



Challenges of inclusive education in regular education from the 6th to the 9th year in a municipal school in the city of Porto Grande, state of Amapá

Challenges of inclusive education in regular education from 6th to 9th grade in a municipal school of the city of Porto Grande, state of Amapá

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SUMMARY

This work consists of an assessment of the challenges that municipal schools face in terms of inclusive education, analyzing the desires and expectations regarding the topic through the teacher's perspective. Inclusive Education is still a major challenge to be faced today, even with the educational changes that have occurred throughout the history of Brazil, especially when it comes to not only including students with disabilities in regular classrooms, but also establishing effective relationships that can promote equal service for everyone regardless of diversity, so that they feel, in fact, included in the school and social context. The general objective of this research is to analyze whether municipal schools and the teachers who work in them are (or feel) able to serve students with disabilities and what difficulties they experience in offering inclusive education. As specific objectives: determine the challenges faced by municipal educational institutions of regular education with regard to inclusive education; assess whether teachers are prepared and have support to carry out their teaching practice in serving these students; investigate whether the school community is capable of assisting these students; inquire about family involvement in inclusive education and determine their role in it. The research presents a qualitative-quantitative methodological approach. Bibliographical and documentary research was used that supported the studies involving the theme, in addition to field research that was carried out in a municipal school in the city of Porto Grande/AP with teachers from the 6th to the 9th year who work with students with disabilities. , the pedagogical coordination and the parents or guardians of these students. The research revealed points of view that sometimes crossed paths and sometimes took different paths, revealing that the adaptation of special students depends largely on the adaptations of material and didactic resources, behavior and acceptance of the school community towards these students, making the environment able to welcome them. It highlighted the desires and difficulties that some teachers feel when teaching their classes and being able to include students with specificities in them, as they feel the lack of guidance that meets the demand for the curricular component. It revealed how the relationship between family and school contributes to the effectiveness of inclusion.

Key words: inclusive education; inclusion; management; teacher; family.

ABSTRACT

The present work consists of an assessment of the challenges that municipal schools face regarding inclusive education, analyzing the yearnings and expectations regarding the theme through the teacher's eyes. Inclusive Education is still a great challenge to be faced today, even with the educational changes that have taken place throughout the history of Brazil, especially when it comes not only to include students with special educational needs in regular classrooms, but also, establish effective relationships that can favor equal care for all regardless of diversity, so that they feel, in fact, included in the school and social context. The present research has as its general objective: to analyze whether municipal schools and the teachers who work in them are (or feel) able to serve students with special educational needs and what difficulties they feel in offering inclusive education. As specific objectives: to determine the challenges faced by municipal teaching institutions of regular education regarding inclusive education; assess whether teachers are prepared, and have support to carry out their teaching practice in serving these students; assess whether the school community

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is able to assist these students; assess the family's involvement in inclusive education and determine its role in it. The research presents a qualitative-quantitative methodological approach. Bibliographic and documentary research that supported the studies involving the theme were used, in addition to the field research that was carried out in a municipal school in the city of Porto Grande/AP with teachers from the 6th to the 9th year who work with students with disabilities. special needs, pedagogical coordination and the parents or guardians of these students. The research revealed points of view that sometimes crossed and sometimes took different paths, revealed that the adaptation of special students depends largely on the adaptations of material and didactic resources, on the behavior and acceptance of the school community towards these students, making the environment fit to welcome them. It highlighted the anxieties and difficulties that some teachers feel when teaching their classes and being able to insert students with specificities in them, because they feel the lack of guidance that meets the demand for a curricular component. It revealed how the relationship between family and school contributes to the effectiveness of inclusion.

Keywords: including education; inclusion; management; teachers; family.

1. INTRODUCTION

This work consists of an assessment of the challenges that municipal schools face in terms of inclusive education, analyzing the desires and expectations regarding the topic through the teacher's perspective. Inclusive Education is still a major challenge to be faced today, even with the educational changes that have occurred throughout the history of Brazil, especially when it comes to not only including students with disabilities in regular classrooms, but also establishing effective relationships that can promote equal service for everyone regardless of diversity, so that they feel, in fact, included in the school and social context.

It is clear that the inclusion of students with disabilities is something that still presents certain types of difficulties, the aim of the research is to address the challenges that teachers in these institutions face in carrying out their pedagogical practices, their desires and perspectives on the subject in question, consider also whether the school community in general (management, pedagogical coordination and everyone else involved) feels able to serve these students, whether the school has the structure so that these students feel included.

The general objective of this research is to analyze whether municipal schools and the teachers who work in them are (or feel) able to serve students with disabilities and what difficulties they experience in offering inclusive education. As specific objectives: a) determine the challenges faced by municipal educational institutions of regular education with regard to inclusive education; b) assess whether teachers are prepared and have support to carry out their teaching practice in serving these students; c) investigate whether the school community is capable of assisting these students; d) inquire about the family's involvement in inclusive education and determine its role in it.

This research is based on a qualitative-quantitative methodological approach, according to Knechtel (2014, p. 106) the qualitative-quantitative modality "[...] interprets quantitative information through numerical symbols and qualitative data through observation, participatory interaction and interpretation of the subjects' speech (semantics)".

Bibliographic and documentary research was used that supported the studies involving the theme. With the help of bibliographic sources that deal with the topic, the construction of theoretical knowledge about it was carried out, generating significant scientific knowledge that can assist the focus of the research.

Documentary research was used as a source of information to contextualize and understand the object of study.

Initially, we sought to deepen knowledge about the basic concepts and theoretical references guiding the research, in order to relate them to the research object. Thus discussing the challenges of inclusive education in regular education in municipal educational institutions.

Minayo (1999) reinforces that the product of a research analysis, however brilliant it may be, must always be seen in a provisional and approximate way. Addressing a contemporary topic such as inclusive education involves constantly overcoming statements and/or reaffirming ideas, prioritizing knowledge through new perspectives in a continuous construction, considering that this topic is always receiving new perspectives.

Field research was also carried out in a school in the urban area of the city of Porto Grande/AP with teachers from the 6th to the 9th year who work with students with disabilities. During the field research, the application of the interview, through a selection of questions that guided the interview, together with the teachers, the coordination and students' parents.

Starting from the desire to discover the challenges faced by municipal educational institutions with regard to the educational inclusion of people with disabilities in regular education, this study is structured into two fundamental parts. The first refers to the methodological aspects that gave rise to the research. The statements in this first part are based on the studies of several authors who developed knowledge regarding Inclusive Education in regular education, legal aspects; pedagogical practices; teacher training and family involvement. The second part refers to the discussions and results collected during the research.

We hear a lot about inclusive education these days, but what is inclusive education anyway?! Inclusive Education is a paradigm shift that aims for transformative education for the benefit of all. An education where all students, even with different performances, can achieve the same objective in the classroom, that is, learning.

Inclusive education is the process that occurs in schools of any level prepared to provide quality education to all students regardless of their personal attributes, intelligence, learning styles and common or special needs. School inclusion is a form of inclusion in which the traditional common school is modified to be able to welcome any student unconditionally and provide them with a quality education. In inclusion, people with disabilities study at the school they would attend if they were not disabled. (SASSAKI, 1998, p. 8).

Based on this premise, we have the idea that children with disabilities should be included in regular schools, not just children but every individual of any age, however, despite laws and other related measures that aim to guarantee this right on paper, in practice this does not always happen; although from a pedagogical point of view inclusion is enabling interaction between children, seeking joint development between them.

Inclusive education presupposes the school's willingness to meet the diversity of students' needs in regular schools. With this, inclusion determines that a school must adjust to all children, instead of expecting a particular child with a disability to adjust to the school. But, above all, it is necessary to understand that the school has the task of teaching students to share knowledge, the meanings of things, emotions; to discuss and exchange experiences, knowledge and points of view.

In this aspect, school is the ideal place to break paradigms and promote respect for differences, which occurs through daily contact with diversity and not just through repetitive speeches imposed by the mandatory integration of this topic into the curriculum. . However, schools sometimes experience immense difficulty in being able to include children with disabilities due to the need to create the appropriate conditions for this. There is still a huge gap between what should be done and what is actually being practiced.

