the term Inclusive Education, it is based on the concept adopted from The Salamanca Statement (UNESCO, 1994).

The choice of these journals was due to both being the most representative exponents of the production of knowledge in Occupational Therapy in Brazil. Other authors also chose these two journals to conduct surveys on the scientific production in Occupational Therapy in Brazil (Lopes, Duarte, Pereira, Oliver, & Malfitano, 2016).

The search was carried out on the websites of the journals and the descriptors that guided the identification of the papers of interest were: occupational therapy AND special education OR school inclusion OR inclusive education. The cutoff time adopted was from 2003 to 2017. This period was delimited due to the period corresponding to the results found.

As inclusion criteria, papers that clearly addressed the relationship between Occupational Therapy and Special Education were selected for analysis. This screening was done by reading the summaries of the papers found. Papers that did not meet this criterion were excluded from the analysis.

The data obtained were systematized in tables in the Word for Windows® program and the analysis was based on the results of each selected study and the comparison of these with relevant theoretical references and that allowed the attendance to the aforementioned research question. Thus, the analysis triggered the discussion presented in this text.

3 RESULTS

A total of eight papers were found in the *Cadernos Brasileiros de Terapia Ocupacional*, and in the *Revista de Terapia Ocupacional - USP*, 30 papers, totaling 38 studies. After applying the inclusion criteria, 18 papers were selected, of which a complete reading was made to extract the data presented in Table 1 below:

REFERENCE	AUTHORS' AFFILIATION	OBJECTIVE	MAIN RELATIONS BETWEEN OCCUPATIONAL THERAPY AND SPECIAL EDUCATION
1 De Paula, A. F. M., & Balleotti, L. R. (2011). Inclusão escolar do aluno com deficiência física: Contribuições da terapia ocupacional. <i>Cad. Ter. Ocup. UFSCar</i> , 19(1), 53-69.	<i>Universidade Estadual de Campinas (UNICAMP) and Universidade Estadual Paulista (UNESP), campus Marília.</i>	To identify the difficulties of a teacher regarding the process of inclusion of a student with physical disability, to adapt pedagogical resources, to adapt school furniture and guide the teacher in specific situations.	The teacher is the one who will say the pedagogical capacities that the student presents and the Occupational Therapist is the one who will enable these capacities to develop through environmental adequacy, adapted pedagogical resources, furniture or even orientations to the teacher and the whole school community .
2 Ide, M. G., Yamamoto, B. T., & Silva, C. C. B. (2011). Identificando possibilidades de atuação da Terapia Ocupacional na inclusão escolar. <i>Cad. Ter. Ocup. UFSCar</i> , 19(3), 323-332.	<i>Universidade Federal de São Paulo (UNIFESP), Campus Baixada Santista</i>	To identify and characterize the suggestions, difficulties and needs raised by the educators of Early Childhood Education in a municipality in the region of <i>Baixada Santista</i> – Santos, São Paulo, related to the interventions regarding the process of school inclusion of children with special educational needs.	The work of the Occupational Therapist in regular schools is still a practice of little incidence in Brazil; however, their participation in the school community can help in adapting the school environment and materials, in guiding and sensitizing the social actors involved with the child with SEN (family, teachers, employees, classmates), in the evaluation of school structure, in the follow-up of the student referred from the special school for the regular and periodic evaluation of child development, among other interventions that depend on the unique factors of each situation.

