

The role of the family in the school inclusion process of students with disabilities.

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Abstract: The scope of this investigation lies in the analysis of the theoretical pillars erected by Ferdinand de Saussure in the structuralist tradition, with a meticulous look at the notion of the value of the linguistic sign. This entity, understood as the core of language, intrinsically articulates two inseparable dimensions: the concept, or meaning, and its psychic sound counterpart, called the signifier. Understanding the nature of the sign is a vital step in deciphering not only the internal architecture of language, but also the mechanisms that sustain social interaction and the way communities construct meaning. The theoretical contribution is substantially anchored in the fundamental concepts of general linguistics, engaging with contemporary readings that discuss Saussurean dichotomies. Methodologically, bibliographic research was chosen, which requires a critical and interpretative immersion in the literary collection on the subject. Thus, the work is not limited to a catalog of works, but proposes a thorough examination of the methodologies and theses that have defined the field of linguistics, prioritizing an in-depth investigation of the ideas and discoveries that underpin structuralism.

Keywords: Ferdinand de Saussure. Structuralism. Linguistic sign.

Abstract: This study delves into the theoretical foundations laid by Ferdinand de Saussure within the structuralist tradition, with a particular focus on the concept of linguistic value. This sign, seen as the fundamental unit of language, inextricably links two dimensions: the signified, or concept, and the signifier, the mental acoustic image. Understanding the sign is paramount to understanding how language functions as a system and how human societies construct and communicate meaning. The theoretical framework is primarily rooted in the principles of general linguistics, complemented by insights from contemporary scholars who discuss Saussurian dichotomies. Methodologically, the paper is framed as a bibliographic research, which involves more than just a survey of sources; it requires a deep, critical engagement with the ideas, theories, and methodologies present in the literature. Therefore, this work focuses on a dense examination of the theses that defined the field of modern linguistic science, prioritizing a profound investigation into the ideas that ground structuralism.

Keywords: Ferdinand Saussure. Structuralism. Linguistic sign.

1. Introduction: The Fabric of Inclusion between Home and Knowledge

The debate on inclusive education has followed paths that demand transformations. imperatives in the methodologies and perceptions of the individuals involved in daily school life. According to Santana, Narciso and Santana (2025), such changes directly impact the educational field and the Training researchers requires a sensitive and dedicated approach to human diversity. In this scenario, the role of the family emerges not only as external support, but as a an intrinsic element to the success of any school inclusion project, constituting the pillar of Emotional support and the foundation for guaranteeing the right to education.

The school, in its social function, must act in building a culture of peace, according to... Borba, Sales and Silva (2022) argue that the welcoming of students with disabilities should be guided by... through respect and ongoing partnership with those in charge. Inclusion is understood as a living system, in which full participation and effectiveness depend on a vital function of Interdependence between the lead teacher, the support teacher, and the family. Without this symbiosis and In the absence of shared educational responsibility, the pedagogical process becomes fragmented, preventing the student from... reach your full cognitive and social development in an environment that should be promoter of equity.

The trajectory of inclusive education in Brazil is marked by complex interfaces between teaching. Common education and special education need to be revisited in light of the national legal system and... LBI. Lima and Vilela (2025) point out that a historical understanding of these relationships is fundamental for to overcome segregationist practices inherited from times when difference was seen as disability. Today, the challenge is to leave no one behind, as Garcez and Ikeda (2024) point out. ensuring that the principles of inclusive education and reasonable accommodations are applied in a way that... humanized, transcending the mere bureaucratic fulfillment of rules.

The teacher's role in mediating learning therefore becomes an act of resistance. and profound humanization in the face of the challenges of regular education, in line with the reflections of Economic Outlook Bulletin (Boca, 2026). Interpersonal relationships, according to the Ferrari case study. (2021) demonstrate that the bond established at the beginning of school life is crucial for the Student retention and success. In this sense, the family acts as the holder of historical knowledge and emotional, offering the teacher the necessary keys for effective pedagogical mediation, based on the ethics of care and the uniqueness of the individual.