Inclusion is more than just ensuring student access to educational institutions; It also seeks to eliminate obstacles that limit and hinder participation and learning in the educational process. Based on this idea, it is necessary to move towards making the rights so demanded not only recognized, but also protected and practiced, so that society in general can overcome "exclusionary inclusion". It is worth noting that one of the rights that helps inclusion is the right to quality education in regular education, which favors and prioritizes autonomy without distinctions.

Something worth highlighting is that Inclusive Education, although it goes "hand in hand" with Special Education, should not be considered the same thing. The difference is in the term *inclusives* since in special education teaching is aimed exclusively at students with a disability; while in inclusive education, all students with or without disabilities have the opportunity to live, interact and learn together.

2.1 INCLUSIVE EDUCATION IN THE BRAZILIAN CONTEXT AND LEGAL ASPECTS

In the Brazilian context, inclusive education is marked by a history of struggles and achievements. Educational assistance to people with disabilities in Brazil began in the 19th century, the result of official and private initiatives isolated from some educators; however, nothing on a large scale, this would only be the "embryo" of inclusive education in Brazil; concern for these people occurred a little later, as stated by Brandenburg and Lückmeier (2013, p. 182): "The

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Concern for people with special needs here in Brazil only occurred at the end of the 50s and beginning of the 60s of the 20th century."

There were several movements in favor of people with disabilities that gained political and social strength, resulting in new discussions and debates in civil and political society. These discussions influenced new legislation and the elaboration of new public educational policies; However, the greatest achievements of inclusive education in Brazil began in the 1990s. Table 1 below shows the historical milestones and legal aspects:

Table 1. World historical context regarding Inclusive Education.

1990 - Law no. 8,069/90:The Child and Adolescent Statute (Law No. 8,069/90) ratifies the aforementioned legal provisions by determining that “parents or guardians have the obligation to enroll their children or pupils in the regular education network”. Also in 1990, a “World Declaration on Education for All” was launched and international documents began to influence the formulation of public policies on inclusive education.

1994 – Salamanca Declaration:Defines Special Education policies, principles and practices and influences Public Education Policies. From then on, the inclusion of students with disabilities began to be considered, both in social spaces and in regular classrooms, as the most advanced form of democratization of educational opportunities, considering inclusive schools as the most effective means of combating discrimination. . In the same year, the National Special Education Policy was published, guiding the national integration process that conditions access to common classes of regular education that are able to follow and develop the scheduled curricular activities of common education, at the same pace as the so-called students. normal.

This policy conditions the access of students with disabilities to common classes in regular education, however, it does not lead to a reformulation of educational practices in such a way that the different learning potentials in regular education are valued, but only maintains the responsibility for the education of these students exclusively within the scope of special education.

1996 – LDB:The current National Education Guidelines and Bases Law, Law No. 9,394/96, in article 59, recommends that education systems must provide students with a specific curriculum, methods, resources and organization to meet their needs; ensures specific completion for those who have not reached the level required to complete primary education, due to their disabilities; and ensures accelerated studies for gifted students to complete the school program. This law gives education networks the duty to provide all necessary resources for equal assistance between students with disabilities and other students.

1999 – Decree nº 3,298:Provides for the National Policy for the Integration of People with Disabilities, which defines special education as a transversal modality at all levels and modalities of education. This decree emphasizes the complementary role of special education to regular education.

2001 – CNE/CEB Resolution:It determines in article 2 that: “Education systems must enroll all students, and schools are responsible for organizing themselves to serve students with special educational needs, ensuring the necessary conditions for quality education for all”. Promoting the elimination of barriers that prevent access to schooling. In the same year, the National Education Plan was created – Law No. 10,172, highlighting that “the great advance that the decade should produce would be the construction of an inclusive school that guarantees service to human diversity”.

2002 – Teacher Training; Recognized Libras; Braille in class:From the perspective of inclusive education, Resolution CNE/CP No. 1/2002 establishes National Curricular Guidelines for the Training of Basic Education Teachers, defining that higher education institutions must provide, in their curricular organization, teacher training focused on attention to diversity and that includes knowledge about the specificities of students with special educational needs. However, what is observed is the unpreparedness of teachers to work with this demand, as, generally, teacher training courses have not provided teachers with training/preparation for the practice of Inclusive Education. Law No. 10,436/02 recognizes Brazilian Sign Language as a legal means of communication and expression, which must be an integral part of the curriculum in teacher training and speech therapy courses. Regarding Braille in classes, there was Ordinance No. 2,678/02 of the MEC that approves standards for the use, teaching and dissemination of Braille in all types of Education.

2003 – Inclusion Spreads:The Inclusive Education Program: Right to Diversity is implemented by the MEC, with a view to supporting the transformation of education systems into inclusive educational systems, guaranteeing everyone's access to schooling, offering specialized educational services and ensuring accessibility, promoting training teachers to work in the dissemination of Inclusive Education.

2004 – General Guidelines:The Federal Public Ministry publishes the document “Access for Students with Disabilities to Regular Schools and Classes”, reaffirming the right to schooling for students with and without disabilities in regular education. There is also Decree No. 5,296/04, which regulated laws No. 10,048/00 and No. 10,098/00, establishing standards and criteria for promoting accessibility to people with disabilities or reduced mobility; aiming to promote urban accessibility and support actions that guarantee universal access to public spaces.

2005 – NAAH/S-Implementation of High Skills/Giftedness Activity Centers – NAAH/S in all states and the Federal District, whose objective is specialized educational assistance, guidance for families and continued training for teachers, constituting the
organization of inclusive education policy in order to guarantee this service to students in the public education network.

2006 – Equal Rights:The Convention on the Rights of Persons with Disabilities, approved by the UN in 2006, of which Brazil is a signatory, establishes that States must ensure an inclusive education system at all levels of education. Providing people with disabilities access to inclusive education in all teaching modalities.

2007 – PDE - Decree nº 6,094: For the implementation of the PDE, decree nº 6,094/2007 was published, which establishes, in the guidelines of the Everyone for Education commitment, the guarantee of access and permanence in regular education and meeting the special educational needs of students, strengthening their entry into public schools . The Education Development Plan (PDE) has as its axes the training of teachers for special education, the implementation of multifunctional resource rooms, the architectural accessibility of school buildings and the access and permanence of people with disabilities in higher education.

2008 – Decree 6,571:It is created to support the policy called “Inclusive Education” which “provides for specialized educational services and modifies the rules of the Fund for the Maintenance and Development of Basic Education and Valorization of Education Professionals (FUNDEB)”. The objective of this decree is to guarantee resources to those students who are actually enrolled in public schools and receiving specialized educational services.

2009 - Resolution no. 4:Establishes the Operational Guidelines for Specialized Educational Service in Basic Education, Special Education modality, and establishes the possible forms of this service.

2012 - Law No. 12,764:Law No. 12,764 is enacted, at the national level, which establishes the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder, and, at the state level, Law No. 14,789, which establishes the State Policy within the State of Pernambuco of Persons with Disabilities.

2014 – Law 13,005/2014:The inclusive educational system, at all levels, stages and modalities of teaching, is ensured by Law 13,005/2014, supported by the deliberations of the National Education Conference, which determines the States, Federal District and Municipalities to meet specific needs in special education , universalizing access to basic education and specialized educational assistance (AEE) for people with disabilities, global developmental disorders and high abilities/giftedness, aged 4 to 17 years.

2015 – MEC Technical Note No. 20:Still in reference to the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder, regulated by Decree No. 8368/2014, in 2015, Technical Note No. 20 of the MEC was issued, which provides guidance to education systems aimed at compliance of article 7 of the aforementioned law.

2016 - The Statute of Persons with Disabilities (Law No. 13,146/2015) and the Public Prosecutor's Office Guide: Persons with Disabilities:National Council of the Public Ministry (CNMP), from 2016, which presents suggestions for action aimed at implementing people's right to inclusive education.

It is important to highlight that one of the milestones of this period was in 1961, when the innovation of the LDB occurred, which enacted the National Education Guidelines and Bases Law (LDBN), guaranteeing people with disabilities the right to attend regular schools in character of integration. Over the years, more advances and guarantees have emerged

in relation to inclusive education in Brazil.

