

# **The Importance Of Integrating Pedagogical Strategies And Family Support For The School Inclusion Of Autistic Students: A Systematic Review**

Lucas Alves De Oliveira Lima<sup>1</sup>, Luisa De Marilak De Sousa Tertó<sup>2</sup>,  
Denilson De Souza Santos<sup>3</sup>, João Pedro De Alcântara<sup>4</sup>,  
Elisabet Alfonso Peixoto<sup>5</sup>, Ricardo Furtado De Oliveira<sup>6</sup>,  
José Leônidas Alves Do Nascimento<sup>7</sup>, Laudinéia Maria Neves Dias Rúdio<sup>8</sup>

<sup>1</sup>(University Federal Rural Of Rio De Janeiro, Brazil)

<sup>2</sup>(Catholic University Of Pernambuco, Brazil)

<sup>3</sup>(Kire Y Saso Institute Of Higher Education (IESKS), Brazil)

<sup>4</sup>(Federal University Of Grande Dourados, Brazil)

<sup>5</sup>(Instituto Federal De São Paulo, Brazil)

<sup>6</sup>(Inter-American Faculty Of Social Sciences, Brazil)

<sup>7</sup>(Inter-American Faculty Of Social Sciences, Brazil)

<sup>8</sup>(Inter-American Faculty Of Social Sciences, Brazil)

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## **Abstract:**

*This research aimed to analyze the importance of integrating pedagogical practices and family support for the inclusion of autistic students. To this end, a systematic review was carried out under the guidance of the PRISMA guidelines. The survey of articles took place on the Scielo and Google Scholar platforms, and only scientific articles of Brazilian nationality published between 2020 and 2023 were selected. As a result, the relevance of the family as a protagonist in inclusion was observed, emphasizing the need for a collaborative approach between families, educators and specialists to overcome obstacles such as lack of adequate training, scarcity of resources and persistent social prejudices. Continuous interaction between family and school is crucial for successful inclusion, transcending logistical support to encompass a deep understanding of the academic life of children with ASD. The active involvement of parents in the school context emerges as a fundamental element for the academic, social and emotional development of these children. As well as providing logistical support, effective parental involvement contributes significantly to the creation of a supportive and understanding environment. The realization that the family is a protagonist in inclusion underlines not only its fundamental role, but also highlights the need for a collaborative approach between families, educators and specialists. This interaction is vital to overcome challenges such as the lack of adequate teacher training, the scarcity of school resources and the persistence of social prejudices.*

**Key Word:** *School inclusion; autistic students; autism; family support; pedagogical practices.*

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## **I. Introduction**

School inclusion, as an educational paradigm, represents an essential commitment to diversity and equity in the educational environment. This concept goes beyond the mere physical presence of students with different characteristics, including those with Autism Spectrum Disorder (ASD), in classrooms. School inclusion seeks to ensure that all students, regardless of their uniqueness, have access to quality education, actively participate in the learning process and benefit from opportunities that promote their full development (ZERBATO; MENDES, 2018).

The contemporary understanding of school inclusion transcends the idea of adapting the physical environment and delves into restructuring educational systems to meet the diverse needs of students. At the heart of this paradigm is the creation of educational environments that celebrate diversity, recognising differences as enriching elements rather than obstacles (MANTOAN; PRIETO, 2023).

In the context of including autistic students, inclusive educational approaches seek to provide adequate support so that these students can actively participate in school activities, developing their academic, social and emotional skills. This perspective meets the fundamental principles of an education that respects the uniqueness of each individual, promoting acceptance, understanding and collaboration between members of the school community (WEIZENMANN; PEZZI; ZANON, 2020).

Autism Spectrum Disorder (ASD) is characterized by the presence of challenges in social interaction, communication and behavior. This neurobiological disorder, which usually manifests itself in the first few years of life, encompasses a wide variety of symptoms and levels of severity, forming a spectrum that ranges from milder conditions to more severe forms. In terms of social interaction, individuals with ASD may have difficulties understanding and responding to social stimuli, such as facial expressions, gestures and nuances of body language. The ability to establish and maintain interpersonal relationships can be affected, reflected in socially atypical behavior patterns (MARTINS; MONTEIRO, 2017).

