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Learning difficulties and teaching practices in special and inclusive education.

Learning difficulties and teaching practice in special and inclusive education

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SUMMARY

Special and inclusive education occurs when all students, regardless of any challenges they may have, are placed in age-appropriate regular education classes in their own neighborhood schools to receive high-quality instruction, interventions, and support that enable them to achieve curricular success. The school and classroom operate under the premise that students with disabilities are as competent as those without special needs. Therefore, all students can be full participants in their classrooms and the local school community. Special and inclusive education represents the way forward to achieving high-quality, fair, and equitable education systems. This article analyzes the learning and teaching practice difficulties in special and inclusive education. The methodology adopted for the development of the study was a literature review. Finally, it was possible to conclude that, although there are barriers to learning and practice in special and inclusive education, much has been done to make inclusion effective.

Keywords: Inclusive Education. Barriers. Learning.

1 INTRODUCTION

An education without exclusions is conceived as an ecological model in which the community, Families, educational centers, teachers, and students celebrate diversity and work together. Inclusive processes aimed at maximizing the development of the individual and their presence and participation. in different areas of society (MITCHELL, 2018).

For these reasons, inclusive education policies, in their statements, actions and measures, They must ensure that there is little discrepancy between the stated intentions and the practices. educational. Arroyo and Berzosa (2018), in relation to this, point out that cultures, policies and practices Educational factors can either facilitate or hinder the path to inclusion, establishing barriers to it. Learning and participation of students and the educational community, generating exclusion and lack of access to education. equity in education systems.

These barriers must be identified and overcome in order to make education possible. quality for all. In this regard, Slee (2018) insists on the need to analyze cultures and Educational and social policies that promote inclusion, in order to establish reform proposals. or changes aimed at meeting the needs of all students.

Inclusive education requires immersion in continuous action-research processes in centers of education that allows them to identify their strengths, barriers, and obstacles in order to establish actions of Improvements that promote fair and quality education for all. For example, we point out that,

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For students with specific educational needs, support often suffers from the presence
These obstacles and barriers are not found in democratic, inclusive, and fair schools.

Barriers to learning and participation are of different natures and can occur in...
distinct levels, such as attitudinal, organizational, and contextual. Therefore, it is essential that the
Education professionals should be aware of their existence, know how to identify them, and be
capable of proposing changes and improvements that eliminate them, in order to offer inclusive responses to
students.

The importance given to this issue has been investigated by different authors in order to
to understand the point of view and thoughts of future teaching professionals, as well as
to identify the barriers to learning and participation that they encounter in compulsory education.
and in the mandatory postgraduate program.

Therefore, this study is justified by its important implications for the field of education.
and for future educators, by showing that special and inclusive education exists and is needed.
Attention. Students who are generally included often have learning difficulties, and in this sense, the
The teacher, along with the family and the school administration, should seek the best alternative for these students.

The overall objective of this study is to analyze learning difficulties and teaching practice challenges.
in special and inclusive education. The methodology applied to the development and structuring of
The research consisted of a literature review.

2 SPECIAL AND INCLUSIVE EDUCATION

The special education movement can be characterized by three main phases: exclusion
and isolation; access and inclusion; and responsibility and empowerment. Historically, until the mid-
In the 1960s and 1970s, disability was seen as an abnormality or "aberration of the human body."
nature", and individuals with disabilities were forced into isolation and exclusion (BARRETO;
BARRETO, 2014).

During the civil rights era in the 1980s, parents and lawyers lobbied for change.
This perspective aims to guarantee the rights of individuals with disabilities through access and inclusion.

From the 1990s to the present, individuals with disabilities have become
empowered and working to redefine their role and identity in society, as a
cultural phenomenon, instead of being considered inferior to capable individuals with mental capacity in the dominant
mainstream (BATISTA JR.; TAMAÊ, 2015).

Furthermore, systems such as case law and statutes, public and private programs, and
Advocacy organizations have been created to hold schools accountable for providing opportunities.

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equal educational opportunities for all students, including people with disabilities (DRAY, 2008).

Studies in Education for Early Teacher Development: The Fundamental Principle

The core principle of inclusive education is that all children should learn together, whenever possible. regardless of any difficulties or differences they may have.

Inclusive schools must recognize and respond to the diverse needs of their students. accommodating different learning styles and rates and ensuring quality education for all through appropriate curricula, organizational arrangements, teaching strategies, use of resources and partnerships with their communities. There should be a continuum of support and services that correspond to the continuum of special needs present in all schools (BATISTA JR.; SATO, 2015).