In this section, some legal aspects that guide inclusive education as a right for people with disabilities were presented, mainly presenting the laws and rights guaranteed since the 1990s in Brazil and around the world.

2.2 INCLUSIVE EDUCATION AND TEACHER TRAINING

Currently, teacher training covers special education from the perspective of inclusive education, its main objective is to prepare teachers for the challenges they will encounter in their daily classroom; since regular education schools must guarantee access, permanence and completion of all students regardless of the diversities found in the educational environment, however the permanence of students with some disability in regular education depends on a plurality of teaching practices and not teachers, so that the student feels included.

Including new practices in the pedagogical scope of educational institutions is not an easy task, considering that this requires certain knowledge from all teaching staff, which demands specific training, in order to develop practices and adapt curricula to plans, as well as adapt teaching procedures to students' individual and collective skills and abilities. To this end, reflection is required regarding the limitations and learning rhythms of each student. For Papim, Araújo, Paixão and Silva (2018), it is up to the teacher to use strategies to carry out a satisfactory methodology that is capable of assisting inclusive education.

Teaching practice is permeated with intentionality, which is not restricted only to didactic and methodological aspects of teaching and learning, it must be articulated as a social practice, therefore it is necessary that teaching practices are flexible, with the purpose of meeting the needs of students. students, since meeting the needs of these students is part of the recommendations of the National Special Education Policy from the Perspective of Inclusive Education (2008), for this to happen it is extremely important that everyone in the school environment such as teachers, pedagogical coordination, management and school community are willing to renew and reinvent their methods; searching for new resources and combining them with the theory they already have knowledge of, always looking for ways to teach and learn for all students. Based on this idea, the teaching practice is the object of a true and constant transformation, and the teacher needs to always be updating themselves, given that many professionals in their initial training had little or no knowledge about the practice of inclusive education, with this in their In practice, perspectives of theoretical and practical domain linked to the teaching-learning process must be listed, especially when we refer to school inclusion.

Teacher training and continuing education in general are much discussed, considering the great need to solve the problems that plague Brazilian education:

[...] these discussions lack serious and continued public policies, in order to solve the problems that plague Brazilian education, seriously compromising the educational process developed in schools. This commitment should become even more forceful, in the context of inclusion policies, as this need becomes more pressing when considering the high rates of evasion and non-learning among students who attend school, as well as the lack of motivation that affects the category of teachers. (ENGLISH ET. AL. 2014, p, 461)

In this sense, teacher training and continuing education courses are of great relevance in this process, as through them opportunities for knowledge and respect for diversity will be opened, also contributing to the openness and flexibility of schools in order to meet the needs of students.

2.3 INCLUSIVE EDUCATION AND PEDAGOGICAL PRACTICES

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Pedagogical practices are instruments that help educational institutions achieve their learning objectives, according to Carvalho (2014, p.108), it is understood that school is the most appropriate setting for instruction in which all groups must participate of individuals, such as people with disabilities who have historically been perceived as incapable of learning.

However, simply inserting these students into the regular education system will not meet the propositions of the inclusive education paradigm. To achieve this, it is necessary to transform the school, among others, in order to adapt its pedagogical practice to guarantee the effective participation of all students in all activities of the teaching and learning process, with quality, highlighting the classroom. class as the main environment to contemplate diversity issues.

Regarding pedagogical practices, inclusion:

[...] does not provide for the use of specific school teaching practices/methods for this or that disability and/or learning difficulty. Students learn within their limits and if the teaching is, in fact, of good quality, the teacher will take this limit into account and appropriately explore each person's possibilities. This is not about passive acceptance of school performance, but about acting with realism and coherence and admitting that schools exist to train new generations and not just their future members, the most capable and privileged (MANTOAN, 2015, p. 69).

From the perspective of inclusion, the reorganization and implementation of the proposal require, among other measures, the construction of new educational dynamics, a pedagogical restructuring to teach the entire class, respecting diversity, a reconstruction that goes beyond the insertion of support and practices specific pedagogies. The complexity of the process reinforces the importance of reflecting on how pedagogical practices contemplate issues of diversity and inclusion of students with disabilities in regular teaching classes and of thinking about and explaining the functioning and articulation or not of regular school activities with the multifunctional resource room of the Specialized Educational Service (AEE). Pedagogical practices in an inclusive school need:

[...]reflect a more diverse, flexible and collaborative approach than in a traditional school. Inclusion presupposes that the school adjusts to all children who wish to enroll in its location, instead of waiting for a specific child with special needs to adjust to the school (integration). According to the Salamanca Declaration on special educational needs, 'those who have special educational needs must have access to a normal school, which must accommodate them within a child-centered pedagogy capable of meeting their needs. (PACHECO, 2007, p. 15).

When the school proposes to work based on inclusion, it must express in its guiding document the organization and proposals for pedagogical work, which refers to the dynamics of the classroom, the work of the teacher, the action of school management and pedagogical coordination together with parents, researchers, teachers and technical staff, with the aim of welcoming, respecting and valuing the diversity that presents itself, enabling everyone to participate in their daily pedagogical practices.

In this sense, it is worth highlighting that pedagogical practices in inclusive schools require curricular adaptation, aiming to reduce learning barriers and increase educational opportunities for all, requiring the educator to constantly carry out analyzes regarding curricular limitations and the educational context as a whole, for school inclusion to occur.

2.4 THE ROLE OF THE FAMILY IN INCLUSIVE EDUCATION

According to Kelman (2010, p. 38) highlights that "The family is the first and probably the main social group in which we live, as it is there that the individual learns to achieve individuality and independence". Therefore, the family constitutes the main and first context of human development, in which one member is interconnected with the other.

The birth or emergence of someone with a disability generates impacts on the family structure, since one is not always prepared to face such a situation, understanding and accepting that one has a child with a disability constitutes a process that goes beyond mere knowledge of the fact. .

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The assimilation of this situation takes time and, in certain cases, is never complete. There is always a feeling of loss when you have a child with a disability: parents have to give up the expectation, which every parent has, of having a child without any difficulty; even an ideal and perfect son.

However, it is necessary for the family to accept and understand the child's disability and, in turn, the need to receive specialized attention and care, understanding that family support is of paramount importance for the development of autonomy and independence of the child with disability, since it is within the family environment that the exercise of dignity as a person begins. Parents play a decisive role, therefore, in the process of enabling their children to interact with the physical and social environment, responding to the demands necessary for their adaptation to the world.

Regarding inclusive education, the role of the family is essential for the development of this education, given that the

family and school are the main institutions to encourage the development processes of human beings, acting as drivers of their physical, intellectual, emotional and social growth.

These two contexts have a strong influence on the life of a person with atypical development. The school and the family share social, political and educational functions, as they contribute and influence the formation of citizens (Rego, 2003). It can be said that both have the responsibility for transmitting and building culturally organized knowledge in the individual, transforming the modes of psychological functioning, according to the possibilities of each environment.

However, "At first glance, increasing parental participation means viewing the school as a democratic space in which people can exercise their citizenship" (ZANELLA *et al*, 2008, p. 132). This statement contrasts with reality, as it is clear that the school-family relationship, especially in public schools, is still slow and conflicting, either due to the so-called "family's lack of interest" or due to the impotence of professionals. of education in implementing this relationship.

It is worth noting that it is the role of educational institutions to sensitize parents/guardians to participate in children's schooling, as it is known that if it depends solely on the family this relationship does not happen, as it may come with justifications that they do not have enough knowledge to participate in the schooling of their children and that this process of school education is the function of the school and its professionals (GIUNTA; LINHARES, 2009).

Based on this premise, this awareness is necessary since many cases of disabilities, especially intellectual ones, are identified by school professionals, teachers and pedagogues, but it is up to the family to seek specialized help so that the diagnosis can be made so that the child can receive inclusive educational service, so that the teacher can design teaching methods according to their needs.

Family organization in the inclusion process is essential in the school context. Based on this thought, Sasaki (1999) states that family involvement in the school's inclusive practices occurs when there is a communication system between them; parents participate in school team meetings to plan, adapt curriculum and share successes; Families are recognized by the school as full partners with the school team. The relationship between family and school enables the development of actions in partnership, collectively building a relationship of mutual dialogue, so that together they can face the challenges that today's society imposes on everyone. When united for the same reason in favor of the student's integral development in all aspects (cognitive, affective, social, psychomotor), knowledge of individual differences, respect for diversity, considering them as an active being with the capacity to develop fully, and at their own pace, whether in the school or family environment, both institutions will contribute to the development of a less exclusionary community.

