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Special and inclusive education: a study at the Wilson Expedicionario municipal school Malcher

Special and inclusive education: a study in the Expeditionary municipal school Wilson Malcher

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SUMMARY

When researching special and inclusive education, one follows a path of great discoveries, legal, familiar, methodological, one comes to know a world where people's needs are often not respected, rights are not guaranteed, although in Brazil we have an extensive legal framework, it is observed that in practice, inclusion is not yet a reality, we have schools without physical structure, without all the professionals necessary to serve students, without adapted material and without a multifunctional resource room . In this sense, research was carried out at the Escola Municipal Expedicionario Wilson Malcher, where a questionnaire was administered to identify limitations and find out how these students are included in that school. Subsequently, an analysis was carried out to find out what is foreseen in the laws that address special and inclusive education and what is actually applied at school, thus, it was found that not everything that is legal provision is developed in practice, having in view of the numerous difficulties that the Brazilian education system faces. The research was developed through a bibliographical review and qualitative field research. Therefore, a didactic proposal was listed that consists of actions that the special education teacher can adopt in the classroom to improve the student's learning process, then three didactic activities were listed that can be carried out with classes that have special students.
Key words: Special education; Inclusive education; Pedagogical practice.

ABSTRACT

When researching about special and inclusive education, one walks down a path of great discoveries, legal, family, and methodological, one gets to know a world where people's needs are often not respected, rights are not guaranteed, although in Brazil we have an extensive legal framework, it is observed that in practice, inclusion is not yet a reality, we have schools with no physical structure, without all the professionals needed to care for students, without adapted material and without a multi-functional resource room. In this sense, a survey was carried out at the Expedicionario Wilson Malcher municipal school, where a questionnaire was applied to identify the limitations and to find out how the inclusion of these students in the school occurs. Subsequently, an analysis was carried out to find out what is foreseen in the laws that address special and inclusive education and what is actually applied in school, thus, it was found that not everything that is legal is developed in practice, in view of the numerous difficulties that the Brazilian education system faces. The research was developed through a literature review and qualitative field research. Therefore, a didactic proposal was cast, consisting of actions that the special education teacher can adopt in the classroom to improve the learning process of the student, then three didactic activities were cast that can be performed with classes that have special students.
Keywords: Special education; including education; Pedagogical practice.

1. INTRODUCTION

The period of schooling in Brazil, through the Jesuits, began in 1549, with the Society of Jesus, representatives of the Catholic church, founded by Ignatius of Loyola, in a context of the Catholic church's reaction to the Reformation

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Protestant, being the protagonist of the beginning of our educational history, with hegemony of Brazilian education until 1759 (SOUSA, c2022). The Indians received education in accordance with Portugal's interests. From that point on, education in our country was exclusionary, with teaching primarily aimed at the bourgeoisie, the richest class in society. In this sense, Viera & Junior (2018, p. 154) state that "the elite was destined for propaedeutic education, of an academic nature, preparatory to continuing studies", thus excluding the so-called abnormal, leaving aside social classes poorest and most vulnerable. In this context, the state prioritized education aimed only at the so-called intellectual training of the children of the richest who held power in society (VIEIRA; JUNIOR, 2016).

On the other hand, the poor social classes had a segregated, work-oriented education, with the aim of training labor to meet the demands and needs of the bourgeois class (VIEIRA; JUNIOR, 2016). In this context, the state had one of its first initiatives to meet society's demands that were different from the normal ones, making the different ones have some use for society "Special education was born when education was still the privilege of the economic minority" (NETO, et al. al., 2018, p. 83). It is important to highlight that the first government initiatives aimed at serving people with disabilities were solely with the aim of reducing the costs of caring for these people.

In 1994 there was a great social advance propagated from the National Special Education Policy, where the debate on social inclusion was intensified, which gained more strength across the country. We can see this policy below, which was also a major milestone in the history of Brazilian education:

> 1) National Special Education Policy (1994), which aimed to standardize and guide the education of students with disabilities, typical behaviors and high abilities; 2) CNE/CEB Resolution No. 2, of September 11, 2001, which established National Guidelines for the education of "students who have special educational needs"; and National Policy on Special Education from the Perspective of Inclusive Education (2008), which aims to guarantee the inclusion of "students with disabilities, pervasive developmental disorders and high abilities/giftedness in regular schools" (GARCIA; BARCELOS, 2021, p. 8).

In this sense, we sought to develop a study on special and inclusive education at the municipal school Expedicionario Wilson Malcher, located in the urban area of the municipality of Macapá. This research had as its object of study elementary school students who have disabilities, or present comorbidity, reduced skills or any other disability that reduces or hinders the student's learning process.

To begin this research, we started with a problem through the following question: does the Expedicionario Wilson Malcher school have students with disabilities or some comorbidity, reduced abilities or any other disorder that hinders the student's learning process? Does the school have Specialized Educational Services? How is this service provided? How does the process of including these students in the regular education classroom occur?

This work sought to understand the process of social inclusion of students who have disabilities, comorbidities, reduced abilities or disorders that hinder the student's learning process in elementary school I, regularly enrolled at the Wilson Malcher Expedicionario municipal school. We also propose to make society aware of this issue that deserves more attention not only from public authorities, but also from society in general. Therefore, at the end of this research we also propose to present possible ways to better develop the student's learning process so that they can develop with greater fluidity and socialization within the regular school.