In the school context, autistic pupils face obstacles that permeate several areas. Communication difficulties, ranging from the absence of verbal language to linguistic peculiarities, impact the expression of needs and the understanding of instructions. In addition, social interactions can be challenging due to difficulties interpreting social cues and emotional reciprocity, often resulting in isolation (PAULO; PEIXOTO, 2019).

According to Cabral and Marin (2017), school inclusion is not just about the physical presence of the autistic student in the classroom, but seeks to ensure that every student, regardless of their individual characteristics, has access to a quality education. In this sense, teaching strategies play a central role, requiring flexibility and individualisation to meet the specific needs of students with ASD. The effectiveness of these pedagogical strategies is maximized when there is close collaboration and understanding between the school and the families of autistic students.

As Cunha (2017) reiterates, the inclusion of autistic students in schools represents a complex challenge that transcends the limits of the classroom, requiring a holistic approach that combines efficient pedagogical strategies and solid family support. Given the cognitive and socio-emotional diversity present in students with Autism Spectrum Disorder (ASD), it is essential to realize that promoting inclusive education goes beyond simply physically adapting the school environment. This approach requires effective integration between the pedagogical practices adopted by the educational institution and the ongoing support provided by families, establishing a synergy that enhances the academic and social development of these students (CUNHA, 2017).

Given this context, the aim of this study was to analyze the importance of integrating teaching practices and family support for the inclusion of autistic students. It is hoped that the results will provide theoretical and practical support to improve the school inclusion scenario for autistic students. The complexity of Autism Spectrum Disorder (ASD) requires a holistic approach, considering not only the individual challenges of the students, but also the interaction between the pedagogical practices adopted at school and the support provided by families.

## **II. Material And Methods**

This research was characterized as a systematic review, a type of research that stands out for its rigorous and systematic methodological approach to collecting, analyzing and synthesizing available evidence on a specific topic. A systematic review seeks to identify, evaluate and interpret all relevant existing research on the subject in question. The systematic nature of this method provides a holistic view of the topic, allowing for a critical analysis and careful synthesis of the results found in different studies (DONATO; DONATO, 2019).

This type of research was chosen because the aim of this study was to carry out an in-depth analysis of the importance of integrating pedagogical practices and family support in the inclusion of autistic students. The systematic review allows for the collection of evidence from different sources, such as academic articles, books and reports, offering a comprehensive understanding of the perspectives and findings available in this field. By bringing together and critically appraising the results of previous studies, the research aims to identify patterns, gaps in knowledge and significant contributions to the field of inclusive education for ASD.

The systematic review was carried out following the guidelines of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), a protocol that establishes standards for the execution and transparent reporting of systematic reviews (PAGE et al., 2022). This protocol contributed to the integrity and methodological quality of the review, strengthening the validity and reliability of the results obtained. In this way, the systematic review conducted in this study benefits from the rigorous application of the PRISMA guidelines, guaranteeing a robust and consistent investigation into the integration of pedagogical practices and family support in the inclusion of autistic students.

The articles were searched on the Scielo and Google Scholar platforms. The combination of these two platforms sought to cover studies from different sources, including national and international scientific journals, promoting a more global and diverse view of the subject. The careful selection of these sources contributes to the robustness and representativeness of the systematic review, ensuring the inclusion of diverse perspectives and the consideration of relevant studies for a comprehensive understanding of the importance of integrating pedagogical practices and family support in the inclusion of autistic students.

During the search for articles, selected keywords were used to direct the search and ensure the relevance of the studies included in the systematic review. The keywords chosen aimed to cover different aspects of the integration of pedagogical practices and family support in the inclusion of autistic students, providing a precise

and comprehensive search. Keywords such as "school inclusion", "autistic students", "pedagogical practices", "family support", "inclusive education" and "school-family collaboration" were used in combination to reflect the complexity and multidimensionality of the topic in question.

These keywords were combined using the Boolean operators "AND" and "OR". The "AND" operator was used to ensure that the results included articles that addressed all the keywords selected. This helped restrict the search to studies that dealt with the intersection between the concepts, ensuring a comprehensive and specific approach at the same time. On the other hand, the "OR" operator was used to broaden the search by considering synonyms or terms related to the main keywords. This was particularly useful for covering different nuances of the topic, capturing a variety of perspectives and contributions that may exist in the literature.