3	Médice, J., Vitta, F. C. F., Contic, M. H. S., Zaniolo, L. O., & Vitta, C. A. (2015). Acessibilidade nas escolas de ensino fundamental de um município da região oeste de São Paulo. <i>Cad. Ter. Ocup. UFSCar</i> , 23(3), 581-588.	<i>Universidade do Sagrado Coração (USC)</i> , Bauru (SP); <i>Universidade Estadual Paulista (UNESP)</i> , campus Marília and <i>Universidade Estadual Paulista (UNESP)</i> , campus Araraquara (SP).	To identify and describe the architectural barriers in Elementary schools, before and after the National Education Guidelines and Framework Law (LDB).	The Occupational Therapist can analyze architectural barriers in the educational context, aiming at inclusion.
4	Lourenço, G. F. & Cid, B. M. F. (2010). Possibilidades de ação do terapeuta ocupacional na educação infantil: congruência com a proposta da educação inclusiva. <i>Cad. Ter. Ocup. UFSCar</i> , 18(2), 169-179.	<i>Universidade Federal de São Carlos (UFSCar)</i>	To highlight the possibilities of intervention with child education, mainly focused on primary prevention and promotion of child development and to discuss how this practice is in line with the principles of inclusive education.	The Occupational Therapist can develop preventive interventions and promote development, as well as being able to act more directly with target children of special education, through more specific interventions and partnerships with the institution's staff.
5	Bombarda, T. B., & Palhares, M. S. (2015). O registro de práticas interventivas da Terapia Ocupacional na educação inclusiva. <i>Cad. Ter. Ocup. UFSCar</i> , 23(2), 285-294.	<i>Universidade Federal de São Carlos (UFSCar)</i>	To characterize the Occupational Therapists of the state of São Paulo who work in inclusive education and to identify how the records of their intervention practices are performed.	The Occupational Therapist can contribute in the educational context, through records of the practices developed for the situational understanding of inclusive education, being able to develop his/her own evaluation instruments.
6	Santos, A. R., & Libra, S. L. (2016). Terapia ocupacional e consultoria colaborativa. <i>Rev Ter Ocup Univ São Paulo</i> , 27(1), 94-99.	<i>Universidade Estadual Paulista (UNESP) Campus Marília (SP)</i> e <i>Universidade de São Paulo (USP)</i> .	The objective of this study was to conduct a reflexive analysis of the national scientific literature on the performance of Occupational Therapy in inclusive education through Collaborative Consulting, in order to identify the difficulties encountered in practice, as well as the strategies used and the resulting benefits.	As a result, the literature review emphasizes that there is a deficiency in the training of human resources and in the provision of material resources as the main barrier of Inclusive Education and that the strategies used by occupational therapists in face of this reality vary. Despite this variation, face-to-face meetings between occupational therapist and school staff are reported in all papers.
7	Folha, D. R. S. C., & Carvalho, D. A. (2017). Terapia Ocupacional e formação continuada de professores: Uma estratégia para a inclusão escolar de alunos com transtornos do neurodesenvolvimento. <i>Rev Ter Ocup Univ São Paulo</i> , 28(3), 290-298.	<i>Universidade do Estado do Pará (UEPA)</i>	To analyze the repercussions of a continuing education proposal for teachers of Early Childhood Education, mediated by occupational therapist, aiming at the school inclusion of students with neurodevelopmental disorders.	The occupational therapist is a professional able to act in the continuing education in children's education, to support and collaborate with teachers, to promote the involvement of students in the occupation of education.
8	Cardoso, P. T., & Matsukura, T. S. (2012). Práticas e perspectivas da terapia ocupacional na inclusão escolar. <i>Rev. Ter. Ocup. Univ. São Paulo</i> , 23(1), 7-15.	<i>Universidade Federal do Triângulo Mineiro (UFTM)</i> and <i>Universidade Federal de São Carlos (UFSCar)</i>	The objective of the study was to identify and characterize the actions developed by Occupational Therapy in the process of school inclusion of children with special educational needs in the state of São Paulo.	The main results indicated that occupational therapists are involved with school inclusion mainly from care in a clinical setting. The actions most commonly performed by occupational therapists are related to three main contexts: family, clinical environment and school.