Access to the curriculum and overcoming attitudinal and pedagogical barriers require that the The institution should see itself as a space for open and continuous dialogue, focused on universal design. learning. Viudes (2024) reinforces that teaching materials and teaching strategies should be

designed for diversity, in which the teacher-mediator acts collaboratively to enable inclusion, according to Araújo and Silva (2025). This collaboration reaches its maximum potential when the family is invited to actively participate in building the student's life project, Sharing dreams and fostering autonomy.

The formation and challenges of this mediation are discussed by Lima *et al.* (2025), who emphasize the need for teacher training that encompasses both the affective and technical dimensions of Specialized Educational Assistance (AEE). The partnership with the family allows for strategies The principles of the Individualized Development Plan (IDP) should be generalized to the home environment. Inclusion, therefore, ceases to be a solitary and exhausting task and becomes a commitment. A collective effort across the entire social protection network, nurtured by solidarity and family engagement.

In this introduction, it is established that school inclusion is a horizon that opens up from... mutual understanding and respect for individual trajectories, always aiming at the empowerment of subject. According to the Janela do Saber collection, organized by Lopes and Guebert (2023), inclusion It is not a static destination, but a continuous journey of adaptation, communication accessibility and welcoming. This article therefore proposes to analyze how this journey can be enhanced by through strengthening the inter-institutional link between education professionals and the centers family members.

This work is justified by the urgent need to rethink inclusive education from the perspective of... Otherness and institutional cooperation driven by social justice. Understanding the role of the family is... first step to ensure that the student with a disability is not only physically integrated, but also truly included in all dimensions of life in society. Throughout the In the following sections, we will explore the theoretical and methodological foundations that underpin this view. seeking to provide support for a more vocational pedagogical practice, based on the paradigm of full and efficient inclusion.

2. Pedagogical Mediation and Student Identity

Learning for students with disabilities, especially those with Learning Disabilities. Autism Spectrum in mainstream education depends on qualified pedagogical mediation, based on... Ethics of care and the principles of LBI. Cabanêz *et al.* (2025) highlight that the support teacher plays a key role in this process, serving as the necessary bridge between the world of Concepts and the student's world are integrated through reasonable adjustments. However, this mediation gains strength. when it finds resonance in family practices, creating a continuous learning process that spans the

walls of the educational institution, strengthening the therapeutic-pedagogical alliance and co-responsibility. educational.

This perspective directly relates to the fundamentals of defectology proposed by Vygotsky (2022), for whom disability must be understood in its social and Compensatory measures, never as an end in themselves. The author argues that the development of An individual is the product of intense cultural interactions; therefore, dialogue between school and family is what allows... overcoming biological and attitudinal barriers. Symbolic mediation, therefore, occurs in the zone of proximal development, where family support acts as an emotional and socio-emotional foundation. indispensable for new cognitive achievements.

The identity of a student with a disability is constructed from the perspective that society and the The school focuses on their potential, not their limitations, respecting the uniqueness of each individual. The subject and human diversity. When the institution values the role of the support teacher and the Specialized Educational Assistance (AEE) signals to the family that the student is a fully-fledged individual. rights and possibilities, according to Araújo and Silva (2025). This institutional validation is fundamental. so that parents feel secure and begin to invest resiliently in their children's education, actively contributing to each stage of educational progress.

Inclusive education and the teacher's role in pedagogical mediation involve challenges. Constant factors that require sensitivity and democratic and participatory school management. Lima *et al.* (2025) emphasize that teacher training should be continuous and focused on the ability to translate the A common curriculum tailored to specific needs, utilizing assistive technologies when necessary. to guarantee equal opportunities. The family, in turn, acts as a laboratory of Valuable information, providing data on interests and routines that facilitate flexibility. pedagogical and lesson planning that truly engages the student.

The challenge of leaving no one behind, as proposed by Garcez and Ikeda (2024), requires that the school be a space for actively listening to the anxieties of families and overcoming stigmas. social. Often, the family arrives at the institution carrying the weight of a social safety net. failure, with education being the point of welcome and renewed hope under the paradigm of Full inclusion. School mediation, therefore, goes beyond didactic content and reaches the dimension of Human care, where learning flourishes through connection, otherness, and communication. dialogical.

Inclusion practices should be guided by principles of equity, offering support. necessary for each student to shine at their own pace and achieve autonomy and independence, as Lopes (2025) argues. This implies that the lead teacher and the mediator work in harmony with the therapeutic guidelines and the family knowledge that the student already possesses.