As an inclusion criterion, only articles of Brazilian nationality were selected. This decision aimed to focus the study on local contexts and perspectives, providing an insight into the topic in question in the Brazilian context. Another crucial criterion was time delimitation, with the inclusion of articles published between 2020 and 2023. This choice is based on the need to use recent and up-to-date sources, reflecting the advances and changes in the field of study over these years. The time restriction seeks to ensure the relevance of the data collected and the applicability of the conclusions in the contemporary context. In addition, the search for articles directly associated with the topic in question was a fundamental inclusion criterion.

Thus, when implementing the inclusion criteria mentioned above, naturally some types of work and sources were discarded in order to maintain the consistency and specificity of the research. Among the categories excluded are theses, dissertations and monographs, which, although they are valuable forms of academic production, were deliberately left out in order to focus exclusively on articles. The choice to exclude these longer forms of academic work is due to the need to adopt a more direct and concentrated approach to analyzing the topic in question. Articles, by their more succinct nature, provide a specific and concise overview of the research, favoring agility in the literature review and the extraction of relevant information.

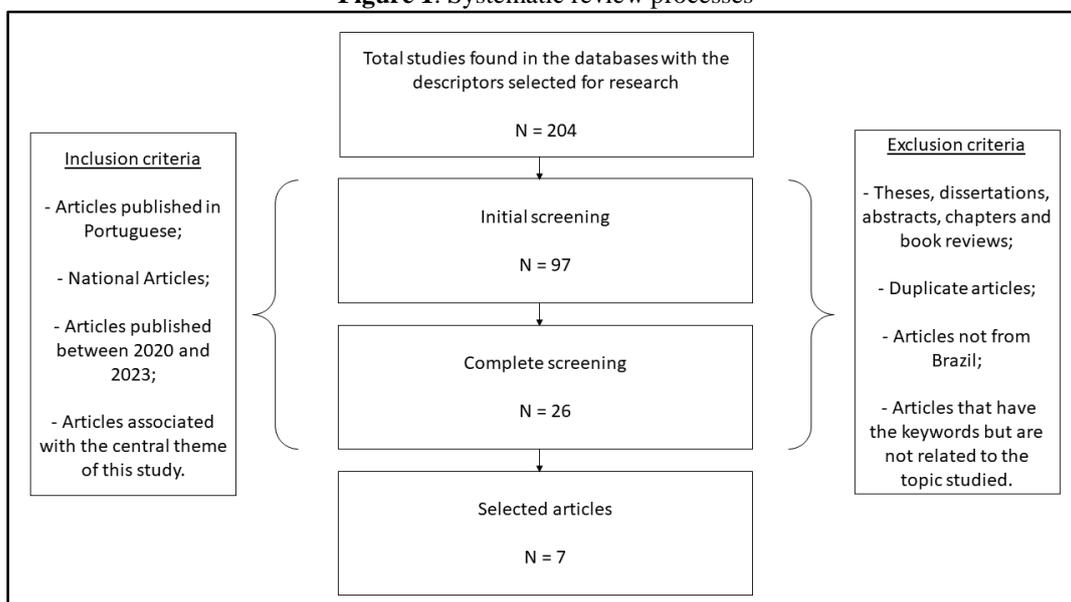
In addition, the decision to restrict inclusion to articles by Brazilians meant that papers from other countries were excluded. The main aim of this geographical delimitation is to contextualize the research within Brazilian reality, taking into account specific cultural, social and political aspects of the national context.

The articles were analyzed following the guidelines of Brizola and Fantin (2016). The initial analysis involved reading the titles, abstracts and places of publication. In this first stage of analysis, studies not associated with the topic and not published in scientific journals and magazines were discarded. Subsequently, the analysis was carried out by reading the articles in full, identifying their methodologies, results and conclusions.

The second phase of analysis allowed for a more in-depth understanding of the approaches adopted by the selected studies, enabling a critical assessment of the methodological quality and consistency of the results presented. During the full reading of the articles, the main contributions of each study to the understanding of the integration between pedagogical practices and family support in the inclusion of autistic students were identified and recorded. Aspects such as the pedagogical strategies used, the effectiveness of family support and the challenges faced in the inclusion process were thoroughly analyzed.

The analysis yielded a sample of 7 scientific articles, as shown in figure 1.

**Figure 1.** Systematic review processes



Source: Research data (2023).