It's important to remember that inclusive education isn't limited to just the particular school or classroom a child attends. It's also about what happens in that school or classroom. Inclusive education means encouraging every child to participate in the daily activities of the school and to help all children get the most out of it. Inclusive education means ensuring that... The system adjusts to meet the needs of the children, instead of waiting for the children to "make themselves." fit into the system.

Children assessed as having special educational needs arrive at school with a wide range of needs. A particular disability may not affect learning. in a way that means a child needs extra educational support, or, in fact, they can not affect the ability to learn. Learning together with other children in a regular classroom, Without specialized support, it may be all a child needs (NCSE, 2014).

Many children with special educational needs can therefore be fully supported. included in regular classes, without any additional teaching or care support. Others may need additional assistance with teaching and/or assistive technology to support them in class. regular.

Some children with greater needs may benefit from being placed in a Special classes in regular schools, where there are fewer students. Other children with Complex needs may require support interventions provided in special schools. (FREITAS, 2013).

Throughout their school years, children may transition from one environment to another as they get older or as different needs, strengths, or abilities emerge. It is important that educational placements be kept under review by the school, parents, and others. professionals involved.

Children with special educational needs should be given the opportunity to transition from one [to another]

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placement for another, when this is appropriate to meet their needs and abilities.
in change (NCSE, 2014).

At the international level, inclusive education has had a significant impact on policy, in research and practice. The debates on inclusive education have consequently generated several... Interpretations, definitions, and answers around the world. "Inclusive education exists in contexts Historical contexts in which traces of older beliefs coexist with more recent beliefs. No. Nevertheless, inclusive education has grown and is much more than simply accepting students with disabilities. disability in mainstream schools.

It is accepted that other barriers, such as age, gender, ethnicity, language, class, or HIV status, can affect students' access to education. This broader understanding of inclusive education It has a significant impact on the transformation of entire educational systems (DREYER, 2017).

The key principles of inclusion: the community is the structure that encompasses the entire school in a... a reflective process. This promotes a shared understanding of the inclusion of students with special educational needs and a commitment to their development.

Successful engagement with the structure is facilitated by ownership of the process by The entire school; students with special educational needs have diverse abilities, characteristics, learning needs and styles; all schools have a responsibility to to be inclusive in their policies and practices. Schools are invited to determine the best way to use the Inclusive Education Framework, interpret the results, and define your own priorities. (GÓES; LAPLANE, 2007).

The structure is designed to allow maximum flexibility of use between configurations and It is not prescriptive. Schools engage in a self-assessment process with the structure for to measure their levels of inclusion; engagement with the framework is designed to integrate and inform the School development planning activities and development programs ongoing professional development.

The templates make it easier for schools to document evidence of current policies and practices. Identify strengths and prioritize areas of development related to students with special educational needs. The value lies in the process itself, as there is no point at which inclusion is achieved. It is a continuous and dynamic process (LOPES; FABRIS, 2013).

Accessibility is guided by the principles of universal design, by the recommendations of Good practices and current legislation are the responsibility of everyone at the school. Accessibility of The school environment is proactively maintained and audited.

An action plan is drawn up to ensure the removal of barriers and the implementation of Good practices. School activities should provide students with educational needs with the necessary resources.

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Special guests have a significant role.

According to NCSE (2011), the school is student-centered and promotes development.
of the skills, knowledge, and confidence of students with educational needs
special needs, recognizes their range of abilities and responds to their diverse academic and educational needs.
personal.

Students' rights to learn are incorporated into all practices and activities.
Schoolchildren. This is supported by an inclusive and personal curriculum and by appropriate interventions. The school
Listen to the student's voice, promote student self-advocacy, and encourage students to express their opinions.
personal experiences and identities.

Awareness of diversity is integrated into all aspects of learning, from
communication and behavior of students and staff, in order to promote understanding and
To facilitate the removal of barriers to inclusion, regular contact is maintained with parents/guardians regarding a
student's academic and personal progress (MAGALHÃES; CARDOSO, 2011).

> A good relationship between parents and professionals provides: better understanding of needs, interests and efforts; exchange of information and new areas of action; enhancement of coherent modes of action; creation of new forms of activity and affective bonds; expression of feelings, activities and points of view (SILVA, 2012, p.160).

The rights of people with disabilities regarding education, general well-being, respect, and personal safety.
Professional achievement and development are incorporated into the school's policies and practices; staff are
encouraged to achieve personal and professional development goals and have access to a
Continuous professional development tailored to special education.

Planning is needed that truly provides the effective conditions for schools.
They must implement this policy, because without this planning and without these conditions being met, it doesn't exist.
Inclusive education is not a policy implemented in theory, but one that will yield no results in practice.

