

Toy Library as a Space for Multiple Learning – the Play Activity and Brazilian Sign Language (Libras)

Brinquedoteca como espaço de multi
aprendizados – o brincar e a Libras

La ludoteca como espacio
de multiaprendizaje – juego y Libras

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Abstract

Introduction: toy libraries can have different functions. In particular, this Communication will present the Toy Library of Derdic - Division of Education and Rehabilitation of Communication Disorders, which is a unit academically linked to the Faculty of Human and Health Sciences (FaCHS) of the Pontifical Catholic University of São Paulo - PUC-SP. By mixing therapeutic and academic activities, it made it possible to carry out an activity carried out with students of the Speech-Language Pathology and Audiology Course involving communication in Brazilian Sign Language (Libras). **Description:** the work was carried out in monthly meetings with the presence of those responsible for the Toy Library, the teacher responsible for the discipline in which theoretical aspects of Libras are presented and students of the first period of the Speech Therapy Course at PUC-SP. **Final Considerations:** the planned form of action proved to be important for the formation of students who, in addition to formal learning, were able to experience Libras in a practical way while developing skills related to play.

Keywords: Centers of Connivance and Leisure (Toy library); Sign Language; Professional Training; Teaching.

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Resumo

Introdução: as brinquedotecas podem ter diferentes funções. Em particular, nesta Comunicação será apresentada a Brinquedoteca da Derdic - Divisão de Educação e Reabilitação dos Distúrbios da Comunicação que é uma unidade vinculada academicamente à Faculdade de Ciências Humanas e da Saúde (FaCHS) da Pontifícia Universidade Católica de São Paulo - PUC-SP. Por mesclar atividades terapêuticas e acadêmicas, possibilitou a realização de uma prática realizada com os alunos do Curso de Fonoaudiologia envolvendo a comunicação em Língua Brasileira de Sinais (Libras). **Descrição:** o trabalho foi realizado em encontros mensais com a presença dos responsáveis pela Brinquedoteca, da professora que ministra a disciplina em que aspectos teóricos de Libras são apresentados e de estudantes do primeiro período do Curso de Fonoaudiologia da PUC-SP. **Considerações Finais:** a atuação planejada demonstrou-se importante para a formação dos estudantes que, para além do aprendizado formal, puderam vivenciar a Libras de forma prática enquanto desenvolviam habilidades relacionadas ao brincar.

Palavras-chave: Centro de Convivência e Lazer (Brinquedotecas); Língua de Sinais; Capacitação Profissional; Ensino.

Resumen

Introducción: las ludotecas pueden tener diferentes funciones. En particular, esta Comunicación presentará la Ludoteca de Derdic - División de Educación y Rehabilitación de los Trastornos de la Comunicación, que es una unidad académicamente vinculada a la Facultad de Ciencias Humanas y de la Salud (FaCHS) de la Pontificia Universidad Católica de São Paulo - PUC-SP. Al mezclar actividades terapéuticas y académicas, posibilitó la realización de una actividad realizada con alumnos del Curso de Patología del Habla y Lenguaje y Audiología que involucra la comunicación en Lengua de Señas Brasileña (Libras). **Descripción:** el trabajo se realizó en reuniones mensuales con la presencia de los responsables de la Ludoteca, el docente responsable de la disciplina en la que se presentan aspectos teóricos de Libra y estudiantes del primer período del Curso de Logopedia en la PUC-SP. **Consideraciones finales:** la forma de acción planificada resultó ser importante para la formación de estudiantes que, además del aprendizaje formal, pudieron experimentar Libra de manera práctica mientras desarrollaban habilidades relacionadas con el juego.

Palabras clave: Centros de Ocio y Convivencia; Lengua de Signos; Capacitación Profesional; Enseñanza.



Introduction

Toy Library

According to Carneiro¹, the first Toy Library was created in 1934 in Los Angeles, called the Los Angeles Toy Loan, which still exists today, with the purpose of lending toys. This was the solution found by the store owner to address theft problems which arose due to an economic crisis at the time. The same author notes that the expansion occurred in Sweden in 1963, under the name Lekotek. In 1976, the first Toy Library Congress was organized in London, and the work developed by toy libraries spread across Europe¹.