The data obtained was summarized in a spreadsheet, where each selected study was duly categorized, highlighting crucial information for the analysis. Details such as author(s), year of publication, article title, methodology used, main results and conclusions were recorded in the spreadsheet.

### III. Result

The result of the systematic review was a sample of 7 articles that met the inclusion criteria. Table 1 shows the articles selected.

**Table 1.** Articles selected in the systematic review

Authors	Research objectives	Methodology	Research conclusions
Cabral, Falcke and Marin (2021)	Investigating the relationship between family and school in the context of the inclusion of children with ASD	This is a qualitative, exploratory, cross-sectional study,	The article emphasizes the crucial importance of school and family integration in the inclusion of students with Autism Spectrum Disorder (ASD). Both parents and teachers face specific challenges, seeking qualified schools and understanding ASD respectively. Communication between them is vital, contributing to parents' peace of mind and children's development. The research highlights the need for multidisciplinary programmes and support groups to support the teaching, learning and socialization of children with ASD. Despite the limitations, the study encourages reflection among parents and teachers, promoting more aligned action for the best development of the child and seeking collaboration between the various sectors involved.
Carvalho and Shaw (2021)	To investigate possible collaborations between the family, the school and specialists in the school inclusion process of three autistic children, students in the initial years of primary school, in the municipality of Campo Formoso, Bahia.	Qualitative research	The research reveals an urgent need for ongoing training for teachers and mediators, especially in the private school system. There is a gap in the interaction between family members, schools and specialists, highlighting the lack of individualized planning for autistic pupils. Despite the limitations of the case study, the active role of mothers in the children's education and therapies stands out. The study emphasizes the urgency of a broader and more collaborative interaction between families, educators and specialists for the effective school inclusion of autistic people. Further case studies are recommended to deepen understanding of the process of school inclusion for people with ASD.
Santos et al. (2022)	Analysing the role of the family in the development of children with ASD in the context of school inclusion	Integrative review	The results indicate the importance of primary caregivers and family interaction with the school, as the establishment of bonds fosters inclusion, promoting the intellectual growth of children with Autism Spectrum Disorder (ASD) and enabling the development of their abilities. The study also highlights the challenges of school inclusion, including the lack of knowledge and prejudice in society, as well as the difficulties associated with the absence of a support team and the lack of training for professionals to meet the needs of children with ASD and their families. In this sense, it is essential that the family and the school work collaboratively in this process, and that the school as a whole has the resources to welcome children with ASD and their families.
Silva e Menezes (2022)	Understand the importance of family participation in the school inclusion process for students with ASD, with a view to favouring their learning and development process.	Bibliographical research	At the end of this study, the significant importance of active family participation in the process of including students with Autism Spectrum Disorder (ASD), as well as other students with special needs, is emphasized. When families are actively involved in school activities and understand their children's school life, they play a crucial role in the children's learning process. This effective participation not only benefits the academic, social and emotional development of students with ASD, but also extends to other students with diverse needs, contributing positively to the educational environment as a whole.
Paula et al. (2020)	Understanding family and school influence on the development of	Literature review	During this analysis, the importance of the social context in the inclusion process of individuals with Autism Spectrum Disorder (ASD) became clear, emphasizing the crucial importance of the

