

CAPÍTULO DE LIVRO

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RESUMO: In Brazil there is a legal framework that guides the action of professionals in the area of education regarding intervention for children with disabilities. The main one in this set refers to the demand for the “Inclusive School” environment, which refers to the enrolment of children with disabilities in regular education settings. According to this policy, professionals in the fields of education and health seek the mechanisms to best serve students with disabilities in public educational institutions. These professionals develop research projects in partnership with Universities and Research Institutes. This article reports the results of a sequence of projects that culminated in the development of pedagogical objects to support the learning process of students with autism or intellectual disability. These objects have been developed in collaboration with professionals of the areas of industrial and graphical design and also ergonomics and usability.

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