To carry out this work, as it is research in education, we chose to work with qualitative and bibliographical research, and exploratory field research was also used.

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Initially, we visited the Expedicionario Wilson Malcher school where we were received by the school's pedagogical coordinator. At that time, the coordinator introduced us to the school, its structure and its teaching staff. For data collection, in addition to the school visit, a questionnaire was used that was sent by email to the school's pedagogical coordinator and to nine teachers, who have students with disabilities in their class.

It is known that the reality of education in our country is precarious, the lack of investment in infrastructure, accessibility ity, investment in technology and, mainly, the devaluation of teachers, make the student learning process even more difficult, even for those students who do not have any educational comorbidity,

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and when we talk about special education, the educational process becomes a greater challenge, given the lack of government support and the inefficiency of public policies aimed at specifically serving these students who have special needs. Even in the face of so much neglect of education in our country, we have professionals who try at all costs to do their best for the educational success of our students. With this scenario in mind, this work aims to study and understand the reality of the Wilson Malcher Expeditionary School with regard to the process of social inclusion of students who have any special needs. Thus, the object of study of this work proposes to clarify this educational process not only for the academic community of the Degree in Pedagogy course, but to provide society with knowledge of the reality of these students and the challenges they face daily in their educational process. However, we hope that, based on this study and others focused on this context, public authorities can become aware and, consequently, make more investments in this area, seeking to offer quality and accessible education for all.

2 METHODOLOGICAL PROCEDURES

This work, as it is research in education, we chose to work with the qualitative research modality, "by qualitative research we understand a modality according to which understanding the content is more important than its description or explanation" (TOZONI-REIS, 2009, p. 42). According to Tozoni-Reis (2009, p. 42) "this means that, in the human sciences, it is much more interesting to unveil the deeper meanings of what is observed than what is immediately apparent". Therefore, in qualitative research, the researcher is the main instrument of investigation, no longer just a mere observer of the facts (TOZONI-REIS, 2009).

For greater breadth and understanding of the proposed theme, the research method called field research of an exploratory and bibliographic nature was also used. According to Gil (1999), field research aims to collect data through the delimitation of the study, bibliographic survey, reading and analysis of documents, "exploratory research constitutes the first stage of a broader investigation" (GIL , 1999, p.49). In this sense, Tozoni-Reis (2009, p. 45) states that "[...]this type of research, as the name indicates, has the data source in the field in which the phenomena occur. In the case of research in education, the field is educational spaces "We therefore consider the field of research in education to be school and non-school educational spaces" (TOZONI-REIS, 2009, p. 45).

To carry out this work, a first search was carried out on the internet, on specialized websites. used in publishing academic works. The websites used to search for works related to the topic of special and inclusive education were Google Scholar and the Scielo.org platform. Through these platforms it was possible to access several articles relating to the topic. In this way, it was possible to anchor ourselves in authors who contributed to the bibliographic review of this work, and the bibliographic review aims to address several works related to the topic, special and inclusive education. Initially, we visited the Expedicionario Wilson Malcher school where we were received by the school's pedagogical coordinator. At that time, the coordinator introduced us to the school, its structure and its teaching staff. On the day of the visit, the school was experiencing problems with its electricity supply, a problem that made it impossible to obtain the desired data to carry out this work. However, the coordinator looked for an alternative, so he sent us to the school registration so that we could have access to the institutional emails of teachers who had classes with special students. Of that

In this way, we were provided with these emails so that we could later contact each of them. We then developed a questionnaire with six identical questions where teachers were asked about the main difficulties they faced in their daily lives and in the development of their activities in the classroom, including the service and the process of including students. The interview was carried out with the pedagogical coordinator and nine other teachers from the Wilson Malcher Expedicionario school. The questionnaire consisted of six essay questions where the interviewees answered the questions asked of them. The questionnaires were sent by email on December 17, 2021 and were subsequently returned, all answered to the same email as the sender.

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After receiving the return of the questionnaires sent to the teachers at the Expedicionario Wilson Malcher school, the data obtained was analyzed.

3THEORETICAL FRAMEWORK

Education is a right guaranteed by the Federal Constitution of 1988, the state's duty to offer all individuals from the beginning of their school life, it is the right of every citizen to receive a quality education, fair and without discrimination, regardless of their race, color, sex, religion, social class or any other indifference that may cause disadvantage in the individual's social context.

> Article 208, which deals with free and compulsory Basic Education from 4 to 17 years old, states that it is the State's duty to guarantee "specialized educational assistance to people with disabilities, preferably in the regular education network". In articles
> 205 and 206, it is stated, respectively, "Education as a right for all, guaranteeing the full development of the person, the exercise of citizenship and qualification for work" and "equality of conditions of access and permanence at school" (BRASIL, 1988, Art. 208).

Since education is a right for everyone, this context also includes individuals who have any special needs. But the right to access education for many years was denied to people with disabilities, "we cannot forget that our recent past reveals a history of school exclusion of people with disabilities" (MANTOAN, 2015, p. 8). The state itself, which has the duty to offer education to all, exempted itself from this responsibility for many years with a disgusting and exclusionary discourse, "for many decades, claiming the inability of students with disabilities to keep up with other students, it remained the practice of segregation, reinforced by the paradigm of standardization" (MANTOAN, 2015, p. 8). In this sense, Law No. 8,069, Child and Adolescent Statute, establishes that:

> Among other things, specialized educational assistance for children with disabilities is guaranteed, preferably in the regular education network; protected work for adolescents with disabilities and priority assistance in public prevention and protection actions and policies for families with children and adolescents in this condition (ECA 1990, art. 54, p 44).