It receives externally. The fragmentation of these orientations impairs ontogenetic development. while the union of these areas of knowledge creates a support network that fosters emotional stability and... Academic focus necessary for success.

In this process, mediating learning becomes a daily exercise in observation. attentive and fine-tuned implementation of the interventions foreseen in the Individualized Development Plan (PDI), according to the Conjuncture Bulletin (Boca, 2026). The teacher must be able to identify the Silent victories and communicating them to the family, strengthening family engagement and pride. those responsible for the educational process. When parents realize that their children are viewed with With dignity and supported by affection, the partnership becomes an unwavering force that promotes justice. social change and the breaking of paradigms.

In short, the identity of an inclusive student cannot be defined by a clinical code. or diagnosis, but rather by the relationships of affection and mediation that surround and protect him in society. Civil society. School and family are the pillars upon which citizenship and social emancipation are built. of these subjects, according to the principles of Lopes and Guebert (2023). At the end of this section, it is understood- I understand that pedagogical mediation is, above all, a practice of giving and social responsibility. which demands the vibrant presence and full participation of the family in the educational setting.

3. Methodological Aspects of the Research

This study adopts a qualitative methodology, with a central focus on bibliographic analysis.

A systematic and critical approach, to investigate the nuances of the family-school relationship under the aegis of the Brazilian Law for the Inclusion of Persons with Disabilities (LBI).

The qualitative approach is chosen for its interpretative nature, allowing for a deeper understanding. the profound aspects of educational phenomena and attitudinal barriers that cannot be reduced to numbers. According to Paiva (2019), bibliographic research consists of identifying, selecting and analyzing from relevant sources that discuss the topic from different and rich theoretical perspectives, aiming to equal opportunities.

The selection process for the sources prioritized recent scientific production, understood as The period from 2021 to 2026 ensures the continued relevance of the debate on full inclusion and human rights. Reputable databases and highly relevant academic journals were used, with the The objective is to locate works that address the role of the mediator, special education policies, and... Sensitive and vocational teacher training. The integration of classic authors, such as Vygotsky (2022), It historically underpins contemporary discussions on human development. Ontogenetic development and the sociocultural mediation necessary for school success.

The analysis of the sources was carried out through an exploratory reading, followed by a thematic analysis that sought to identify convergences and dialogues between the authors consulted on the paradigm of inclusion. The focus was on identifying key concepts such as mediation, pedagogical, family-school partnership and the social role of the school in building a culture of peace, according to Borba, Sales and Silva (2022). The method allowed the problem of inclusion to be situated not as not an isolated event, but part of a complex social and historical structure that demands change. profound methodologies, according to Santana *et al.* (2025).

The qualitative nature of the research allowed us to go beyond a simple literature review. seeking the essence of the texts and their practical application in daily school life and in the Service Center. Specialized Educational Assistance (AEE). According to Larsen and Lony (1991 apud Santos, 1999), the research Qualitative research is characterized by the observation of real, valid, and in-depth data, which are manifested here. in the authors' own voices and in their compelling case studies on the dignity of the human person. A The systematization of references sought to establish a common thread linking theory to reality. experienced by families and teachers in the challenging process of shared educational responsibility.

The inclusion criteria for the references were based on thematic relevance and the authority of the authors. authors in the field of special and inclusive education, prioritizing a humanized and grounded vision. Ethics of care. Works that discuss Autism Spectrum Disorder in mainstream education, such as... de Cabanêz *et al.* (2025), were fundamental to understanding the specificity of mediation. pedagogical and the Individualized Development Plan (IDP). Additionally, studies Studies on interpersonal relationships, such as that of Ferrari (2021), provided the necessary empirical basis for to discuss the great importance of emotional bonds and socio-emotional support for success in inclusion.

The investigation also focused on legal and historical aspects, consulting works. which discuss the interfaces between mainstream and special education in different political periods of Brazil, according to Lima and Vilela (2025). This contextualization is essential to understand why certain Pedagogical barriers still persist, and how can the national legal system be used to address them? To ensure the right to a full and fulfilling education, the study sought a holistic vision that integrates... The force of law, the beauty of theory, and the daily practice of educational institutions from the perspective of justice. social.