The school-family relationship is essential for the development of children with disabilities, the child needs to feel supported by both the school and their family environment, therefore it is essential that without transferring blame or responsibilities, the family and the school discover the true meaning between them. School should be thought of as the connection between family and society.

3.RESULTS AND DISCUSSIONS: CHALLENGES OF INCLUSIVE EDUCATION IN REGULAR EDUCATION FROM 6TH TO 9TH YEARS IN A MUNICIPAL SCHOOL

3.1 Characterization of the investigated school

The school researched is located in the urban area of the municipality of Porto Grande, State of Amapá, under the jurisdiction of the Municipal Department of Education, and is maintained by the City Hall of Porto Grande/AP, registered with CNPJ no. 01.809.161/0001-93. It began its activities on July 26, 1966, to serve children in the then Porto Grande District, which belonged to the municipality of Macapá. Initially it served 55 (fifty-five) students, distributed across 02 (two) shifts (morning and afternoon). And from 1974 it started to operate in 03 (three) shifts.

Today the school has the following physical structure, represented in the table below:

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Table 2. Physical structure of the researched school.

ITEM	DESCRIPTION	AMOUNT
01	Direction	01
02	Secretary	01
04	Supervision	01

04	Teachers' room	01
05	Classrooms	15
06	Computers room	01
07	Auditorium	01
08	Library/Reading Room	01
09	Kitchen	01
10	Gymnasium	01
11	Bathroom for students	03
12	Employee bathrooms	02
13	Project room 10	01
14	AEE room	01
15	Deposits	03
16	Attachment	01

Prepared by the author, 2022.

Source: School Pedagogical Political Project.

The school relies on the support of caregivers to assist students with disabilities and teachers within the classroom. Its physical structure has adapted bathrooms, a computer room for special students, access ramps in certain locations and guidance bars in certain spaces. The school has made several changes to its physical environment to accommodate students with the most diverse specificities. , although there are still some points to be corrected, the school is on the right path.

3.2 RESEARCH SUBJECTS

This research involved the participation of 3 (three) teachers who work at the school from the 6th to the 9th year, and work directly with students with disabilities; after the invitation made to teachers who work in these grades, only these 3 (three) teachers agreed to participate in the research. The first teacher teaches the Portuguese Language subject in the 8th and 9th years, which will be identified by **PROF. 1**, the second teacher teaches Mathematics in the 6th and 7th year, which will be identified by **PROF. two** and the third teacher teaches Science in the 6th and 7th year, which will be identified by **PROF. 3**.

It also includes the participation of the AEE (Special Educational Service) Coordinator, answering the questionnaire regarding management and coordination. The coordinator will be identified by **COORD.**, This participant works directly with assistance to students with disabilities, the families of these students and regular education teachers, mediating work between them. The school having a coordinator specifically focused on this area is clearly an advance for Inclusive Education in its educational context.

The research also included the participation of the family, however, in the search for reports from the family and their participation in the education of their children with regard to inclusive education, I received a response from only one family, but their reports were of fundamental importance for the following the research, will be identified by **FAMILY**. The student has a report diagnosing autism spectrum disorder (ASD); the family member to participate in the interview was the student's mother. The student has been attending the school where the research was carried out since she was 4 (four) years old, having her student career only at that school.

Mercadante et al. (2007) reports that autism is a developmental disorder that manifests itself gradually throughout life, and typically appears in the first three years of life. Its classification determines groups and configures a syndrome that has several names, including: TGD (pervasive developmental disorder), PDD (pervasive developmental disorder) and ASD (autism spectrum disorder). The person with autism spectrum disorder (ASD) is now considered a person with a disability for all purposes legal from the ordinance of Law 12,764 of December 27, 2012; now enjoy all legal rights, including education in regular education.

3.3 INTERVIEW CONDUCTED TOGETHER WITH TEACHERS OF THE SCHOOL RESEARCHED

Analyzing the answers regarding question 1 (table 3), it is clear that the three participants define inclusive education as an education that places everyone in the same classroom environment, regardless of its specificity, it is a window of opportunities where the student people with disabilities are part of the whole, feeling truly inserted in society.

Although in a moment of outburst the **PROF. 1** reported that in her point of view, analyzing education today, she does not yet consider it an inclusive education, she believes that there is still a long way to go. For Carvalho (2000), understanding the concept of inclusion necessarily involves removing a series of obstacles that arise in the teaching and learning process.

Table 3. Interview with teachers, questions 1 to 4.

<p>Question 1.</p> <p>What do you define by education? inclusive?</p>	<p>Prof. 1 -Regarding inclusive education. I call for inclusive education, an education that opens doors for everyone, accessible to everyone. However, if I were to define whether our education today is inclusive; I don't consider it inclusive, because I believe there is still a lot left for a student to be truly included according to their needs; When it comes to the environment, specific materials that we don't have much of. Each subject has its difficulties and the school unfortunately does not have much of this apparatus for them. Both in the physical structure, which is still very insufficient, and in the didactic means, which actually bring them closer. So that they really understand our classes. Still needs to improve a lot.</p> <p>Prof. two -It is to insert students with special needs into the educational context, for example I am a mathematics teacher and the best way after reading the reports of my students with special needs is to check the best way to insert them into the daily lives of other students in classroom.</p> <p>Prof. 3 -It is education aimed at people with disabilities, whether of any physical or intellectual nature.</p>
<p>Question 2.</p> <p>In your formation initial the theme about education inclusive it's over addressed?</p>	<p>Prof. 1 -Yes, but from the time of graduation to the present day there have not been many changes.</p> <p>Prof. two -It wasn't addressed yet, nor was it talked about yet. The special students, even when I started, had a room where someone who had completed the training helped them. There was still this inclusion in the classroom. So much so that when several teachers started inclusive education they faced such difficulty, first in knowing how to deal with their difficulties, because today we have access to reports, they end up learning a little from one year to the next with those we attended in previous grades, but not in the past. Sometimes we didn't even have access to being close to them, everything was separate.</p> <p>Prof. 3 -No.</p>

<p>Question 3.</p> <p>You accomplished some training or training continued involving the theme?</p>	<p>Prof. 1 -In fact, I still find a lot of flaws, I think that our sponsor, SEMED, is still very insufficient in terms of this preparation, this training. I have never received any type of training in relation to inclusive education here in the municipality. Sometimes what we have is what we run on the outside and manages to solve something.</p> <p>Prof. two -To tell the truth, not training. We receive guidance, but this training is important, because we often don't know how to deal with the difficulties that students face in gaining knowledge of our discipline.</p> <p>Prof. 3 -No</p>
<p>Question 4.</p> <p>What is your opinion about education inclusive in regular education?</p>	<p>Prof. 1 -In my opinion, the student in regular education. I face this barrier, when he is accompanied by a single teacher it is easier, but I think that when the student enters primary 2, in the 6th year when each subject starts to have a teacher; I think they face a bit of difficulties. Firstly, for the “normal” student, they already feel the impact of going from elementary 1 to 2, and for special students the difficulty becomes a little greater, they receive it with a lot of impact. And most of the time, as we work with specific disciplines, Portuguese I still think is a good area to work with, I can work on several things: texts, visualization issues, writing. However, there are disciplines that I consider to be difficult to work with, from my point of view; Not that it's impossible, each teacher knows the dynamics of their classes. But I believe it gets a little stuck when you move on to fundamental 2.</p> <p>Prof. two -In my opinion, this new approach that we have been given, of working with students in the classroom, is extremely necessary. Of course, having the opportunity to be with the caregiver, why? Because we are going to do different teaching for them, so that they can be inserted in our context, but do not feel different. I think the initial apex for them to have the ability to move forward is knowing that they are included, that they are part of the process in regular education.</p> <p>Prof. 3 -I consider it to be of great importance, to enable the rights of special people.</p>

Prepared by the author, 2022.

Source:Data from the interview carried out with teachers, 2022.