In a temporal chronology, two civil laws are presented that guarantee the rights to Education in general, and carry in their body, in a specific way, the right of students with special educational needs, at that moment they began to break with a past of segregation and violence for "special" children.

In the same decade, in 1996, the Education Base Guidelines Law No. 9,394/1996, already envisioned a clearer change in educational legislation, including establishing deadlines for the implementation and execution of measures that guaranteed more expansive rights for students. with special needs, she states that: "there will be, when necessary, specialized support services, in the regular school, to meet the peculiarities of the Special Education clientele" (BRASIL, 1996, p 46). It also states that: Educational assistance will be provided in classes, schools or specialized services, whenever, depending on the specific conditions of the students, integration into common regular education classes is not possible (BRASIL, 1996, Art. 58 p 46) .

For the right to education to become accessible to everyone, it is necessary for the entire society to participate in the construction of this process and actively participate in the construction of an inclusive school. Thus, it will be possible to work on social inclusion not only in the school context, but also outside of it, since inclusion must consider all differences in all the places.

In 1990, decree nº 3,298, regulates Law nº 7,853/89, which provides for the National Policy for the Integration of People with Disabilities, thus consolidating protection standards, in addition to providing other measures. The main objective is to ensure the integration of people with disabilities into the "socio-economic and cultural context" of the country. According to Lago and Santos (2011):

> The legislation is highly in line with international prerogatives (such as, for example, the World Declaration on Education for All, 1990 and the Dakar Declaration, 2000) in the sense of

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> guarantee the right of all school-age children to access and remain in the basic education system, and it is the state's duty to implement it. We find this legal support, both in the Federal Constitution, as well as in the Education Guidelines and Bases Law (LDB 9.394/96), in the Child and Adolescent Statute (1990), among other resolutions and decrees that seek to reaffirm this right by referring to various nuances arising from this problem.

Before continuing with our work, it is plausible to make some considerations and definitions of concepts to better understand and help in understanding and, consequently, in achieving our objectives.

3.1 Inclusive Education

Inclusive education appears to be an issue not only for schools, or for society, but also a duty of the state, which must guarantee this right to everyone in society regardless of the differences of each individual. In this sense, Lago and Santos (2011, p. 2) argue that:

> For the Brazilian Ministry of Education, the use of the term Inclusive Education aims to break with the idea of integration of people with disabilities, based on the paradigm of approaching normality, in which the subject adapts to current conditions. Inclusion, on the contrary, focuses on changing institutions and social practices in order to welcome everyone, with respect for differences.

It is important to highlight that when we talk about inclusive education, we are not just talking about including people who have any special needs, inclusive education covers much more than that, it covers society as a whole, children, young people, men and women who may or may not have needs. special needs, different ethnicities from anywhere in the world, inclusive education is about respecting all differences, making everyone equal. Inclusion must cause a change in educational perspective, as it is not limited to helping only students who have difficulties at school, but benefits everyone: teachers, students, administrative staff, so that they are successful in the educational process (MANTOAN, 2003). In the same line of thought, Lago and Santos (2011, p. 2) state:

> The primary goal of inclusion is not to leave anyone outside of regular education, from the beginning. Inclusive schools propose a way of establishing an educational system that considers the needs of all students and is structured according to these needs. Thus, inclusive education would contribute to greater equality of opportunities for all members of society, without the need for sarily refer only to people with special needs.

Law No. 10,845, of March 5, 2004, establishes the Supplementary Specialized Educational Assistance program for people with Disabilities and highlights in article 1 that:

> Within the scope of the National Education Development Fund – FNDE, a program to complement Specialized Educational Assistance for People with Disabilities is hereby established.
> – PAED, in compliance with the provisions of section III of article 208 of the Constitution, with the following objectives:
> – Guarantee the universalization of specialized care for students with disabilities whose situation does not allow integration into common regular education classes;
> – Progressively guarantee the inclusion of students with disabilities in common classes of regular education." (BRAZIL, 2004).

The aforementioned Law highlights the need to guarantee children with special needs in inclusive schools, extra support and support that ensures effective education, avoiding sending these children to schools, Permanent classes or sections of Special Education, with exceptions, when the student is unable to attend the regular teaching class. There are action structures in Special Education, adopted by the World Conference on Special Education, which are made up of aspects aimed at implementing policies, recommendations and government actions aimed at aspects of improvement for Special Education, among which are included external services of support for Special Education (BRASIL, 2004).

Alexandre (2010) highlights that Inclusion is a relatively contemporary technique and, for this reason, has not yet been expanded among education professionals. Decree-Law No. 3/2008 of January 7th (MINISTRY OF EDUCATION, 2008), establishes that inclusive schools must be oriented towards the educational success of all children

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and young people regardless of their specialties. In this concept, it is important to idealize a soft education system that responds to the diversity and exclusive needs of all children and young people, accepting the educational development of all. A very important and revealing aspect of this document is that children and young people with special educational needs of a permanent nature enjoy priority in enrollment, having the same right to attend nurseries, kindergartens or schools on the same terms as other children.