	autistic children.		partnership between family and school. It was observed that co-parenting, combined with the positive expectations of parents, can promote more effective development of autistic children. Building solid, quality relationships with other children in the same age group proved fundamental, emphasizing the need to educate the families of non-autistic children about living with diversity. The constructivist model, which includes smaller classes and individualized educational plans, proved to be effective in including these children in school. This highlights the need for teachers to specialize in inclusive education in order to facilitate the socialization of children with ASD. In conclusion, the development of autonomy and the social inclusion of autistic children in the community are intrinsically linked to the positive influence of the family, the school and a favorable environment to stimulate their cognition.
Lima, Silva and Theodório (2020)	Analysing the school, family and social context of children with autism in the process of inclusion in early childhood education	Integrative review	The objectives proposed for the inclusion of students with Autism Spectrum Disorder (ASD) in the education system face significant challenges, showing limited effectiveness. The attempt to integrate these students, possibly due to the recency of this struggle, often results in failure. Issues such as the adequate training of teachers, the availability of resources in schools, the presence of specialized professionals and the effective integration of the family into the school are still not achieved in practice. This is reflected in the shortness and frequent interruption of the school day for students on the autistic spectrum. The absence of public policies and government initiatives aimed at including these children in the mainstream education system is notable. Although inclusion policies exist, some schools do not accept them, citing a lack of qualified teachers or adequate infrastructure. In addition, prejudice persists in the social interactions of these students in various spheres of society, making their inclusion and family empowerment even more difficult. As a matter of urgency, strategies need to be established from the moment of diagnosis, providing information about the disorder, access to rights and resources, as well as ongoing training for teachers and school staff.
Soares and Santos (2022)	Analysing the schooling process of students with Autism Spectrum Disorder and the contributions of their families during the Covid-19 pandemic	Qualitative research	The research identified several challenges in the process of teaching students with Autism Spectrum Disorder (ASD). Among these challenges, the propensity of these students to disperse easily during lessons stands out, highlighting the need for greater proximity with Specialized Educational Assistance professionals, in collaboration with other professionals. The research also pointed out obstacles related to the strategies adopted by the Special Non-Personalised Education System, which, although they have been considered benchmarks for the country, have not proved to be effective for this specific group of students with ASD. It also highlighted the prevalence of maternal participation in the schooling process of these students, emphasizing the crucial role of the family, especially in a pandemic scenario, where their presence has become even more essential.

**Source:** Research data (2023).

Based on the systematic research carried out, it was possible to see the importance of integrating pedagogical practices and family support for the inclusion of autistic students in school. Authors such as Cabral, Falcke and Marin (2021) emphasize the vital importance of effective integration between school and family in the process of including students with Autism Spectrum Disorder (ASD). Both parents and teachers face specific challenges in this context, with the search for qualified schools being a concern for parents, while teachers seek a better understanding of ASD. In this scenario, communication between these two groups becomes a crucial element, not only for parents' peace of mind, but also for the healthy development of children with ASD.

The authors' research highlights the urgent need to implement multidisciplinary programmes and form support groups designed to provide support not only in the educational sphere, but also in the learning process and in facilitating the socialization of children with ASD. This multidisciplinary approach emerges as an essential response to meet the complex needs of these students, considering not only the academic aspects, but also the social and emotional ones.

Despite the study's inherent limitations, it stands out for inciting constructive reflection among parents and teachers, promoting more aligned and collaborative action in favour of the best development of children with ASD. The research acts as a catalyst for the search for strategies that can optimise collaboration between the various sectors involved, integrating school, family and professionals in a joint search for solutions that comprehensively benefit these children and promote an inclusive and enriching environment.

In a complementary way, Carvalho and Shaw (2021) highlight a pressing need for ongoing training for teachers and mediators, particularly emphasize the urgency of this need in the private school system. This identified gap points to a deficit in interaction between family members, schools and specialists, highlighting, worryingly, the lack of individualized planning strategies for autistic students.

In the context of the findings, it is crucial to emphasize the proactive role played by mothers in the educational and therapeutic process of autistic children. This finding emphasizes the importance of recognising and enhancing the active participation of mothers as key agents in their children's development and learning.

The research by Carvalho and Shaw (2021) highlights the urgency of a more comprehensive and collaborative approach between families, educators and specialists as an essential requirement to ensure the effective school inclusion of autistic people. The need to establish a synergy between these actors is crucial to overcoming the obstacles identified and creating a school environment that is truly inclusive and adapted to the specific needs of students with Autism Spectrum Disorder (ASD).

Against this backdrop, further case studies are strongly recommended. This approach will allow us to deepen our understanding of the intricate process of school inclusion for people with ASD, providing valuable insights that can guide more effective educational policies and inclusive pedagogical practices. The search for a deeper understanding is fundamental to improving teaching and intervention strategies, with a view to providing a more equitable and accessible educational environment for all.

Santos et al. (2022) highlight the crucial importance of primary carers and family interaction in the school context. Building solid bonds between family and school emerges as a key element in promoting the effective inclusion of children with Autism Spectrum Disorder (ASD). Through this interaction, space is opened up to foster the intellectual growth of these children, thus enabling the full development of their abilities.

In addition, the authors emphasize the challenges faced in the school inclusion process, highlighting issues such as the lack of knowledge and prejudices present in society. They also point out the difficulties related to the lack of a qualified support team and the lack of training for professionals to adequately meet the needs of children with ASD and their families.