In Brazil, specifically, the Association of Parents and Friends of Exceptional People – APAE created a space for play in 1973. The first Brazilian Toy Library was created in 1981 at the Escola Indianópolis, concerned with valuing the activity of play. In 1984, the Brazilian Toy Library Association was founded by the pedagogue and director of the Instituto Indianópolis², to promote the importance of play, offer courses for toy specialists, symposiums, and assist in setting up toy libraries across Brazil (<https://www.brinquedoteca.org.br/>). Toy libraries can be found in public and private spaces, schools, shopping centers, leisure centers, medical and dental offices, community centers, universities, and hospitals³.

According to some authors⁴, “the awakening of the playful, what we consciously call play, is still dormant, which makes play become vague and contribute little to the acquisition of autonomy, socialization, and imagination.”

The same authors⁴ present different types of toy libraries, detailed as follows:

- **School and Nursery:** Aims to assist teaching practices through experiences that contribute to learning;
- **Community or Neighborhood:** Aims to strengthen bonds between neighbors, providing access to toys they don't have, promoting healthy socializing;
- **Therapeutic:** aims to create a space (installed in clinics) for socialization and assist in the treatment of children with special needs;

- **Hospital:** aims to promote health and self-esteem, ease the suffering of hospitalized children related to psychological trauma, create enjoyable routines of activities that bring them closer to those normally done outside the hospital; Werneck⁵ emphasizes that the curative function of play acts as a “safety valve” and reduces the child's anxiety;
- **University:** aims to provide a research space for child development, as well as analyze and adapt the space for its better use in various activities;
- **Mobile:** aims to spend time in certain places, usually during celebratory seasons, installed in malls, parks, etc.

The toy library is an important space, and when inserted into a university setting, it serves a formative function and supports clinical care.

Derdic – Space for Development of Activities in the Toy Library

Derdic is a unit linked academically to the Faculty of Human Sciences and Health (FaCHS) at the Pontifical Catholic University of São Paulo - PUC-SP. It focuses on education, accessibility, and employability of deaf individuals and clinical treatment (under the State Unified Health System) for people with hearing, speech, motor, language, and intellectual disabilities. Non-profit, this institutional work primarily serves families in high social vulnerability and benefits people of all ages.

It serves as a training space for students in the Speech-Language-Hearing Sciences, Physiotherapy, and Psychology programs at FaCHS, and features a Toy Library with a variety of toys and pedagogical materials, cataloged in various groupings, enabling sporadic activities involving students, patients, and their families, or even all of them together in planned situations for specific goals.

Thus, the aim of this communication was to revisit the history and describe the activities carried out in the Toy Library at Derdic, specifically presenting the communication activity carried out with students of the Speech Therapy course, using Brazilian Sign Language (Libras).



Figure 1. Toy Library 04/12/2004, 1st floor Derdic/ Brinquedoteca Derdic file

Description

This session will be divided into three parts: the first will detail the history of the Toy Library at Derdic; the second will explain the act of play and the Toy Library environment; and finally, in Toy Library and Libras, the activity developed with students of the Speech Therapy course at PUC-SP will be presented.

The History of the Toy Library at Derdic

As mentioned earlier, Derdic operates as a Specialized Rehabilitation Center (CER II), accredited by the SUS, focusing on hearing and intellectual disabilities. The institution's Audiology, Voice, and Language Clinic provides diagnostic and treatment services for a variety of conditions. Additionally, it offers High School Education, based on bilingualism, using Libras as the first language and written Portuguese as the second.

In its early days (1954), it was part of the São Paulo Educational Institute – IESP, as a School for the Deaf. Later, in 1969, the Institute was incorporated into PUC-SP, becoming an important location for training students in health-related fields⁶.