3.2 Disability

To better understand the subject covered in this work, it is important to understand the concept of disability and each type of disability presented by students in the school targeted by our study. Thus, disability "is any physical, mental or sensory restriction, of a permanent or transitory nature, that limits the functional capacity to perform one or more essential activities of daily life" (BRASIL, 2005). Therefore, all students who have a disability need Specialized Educational Assistance in the development of their activities in the educational context so that they can develop efficiently both in the school environment and outside it.

Thus, the 1988 Constitution of the Federative Republic of Brazil provides that "the state's duty to education will be carried out by guaranteeing access to the highest levels of teaching, research and artistic creation, according to the capacity of each person. " (BRAZIL, 1988, Art. 208). In this sense, the Constitution also provides for "specialized educational assistance for people with disabilities, preferably in the regular education network" (BRASIL, 1988, Art. 208). In this way, the state guarantees that all people have access to education regardless of their conditions or any other disability that may reduce or impede access to free, quality education and preferably in regular education, whether in public or private institutions.

3.3 Special Education

From the first discussions around special education in Brazil to the present day, it is remarkable how much we have progressed, but not enough to meet all the demands of our society and, analyzing this panorama, it is possible to observe that we still have a long way to go. become an inclusive nation society. In 2008, the National Special Education Policy was published in Brazil, defining the parameters for its applicability and its respective target audience.

> The National Special Education Policy is hereby established: Equitable, Inclusive and with Lifelong Learning, through which the Union, in collaboration with the States, the Federal District and the Municipalities, will implement programs and actions with a view to guaranteeing rights to education and specialized educational assistance for students with disabilities, global developmental disorders and high abilities or giftedness (BRASIL, 2020, Art. 1).

With regard to the care of people with disabilities, the National Special Education Policy highlights specialized care to meet the specific needs of each student, considering the individual characteristics of each citizen with the aim of providing greater quality and efficiency to all. who need support to develop their activities within the classroom, in this sense, special education is the type of school education offered, preferably, in the regular education network to students with disabilities, pervasive developmental disorders and high abilities or giftedness (BRAZIL , 2020). In this way, making school and social inclusion of these individuals and contributing to their intellectual development.

The right of every child to education is proclaimed in the Universal Declaration of Human Rights and was fearfully reaffirmed by the World Declaration on Education for All. Any person with a disability has the right to express their wishes regarding their education, as far as these can be realized. Parents have an inherent right to be consulted about the form of education most appropriate to their children's needs, circumstances and aspirations.

The Salamanca declaration, drawn up at the World Conference on Special Education in Salamanca, Spain, in 1994, with the aim of providing basic guidelines for the formulation and reform of policies and systems

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educational programs in accordance with the social inclusion movement, a document that places special education in a structure of education for all, thus elevating the status and importance of students' needs. The Salamanca Declaration established that:

> Every child has a fundamental right to education, and must be given the opportunity to reach and maintain an adequate level of learning" and "every child has unique characteristics, interests, skills and learning needs. Any person with a disability has the right to express their wishes regarding their education, as far as these can be realized. Parents have the inherent right to be consulted about the most appropriate form of education for their needs.
> sities, circumstances and aspirations of their children. (DECLARATION OF SALAMANCA, 1994)

It is clear that the specificities of the person with special needs must be taken into account. ration, as well as finding ways to meet her needs, in relation to education and the social environment.

It is explicit in the Declaration regarding inclusion in education when it states that the fundamental principle of an inclusive school is that all children must learn together, and that this education must take place in the classroom, regardless of the difficulties presented by the students.

According to Brasil (1996), the LDB in art. 58, there is the possibility of Specialized Educational Assistance occurring outside the school environment, however, regular education should not be replaced, but supported through interventions aimed at student learning and development.

The importance of supporting the teacher who has a student with a disability in the classroom is perceived through the difficulty that the educator presents in teaching this student to read and write, given that, normally, regular public education classrooms, where inclusion occurs in more effectively, they usually present overcrowding problems. This fact makes it impossible for the teacher to develop more specific work with this student that meets their real needs, but with the use of active methodologies, technological and personnel support, this educational process can happen, even if it takes more time than necessary, it is possible.

In the context of Inclusive education, the family-school relationship contributes to the quality of meeting the student's educational needs, improving their skills and stimulating their autonomy, allowing obstacles to be overcome and implementing the teaching and learning process, since the family knows the student's reality and their needs, and can therefore provide a detailed history of the student so that the educator can create mechanisms to assist in the development of the student's learning process.

The legal provision is available to society, what we need is to put it into practice, even with all the social and structural obstacles, it is possible for there to be progress, for there to be guaranteed rights and for students to advance in structured knowledge as well as in social relationships .

> For children with special educational needs a continuous network of support should be provided, ranging from minimal help in the regular classroom to additional support programs at school.
> learning within the school and expanding, as necessary, the provision of assistance from specialist teachers and external support staff. (DECLARATION OF SALAMANCA, 1994).