The choice of a bibliographic methodology is justified by the need to organize the vast knowledge produced in the last five years, offering the reader a critical synthesis, Sensitive and proactive regarding family engagement. The research was not limited to collecting references, but it also involved an in-depth investigation of the ideas and findings presented by dedicated researchers, such as Sakamoto and Silveira (2014). The result is a text that engages in dialogue with

contemporary literature, offering new and hopeful perspectives on the role of the family, the protagonism of the individual and the importance of the school support network.

The methodological procedures ensured the scientific rigor necessary for a High-quality publication, maintaining ethics and fidelity to the original thoughts of the cited authors. in its uniqueness. The integration of sources was done organically and fluidly, avoiding citations. isolated and prioritizing the construction of a dialogical, sincere, and academic thought process about the social emancipation. This methodological framework underpins the final considerations of this article. allowing for safe and well-founded inferences about the importance of love and partnership between The school and the family, and the paradigm of inclusion.

Final Considerations

Based on the reflections presented throughout this study, it becomes evident that the role of the family The inclusion process in schools plays a central role in guaranteeing the right to happiness and to... Full learning. Inclusion is not just about enrolling the student, but about building a network. support that involves skilled mediation and unconditional emotional support from all parties involved. The academic success of students with disabilities is therefore directly proportional to the quality from the dialogic communication established between the support teacher, the school management, and the parents/guardians.

The importance of this partnership lies in its ability to create an environment of safety, peace, and Predictability for the student, crucial elements for ontogenetic development in various contexts of disability. When the school welcomes the family, it gathers family knowledge and Valuable information that optimizes teaching time and prevents intra-school exclusion or Emotional isolation in the classroom. School mediation then becomes an extension of care. and protection, giving human meaning and purpose to the activities carried out in daily life. educational institutions.

As evidenced by the analysis of the literature and the frameworks of the legal system. In the homeland, teacher training must be linked to actively listening to family needs so that... Inclusion must be effective. The imperative transformations required for the 21st century include... necessarily through the democratization of knowledge and the sharing of educational co-responsibility between The actors involved. The school needs to abandon its stance as the sole holder of knowledge. to become a strategic partner for families in building autonomy and independence. of the subject.

The challenge of leaving no one behind requires constant vigilance regarding practices. pedagogical approaches and overcoming attitudinal barriers that still persist in the social fabric. Relationships

Interpersonal relationships and a culture of peace are the cornerstones that underpin the paradigm of full inclusion. transforming the school into a territory of acceptance and social emancipation. The family, in this context is the link that humanizes the technical process and gives face, history, and soul to the plans. Individualized development plans created by the school team.

The classic theoretical foundation on defectology and the social compensation of Development continues to be a shining guide for contemporary mediation practices and sensitive in regular education. By focusing on what the student can achieve with help and affection, the school and the Families work together in the zone of proximal development, expanding the boundaries of Learning and citizenship are possible. This union of efforts is what guarantees that school inclusion... Let it not be merely a distant theoretical concept, but a lived, felt, and celebrated reality for all the community.

It is concluded that the value of inclusion lies in diversity and the capacity for adaptation. The education system must adapt to human needs and reasonable adjustments, with the family playing a key role. School inclusion contributes significantly to strengthening social justice by offering a Understanding education as a system of differential, affective, and ethical relationships. Reinforcing the The family-school bond ultimately strengthens democracy itself and the values of dignity. that govern society and current educational policies.

The limitations of this study point to the need for future empirical research that Listen directly to the families of students with disabilities about their perceptions and the impact of socio-emotional support. It is essential that the voices of these individuals are integrated into policies. public teacher training and school management programs, ensuring that their needs are met. in an assertive and caring way. Inclusive education is a project in constant historical construction, and The family should always be invited to take its rightful place as a protagonist and partner in this dialogue.

That being said, it is emphasized that the school-family partnership offers the theoretical and practical basis for... analysis of education as a structured, systematic phenomenon deeply oriented towards life. May this article serve as an invitation for educators and administrators to see families not not as a bureaucratic obstacle, but as the greatest ally in the process of full inclusion. Only through a sensitive vision and a shared ethical commitment will it be possible To build a school that is, in fact, a place of belonging for everyone and for each individual.

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