The creation of the Toy Library dates to August 21, 1996, when Derdic's Board of Directors approved its founding project, authored by Derdic, with the aim of addressing the needs of the Pedagogical Support Sector, particularly in creating educational materials and worksheets requested by teachers at IESP.

As demand increased, including speech therapy services, provided not only by the Clinic's professionals but also by supervisors and students from PUC-SP Speech, Language and Hearing Sciences course, it was necessary to begin organizing the materials.

Over the years, toys have undergone reorganizations to better meet the needs of the users (professionals of the institution: otolaryngologists, speech therapists, neurologists, psycholo-

gists, occupational therapists, and students of the Speech Therapy, Physiotherapy, and Psychology courses). For instance, dominoes and memory

games that were initially categorized under “J” became categorized as “I” and “M”, as illustrated in Chart 1.

Chart 1. Description of Toy Categories According to Color and Letter

Colour	Letter	Category
	A	Fitting Toys, Motor Coordination
	B	Dolls, Action, Figures, Animals, and Accessories
	C	Dollhouse Furniture and Utensils; Vehicles and Accessories
	D	Vehicles
	E	Physical Exercises and Skills
	F	Role Play, Professions
	G	Arts and Crafts Materials
	H	Musical Instruments
	I	Dominoes
	J	Board Games and Strategy
	L	Puzzles
	M	Memory Games
	N	Learning and Discovery: letters, numbers, etc

Additionally, the Toy Library team, currently formed by Ana Cecilia Pires and Marcela da Silva de Sousa, underwent training in plastic arts, toy design, and pedagogy, respectively, which helped improve their training and understanding of how to meet the needs of professionals in assisting their patients.

Initially, Derdic had a Technical Library, which, in January 2022, was transferred to the Monte Alegre Library at PUC-SP. At that time, the space previously occupied by the Technical Library was repurposed to the Toy Library, thus expanding the space available to serve users and therapists (Figure 2).

In addition to fulfilling its specific function (subsidizing therapies offered by Derdic with specialized materials), the Derdic Toy Library has carried out several noteworthy activities in recent years, such as welcoming freshmen from the Speech, Language and Hearing Sciences, and Physiotherapy courses, promoting playful activities to integrate them (Figure 3).



Figure 2. Toy Library in 2022, 2nd floor Derdic/ File Toy Library - Derdic



Figure 3. Freshman reception / File Toy Library

The Toy Library also organizes activities (seasonal or otherwise) for the entire community that frequents Derdic (staff, therapists, patients, and families), setting up workshops that promote experiences, creativity, communication, care, and autonomy.

It is important to emphasize the significance of a Toy Library, in line with the words of authors⁷ when they say that it is: "... a rich space for various experiments by the child..."

Authors also emphasize that:

"Simply installing toy libraries is not enough unless the mediator understands the importance of play for children's learning and development to align actions with the school's pedagogical political project" (p. 15).

Although the authors' citation refers to the school environment, it extends here to include students from Speech-Language and Hearing Sciences and Physiotherapy working with their patients (Figures 4 and 5).



Figure 4. Activity with students 1st year Fonoaudiology /YEAR 2024/ File Toy Library



Figure 5. 1st year Phonoaudiology/ 2024/ File Toy Library



The Context of Play

It is important to highlight that currently, with people's interaction with technological devices, many changes have been observed in relation to the act of play⁸.

Excessive screen time (smartphones, tablets, video games) impacts on the lives of children and, consequently, of students, as everyone is immersed in the screen era with little engagement in play and consequently creativity. Considering this, it can be said that the workshops offered by the Toy Library emphasize play, not necessarily through toys, as any object can be transformed into a playful one (Figure 4). The importance of these workshops lies in building toys, for example, using toilet paper rolls that turn into jumping rabbits or working with paper that transforms into a Christmas tree or other characters (Figure 5). Furthermore, these workshops train students to be prepared to assist their patients in any situation, with or without toys.