Faced with these challenges, the imperative need for a collaborative approach between family and school stands out. The effective integration of these two pillars is essential to overcome the barriers identified and promote an inclusive educational environment. In this context, the research emphasizes the urgency of the school institution as a whole providing adequate resources to welcome not only children with ASD, but also their families, recognising the importance of a holistic approach in the inclusion process.

It is therefore clear that there is a need for continued investment in training programmes for education professionals, as well as awareness-raising initiatives in society in general. Only through an integrated approach and the joint commitment of the family, school and community can the challenges associated with the inclusion of children with ASD in schools be tackled, ensuring a fairer, more equal and enriching educational environment for everyone involved.

Silva and Menezes (2022), in concluding the detailed analysis of their study, emphasized the remarkable importance of active family participation in the context of including students with Autism Spectrum Disorder (ASD), as well as other students with special needs. The active participation of the family transcends merely the domestic sphere, revealing itself as a fundamental element in the children's educational process.

This is because when family members are actively involved in school activities and have an in-depth understanding of their child's academic life, they play a crucial role that goes beyond the confines of the classroom. This effective family participation is not restricted to mere logistical support, but more broadly encompasses a series of aspects that directly influence the academic, social and emotional development of students with ASD.

The family's in-depth understanding of the school routine makes it possible to create a supportive and understanding environment, promoting a significant positive impact on the children's learning process. By extending beyond the specific needs of students with ASD, this active role of the family proves to be a source of benefits that also reaches other students with different demands, thus enriching the educational environment as a whole. When you consider the broader aspects of family participation, you realize that this dynamic not only improves students' academic performance, but also plays a crucial role in building social and emotional skills.

Continuous family support creates a solid foundation for students' all-round development, contributing to the formation of more autonomous, confident and socially adaptable individuals. The constant interaction between family, educators and the school community establishes a robust support network, capable of dealing more effectively with the specific challenges that students with ASD and other special needs may face.

In this context, the active participation of the family not only positively influences the immediate educational environment, but also reverberates in the wider spheres of society. By promoting understanding, acceptance and inclusion, the family contributes to building a community that is more sensitive to diversity. What's more, this active participation can serve as an inspiring model for other families, encouraging a collaborative and proactive approach to inclusive education. Therefore, the role of the family in the school inclusion process is a fundamental part of building a more equitable, open and effective education system.

From the perspective of Paula et al. (2022), the relevance of the social context in the complex process of inclusion of individuals with Autism Spectrum Disorder (ASD) is becoming increasingly evident, with particular emphasis on the crucial importance of the partnership between family and school. Close observation has revealed that co-parenting, when combined with the positive expectations of parents, plays a fundamental role in boosting the more effective development of autistic children. This synergy between family and school creates a favorable environment for the child's abilities to flourish, providing comprehensive support that is reflected positively in their academic, social and emotional development.

Building solid, quality relationships with other children of the same age emerges as a critical factor in the inclusion process. Social interaction plays a significant role in the life of a child with ASD, highlighting the need to raise awareness and educate the families of non-autistic children about the importance of living with diversity. By creating an environment of understanding and acceptance from an early age, it is possible to lay solid foundations for the development of healthy relationships, thus contributing to building a more inclusive and empathetic society.

The constructivist model, which advocates smaller classes and individualized educational plans, has proven to be an effective approach in promoting school inclusion for children with ASD. The personalisation of teaching, combined with smaller classes, allows for more targeted attention adapted to the specific needs of each student, creating an environment conducive to meaningful learning. This highlights the imperative need to invest in specialized training for teachers in inclusive education, in order to enable them to deal effectively with the diversity of needs present in an inclusive classroom.

In this way, it is undeniable that the development of autonomy and the social inclusion of autistic children in the community are intrinsically linked to the positive influence of the family, the school and a favorable environment to stimulate their cognition. Effective collaboration between all the actors involved, including parents, educators and society in general, is crucial to building an inclusive scenario where all children, regardless of their individual characteristics, have the opportunity to develop their full potential and participate fully in social and educational life.