9	Oliveira, P. M. R., Dutra, L. R., Melo, P. P. T, & Rezende, M. B. (2015). Facilitadores e barreiras no processo de inclusão escolar de crianças com necessidades educativas especiais: A percepção das educadoras. <i>Rev Ter Ocup Univ São Paulo</i> , 26(2), 186-193.	<i>Universidade Federal de Minas Gerais (UFMG) and Universidade Federal dos Vales do Jequitinhonha e Mucuri</i>	To know the teachers' perception about the facilitators and the barriers related to the process of inclusion of children with special educational needs.	The discourses of the educators participating in the research point to a diversity of concepts about school inclusion, about facts that act as obstacles and the strategies they use to contribute to this process. The main results pointed to a concept of inclusion related to the insertion of children with disabilities in regular schools, emphasizing the coexistence. Barriers to the inclusion process were mentioned, such as insufficient number of auxiliary teachers or trainees. Occupational Therapy has been involved in promoting the development and learning of any student, with or without disabilities, as well as in the training of professionals in the school community, in the restructuring of environments and in the provision of specific adaptations.
10	Van Schaik, E. E., & Brunello, M. I. B. (2012). Propostas de inclusão escolar de crianças com deficiência no município de Holambra-SP: Um estudo exploratório. <i>Rev. Ter. Ocup. Univ. São Paulo</i> , 23(3), 274-282.	<i>Universidade de São Paulo (USP)</i>	The study sought to learn of the proposals and actions of the pedagogical teams of municipal schools of Basic Education, of the city of Holambra-SP, in order to carry out the school inclusion of children with disabilities and psychic disorders and to identify the main facilitators and challenges of the process.	The results show that the pedagogical teams have been constructing intervention proposals that respond to the diversity of the students and the heterogeneity of the classrooms. They also point to the facilitators and challenges that permeate the educational inclusion process of this population, such as: professional training, the importance of the support of health professionals and social assistance, as well as resources and teaching strategies developed by them to cover all students. It elucidates the possible contributions of occupational therapy to this process. The results emphasize the need for occupational therapists to rethink new ways of dealing with the daily school life where there are children with disabilities and/or global developmental disorders, as well as favoring ways to demystify and increase knowledge about disabilities and psychic disorders, through itinerant support, case studies, theoretical-practical courses, discussions on curricular flexibility and elaboration of the main issues related to this subject.
11	Silva, C. C. B., Jurdi, A. P. S., & Pontes, F. V. (2012). Transtorno do déficit de atenção e hiperatividade: Possibilidades de atuação da Terapia Ocupacional em contextos educacionais. <i>Rev. Ter. Ocup. Univ. São Paulo</i> , 23(3), 283-288.	<i>Universidade Federal de São Paulo (UNIFESP), Campus Baixada Santista</i>	To contribute to the reflection on the possibilities of occupational therapy related to inclusive education, especially for children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD).	There are two sets of proposals that characterize the possibilities of Occupational Therapy intervention: 1. Involving different actors in educational contexts, such as learners, educators and the family and school community. 2. Emphasizing the need for specific observation and intervention in cases of children diagnosed with ADHD.
12	Rocha, E. F. (2007). A Terapia Ocupacional e as ações na educação: aprofundando interfaces. <i>Rev. Ter. Ocup. Univ. São Paulo</i> , 18(3), 122-127.	<i>Universidade de São Paulo (USP)</i>	To contribute to the reflection on the construction of Occupational Therapy in the field of education.	The action of Occupational Therapy in the school is not clinical, being a work to be developed with educators, students, family and community, in order to facilitate appropriation of the difficulties, feelings, and emotions that permeate their relationship with the inclusion proposal, thus revealing the senses that disability has for everyone and building relationships that potentiate thoughts and actions centered on the strength of the community. Occupational Therapy can contribute to studies of the territory where school equipment is inserted, detecting resources and possibilities of partnerships for the educational projects of students with disabilities or not, as well as the detection of health and rehabilitation resources that can develop partnerships with the schools.