4 RESULTS AND DISCUSSIONS

The Wilson Malcher Expedicionario school offers elementary education I which corresponds to the 1st to 5th year and Youth and Adult Education (EJA). The school in 2021 had a number of 928 regularly enrolled students divided into 34 classes, 2 of which were multidisciplinary, the total number of students that make up both the EJA classes as well as elementary education. The educational institution has a staff of 30 teachers public servants, 2 with continuing training in Special Education and 1 with continuing training in relationships ethnoracials and 1 teacher of Brazilian Sign Language (LIBRAS). The school has an adequate physical structure to receive students with disabilities, bathrooms, circulation paths with accessibility features such as tactile floors, elevators, free spaces, handrails and accessible rooms. The school also has a multifunctional resource room, according to the National Institute of Studies and Research (INEP) this is the space intended for carrying out Specialized Educational Assistance, teaching materials, furniture, pedagogical resources and accessibility, specific equipment and a trained teacher suitable for carrying out the service.

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According to data obtained through the questionnaire applied to 10 people, nine of whom were teachers and, one, pedagogical coordinator of the Wilson Malcher Expeditionary school, the first question asked was whether the school had students with disabilities. The answer was yes, the educational institution has students with special needs, they are distributed from the 1st to the 5th year of elementary school. Of the total number of students regularly enrolled at the school, 19 students are special students, four of whom are in the 1st year, six are in the 2nd year, two are in the 3rd year, five are in the 4th year and two are in the 5th year. Among the disabilities that students present are: autism spectrum disorder (ASD), physical disability, Down syndrome, and mental disability (MD).

Of the students who have disabilities at the school targeted by our research, five have Autism Spectrum Disorder (ASD). These disorders "are part of a group of conditions that affect child development, called Neurodevelopmental Disorders, according to the nomenclature defined by the Diagnostic and Statistical Manual of Mental Disorders – DSM – V" (ARVIGO; SCHWARTZMAN, 2020, p. 15). These disorders develop during childhood, generally in early childhood, and are characterized by deficits that vary in degrees of severity that directly interfere with the individual's academic and social development (ARVIGO; SCHWARTZMAN, 2020). Furthermore, it concerns students who have physical disabilities, there are four of them, regularly enrolled at school, three in the morning shift and one in the afternoon shift. Thus, physical disability:

> It is considered the total or partial alteration of one or more segments of the human body that causes impairment of physical function. It presents itself in the form of paraplegia, monoplegia, tetraplegia, hemiplegia, ostomy, amputation, physical deformities, absence of limbs, paralysis, dwarfism, among others, which interfere with locomotion and coordination of the motor system, speech articulation and performance of activities (BRASIL, 2005, p. 15).

In this sense, "it is necessary to know and meet the specific needs of people with physical disabilities, to enable their inclusion, participation and social promotion" (BRASIL, 2005, p. 15). Still with regard to accessibility, "to facilitate the movement and mobility of people with physical disabilities, it is important to motivate and enable their participation in the social reality in which they live, building ramps, adapting doors, bathrooms, corridors, floors and work environments. work, study and leisure (BRASIL, 2005, p. 15).

Still in the educational context of the Expedicionario Wilson Malcher school, we also come across students who have intellectual disabilities, which are characterized by a reduction in the development of skills, including communication and personal care, which hinder the individual's socialization and interaction in the social environment. and directly influences educational development. Thus, mental disability is:

> Intellectual functioning significantly below the common average, and limitations associated with two or more areas of adaptive skills, such as: communication; personal care; social skills; use of community resources; health and safety; academic skills; leisure and work, which require modifications in methods and strategies (BRASIL, 2005, p. 27).

In this sense, intellectual disability, according to Correa (2020), "can affect not only logical reasoning but also your ability to plan and solve problems. The condition can be identified through the degree of the individual's disability." With regard to the degree of intellectual disability, of the six students enrolled in the school targeted by the study, it was not possible to identify them, since until the date of this study the students do not have a diagnosis carried out by a specialist, thus having, only an assessment has been carried out by the teacher and the school's pedagogical team, in this way, the teacher develops his pedagogical practice so that the student can have better development of learning in the classroom. The school still has four students with Syndrome of Down, "it is a genetic change that occurs at the beginning of pregnancy, during the multiplication of cells" (BRASIL, 2005, p. 27). "Children with Down syndrome experience delays in the development of motor and mental functions" (BRASIL, 2005, p. 28). In this way, the student tends to present greater difficulties in the learning process and in social relationships inside and outside the school context. For a student with Down to develop effectively, there must be encouragement from both the family and the school's teaching staff, so that the process of inclusion of this student can be facilitated.

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After answering the first question, it is known that the school serves special students in its various needs, so we passed the analysis of the questionnaires to the teachers.

The question was asked: Does the school have Specialized Educational Services?

All 10 people interviewed answered yes. This service is already guaranteed by law, therefore, all schools must comply with what the law determines. See what the law highlights: article 208, which deals with compulsory and free Basic Education from 4 to 17 years old, states that it is the State's duty to guarantee "specialized educational assistance to people with disabilities, preferably in the regular education network". (LDB, 1996, p 44)

The question was asked: How is Specialized Educational Service provided?

100% of those interviewed responded that the Specialized Educational Service is carried out after regular classes. According to the teachers, an interview is carried out with the students' guardians to collect information, and thus, prepare the service plan that will support the students' needs. In that regard, the law clarifies that:

> A special education teacher analyzes students' abilities and modifies the standard age-appropriate curriculum to create a personalized plan for the student. An AEE teacher typically includes several social and emotional development goals as well as specific academic areas to be taught. (BRAZIL,2012).

The question was asked: How does specialized educational assistance take place?