But the question that troubles us is: will it be in the interest of capital and the State itself to establish
What are the real conditions for this policy? Or is this just a way of answering, even if only superficially?
completely disguised, a necessity arising from a process of great historical struggles, which
It demanded some kind of response (SILVA, 2016).

Regarding the practices carried out at school, planning is extremely important; it is part
Individualized planning is essential to any school inclusion policy.
A common plan for all students. It establishes how teaching and learning occur in
within the scope of a differentiated curriculum.

Within the context of a support continuum, students with special educational needs

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They may require individualized educational planning, which can take many forms, from Relatively minor changes all the way to more detailed programs. Meeting the needs. Individual learning can involve differentiation, as well as a variety of teaching methods, resources, and... support, as appropriate (SATO; BATISTA JR., 2015).

Individualized educational planning describes the strengths, needs, and A student's goals and learning objectives. It records teaching and learning strategies. The learning guidelines to be used define the roles of regular and additional teachers and staff. support from parents in the student's education.

All teachers need to take responsibility for differentiated lesson planning. Lessons and homework that recognize the learning requirements of students with special needs. special education (SOARES; CARVALHO, 2012).

Specific, measurable, and realistic goals should be designed by teachers in the classroom. classroom, learning support and resource teachers, along with other staff from school, students, parents/guardians and, where appropriate, external education professionals. The goals Learning strategies need to be reviewed regularly and new goals are set accordingly. appropriate. Transitional arrangements are included in the review process. The involvement of Parents/guardians should be involved in the planning, implementation, and review of individualized education. facilitated and welcome (NCSE, 2011).

Knowing that each student learns differently and has individual needs, the A student's learning experience is enhanced by a commitment to inclusion, through of differentiation, positive classroom relationships, and family involvement. Experiences of Positive learning experiences increase participation, improve academic and social skills, and They increase attendance and retention rates.

School culture recognizes the abilities of students with special educational needs. Special abilities are not fixed and can be developed and improved through experience. Appropriate learning. The school recognizes that students with special educational needs They have the right to learn and their efforts and achievements are positively recognized (CARNEIRO, 2007).

Classroom management and organization, in terms of layout, access to materials, Visual structure, schedules, and predictability contribute to a positive experience for the Students. Learning opportunities are taken advantage of whenever possible, and the appropriation of Student behaviors and learning outcomes are encouraged.

Classroom protocols and rules follow those of the school to promote learning and Dealing with challenging behaviors. Positive behavior is promoted throughout the school.

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Clear guidelines on acceptable behaviors contribute to creating a positive environment.
safe for the academic, social and personal development of students (NCSE, 2011).

Classroom rules reflect the school's code of conduct and are communicated.
Clearly and regularly inform students with special educational needs. Specific rules
The group's policies are negotiated and revised to reflect the current interests and needs of the students.
Students with special educational needs are encouraged to self-regulate and take ownership of their learning.
behavior and their learning, and demonstrating an understanding of where a rule was broken.

This freedom for teachers and students to create the best teaching and learning conditions.
Learning requires good work planning, whether annual, monthly, bi-weekly or
Even daily. Being free to learn and teach does not imply a lack of limits and rules, nor does it mean falling into a rut.
Spontaneity in performance. The school year, as well as the daily routine of a class, should include
There's time for planning, time for execution, time for evaluation, and time for socializing the results.
knowledge learned (BATISTA; MANTOAN, 2006).

Students with special educational needs understand the consequences of the break.
of rules, and the importance of the rules is communicated to them. Disciplinary procedures are based on
In response to (mis)behavior, it may be necessary to review procedures and provide training.
additional and ensure the well-being of those involved (CARVALHO, 2004).

Regarding the prominent assessment issues, the expectations regarding the content covered
They indicate that the evaluation and recognition of achievements are an integral part of the cycle of
learning, building a picture of a student's progress over time and informing
the next stage of learning. Inclusive assessment provides meaningful experiences and
Feedback is provided to students and parents/guardians, and the assessment is age-appropriate and follows a curriculum-appropriate guidelines. Inclusive assessment
includes formal and informal methods (NCSE, 2013).

The school's assessment policy is student-centered and describes: the purpose and use of
evaluation; the roles and responsibilities of those involved; the links between evaluation and the
results; planning for teaching and learning; and peer and social opportunities.
Self-assessment. Teachers employ flexible formative and summative assessment approaches.
compatible with the students' abilities and appropriate to their age and curriculum. Teachers need
to be competent in administering and interpreting a variety of assessment materials, including
standardized tests.