<p>13</p>	<p>Rocha, A. N. D. C., & Deliberato, D. (2012). Atuação do terapeuta ocupacional no contexto escolar: o uso da tecnologia assistiva para o aluno com paralisia cerebral na educação infantil. <i>Rev. Ter. Ocup. Univ. São Paulo</i>, 23(3), 263-273.</p>	<p><i>Universidade do Estado de São Paulo (UNESP), Campus Marília.</i></p>	<p>To operationalize the assistive technology resources for children with cerebral palsy in the context of Early Childhood Education. To meet this general objective, the following specific objectives were established: to characterize the students who participated in the study, their teachers and the school context they were inserted.</p>	<p>The results are structured around three instances: the understanding of the student's situation; prescription of Assistive Technology resources; and the creation of Assistive Technology resources. The two students who participated in the study attended special rooms within regular educational institutions. Although the student with cerebral palsy participated in the tasks, the resources in the schools of participants A and B were scarce, making the autonomy and functionality of the action used by them difficult. The observation of daily school life allowed for the identification of needs by the occupational therapists researchers, serving as a basis for prescribing and making the Assistive Technology resources, which involved adaptation of toys such as games, ball and cart, as well as adaptation of technological resources such as triggered mouse and communicator. In order to prescribe and build assistive technology resources, systematized tasks involving the occupational therapist, the student and the teacher are necessary. The information obtained through collaborative work between the occupational therapist and the teacher favored the identification of the student and environment specificities, which was fundamental for the creation of resources.</p>
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14	<p>Rocha, E. F., Luiz, A., & Zulian, M. A. R. (2003). Reflexões sobre as possíveis contribuições da terapia ocupacional nos processos de inclusão escolar. <i>Rev. Ter. Ocup. Univ. São Paulo</i>, 14(2), 72-78.</p>	<p><i>Universidade de São Paulo (USP)</i></p>	<p>To present and to problematize the possibilities of the actions of the Occupational Therapy in the process of insertion of children with disabilities in the regular network of education, starting from an epistemological and ethical positioning before the concepts that permeate the discourses and the current practices of the School Inclusion.</p>	<p>The authors consider that there is an exclusionary logic of inclusion that permeates the insertion of children with disabilities in schools of the regular network of education, which makes the fact that this child in the common educational space is considered a concession, without considering him/her a subject that effectively participates in educational processes. Demands currently expressed in the scope of inclusive education and that pass through the competences of occupational therapists:</p> <ol style="list-style-type: none"> 1) Existence of a gap between the proposal to include children with disabilities in the regular school system and the training of teachers. 2) Architectural barriers that prevent access and equal conditions and opportunities for children with disabilities in school spaces. 3) Lack of articulation of educational systems with health and rehabilitation services with a view to promote their development and their formal learning process, in intersectoral and collaborative work. 4) Lack of other services, such as transportation, cultural and social projects that could support the inclusive educational process. <p>Faced with these multiple and complex demands, the action of Occupational Therapy in the school is a collective work to be developed with educators, students, parents and the community, in order to help the identification and resolution of the difficulties involved in the processes of inclusion of children with disabilities. Some forms of this activity involve the use of assistive technology, group dynamics, activity analysis and facilitation of Daily Life Activities (DLA). Among the main contributions are: to promote architectural and attitudinal accessibility, to evaluate and adapt environments, pedagogical materials and toys, to promote teacher training for work in an inclusive perspective, to insert Assistive Technology in the daily life of the school, such as alternative, supplementary communication or augmentative resources.</p>
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<p>15</p>	<p>Silva, A. C. B. (2012). Educação inclusiva: Contribuições para o desenvolvimento de um compromisso ético em sua efetivação. <i>Rev Ter. Ocup. Univ. São Paulo</i>, 23(2), 163-168.</p>	<p><i>Prefeitura de São Bernardo do Campo (SP)</i></p>	<p>To think about how the process of school inclusion occurs and to contribute with reflections that can amplify the real possibilities of a school that in fact turns to the participation of all.</p>	<p>Three main and interconnected axes of action are pointed out for Occupational Therapy:</p> <ol style="list-style-type: none"> 1) The disability itself: the need to consider children with disabilities beyond their physical bodies and common-sense beliefs, predominantly about the limitations that these bodies contain. 2) The adapted technological and material resources: the need for caution between two extremes: the strict location of the solution of the difficulties in this use and the consequent justification of the pedagogical impossibilities for this lack only; and, on the other hand, neglect any adaptation, from the point of view of providing the student with non-dependence on something that in the school environment would have an extremely contextualized character. 3) The objectives of pedagogical proposals: the need to value the student's choices and provide contextualized guidance to the school environment and the needs of the child. <p>In general, occupational therapists are asked by the school to develop certain actions: proper positioning, prescription of furniture, adaptation of materials and utensils, postural transfers, aid to communication, elimination of architectural barriers, understanding of different disabilities. These actions often open other ways for collaboration with the actors that make up the school routine.</p>