Taking questions 2 and 3 (table 3) as a basis, only one participant claims that this topic was addressed in her initial training, however she also states that she has not seen major advances to date. In relation to continuing education or training, all of them state that they did not participate in continuing training or training, which according to two of the participants greatly affects the development of their activities, as they do not always know the best way to assist students with specificities, and this training is essential.

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Sasaki (1998) highlights in his thinking that teachers need to develop skills and abilities that enable them to transform the teaching and learning process with the objective of inclusion. This transformation implies the joining of efforts with the objective of implementing inclusion actions through the mobilization and adaptation of material resources, teaching strategies and evaluation systems.

Regarding question 4 (table 3), teachers 2 and 3(**PROF. 2 and PROF. 3**) consider it to be extremely important for the special student to be part of regular education, however, teacher 1, although she did not “approve”, also did not “disapprove” of the special student’s participation in regular education, but states that she considers it to be easier for the student when the student is accompanied by only one teacher (a situation that occurs in elementary school I), she believes that when the student has to face elementary school II where he is assisted by more than one teacher, he ends up “getting stuck” a little in his learning.

Table 4. Interview with teachers, questions 5 to 9.

<p>Question 5.</p> <p>In your living room in classroom there is students with special educational needs? If yes, this was the first time who had contact with these) student(s) in the classroom?</p>	<p>Prof. 1 -Yes, I have 2. One of them is more knowledgeable and I already know how to work with it, as I have already had contact with them in previous years. However, as a new student, I am still in the observation process. I've already noticed some things and the mother was willing to come and talk to me, I hope to continue with this teacher/ family interaction.</p> <p>Prof. two -Yes, a student. It wasn't the first time I had contact, every year I have contact with students with special needs.</p> <p>Prof. 3 -Yes, I had contact in the first week of class.</p>
<p>Question 6.</p> <p>The class you gave for he he had what to be different? Which adaptations you made on the CV, room of classroom, space physicist, in the activities or in some another thing?</p>	<p>Prof. 1 -Yes, they are totally different considering the difficulty of each student.</p> <p>Prof. two -In fact, the class has to be very different, yes, it has to be geared according to your needs, first we need to know your motor and cognitive capacity, what age. From the moment we know how old they are, whether they already have well-developed hearing, the ability to speak or whether they are still in the learning stage of speaking, because the psychological part of some of them is that of children and is aimed at the initial grades. , first and second period. So you need to know how to give it, read about it, and I need to adapt it, I won't say the content, but rather the discipline aimed at their intellectual, at what age it differs to be able to insert them with other students.</p> <p>Prof. 3 -Yes. The activities were printed and with a different methodology.</p>
<p>Question 7.</p> <p>Like you evaluated O</p>	<p>Prof. 1 -I was able to observe an evolution in the student I had contact with, however with the pandemic there was a two-year break, in the 6th year this student was very withdrawn and I noticed that the interaction in the classroom improved a lot.</p> <p>Prof. two -During the two years of the pandemic, it was not possible to have much contact with students, only through handouts, but as the municipality is small, what we ended up realizing is that the student is the measure of the material we present to them and the way we approach it. that content; He can get more or less close to us. Sometimes we can't make that difference so they can interact with us, even be able to have fun with what we work on. Them being happy may or may not be a block for them to be with us, closer.</p> <p>Prof. 3 -In times of pandemic, I didn't have much feedback, as we didn't have many returns from activities</p>

<p>Question 8.</p> <p>You other colleagues interacted with this student?</p>	<p>Prof. 1 -Yes, I see it that colleagues sometimes want to copy this student. However, I look for ways for him not to rely on the idea that someone will always copy him.</p> <p>Prof. two -I'm going to talk about this year. I think there is still a lot to be done on the part of the AEE coordination and the people who are further ahead than us in this integration, because we have a syllabus to fulfill with the other students. Most of them want to take the ENEM, of course, right? They need to have a career. And what I understand is that as it ends up being different content, unless the student has special physical needs, if it's just physics, it doesn't happen. I've worked with students who were just the physical part and the interaction is the same. Just now there was a student here in the same room, with the same background. The intellectual part is the same as the others, he has a disability in his leg, this other student had a total disability, his head, lower and upper limbs; but he was integrated into the class, he was included. Because his intellectual part was the same as the others and the others hugged him, welcomed him, helped him, took him to break, to lunch, to clean up; because he had physical difficulties and not the psychological one that was the same as theirs.</p> <p>Prof. 3 -Yes.</p>
<p>Question 9.</p> <p>While teacher what you felt teaching class for this student?</p>	<p>Prof. 1 -I mentioned to my coordinator that it really bothers me that I have to leave them aside, because it happens sometimes; Because he doesn't follow the content, and when you're not interested in the student, you end up leaving him part of the class. So that to me is not cool. As a teacher, I don't feel satisfied doing this. I look for ways to bring it as close as possible, even though I know I won't work directly on that same content, there is content that can be worked on with everyone. I try to keep them at a level of interaction between everyone.</p> <p>Prof. two -A lot of difficulty, I still have difficulties because we initially don't know how far we can reach the student.</p> <p>Prof. 3 -I feel difficult because I wasn't prepared for this.</p>

Prepared by the author, 2022.

Source: Data from the interview carried out with teachers, 2022.

In questions 5 and 6 (table 4) the participants state that they work in classes that have special students, and that their dynamics with them must be totally different depending on the specificity, because when it is physical there are almost no changes in their planning, but when it is intellectual the changes are significant. In question 7 (table 4) only **PROF. 1** carried out an analysis of her student's development, once she managed to have contact with him before the two-year shutdown due to the COVID-19 pandemic, she realized that despite this time away from school the student was able to continue evolving. In question 8 (table 4), the participants unanimously stated that students with specificities are well accepted by their classmates, they are receptive and ready to help.

Regarding question 9 (table 4), the participants state that they experience difficulties in teaching their classes, the **PROF. 1** she says she doesn't feel satisfied when she can't insert the student specifically into the context of her class, she believes that even without wanting to, she ends up leaving him aside. **PROF. two** claims that his greatest difficulty is not knowing at first how far he can reach the student and the **PROF. 3** expresses her difficulty in not having been prepared for such a situation. Although the answers are distinct and it is possible to notice how they relate to the lack of continuing education or training to watch this student.

The National Education Guidelines and Bases Law 9394/96, in Art. 59, highlights that:

Art. 59. Education systems will ensure that students with disabilities, pervasive developmental disorders and high abilities or giftedness:

I - Specific curricula, methods, techniques, educational resources and organization, to meet your needs;

- II - Specific terminality for those who cannot reach the level required for completion of primary education, due to its deficiencies, and acceleration to complete the school program for the gifted in less time;
- III - Teachers with appropriate specialization at secondary or higher level, for specialized service, as well as regular education teachers trained to integrate these students into common classes; (BRAZIL, 1996).

What is observed is that the legal provisions establish that the education system must ensure the necessary conditions for inclusion, however, the reality that appears in the voices of the participants is not this, once they were asked about having the necessary support to teach their classes in the question 10 (table 5), they claim not to have this support, a fact also highlighted in the negative points exposed by them in question 11. Still in question 11 (table 5), the positive points unanimously established by them are education inclusive, enabling everyone to participate in the same school context, without distinctions.

Table 5. Interview with teachers, questions 10 to 12.