Learning goals for students with special educational needs are being revised.
Based on the assessment results, in order to ensure that each student reaches their maximum potential.
and guide the planning of future learning. Most post-primary-age students perform
assessments and external examinations at different stages require careful preparation.

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this process (JANNUZZI, 2004).

As students progress, they take on more responsibility for their preparation. Academic support is provided at appropriate levels, including proper assessment and feedback.

It highlights the suitability and flexibility of the methodology, criteria, and instruments. Assessment methods for students with special educational needs. The aim is to understand the individuals in a disinterested manner and without prior judgment, analyzing them and considering the The complexity of the human condition. The aim is to develop a greater understanding of special needs, cultural differences, and their worldviews and ethical values. (THEODORO, 2013).

The school needs to offer a variety of programs for students with special needs. Special educational programs that lead to assessment and certification in order to adapt skills. In However, for this development to be effective, the role of school leaders is fundamental, and They also need support to identify the needs of teachers and offer... quality opportunities to meet them, in order to impact students (MAZZOTTA, 2005).

School leaders also need to have mechanisms in place to evaluate the professional development in all its forms, ensuring that feedback informs and enhances even more practice (WILIAM, 2013).

3. Learning Difficulties in Special Education

Secondly, special educational needs can arise in four areas of disability: physical, sensory, mental health and learning difficulties, or any other condition that This results in a different learning outcome compared to a child without this condition.

It is also important to understand that a child may have a disability, but does not necessarily need to have one. special educational services resulting from this disability that require additional support at school (NCSE, 2014).

Children with learning disabilities generally find it more difficult to learn. They can understand and do things better than other children of the same age. They can continue Learning and progressing throughout life, but at a slower pace than other children.

A general learning disability can be mild, moderate, severe, or profound. The impact of disability can vary greatly between individuals, with each child presenting a different experience. Unique profile of strengths and needs.

Children with mild general learning disabilities develop at a slower rate than than other children. Their speech and language may take longer to develop. They

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They may have difficulty forming concepts, such as those of colors, and in expressing their thoughts and ideas. in words (BARRETO; BARRETO, 2014).

Some children may have difficulty coordinating motor activities, such as Writing by hand, playing soccer, jumping, or tying shoelaces. These can be more difficult for these children. to pay attention in class and remember what they learned.

They may have more difficulty applying what they learn in the classroom to other situations. situations. Children with moderate general learning disabilities have difficulties in large part of the school curriculum, including reading, writing, comprehension and mathematics (BATISTA JR.; TAMAÊ, 2015).

It can also take longer to develop the skills necessary for daily life. such as the ability to care for themselves and to relate to others. Some children with Individuals with mild intellectual disabilities may have difficulty adapting to school life and may show signs of... Inappropriate behavior, which can be considered immature.

Children with moderate general disabilities already show significant delays in... Achieving developmental milestones, such as walking, talking, reading, writing, and so on. They have considerable difficulty with basic literacy and numeracy, and their language, Communication, personal and social development are affected (BATISTA JR.; SATO, 2015).

Many students with moderate general learning difficulties have great difficulty in They need to focus on tasks and on transferring what they learn from one situation to another. simple, direct, and clear instructions to help them take advantage of the classroom situation.

Some children with moderate general learning disabilities may present disabilities or additional conditions, including autism spectrum disorders, medical conditions, physical and/or sensory disabilities and emotional/behavioral difficulties (FREITAS, 2013).

Children with profound general learning disabilities, in turn, present serious Delays in achieving developmental goals. Their basic awareness and understanding of themselves and of The world around them is limited by the level of disability. They generally have difficulties. They are significant in communicating with other people and with the outside world.

Many of these children have disabilities or additional conditions, including disorders of autism spectrum, medical conditions, physical and/or sensory disabilities and difficulties emotional/behavioral.

Children with severe or profound general learning disabilities will depend on others. people throughout their lives to meet basic needs, such as mobility, communication, food and hygiene (NCSE, 2014).

A child with a specific learning disability has difficulties in a

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specific learning areas, such as reading, writing, spelling, and arithmetic notation. Their
The difficulties are very specific and are not due to other causes, such as overall ability below the
average, vision or hearing problems, emotional factors, or a physical condition. The difficulties
Symptoms experienced by a person can range from mild to severe.

Similarly, barriers to education can also exist due to the school system, such as
Barriers may be related to the ability of schools to stimulate creativity and problem-solving.
of problems and democratic forms of support for governance, for example, civic engagement and
Social anxiety can also refer to the teaching methods provided: school anxiety decreases when...
Teachers adapt the lesson to the needs and knowledge of the class, and when teachers
They provide individual help to students who have difficulty understanding a topic or task.
(SORIANO; WATKINS; EBERSOLD, 2019).