The teacher who coordinates the AEE at the school responded that the duration is 1 hour and 30 minutes, taking into account the service plan developed, according to the interview carried out with those responsible and the adapted curriculum, however, sometimes they carry out classroom activities class as support for learning.

How does the process of including these students in the regular education classroom occur?

The pedagogical coordinator pointed out: The guarantee of enrollment is constitutional, but the process is not easy, among the main obstacles are the lack of support professionals such as caregivers and tutor teachers, the special student is in the classroom, but sometimes he cannot Monitoring the activities, classrooms with 25 and 30 children is not an easy process to manage, and students with special needs end up being neglected. It is not possible to carry out all the activities adapted to it, the overall structure is still not sufficient to provide care.

The legislation that regulates AEE in Brazil is Decree No. 7611, of November 2011. In its Article 3, the 4 (four) objectives of Specialized Educational Assistance are defined:

> I – Provide conditions for access, participation and learning in regular education and guarantee support services specialized according to the individual needs of students.
> II – Ensure the transversality of special education actions in regular education.
> III – Promote the development of teaching and pedagogical resources that eliminate barriers in the teaching and learning process.
> IV – Ensure conditions for the continuity of studies at other levels, stages and modalities of teaching.

What methodologies are used that contribute to effective student learning?

The AEE coordinator at the school responded that in general the same activity proposal is used, depending on the student's level and specialty, carrying out activities in drawings, reduced texts, comics. Sometimes it is requested to adapt materials.

The AEE teacher responded that he uses the ABA method with autistic students.[3]for autistic people, and which carries out research in search of proposals and activities that help students' learning.

Does the school provide support for material adapted to students in regular classes?

The pedagogical coordinator responded that the school has some materials such as games, puzzles,

3 ABA is the abbreviation for ***Applied Behavior Analysis***. It is also known as Applied Behavior Analysis. or "error-free learning" (SETÚBAL, 2018). A**ABA therapy**involves the intensive and individualized teaching of the skills necessary for the autistic child to acquire independence and the best possible quality of life. The skills taught include behaviors that interfere with the development and integration of the individual diagnosed with autism (SETÚBAL, 2018).

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however, they are not enough for all students.

> This definition, in the pedagogical context, relates to the help that can be provided to students and teachers and is included in CNE/CEB Opinion number 17/2001: [...] All students, at a given moment in their school life They may have special educational needs, and their teachers generally know different strategies to respond to them. However, there are educational needs that require, from the school, a series of more specialized resources and support that provide the student with the means to access the curriculum (BRASIL, 2002, p. 4).

In this sense, with regard to Specialized Educational Assistance (AEE), according to the school's pedagogical coordinator, all students properly receive the assistance that is guaranteed by law. The service is provided on a complementary and supplementary basis, twice a week, during the student's after-school hours. school environment". As important as having a school with a good physical structure, it is knowing a reality where the team of professionals embraces the cause and carries out their work, with the aim of improving people's lives, understanding and respecting differences and raising the level of learning.

5 COMPLEMENTARY TEACHING PROPOSALS

Brazil establishes guidelines for public educational policies, aiming to contribute to the quality of education. The new perspectives of the National Education Plan/PNE, valid for 10 (ten) years, counting from the publication of Law 13,005, of June 25, 2014, ensures Goal 4, which deals with universalization, for the population of 4 (four) to 17 (seventeen) years old with disabilities and foresees in strategy 4.10, the encouragement of:

> "[...] research aimed at developing methodologies, teaching materials, equipment and assistive technology resources, with a view to promoting teaching and learning, as well as accessibility conditions for students with disabilities, global developmental disorders and high abilities or giftedness" (BRASIL, 2014).

In this sense, Law No. 7, 853, of October 24, 1989, which provides for support for people with disabilities and their social integration, establishes that it is the state's duty to guarantee access to education for people with disabilities in the regular network. of education guaranteed the right to access quality education. Let's see below what the Law determines:

> The Public Power and its bodies are responsible for ensuring that people with disabilities have the full exercise of their basic rights, including the rights to education, health, work, leisure, social security social protection, support for childhood and motherhood, and others that, arising from the Constitution and laws, provide their personal, social and economic well-being (BRASIL, 1989, Art. 2).

From this perspective, the aforementioned Law establishes in its section I, the measures that must be adopted by all regular education institutions in the country, among which we can highlight:

> a) the inclusion, in the educational system, of Special Education as an educational modality that covers early education, pre-school, 1st and 2nd degrees, supplementary education, professional qualification and rehabilitation, with curricula, stages and diploma requirements own;
> b) the inclusion, in the aforementioned educational system, of special, private and public schools;
> c) the mandatory and free provision of Special Education in a public educational establishment (BRAZIL, 1989, Art. 2).