Many children do not have space to play: many live in very small houses or apartments. Even if they live in buildings, toy libraries are not always available – because most condo owners are not open to the creation and enhancement of these spaces, citing increased costs or even noise concerns. In buildings that do have toy libraries, there is often no screening or criteria, which turns the space into merely a storage area for toys. It is unfortunate that toy libraries are viewed this way, as Rusca⁹ emphasizes:

“A toy library in the condominium is a space dedicated to children's leisure and learning, essential for their development... Recreational activities in the toy library allow children to explore new skills and socialize with their peers.”

Play Activity and the Toy Library Environment

The National Common Curricular Base¹⁰ highlights playing as an instrument for social, creative, and emotional development:

To play in various forms, in different spaces and times, with different partners (children and adults), to expand and diversify their possibilities for access to cultural productions. The participation and transformations introduced by children in their play should be valued, considering the stimulus to the development of their knowledge, imagination, creativity, emotional, physical, sensory, expressive, cognitive, social, and relational experiences¹⁰.

Authors¹¹ affirm that the toy library is a privileged space where quality playful practices can be experienced, in addition to being places of playful formation for teachers.

For Cunha and Viegas², the toy library is an environment designed to encourage children to play, allowing access to a variety of games and toys. Based on these statements, it is necessary to present this universe to the child, as play is a natural, spontaneous, and necessary activity for the child, constituting an important part of their formation¹². In this context, the play activities and toy workshops provide experiences, fantasies, stimulate creativity, promote care, concentration, emotional balance, and through interaction with others and toys, without requirements, facilitate language acquisition¹³.

According to Klein, cited by Velano and Fulgêncio¹⁴, the function of play is to express, like the free associations of adults, the painful situations experienced, as well as the psychic resources the patient possesses to elaborate them. Through projection onto toys, the child relieves their psychic apparatus of the anxiety and anguish arising from unpleasant experiences.

Thus, the Toy Library must be a democratic, therapeutic, accessible, welcoming, comfortable, playful, and colorful space that contributes to the holistic development of the individual, as recommended by the International Toy Library Association's statute, founded in Turin, Italy, during the 5th International Toy Libraries Conference (<https://itla-toylibraries.org/home/>):

“A toy library provides resources, a trained team, and a specialized space to offer its audience the opportunity for shared play and/or the lending of toys. It is a service where play, toys, and games are at the center of activities. Toy library users may be children, families, the elderly, educators, school-children, students, interns, hospital staff, patients, or anyone interested in toys, play, and games. Individuals, social organizations, local, regional, or national governments, or any other agency or group of that type can operate a toy library.”

The Toy Library and Libras

In the first semester of 2025, the professionals from the Toy Library were invited to conduct playful activities for students in the Speech-Language and Hearing Sciences Course, within the Libras discipline, integrating the practice of this language



with play, prioritizing the value of play, regardless of the type of toy or play.

Marcela da Silva de Sousa, a deaf sign language user, served as an intermediary between the students and the course instructor.

Teaching Libras in the Speech-Language and Hearing Sciences course is one of the key areas of student training, following the guidelines of Decree 5626, which establishes in Chapter 2, Article 3, that:

Libras should be included as a mandatory curricular subject in teacher training courses at both secondary and higher education levels, and in Speech-Language and Hearing Sciences Courses at public and private educational institutions within the federal education system and state, federal district, and municipal education systems¹⁵.

This regulation has been followed by PUC-SP with the presence of a deaf instructor since the implementation of this decree. The instructor is responsible for teaching Brazilian Sign Language alongside a hearing teacher who works with the theoretical aspects related to the history of deaf education, identity issues, and language development within a bilingual approach for the deaf¹⁶⁻¹⁸.

It is believed that learning a language is more complete when based on its use in social interactions¹⁹:

In a socio-historical/cultural approach, learning any new knowledge starts with **the other**, from interpersonal interaction patterns. Thus, learning is understood, regardless of age, as social and contextually situated, as an internal reconstruction process of external activities, where social relationships play a primary role in determining intrapsychological or intramental functioning¹⁹.

Additionally, activities involving play are responsible for the exchange of knowledge and allow feelings to be expressed, which is of utmost importance in speech therapy work.