4 TEACHING PRACTICES IN SPECIAL AND INCLUSIVE EDUCATION

Salend (2011) extracted four fundamental principles from the literature on inclusive education.
through which the philosophy of inclusion is put into practice. These are, first and foremost, to provide the
all students' general education cycles are challenging, engaging, and flexible; secondly, the
to embrace diversity and the ability to respond to individual strengths and challenges; thirdly, the
to use reflective practices and differentiated instruction; and fourthly, to establish a community.
based on collaboration between students, teachers, families, other professionals and agencies
Community-based education. Inclusive education, therefore, aims to provide a facilitating and constructive approach.
to improve children's education.

Significant changes in teaching strategies must be accompanied by a
A complete transformation of the role of teachers in the classroom to achieve inclusion in the systems.
teaching. Organizational changes are needed, as well as the development of tools.
suitable.

According to Körner (2019), special attention should be given to methodological support and training.
of teachers, so that the transition from regular schools to inclusion is as harmonious and
As competent as possible, both for the school staff and for the students.

The success of inclusive education requires effort not only from teachers and staff.
school, but also from classmates, parents, families, and volunteers. Since inclusive education requires
much more cooperation from parents and peers than special or traditional school education,
Questions relating to peer relationships and the role of parents of children with disabilities should not
to be neglected.

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To provide an environment in which every child, of any race, gender, class, and need...
For learning to be truly recognized, accepted, and valued, practices such as the following are created:
to create an environment where there is room for everyone and a sense of belonging; to develop high
Positive self-esteem in all children and adults; enabling children to be aware of their interdependence with each
other (GÓES; LAPLANE, 2007).

All policies and procedures take into account the diversity of children.
staff and community members who use the school; for example, the behavior policy is based on-
whether in the development of relationships that take into account the problems associated with children with
Challenging behavior.

The ethos (a Greek word meaning moral character) of the school is based on the celebration of
difference. This is reflected in all aspects of school life, such as organization and structure, the
Curriculum and learning environment. The school's ethos is that children work together and...
support each other. Children work and learn in groups that include all children (KÖRNER, 2019).

There are various organizational and management structures that promote inclusion throughout the
school. For example, there is playtime at lunch, but no free time in the morning.
or in the afternoon; instead, many opportunities for physical activity and social interaction are
incorporated into daily life. In terms of educational material, care is taken to use the same
Materials, as far as possible, for students with and without special educational needs.

If these materials are outside the student's scope, they will be adapted accordingly.
Individual needs. Teachers create activity books adapted to each student. Their
Activity books aim to achieve the same educational outcome as other students, but
They are adapted to individual needs (LOPES; FABRIS, 2013).

There are programs that offer individual training for all students, helping to create a
a supportive learning atmosphere, in which the learning process flows smoothly.
As much as possible, it helps to foster a warm atmosphere where students feel not only the
The teachers' interest in them, but also the interest and acceptance of their peers, is crucial for building and improving.
the self-image of the learners and their beliefs about themselves, and thus help them learn in a way
personal and meaningful to them.

Reducing the risk of repeating a school year, ensuring psychological safety for the student,
to improve the self-esteem and intrinsic motivation of students who can find themselves as peers and mediators in
this learning atmosphere (KÖRNER, 2019).

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CONCLUSION

The objective of this study was to analyze the learning difficulties and teaching practice challenges in Special and inclusive education. Inclusive education is not just about the particular school or class a child attends. It's also about what happens in that school or class.

Inclusive education means encouraging every child to participate in the daily activities of the school and to help all children get the most out of it. Inclusive education means ensuring that...

The system adjusts to meet the needs of the children, instead of waiting for the children to "make themselves." fit into the system.

According to the data analyzed in this study, it was observed that children with disabilities Those with mild general learning abilities develop at a slower rate than other children. Their speech Language skills may take longer to develop. They may have difficulty forming concepts, such as colors, and putting your thoughts and ideas into words.

Many students with moderate general learning difficulties have great difficulty in They need to focus on tasks and on transferring what they learn from one situation to another. simple, direct, and clear instructions to help them take advantage of the classroom situation.

This study revealed a significant change in strategies for Teaching must be accompanied by a complete transformation of the role of teachers in the classroom. to achieve inclusion in education systems. Organizational changes are necessary, as well such as the development of appropriate tools.

Thus, it is possible to conclude that, however many barriers there may be to learning and practice in In special and inclusive education, much has been done to make inclusion effective. The present study suggests conducting further research on the topic in order to contribute to scientific advancement in the field. educational field.

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