Although Brazilian legislation that deals with guaranteeing the rights of people with disabilities has existed since the last century, as in the case of Law 7. 853, of October 24, 1989, already mentioned previously, "it was only in 2008 that public schools and private institutions began to solidify the process of inclusion and integration of students with disabilities in the educational context" (PORTABILIS, c2022). From this perspective, research was carried out in order to contribute to the team of teachers at that school, with the purpose of complementing the pedagogical actions carried out with special students in regular classrooms and in Specialized Educational Services. Therefore, we bring the following suggestions and proposals:

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Orality axis, work with oral language begins from early childhood, and must be planned and organized as well as the other axes of teaching and learning. The teacher needs to know the social function of orality, especially genres that involve storytelling, participation in productions and dramatizations. The expansion of oral practices means the right to seize an instrument necessary not only for school life, but for any circumstance in the student's life. Furthermore, every language is made up of different ways of saying, whether regional or social, economic, etc. Therefore, we must not deprive children of this historical and social moment. It is important that they are part of this context, because at some point, they will return to the school space, and need to be engaged in these debates, however, care must be taken in how they pass on this information. The document recognizes that learning discursive characteristics and speaking and listening strategies occurs through use and interaction with others. In the early years, the objective is to deepen the experiences started in Early Childhood Education and in the family.

5.1 Teacher's role in the classroom

We know that the learning process occurs differently for each individual, some learn more quickly and are able to absorb the content taught by the teacher in the classroom with greater fluidity, without the need for the teacher to change their teaching method or having to adapt their methodology so that the student can develop their learning. On the other hand, there are students who need greater attention and care from the teacher when approaching the content proposed by the curriculum in the classroom, an example being special students who present some intellectual, physical, sensorial or motor, as in the cases identified at the Wilson Malcher school, the field of study of this research.

In this scenario, “the special education teacher needs to be prepared to take on a role that goes beyond his teaching routine in regular education (MACEDO, 2012), he needs to be critical, agile and perceptible so that he can analyze and identify the limitations and the potential of their students so that they can develop teaching strategies that meet the needs of each of their students, in this way, the teacher becomes a facilitator of the learning process, contributing effectively to the development of the student .

Faced with so much diversity in the educational context, when we talk about special education we must consider To eliminate all differences, of all students, regardless of what they may be, the teacher must also consider the heterogeneity of the class when teaching, and not treat everyone homogeneously as if they were all in the same learning conditions, when we know that this is not true.

But after all, how should a special education teacher act in the classroom? It is clear that we do not have a ready-made recipe for this, since each teacher has their own way of dealing with adverse situations that arise during the development of teaching, each school has a specific group of students, made up of different social groups and each with its own characteristics, therefore, the way of teaching is not a cake recipe that comes ready to be executed, but rather a continuous process of exchanging knowledge and learning. However, it is clear that we can mention some characteristics that the special education teacher must bring to the classroom when carrying out their activities, which we will see below:

Keep calm, we know that a teacher's life in the classroom is not easy, but even in the face of so many problems and conflicts that may arise in the classroom, the teacher is responsible for maintaining order and reestablishing harmony in the classroom. . Furthermore, there are cases of people with special needs, who, in times of stress, become aggressive, and this can create an unpleasant situation (MACEDO, 2012).

Multiple functions, faced with so many problems that arise during the teaching process, sometimes the teacher needs to assume this role. Due to the possible aggressive attacks of some special students, the special education teacher needs to take on different roles, that is, sometimes he is a teacher, sometimes he is a parent advisor, sometimes he is a psychologist who needs to calm tempers (MACEDO, 2012).

Flexibility, the teacher needs to be flexible in preparing his lesson plan so that it can be adapted into different teaching methodologies to meet the different needs of his students, which stimulates a teacher

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special education to continue teaching classes, it is knowing that the classes will never be the same, it is knowing that each student understands in a unique way, and approaching a way to make everyone understand the content (MACEDO, 2012). These different ways of mediating knowledge in the classroom mean that the student learns the same content in different ways, resulting in greater efficiency in the learning process.

Fun class, the teacher must plan classes that catch the student's attention, that encourage them to learn more and more, creative classes make learning more meaningful. A more fun class encourages the student to want to learn more about certain content, especially those considered more complex by some students, whether they have or without special needs (MACEDO, 2012).

Working on respect in the classroom, every class is made up of a heterogeneous group of individuals, this leads the teacher to address this topic in the classroom, teaching students to accept and respect all differences, this is working on inclusion. Respect for special classmates needs to be addressed in the classroom, as there are many students who arrive at school with the idea of prejudice in their minds, and working on respect for students with special needs becomes even more difficult (MACEDO, 2012).

Debating the topic “Inclusion”, not only within the classroom, but throughout the school context is fundamental, this is the responsibility of the school and not just the teacher, the debate must happen with everyone: managers, teachers, technicians, assistants and family, in short, it must occur with the entire school community. This way, the teacher can deal with this student more efficiently, the school knows what is happening to their students and parents feel more at ease knowing that their children are being well treated in a respectful environment (MACEDO, 2012).

Focus on the student's competencies, most of the time, the teacher mistakenly tends to focus on the limits tations of students with disabilities, this means that limitations must be worked on. But the special education teacher must keep in mind that skills must be worked on, so that they are improved, since, when focusing on the strongest skills, the student tends to improve learning performance.

From this perspective, Macedo (2012) highlights that:

> Many children with special needs have above average intelligence, it is up to the teacher to know which area this student can stand out most and work to improve this skill. The student will certainly feel more committed to studying and learning, to the point of “forgetting” their limitations.

5.2 Activities to Develop in the Classroom

Inclusive activities have as their main objective empathy, that is, placing students who do not have limits tations in place of the student that they have, allowing them to feel and live for a few minutes, the same difficulties that the special colleague has in their daily lives. Below we will present three inclusive activities that the teacher can apply in the classroom with elementary school students.