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16	<p>Costabile, C., & Brunello, M. I. B. (2005). Repercussões da inclusão escolar sobre o cotidiano de crianças com deficiência: Um estudo a partir do relato das famílias. <i>Rev. Ter. Ocup. Univ. São Paulo</i>, 16(3), 124-130.</p>	<p><i>Universidade de São Paulo (USP)</i></p>	<p>To study and reflect on the impacts of inclusive education on the daily lives of children with disabilities from the perspective of families.</p>	<p>The families reported permanent contact with the school in the follow-up of the children's inclusion process and highlighted the positive repercussions of this process, such as: greater socialization; improvement in communication; more independence in Daily Life Activities (DLA); more discipline and understanding of social rules and diversification of play; more responsibility; improvement in motor coordination; more initiative; less agitation; greater participation; routine creation; improvement in verbal and gestural comprehension; maturation; learn to defend oneself; greater interest in reading, painting and scribbling; more independence and autonomy; less aggression and imitation of classmates. Only one family pointed out a negative point: the child became more disobedient and rebellious at home.</p> <p>The main benefits of inclusion, which characterize children's progress in different areas of development and learning were listed by the authors: expanding the repertoire of play activities; socialization and contact with the other; independence and autonomy in activities of daily living; understanding of new social rules and change of attitude towards the other; achievements in the pedagogical area; and expansion of verbal and non-verbal communication.</p> <p>Some issues about the inclusion process, in which occupational therapists can be partners for implementation, would be: reorganization of the physical spaces of the classroom; use of more individualized teaching techniques; decrease in the number of students per classroom; hiring of class assistants and teachers; continuing teacher training; elaboration of interdisciplinary pedagogical projects; cooperative learning and, finally, substantial investments in education.</p>
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<p>17</p>	<p>Pelosi, M. B., & Nunes, L. R. D. P. (2011). A ação conjunta dos profissionais da saúde e da educação na escola inclusiva. <i>Rev. Ter. Ocup. Univ. São Paulo</i>, 22(1), 52-59.</p>	<p><i>Universidade Federal do Rio de Janeiro (UFRJ) e Universidade do Estado do Rio de Janeiro (UERJ).</i></p>	<p>To verify if the partnership between Health and Education professionals using the Assistive Technology resources favors the process of school inclusion of students with cerebral palsy included in the public schools of the city of Rio de Janeiro.</p>	<p>Areas in which students needed interventions to facilitate their inclusion in school: postural adequacy, alternative resources for oral communication, alternative resources for writing and mathematics, orientations and suggestions of activities adapted to the teachers of complementary classes, help to the class teacher to adapt the school activities, referral to health services and adaptation of activities of daily living. The resources for postural adequacy included: neoprene vest, adaptation of a wooden chair, adaptation of a special mobility for children with cerebral palsy, neoprene straps for maintenance of leg flexion and anatomical seat. Alternative writing resources involved: pencil thickeners and orthotic for maintaining wrist and finger positioning, notebook with wide writing lines, typewriters, computer and a head pointer to allow access to the computer; the alternative resources for oral communication comprised communication boards and a recorder used as a communicator. Alternative resources for math activities involved: magnetic numbers, adapted abacus, communication board, and calculator. The adaptations for activities of daily living brought together adaptations for food such as table-coupled to wheelchair, plate with suction cup, crooked spoon, thickener for cutlery and adapted cup with lid. The guidelines for the complementary classes involved the adapted activities of Physical Education and resources adapted for the expressive activities like the use of the head pointer adapted with brush. The intervention in the school explained that it is not enough that the Assistive Technology resources are available for the school, since it is necessary that an enabled team evaluate, orient and implement these resources. Occupational therapists are qualified professionals to form this team.</p>
<p>18</p>	<p>Ghedini, L. S. L., Mancini, M. C., & Brandão, M. de B. (2010). Participação de alunos com deficiência física no contexto da escola regular- Revisão de Literatura. <i>Rev. Ter. Ocup. Univ. São Paulo</i>, 21(1), 1-9.</p>	<p><i>Universidade Federal de Minas Gerais (UFMG)</i></p>	<p>To analyze, through literature review, available evidence on the participation of children with physical disabilities in the context of the regular school.</p>	<p>The results indicated that the main factors that contributed to the participation of children with physical disabilities in school were: motor skills (mobility repertoire), communication, level of motor impairment and age. The greater the motor impairment, the more restricted was the participation identified. Architectural barriers have also been identified as limiting factors for children's participation in school settings. Older children also had a more restricted participation in the school environment, due to the greater variety of spaces in which educational practices occur.</p>