<p>Question 10.</p> <p>You believe to have support necessary for minister one classroom inclusive?</p>	<p>Prof. 1 -No, I don't have support. The school has improved a lot, with equipment, computers, printers. A few years ago we didn't have any of that. Some things have improved, but there is still a lot to be done.</p> <p>Prof. two -No, because, unfortunately, inclusive education comes from the top down, doesn't it, we don't have preparation, as has already been said. Yes, some aspects are talked about, reports on how we should work, videos, but this way we really get our hands dirty and have a moment focused on them; because the</p>
	<p>our class we are overloaded, so we have 4 classes, there are 4 classes with the total number of students, we don't have time, if we stop a little to dedicate it to them, the others start to disturb, especially the autistic student, he doesn't feel comfortable with a lot of noise, so not in this matter.</p> <p>Prof. 3 -No.</p>
<p>Question 11.</p> <p>Which aspects you would indicate as positive negative as It is</p> <p>The inclusion educational?</p>	<p>Prof. 1 -Positives: the issue of inclusion in itself already guarantees everything, says everything. This possibility of power for everyone in a classroom.</p> <p>Negatives: I see that many of these concepts are still in the theory part. When we observe practice, there is still a lot left to evolve together with the student. Sometimes we want to do much more, but at the same time we don't feel prepared to do it.</p> <p>Prof. two -Positives: he is inserted into the context and he doesn't feel like he is different from other people.</p> <p>Negatives: this is the issue that we would need more support to work with them, what type of support, for example different material. That when the student has to work with cuttings, with something, they always have a caregiver nearby, because they could get hurt. That support also for our difficulties in working with certain material because something is said, but it is said very superficially; spoken in general. The teacher by subject, he has adequate support for his subject, he has general support for all teachers, so that is missing. That would be a complaint.</p> <p>Prof. 3 -The negative aspects are linked to the lack of training aimed at teacher. And positive, inclusive teaching inserts the student among others, socializing them.</p>

<p>Question 12.</p> <p>You want to do some consideration about this experience what he had with the education inclusive?</p>	<p>Prof. 1 -I believe that teachers have several professions linked to one, so when they find themselves in someone else's shoes, we sometimes observe situations such as students being disregarded in the classroom. When I don't bring him work, I'm leaving him apart from the other students. Inclusion is not happening, and it is very important to be able to welcome everyone, but for that to happen we need to have support and means to guarantee this.</p> <p>Prof. two -That the government, starting from federal, state and municipal, could give us greater support, through, I don't know, what that would be like, but that we had adequate preparation, that we were trained by area of discipline and that we had feeling, that our capacity would not be limited only through the handouts. I confess that I have difficulty working out, for example, how games can; to what extent games can be developed with students with intellectual disabilities, to be able to establish a relationship of understanding.</p> <p>Prof. 3 -I feel difficult because I don't really know if there is support from the family for the best development of this student.</p>
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Prepared by the author, 2022.

Source: Data from the interview carried out with teachers, 2022.

In question 12 (table 5), a parenthesis was opened so that participants could express their considerations about inclusive education. **APROF. 1** believes that the teacher has several functions when assisting a student with specificity and once again mentions feeling dissatisfied when he is unable to prepare work for this student, he says there is not actually inclusion and states he needs support and means for this to happen to happen.

APROF. two I would like government spheres to be able to provide greater support to trained teachers, not in a general context, but by subject area, so that each teacher is assisted and guided according to the component they teach in the classroom. And the **PROF. 3** expresses their desires regarding the family's participation in the student's development and assistance. In this question, participants were able to report some of their desires and expectations for improvements.

Table 6. Interview with teachers, questions 13 to 15.

<p>Question 13.</p> <p>How has it been participation of family at the process of inclusion? Collaborator or reason offside?</p>	<p>Prof. 1 -In the pandemic moment we are experiencing, I had contact with the family, however I feel that the dynamics could have been better, the family interaction could have been better. It left a little to be desired. I feel the need for the family to be more present.</p> <p>Prof. two -Look, thank God, the students I have, at least in the last few years, have participated a lot. They worry about arrival, staying, how it is being worked on. They have provided feedback on the activities, the family has been essential in this process.</p> <p>Prof. 3 -I don't understand this interaction.</p>
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<p>Question 14.</p> <p>With the teacher and family can work together in construction of this inclusion?</p>	<p>Prof. 1 -It needs to be two links, the family, having been with the child since childhood, already knows how to meet the child's needs in a more specific way. When the family is present, the process of student interaction becomes faster, also speeding up development within the classroom. The family is essential in this process.</p> <p>Prof. two -I think it's through conversation, through the exchange of information. The teacher passing it on to the AEE coordinator and the family coordinator and when there were meetings, these meetings were with the teacher, with the parents and so that we could establish what the father does or helps to do or if he does by the student.</p> <p>Prof. 3 -Creating partnerships and talking about the difficulties and successes of these students.</p>
<p>Question 15.</p> <p>Which participation of the country from the students with deficiency, at the service,</p>	<p>Prof. 1 -It still needs to be more present.</p> <p>Prof. two -So I think the school could provide a closer approach. It already exists, but it could be a little closer.</p> <p>Prof. 3 -According to the AEE, parents do not appear so frequently.</p>

Prepared by the author, 2022.

Source:Data from the interview carried out with teachers, 2022.

Questions 13, 14 and 15 (table 6) refer to family participation in inclusive education, the teacher/family relationship and how this partnership should occur. In question 13, the **PROF. 3** says he doesn't understand the family interaction and the **PROF. 1** reported that despite participation, he saw the need for more interaction; just the **PROF. two** claims to have good family interaction.

In question 14 (table 6), all participants believe that family participation is essential, and that this relationship can occur through more dialogue and moments of direct interaction between teachers and family. In question 15 (table 6), the teachers express the desire for the family to be more present. Analyzing the responses it is possible to identify how important the family is in this process and according to Rosal (2000, p. 128) the importance of family participation is based on the principle that:

It is necessary to provide conditions for teachers, students, parents and the school community as a whole. It is not enough to include and enroll the special student in school. It is necessary for the school community to be clear about how inclusion will be processed, which goes far beyond a simple physical insertion, knowing what we want from these children, what they expect from us, what their expectations are, what objectives we have in relation to it and for what and why we will train it in the 1st and 2nd Degrees.

Table 7. Interview with teachers, question 16.

Question 16.

How has it been for you to act with education inclusive in this time pandemic?

Prof. 1 -Difficulty, perhaps due to the lack of family presence, there was a huge barrier. Not only inclusive education, but education in general, I saw how necessary the presence of parents and/or guardians was in terms of learning. Family participation was essential, as it was necessary to set schedules and demand more commitment from students in carrying out the activities, so it left a little to be desired.

Prof. two -Very difficult, very difficult. As I said, I already had two students and without having any knowledge of how to work with them, I had to go through readings and old reports. It was like he was a blind man in the dark, with no training on how to deal with these differences, so we turn into a thousand, because we have to do his planning, which we imagine he will understand. Because we are not close, so with our return it has improved a lot and I hope to God that every day it gets better.

Prof. 3 -Very difficult, as there is no return on the activities carried out.

Prepared by the author, 2022.

Source:Data from the interview carried out with teachers, 2022.

In March 2020, educational institutions, both public and private, had their face-to-face activities abruptly suspended, a fact that occurred due to the COVID-19 pandemic which, unfortunately, still plagues humanity, preventing the return of face-to-face activities to several institutions. Teachers were faced with a situation that initial or continuing training had not prepared them for, they had to rethink their pedagogical practices, review their curricula and innovate their teaching methods to adapt to remote teaching.

According to Dias (2021), education as a whole was affected, regardless of the education network, generating concern about the learning deficit. Being something of great importance, in question 16 (table 7) the participants were asked about what it has been like to work with inclusive education in the current pandemic moment? They all report that it was very difficult, considering that families could have been more present during this period, that there was greater feedback on activities and consequently the lack of knowledge of how much the student was progressing in their learning since they could not diagnose their problems. real difficulties.

It is clear that even in "normal" situations, inclusive education has difficulties in being carried out, and through the interviews it was possible to understand a little about how teachers have faced the challenge of associating inclusive education and remote teaching in this pandemic moment. In this sense, inclusive education is a powerful signal of problematization in relation to the implementation of its practices in terms of legislation.

3.4 INTERVIEW CONDUCTED BY THE PEDAGOGICAL MANAGEMENT BOARD OF THE SCHOOL RESEARCHED

In question 1 (table 8) the participant explains the definition of inclusive education in her opinion, although the research deals with inclusive education in relation to students with special educational needs, it brings a general context also defining gender-inclusive education, ethnic, cultural, among others, which is also important to highlight; that everyone, regardless of any situation, has the right to attend regular education. As Carvalho (2000) states, inclusive education is related to practices of inclusion of all types of students without considering their talents, disabilities, socioeconomic origin or cultural aspects. In questions 2 and 3 (table 8), the participant claims to have had contact with the topic in her initial training, through two curricular components, and having completed training in 2021. He emphasizes that despite having studied the subject it was quite theoretical, not providing training for the demand that inclusive education requires, it is practical that experiences and learning are developed.