TABLE 1:INCLUSIVE ACTIVITY PROPOSAL FOR VISUALLY IMPAIRED.

In class blindfolded
The purpose of this activity is to make children put themselves in the shoes of their visually impaired classmate.
Resources needed to carry out the activity
❖ Blindfolds
Step by step

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1-Talk to the class first about the difficulties a blind child has in being present at a room where everyone can see; two-Propose a dynamic to them, where two or three colleagues will be chosen at a time, who will have to remain blindfolded for at least 15 minutes during class; 3 - Explain that they cannot be dispersed, as they must report what was said in class; 4 - After 15 minutes, put the blindfold on another child to also feel the same and ask them to produce a text, talking about the experience of putting themselves in the shoes of a visually impaired person.

Source: Adapted from Felipo (2018)

TABLE 2:PROPOSAL FOR INTERACTION ACTIVITY WITH AUTISTIC STUDENTS.

Pairing Toy Creation
Children with autism have great difficulty with socialization, but that doesn't mean it's completely impossible, or that they don't feel anything about affection, they just can't express it. But in this activity, the children must show her how much they love her.
Resources needed to carry out the activity
❖ Empty egg cartons ❖ Colorful balls or colored lego pieces
Step by step
1 - You can get cartons of eggs, and several colored balls or Legos, in a bucket;
two- Children with autism, in a way, have a place at school where they like to stay. If possible, take the gang there, but arrange with them not to make noise; 3- Ask them to slowly circle their friend very calmly, so as not to irritate him 4 - Place the bucket with colored balls or Lego, and egg cartons; 5- Let the children separate the balls by color, placing each color in a space on the card; 6- Children with autism may enjoy this activity, and may also start sorting the balls, although they may not support staying in the same place for a long time; 7- The important thing is that he feels his classmates nearby, and other students also observe how he little friend needs them.
Generally, children with autism don't like a lot of noise, but they need to feel the warmth of affection from their peers. This task is very easy to do, and can help with social interaction between children.

Source: Adapted from Felipo (2018)

TABLE 3:INCLUSIVE ACTIVITY PROPOSAL FOR PARAPLEGIC STUDENTS.

Paraplegic child
This will be a double lesson and certainly unforgettable for the crowd. They will have to experience for a few minutes what a paraplegic child feels throughout their life.
Resources needed to carry out the activity
❖ Wheelchairs or normal chairs; ❖ Pillows with weight (not exaggerated).
Step by step

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1- Take the children to the school playground, and place the first volunteers in wheelchairs; two- Place weights on their legs with sandbags or something else that does not hurt the child; 3- Other students must run and play freely with a ball or rope, in a way that provokes the child from the wheelchair, the desire to play, but she cannot because she is unable to do so; 4- After a few minutes, change the children, so everyone can feel a little; 5- The second part of this experience can be developed if there are any children with a wheelchair. wheels in the class. Encourage students to drag the wheelchair so that they can participate in games with their classmates.
This is an activity about citizenship and social inclusion that will certainly change children's feelings regarding what they think and the way they see people with physical disabilities.

Source: Adapted from Felipo (2018)

FINAL CONSIDERATIONS

The changes in education in our country are remarkable, since the colonial period when it was still a privilege for a few. Since then, the topic of education has undergone several discussions in the political environment where debates have intensified and, with social movements and the support of the population, we have had major changes in the educational context, public policies were developed and with the 1988 constitution, the Education has taken on a new direction in our country. What was a privilege of the richest social classes became a right for all Brazilians, a universal right that opened the doors of the world to millions of people who previously did not even dream of a better future.

In this way, the right to education has been guaranteed to us before the law, and the state has the power and duty to offer quality education, free of charge, with access to all, without distinction of color, race, religion or any other difference that may make individuals unequal before this right. In this way, all people with disabilities have the right to receive a quality education and receive support and support from the state so that they can develop fully and occupy their rightful place in society. And Specialized Educational Services for all students with disabilities is one of the ways in which the state can include this public in today's society. We know that there is still a lot to do so that education in our country can reach everyone in a fair and equal way.

In this way, we can socialize knowledge with society and how important it is to discuss the topic of special and inclusive education not only in schools, and with the families of students who have disabilities, but also provide reflection for the entire Brazilian society, we must not only talk about the subject in a restricted way, but also promote debate at a public and national level so that the state can implement existing public policies, making access and permanence for students and their families more efficient and effective.

In compliance with the starting point of this research, it is clear that the initial questions were met, with regard to getting to know the school in question, and the diversity that the school welcomes, even though we have it all over Brazil, according to research , a deficit in structure, material and personnel, these requirements are minimized in this school, considering that, according to the response of the team that works there, it has adapted infrastructure, taking into account what the MEC guides, regarding the classroom, floor , bathroom, corridors, doors and handrails, in addition to having a multifunctional room, where teachers can provide assistance according to the needs presented by each student, teachers with specific training who attend and plan activities according to the specificity of each student, such students are enrolled in regular education, included in common rooms, which more adequately develops their skills and meets legal requirements.

It is clear that the school and the municipality of Macapá are on the right path in search of complete inclusion, However, we still have a way to go, in terms of the number of professionals who are not enough to provide services in the regular classroom and in the AEE, but we can share the grateful joy in discovering and knowing that rights previously not guaranteed are being covered in that school. .

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