Table 1. Presentation of the results of the study according to the reference, authors' affiliation, the objectives of the study and the main results

Source: Elaborated by the authors.

Note: Some information in the table has been taken literally from the referenced papers (own translation).

4 DISCUSSION

Due to the scientific production found to have been derived from studies conducted since the year 2000, most of the analyzed papers address Special Education in the perspective of inclusive education. The predominance of studies derived from the southeastern region of Brazil is clear, as well as the linkage of scientific production to universities. A recent study identified similar results regarding the concentration of studies coming from the Southeast region, as well as from the Public Higher Education Institutions focused on the profile of Occupational Therapy publications in Brazil (Lopes et al., 2016). Another study identified the increase of the admission of occupational therapists in public Higher Education Institutions as of 2010 and the concentration of research groups on Occupational Therapy in the Southeast region, which may justify this concentration (Lopes, Malfitano, Oliver, Sfair, & Medeiros, 2010). These data suggest the need to enhance publications on research and practices developed in other regions of the country in order to inform the knowledge that has been produced and to disseminate the practices in progress at the interface between Special Education and Occupational Therapy.

The results also point to the emphasis given to the importance of the occupational therapist in the context of Special Education and its possibilities of action. Among them, some main fronts of action became more evident, which can characterize the interfaces between Special Education and Occupational Therapy: a) the performance in the scope of accessibility, environmental adjustments, minimization of architectural and attitudinal barriers, evaluation of school infrastructure, as well as prescription, analysis and preparation of Assistive Technology (De Paula & Baleotti, 2011; Ide, Yamamoto, & Silva, 2011; Médice, Vitta, Contic, Zaniolo, & Vitta, 2015; Oliveira, Dutra, Melo, & Rezende, 2015; E. F. Rocha, 2007; A. N. D. C. Rocha & Deliberato, 2012; E. F. Rocha, Luiz, & Zulian, 2003; Ghedini, Mancini, & Brandão, 2010); b) the follow-up of students referred to Special Education services, involving periodic evaluation of the development of children with disabilities (Ide et al., 2011; Lourenço & Cid, 2010; Bombarda & Palhares, 2015; C. C. B. Silva, Jurdi, & Pontes, 2012); c) the technical support and the continuing education of the teachers, as well as the orientation to all those involved in the daily school life (teachers, families and community) (Ide et al., 2011; Bombarda & Palhares, 2015; Santos & Libra, 2016; Folha & Carvalho, 2017; Oliveira et al., 2015; C. C. B. Silva et al., 2012; E. F. Rocha, 2007; E. F. Rocha et al., 2003); d) favoring and mediating the realization of Daily Life Activities (DLA) by the children of Special Education (E. F. Rocha et al., 2003; Costabile & Brunello, 2005; Pelosi & Nunes, 2011).

Other issues not directly related exclusively to Special Education, but also identified in the results, refer to the permanent need for a collaborative work of the occupational therapist with teachers and school staff (E. F. Rocha et al., 2003; Folha & Carvalho, 2017; A. C. B. Silva, 2012), the possibility of developing preventive interventions and promoting the development of all children (Lourenço & Cid, 2010; Oliveira et al., 2015; Van Schaik & Brunello, 2012; E. F. Rocha, 2007) and the need to expand the insertion of the occupational therapist in educational spaces (Cardoso & Matsukura, 2012).

In response to the guiding question in this study, “How has Occupational Therapy been linked to the field of Special Education in the Brazilian context?”, the results suggest a possible place that the occupational therapist occupies in the scope of the Special Education, being a place of support to the inclusive educational processes, always in collaboration with

the teacher, who is the greater connoisseur of the demands that this perspective engenders educational practices. Other studies mentioned results consistent with these (Gebrael & Martinez, 2011; Jurdi et al., 2004; Lourenço & Cid, 2010; Folha & Monteiro, 2017; Simões, Sousa, & Folha, 2015).