Table 8. Interview carried out together with the pedagogical management (Specialized Educational Service coordination) of the researched school, questions 1 to 5.

<p>Question 1.</p> <p>What do you define as inclusive education?</p>	<p>Coord.Inclusive education can be understood as a contemporary teaching concept that aims to guarantee everyone's right to education. It presupposes equal opportunities and the appreciation of human differences, thus contemplating the ethnic, social, cultural, intellectual, physical, sensory and gender diversities of human beings. It implies the transformation of the culture, practices and policies in force at schools and education systems, in order to guarantee access, participation and learning for everyone, without exception.</p>
<p>Question 2.</p> <p>In your initial training the theme about inclusive education now was it addressed?</p>	<p>Coord.Yes, in the pedagogy course at the college I attended, they made two subjects available: Special and Inclusive Education and Libras, but I emphasize that the theory that undergraduate courses offer us only gives us the theoretical basis and that alone does not enable us to meet the demand of special education within the school because in practice we must seek more training, information and attitudes so that we can actually direct inclusive actions and training at school.</p>
<p>Question 3.</p> <p>Have you accomplished any training or continued training involving the theme?</p>	<p>Coord.Yes, in 2021 on curricular adaptation in special education, including a lecture by an occupational therapist from the public network in the city of Macapá.</p>
<p>Question 4.</p> <p>Which is your opinion about The education inclusive in teaching regular?</p>	<p>Coord.The biggest gain that an atypical child (with a disability) has when being able to enter regular education is interaction with other students. She expands her references, gains a new version of the world, over time she is able to interact in different everyday situations and comes to know new realities.</p>
<p>Question 5.</p> <p>In your school there are/were cases of inclusion?</p>	<p>Coord.The school is daily seeking in its practices to enable the process of school inclusion, as it always seeks to be attentive to interactive interactions. In practice, we reinforce the basic concepts of integration, care, affection, attention and respect for differences, so that teachers, management, parents and the student community are also mobilized in favor of the same.</p>

Prepared by the author, 2022.

Source:Data from the interview carried out with teachers, 2022.

Through questions 4 and 5 (table 8), the participant indicates that the school always seeks ways to be prepared to receive, assist, keep the student active and be committed to their learning. Since it considers the right to be inserted in the educational context of regular education to be a gain for the student. According to Stainback (1999), the process of including students with special educational needs in regular education is important to promote diversity, providing direct contact between differences, which generally brings benefits to everyone, as this practice encourages solidarity and cultivation of noble values in human relationships.

<p>Question 6.</p> <p>There is a project for inclusive education?</p>	<p>Coord.No, just an inclusive calendar, as the school understands that inclusion actually takes place with the participation of our atypical students in the general projects of our school together with other typical students (without disabilities).</p>
<p>Question 7.</p> <p>As _____ to transform the school in a inclusive environment?</p>	<p>Coord.There is in fact no ready-made recipe for working on inclusion within schools. What actually exists are practical actions by pedagogical coordination that can make this inclusive environment viable, such as:</p> <ul style="list-style-type: none"> ● Training of AEE teachers, regular classroom, school staff. ● Encourage typical students to participate in the inclusion process through interventions by the special education team in regular classrooms. ● Reserve a corner at the school or within the regular classroom so that the atypical student can calm down or regulate themselves sensorially in the case of students on the autism spectrum. ● You need to know the types of deficiencies that exist in the school. ● Guidance for teachers and other staff to use non-verbal signals with atypical students who do not communicate verbally. ● Encourage activities during classes and in the multidisciplinary room (AEE) that enable the independence of atypical students. ● Create an individualized educational plan (IEP) for students with educational needs. ● Build a multidisciplinary curriculum that serves atypical and typical students.
<p>Question 8.</p> <p>A Secretary in Education of _____ County collaborate to the carrying out the practice inclusive at school?</p>	<p>Coord.Yes, we have a coordinator at the municipal secretary of education of Porto Grande exclusively for special education who has already started with excellence the work of organizing and directing this segment, in addition to providing support to pedagogical coordination and specialist teachers (AEE) whenever we need it.</p>
<p>Question 9.</p> <p>What aspects do you would indicate as _____ positive It is _____ negatives how much _____ The inclusion educational?</p>	<p>Coord.We cannot point out the negative or positive aspects of special education within the school, what can be done in any other segment is to diagnose the problems and remedy them.</p>

Prepared by the author, 2022.

Source:Data from the interview carried out with teachers, 2022.

When asked if there are projects aimed directly at inclusive education at the school (table 9 - question 6), the coordinator states no, emphasizing that the school believes that in order to truly have inclusion, atypical students must be included within the school's projects. together with typical students. It also states that there is no "ready-made recipe" for transforming the school into an inclusive environment (table 9 - question 7), but lists some points that can be considered within the school so that it can meet the needs of atypical students. Guimarães (2002) consider that the adaptation of special students will only be

possible when schools adapt their curricula, making them more flexible, dynamic, enabling expansions and changes so that they adapt to the particularities of all students.

The participant states that the sponsor collaborates with the practice of inclusive education, that within the municipality's Department of Education there is an exclusive coordinator for inclusive education, effectively contributing to the development of this education at school (question 8).

In question 9 (table 9) the participant was asked to point out the positive and negative points of inclusive education, however she considers that these points cannot be pointed out, she states that what must be done is to identify the problems and remedy them. Analyzing the response from the coordinator and teachers, it is possible to notice a huge difference; since the teachers pointed out both positive and negative points, with the negative points pointing out situations that affect their daily lives in the classroom.

Table 10. Interview carried out together with the pedagogical management (Specialized Educational Service coordination) of the researched school, questions 10 to 12.

<p>Question 10.</p> <p>As he has been the participation from the family in the process of inclusion? Collaborator or reason in off-side?</p>	<p>Coord. Yes, we count on the presence, participation and help of the families of our atypicals and we are always in contact via WhatsApp or in person at school, however, when we have situations in which the family becomes more absent, we always look for strategies to bring that parent or guardian back together. to the school.</p>
<p>Question 11.</p> <p>We know what The family he must to be partner from school during all the process education and learning. How to get parents of children with needs special educational accept that the child has difficulties and Need help?</p>	<p>Coord. Training, informing and welcoming these parents or guardians.</p>
<p>Question 12.</p> <p>How has the school acted in the face of this pandemic moment about inclusive education?</p>	<p>Coord. During the pandemic period, classes were remote, where we counted on the partnership of the family, who during this period were very involved in carrying out adapted activities with their children and recording videos during these activities to be sent to their parents. respective teachers.</p>

Prepared by the author, 2022.

Source: Data from the interview carried out with teachers, 2022.

Questions 10 and 11 (table 10) deal with family participation in inclusive education, which according to the coordinator are present and participatory, but when this does not occur the school looks for ways to bring the family together,

through training, information and reception, since the presence of the family in this process is essential for success in terms of inclusion.

Responding to question 12 (table 10), the participant reports that during the pandemic period the school maintained remote activities, obeying current laws, and in this context the coordinator states that the family was participatory, which significantly contributed to ensuring that education did not become so outdated. Parents and/or guardians were partners with the school, complying with activity returns, helping to ensure that in such a difficult time, education would not be seriously affected.

It was evident through the interview with the coordinator that the school seeks to best serve its atypical students, looking for ways to integrate them and make them actually feel integrated, getting as close as possible to the inclusive education that is theoretically defined.

3.5 INTERVIEW CONDUCTED WITH THE FAMILY OF STUDENTS WHO HAVE REPORTS FROM THE SCHOOL RESEARCHED.

The participant reports that it was very difficult when her daughter was diagnosed with ASD, being her first child and without any guidance about this disorder. She reports having despaired when the doctor started to establish limitations, one of her main concerns was when the doctor said that her daughter would not learn anything. Facion (2008), explains that parents go through some phases. Initially the impact of the news occurs, then they suffer because they didn't have the ideal child, fears, anxieties and pessimism arise, but they are normally overcome by the love they feel for the child and the desire to fight for them. The participant states that after the child was referred to receive specialized care, she began to learn how to act in situations and realized that her daughter would indeed have the capacity to learn.