As it has been noted²⁰:

“Play in the speech therapy clinic is an activity that promotes the emergence of language and, for this reason, allows the other/therapist to handle the child’s symptomatic discursive productions, attributing meaning, interpretation, and listening through the language itself.” (pg. 268)

Thus, this proposed work at Derdic within the Libras discipline enabled students to experience two highly important experiences in their training:

practicing Libras in meaningful contexts, through dialogues and sharing experiences with a deaf Sign Language user; and learning to create playful materials to be used by students with their future patients, encouraging creativity to explore the endless possibilities the space offers, far beyond the toys in the collection.

This was possible because the Derdic Toy Library offers an organized space with professionals responsible for it. On one side, a professional whose role is to prepare and understand the role of materials and games, and on the other side, having a deaf pedagogical professional who directed and helped organize the activities, using Libras as the instruction and communication language with the students.

Such an experience proved effective in that, beyond the playful learning, it extended to the realization that Libras was understood and acquired in a fully meaningful context²¹.

Some student reports illustrate this experience, which allowed discussions about disability, as commented by some students: “the Libras course provided us with great teachings and opportunities”; “we broadened our perspective on differences and disability issues, reinforcing the daily need for inclusion”; “it was an experience that surely marked our semester and expanded our view on inclusive and educational practices.”

It was important to experience the practice of interacting with the deaf and using Libras, as mentioned by the students: “during our visits to the Toy Library, we had contact with Marcela (the deaf professional working at Derdic), which enabled us to put into practice the Libras knowledge taught by the deaf instructor in the classroom”; “what was most striking was the presence of a deaf person who assisted us during the activities. She not only guided us but also showed us, in practice, the importance of sign language for communication”.

This experience provided better professional training, as “we had the opportunity to learn various games that we can use in our future professional practice. This experience was especially impactful because we acquired this knowledge practically in the first semester, and as enthusiastic freshmen, we became even more fascinated by the course”; “having class in the Toy Library was a unique opportunity, besides learning in a more dynamic and creative way, we were able to closely observe the



professionals' work with the children, which added even more meaning to our learning."

Thus, the experience at the Toy Library was considered crucial for making the most of the course, as it allowed the application of theoretical knowledge in playful and inclusive activities, being well-planned and enabling dual learning: Libras in dialogic actions and the creation of toys to be useful in speech therapy work.

The contact with Libras, play, and the learning and creation of materials confirmed the importance of practical teaching and direct experience with the deaf community for forming more conscious and prepared professionals for social inclusion²².

Theoretical aspects were lived and led to learning that became lived knowledge, as shown in this testimony:

"Last semester, I had the opportunity to study Libras in the Speech Therapy course, and the experience was very special. Once a month, classes were held in the Toy Library, which made the environment peaceful and conducive to learning. Learning from someone who lives the reality we were studying made everything more concrete and meaningful, and every activity we did with our hands seemed to gain purpose. This experience taught me not only Libras but also to value the richness of diversity in communication."

It can be seen that the experience expanded the students' perspectives on inclusion, diversity, and issues related to disability²³, especially the deaf community, and that the presence of a deaf teacher and a deaf professional in the Toy Library provided a practical and meaningful learning experience, making it more concrete and enriching²⁴.

The experience in the Toy Library was considered fundamental for making the most of the course, as it allowed the application of theoretical knowledge in playful and inclusive activities, with the activities in the Toy Library being designed to enable dual learning: Libras in dialogic actions and the creation of toys that will be useful in speech therapy practice.

Final Considerations

The presentation of the work carried out in the Derdic Toy Library helped to highlight the multifunctionality of a space of this nature, i.e., being a university space that allows students' learning to unfold on different levels, from their interac-

tion with toys and play on one hand, and with the "other" on the other.

This approach to presenting play and Libras proved effective for the students' development. It is of utmost importance to combine knowledge and learning methods so that future professionals can incorporate not only knowledge but a new understanding of what will come to be their professional practice.

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