Regarding the interfaces between Special Education and Occupational Therapy in the scope of accessibility, other studies have found results similar to those obtained in this review, which refer to interventions of occupational therapists in the field of Assistive Technology use in order to support Special Education practices in an inclusive perspective (Marins & Palhares, 2007; Rosa & E. F. Rocha, 2006; Simões et al., 2015). In the same way, researchers have already highlighted the contributions of this professional to the minimization and elimination of architectural and attitudinal barriers in educational contexts, aiming to increase the participation of children with disabilities in school spaces (Larrieta, 2008; Munguba, 2007).

The interfaces related to the specific follow-up of students referred to the Special Education services have also been addressed in other studies that situate the occupational therapist as a professional of the support team for inclusive practices (Bartalotti & De Carlo, 2001; Jurdi et al., 2004), intellectual together with people with intellectual disabilities (Jurdi & Amiralian, 2006) and autism (Della Barba & Minatel, 2013).

Regarding interfaces related to teaching, family and community support, other studies have already developed empirical research on the development of continuing education by occupational therapists for Basic Education teachers, as well as on the collaborative counseling strategy between occupational therapists and teachers, referring satisfactory results in the inclusive processes of the target children of Special Education (Gebrael & Martinez, 2011; Folha & Monteiro, 2017).

On the other hand, the interface related to the mediation of the realization of Daily Life Activities (DLA) by the target children of Special Education is possibly due to the fact that the occupational therapist is the professional fit for this intervention, since, according to the Resolution COFFITO N° 316/2006, it is the exclusive competence of the occupational therapist to perform the functional training aiming at developing skills for the full accomplishment of the Daily Life Activities (Conselho Federal de Fisioterapia e Terapia Ocupacional [COFFITO], 2006; Cazeiro, Bastos, Santos, Almeida, & Chagas, 2011). In that regard, it is also inserted the fact that one of the main objectives of Occupational Therapy is related to the promotion of autonomy and independence so that people can get involved in the various daily activities that they need or want, allowing them to carry out occupations and participate in various environments such as school, work, leisure and home life (Trevisan & Della Barba, 2012).

This allows us to verify what the American Occupational Therapy Association (AOTA) (2015) mentions regarding the field of Occupational Therapy, which is designed to support the involvement, participation and health of people in occupations that are significant in their life contexts. Based on this, we can consider fundamental, to this profession, the premise of promoting the involvement and full participation of people in education from an occupational perspective.

5 FINAL CONSIDERATIONS

This study aimed to analyze how Occupational Therapy has been linked to the field of Special Education in the Brazilian context and allowed to identify and analyze ways in which Occupational Therapy has been linked to the field of Special Education in the Brazilian context. This linkage concerns an eminently collaborative character between occupational therapists and teachers, as well as other actors that make up the daily school routine, aiming to provide conditions and opportunities for learning and participation for children whose school performance is affected by limiting situations or disabilities. The main intervention axes mentioned in the results of this study involve: prescription and provision of Assistive Technology; environmental adaptations of toys and materials; and continuing education for teachers.

Although the studies found were predominantly derived from the Southeastern region of the country, research and practices in this field are already identified in the other regions, which indicates the presence of Occupational Therapy in support of Special Education practices in development.

It is important to highlight the need to disseminate these practices, in order to provide feedback to the interventions already carried out and to stimulate the implementation of new services, since the main beneficiaries of this intervention are the students and the school community (teachers and family members). It is noteworthy that the methodological option of the authors corresponded to the search in specific journals of the profession of occupational therapists, but other potential studies in the Occupational Therapy and Education/Special Education interface can be found and conveyed in journals from the field of Education and Special Education. Therefore, it is suggested, for future studies, the expansion of the searches in order to involve non-specific journals of the profession. Despite this restriction, it was observed that there is a production of knowledge about Occupational Therapy in the field of Special Education, which points to the findings that occupational therapists have been linked to this field in a specific way, with the main purpose of composing the interdisciplinary team that promotes inclusive practices in educational environments, having, at the interface with Special Education, an expressed and delimited place, which aims to corroborate with practices that provide conditions for participation and learning to the target population of Special Education, promoting their effective inclusion in educational environments (Munguba, 2007; Marins & Palhares, 2007).

As this intervention is eminently collaborative with teachers and school staff, the occupational therapist is a powerful partner for the implementation of inclusive educational practices.

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