Table 11. Interview with the families of students with a report.

Which disability of the yours child:	Family: Autism
How long time yours child study at this school:	Family: 8 years
How many years your child he has:	Family: 11 years
Question 1. For you O that means have a child with needs special educational? How it was discover that your son owned these needs?	Family: It was when I was a baby that I realized, but I just didn't know what autistic was, I didn't know what autism was. That's when I saw in the Fantástico report that they were talking about what autism is, that's when I saw that all the signs fit my daughter, that's when I started looking for help, I looked for a neuropediatrician, then He asked me to do some tests and referred me to Raimundo Nonato and then she started doing her therapies there. I was very sad, I cried a lot because it was my first daughter, I cried because I didn't have an idea and even more so the doctor said she wasn't going to talk, she wasn't going to learn anything, she said she wasn't going to learn anything, so I became desperate. Then, after she provides the services, I go learning to give her, I saw that she can learn things. She even said that she wasn't going to walk, she said a lot of things.

<p>Question 2.</p> <p>You has any report doctor who prove your child's disability?</p>	<p>Family:Yes, it has a report.</p>
<p>Question 3.</p> <p>What is your daily life like, home, work, care for your child?</p>	<p>Family:It's busy, it's complicated because of the baby.</p>
<p>Question 4.</p> <p>What was the main concern/focus when look for a school inclusive to register your son?</p>	<p>Family:I wanted her to learn, for her to be able to learn. In this case, there are teachers who don't care, they see the child there and they don't say anything, they just leave the child playing there and nothing happens. There was a situation in Acre before, where I would pick on the teacher, because she would arrive with nothing in her notebook. Then I asked "But teacher, what did she do all morning?", she said "Ah! I made a deal with her, and then it stayed here and I didn't send it." I don't even know if she really did it, then I started picking on her, then they started already. Now there are teachers who don't, who didn't give me this job. I worked with her properly, I looked, I researched. There are a lot of good teachers there, but there are some who are "hmm".</p>
<p>Question 5.</p> <p>What is your point of view regarding your child's reception and acceptance in regular school?</p>	<p>Family:She was well accepted, her colleagues really liked her, she was well accepted.</p>
<p>Question 6.</p> <p>What benefits to inclusion have brought to your son?</p>	<p>Family:It had many benefits, when she started studying she changed a lot. She just stayed at home more, because I don't go out much, the hardest thing is for me to go out. And she likes going to school. Look, yesterday we didn't go because it rained a lot and I didn't want to take it and she asked me, she asked me "to school, to school, to school", I said "my daughter, it's raining a lot today, we can't take you".</p>
<p>Question 7.</p> <p>How is commitment of professionals from education in monitoring of learning the your son?</p>	<p>Family:They are committed, they follow you properly.</p>

<p>Question 8.</p> <p>In your opinion, teacher yours son is ready for inclusion? Why?</p>	<p>Family:Right from the start I realized, I was like that. But they are trying hard, there are some who have already made a separate booklet for it; because hers, her activity has to be differentiated from others. There are many who are doing it, there are others who aren't, I'm waiting for them to do something different so I can give it to her. But there are some teachers who are already doing it.</p>
<p>Question 9.</p> <p>You as part family member has been a teacher's partner facing the process educational of child?</p>	<p>Family:Yes, I am very present and talk to them.</p>
<p>Question 10.</p> <p>How do you define the learning of your child in the face of the current moment, in relationship to the teaching remote, per account of the pandemic of COVID-19?</p>	<p>Family:During those two years, I was the one teaching her, the teacher taught her the activity there, and then I took it and did it with her here. There were some that I recorded video of and sent to the teacher; I recorded her doing the activity where she spent a lot of reading so that she could develop her reading, she was almost reading, but she wasn't quite reading yet, but she was already putting it together. There's very little left for her to read. During this time she managed to develop well.</p>

Prepared by the author, 2022.

Source:Data from the interview carried out with teachers, 2022.

When asked why she sought an inclusive school to enroll her daughter, the participant claims that she wanted her daughter to learn, to be able to learn, she states that some teachers are attentive and seek to insert the child into the regular educational context, effecting inclusion. , but also states that others were insufficient, through his report it is possible to observe that his intention is also to be able to insert the child into the social environment. In accordance with the guidelines described in art. 58 of the National Education Guidelines and Bases Law (LDBEN):

Schools need to provide people with learning difficulties with an appropriate education, including good school systems, good professionals who are dedicated to careful diagnosis and quality remedial care (BRASIL, 1996).

Rosa (2003, p. 138) states that one of the fundamental principles of inclusive schools is that “[...] all children must learn together, whenever possible, regardless of any difficulties or differences they may have. Only then will it be possible to ensure quality education for all.”

In this way, it is not just a question of placing a child with some physical or intellectual limitation in a classroom and hope that everything will work out automatically. Also, it is not about isolating the student along with others in a similar situation. It is, in fact, about seeking to learn together, respecting differences and without falling in the primalism of simply approving the student without offering the conditions for them to learn to deal with their particularities.

The participant claims that the student was well accepted at school by her colleagues and that being included in regular education through inclusive education brought many benefits to her, mainly social. She also states that teachers currently monitor the student's development well and are committed to her learning; She initially noticed some difficulties, but considers that teachers are making an effort, creating handouts with different activities.

Family participation in the context of inclusive education is a frequently cited factor for the effectiveness of education

inclusive, family and school must be partners in this process, Melo (2013, p. 4), states that “[...] it is through the union of family and school that a better development of students with disabilities is possible, a since one will complement and support the action of the other”. In this context, the student's mother claims to be involved in the student's academic development, being active at school.

During the two years of absence due to the COVID-19 pandemic, the activities were carried out remotely, the student's mother reports having carried out the activities with her at home, having recorded videos to present to the teacher and also states that the student was capable of presenting satisfactory development. The family/school relationship was fundamental to the student's teaching-learning progression.

CONCLUSION

Inclusive education is a process that values differences, which involves political commitment and actions towards learning, involving didactic-methodological strategies that contribute to the training of individuals, in which everyone can learn, being directly linked to the quality of education offered to any and all individuals. In this case, the school's responsibility stands out in terms of planning strategies to respond to demands, removing the focus on individual difficulties.

Inclusive Education, as an educational policy, based on the diversity and heterogeneity existing in society and, consequently, in schools, presupposes and must include all children, young people and adults, including those with special educational needs, this being its principle, regardless of the nature and/or degree of severity of their limitations or potential, giving preference to this service taking place in regular classes, with the support of special education services. To this end, a reorganization of the school structure and school culture is required, aiming to offer quality education for all, which meets diversities and differences, as referred to in the legal bases, however the reality of each educational institution must never be ignored.

It is also important to highlight that educational inclusion is not limited only to the recognition of differences and the right to enrollment and attendance of students with special educational needs in regular education classes. It goes further and proposes the elimination of obstacles and barriers that impede or hinder students' success in learning and their effective participation in society, with physical modifications, significant curricular adaptations, implementation of pedagogical strategies, organization of classroom, so that everyone benefits. Another elementary and relevant factor is the relationship between family and school, which must be united in favor of the individual's development, as it is the two most important entities in a child's life. The research highlighted points of view that sometimes crossed paths and sometimes took different paths, revealing that the adaptation of special students depends largely on the adaptations of material and teaching resources, behavior and acceptance of the school community towards these students, making the environment able to welcome them. In this aspect, the direct participation of parents and education professionals is fundamental to the success of teaching and learning processes, stimulating and encouraging the autonomy and development of students with special educational needs in an inclusive environment.

It revealed the desires and difficulties that some teachers feel when teaching their classes and being able to include students with specificities in them, as they feel the lack of guidance that meets the demand for the curricular component. It revealed how the relationship between family and school contributes to the effectiveness of inclusion.

Despite the difficulties encountered, inclusion opened everyone's perception to the value and importance of diversity as a source of mutual development and respect for differences. The long-awaited inclusion will depend on new evaluation methods and processes that take into account the capabilities and particularities of each type of student, since measuring performance between typical and atypical students cannot follow the same methods, with the risk of becoming yet another mechanism. of segregation and highlighting differences.

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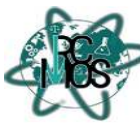
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