Lima, Silva and Theodório (2020) emphasize that the challenges faced in the search for the effective inclusion of students with Autism Spectrum Disorder (ASD) in the education system are emblematic and reveal the limited effectiveness of the proposed objectives. The attempt to integrate these students, possibly due to the recentness of this struggle, often results in significant obstacles, evidenced by the lack of success in many cases. One of the main challenges lies in the pressing need for more adequate training for teachers, who often face difficulties in dealing with the specific needs of these students.

In addition, the lack of resources in schools, both material and human, imposes substantial barriers to effective inclusion. The limited presence of specialized professionals, such as psycho-pedagogues and therapists, compromises schools' ability to offer adequate support to students with ASD. The effective integration of the family into the school environment is also a persistent challenge, as it is not always fully achieved, negatively impacting the continuity and success of these students' educational journey. The lack of public policies and specific government initiatives for the inclusion of these children in the mainstream education system is a notable gap.

Despite the existence of inclusion guidelines, some schools are still reluctant to adopt them, often citing a lack of qualified teachers or adequate infrastructure. This scenario perpetuates the exclusion and marginalization of these students, contributing to the brevity and frequent interruption of their school trajectories. In addition to the structural challenges, prejudice persists in the social interactions of these students in various spheres of society, which makes their inclusion and family empowerment even more difficult. Lack of understanding and acceptance by the wider community can result in social isolation, jeopardizing not only academic development, but also the emotional well-being of students with ASD and their families.

The family plays a central and undeniably significant role in this process. Lima, Silva and Theodório (2020) emphasize that the effective integration of the family into the school environment is a persistent challenge, but their active participation is fundamental to the successful inclusion of students with ASD. Close collaboration between parents, carers and educators is crucial to creating a supportive environment that goes beyond the confines of the classroom. The lack of full family integration can negatively impact the continuity and success of these students' educational journey, reinforcing the importance of strategies that promote an effective partnership between school and family.

The family plays a vital role in breaking down the social stigmas and prejudices faced by students with ASD. By promoting understanding, acceptance and inclusion within the family itself, it helps to create a solid base of emotional support for the child, enabling them to face social challenges with greater confidence. Family awareness and education about the disorder is essential, not only for academic success, but also for the emotional well-being and overall quality of life of the student with ASD.

It is therefore imperative to establish comprehensive strategies from the initial diagnosis of ASD. This includes providing detailed information about the disorder, guaranteeing access to specific rights and resources, and offering ongoing training for teachers and other school staff. The effective implementation of these measures from the earliest stages of the educational process is essential to overcome existing challenges and build a more inclusive and equitable educational environment for all.

#### **IV. Conclusion**

In summary, the systematic review found that the integration of pedagogical practices and family support for the inclusion of autistic students is a complex and challenging field, highlighting the urgent need for a multidimensional approach. By examining the contributions of various studies, it was found that effective school inclusion of children with Autism Spectrum Disorder (ASD) requires active collaboration between families, schools and education professionals, making it an interdependent and interconnected process.

Based on the analyses of different authors, it can be seen that constant interaction between the family and the school is a key factor for successful inclusion. The active participation of parents not only in the domestic sphere, but also in the school context, emerges as a fundamental element for the academic, social and emotional development of children with ASD. This effective involvement goes beyond logistical support to include an in-depth understanding of their child's academic life, contributing significantly to building a supportive and understanding environment.

Realizing the importance of the family as a protagonist in school inclusion highlights not only the fundamental role they play, but also the need for a broader, more collaborative approach between families, educators and specialists. The interaction between these different actors is crucial to overcoming the obstacles identified, such as the lack of adequate teacher training, the scarcity of resources in schools and the persistence of social prejudices.

In addition, the studies analyzed underline the need for multidisciplinary programmes, continuous training for education professionals and the promotion of broader awareness in society. These initiatives are essential for creating a more inclusive, equitable educational environment adapted to the specific needs of students with ASD. The search for a deeper understanding, through additional case studies, is pointed out as a crucial strategy to guide more effective educational policies and inclusive pedagogical practices.

Therefore, the collective research highlights the imperative need for a comprehensive transformation in the education system, teacher training and social awareness. Only through an integrated approach, joint commitment by the family, school and community, can the challenges associated with the inclusion of children with ASD in schools be met. The search for a fairer, more equal and enriching educational environment requires continuous investment in training programmes, awareness-raising initiatives and the active promotion of collaboration between all the sectors involved.

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