Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

Challenges and strategies for including students with special educational needs in mainstream education

Desafios e estratégias para a inclusão de alunos com necessidades educacionais especiais no ensino regular

Desafíos y estrategias para la inclusión de alumnos con necesidades educativas especiales en la enseñanza ordinaria

Arlene da Costa Santos Ferreira – Master's degree in Education Sciences from Educaler.
Maria Risolete Pessoa – Master's degree in Education Sciences from UPAP.

Abstract:
Inclusive education, supported by educational policies, aims to ensure the right of all students, including those with special educational needs (SEN) and physical disabilities, to learn in mainstream classes. This study aims to discuss the main challenges faced by teachers and educational managers in including these students to implement quality inclusive education. It is based on a qualitative literature review, providing a historical analysis of inclusion up to the present and examining the theoretical and practical aspects of this process. The results show that, despite significant progress, sustained investment in teacher education and curricular adaptation remains necessary. The study concludes that quality inclusive education requires personalized teaching practices, continuing teacher education and adequate infrastructure. These measures are fundamental to ensuring equity and effective teaching while encouraging these students' participation and development.

Keywords:
Inclusive education. Special educational needs. Teacher education. Mainstream education.

Resumo:
A educação inclusiva, apoiada por políticas educacionais, tem como objetivo assegurar o direito de todos os alunos, inclusive aqueles com necessidades educacionais especiais (NEE) e deficiência física, à aprendizagem em classes regulares. O estudo tem como objetivo discutir os principais desafios enfrentados pelos professores e gestores educacionais na inclusão desses alunos, para implementar uma educação inclusiva de qualidade. Baseia-se em uma revisão de literatura com abordagem qualitativa, trazendo uma análise histórica da inclusão até os dias atuais e um olhar sobre os aspectos teóricos e práticos desse processo. Os resultados mostram que, apesar dos avanços significativos alcançados, ainda há necessidade de investimentos constantes em formação docente e adaptação curricular. Conclui-se que, para uma educação inclusiva de qualidade, é preciso investir em práticas pedagógicas personalizadas, formação contínua dos professores e infraestrutura adequada. Essas medidas são fundamentais para assegurar a equidade e a efetividade do ensino, estimulando a participação e o desenvolvimento desses estudantes.

Palavras-chave:
Educação inclusiva. Necessidades educacionais especiais. Formação de professores. Ensino regular.

Resumen:
La educación inclusiva, respaldada por políticas educativas, busca garantizar el derecho de todos los alumnos, incluidos quienes tienen necesidades educativas especiales (NEE) y discapacidad física, a aprender en aulas ordinarias. El estudio tiene como objetivo discutir los principales desafíos que enfrentan docentes y gestores educativos en la inclusión de estos

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

alumnos para implementar una educación inclusiva de calidad. Se basa en una revisión de literatura con enfoque cualitativo, que ofrece un análisis histórico de la inclusión hasta la actualidad y examina sus aspectos teóricos y prácticos. Los resultados muestran que, pese a avances significativos, todavía se necesitan inversiones constantes en formación docente y adaptación curricular. Se concluye que una educación inclusiva de calidad requiere prácticas pedagógicas personalizadas, formación continua del profesorado e infraestructura adecuada. Estas medidas son fundamentales para garantizar equidad y eficacia en la enseñanza, estimulando la participación y el desarrollo de estos estudiantes.

Palabras clave:
Educación inclusiva. Necesidades educativas especiales. Formación docente. Enseñanza ordinaria.

Introduction

In recent years, the inclusion of students with special educational needs (SEN) in mainstream education has become a central issue in educational policy, leading to significant changes in how society understands and values diversity.

Inclusive education gained worldwide momentum with the Salamanca Statement in 1994, which advocated every child's right to quality education in mainstream schools, regardless of physical, sensory, intellectual or emotional conditions. Brazil's Law of National Education Guidelines and Framework (LDB, Law No. 9,394/1996) and the National Policy on Special Education from the Perspective of Inclusive Education (2008) consolidated this right, enabling students with SEN to attend mainstream classes with appropriate support, such as Specialized Educational Support (AEE) (Ziliotto; Gisi, 2018).

However, despite legislative advances and discussions about inclusion, implementation faces several obstacles. Insufficient teacher training, adapted teaching resources and school infrastructure hinder these students' full development. According to Ziliotto and Gisi (2018), in many educational contexts, inclusion is limited to physical access to school, without curricular and pedagogical integration that supports learning for students with SEN. This gap between theory and practice demonstrates the need to examine strategies that can actually contribute to quality inclusion.

Against this background, this study aims to understand the main obstacles to including these students in mainstream education and identify teaching strategies capable of overcoming these difficulties. Its relevance lies both in contributing to better inclusive practices in schools and in providing theoretical knowledge to guide teacher education and the implementation of public educational policies. Understanding the challenges and solutions for effective inclusion

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

is fundamental to ensuring every student's right to education and contributing to a fairer, more equitable society.

The main challenges faced by teachers and educational managers in including students with SEN in mainstream education will also be analyzed. The study further seeks to investigate difficulties in teacher education and infrastructure, identify the most successful support strategies within Specialized Educational Support (AEE), and assess the importance of individualized educational planning.

The research is structured as follows: first, it addresses the historical development of inclusive education and the main public policies safeguarding the rights of students with SEN. The second topic in the theoretical framework discusses challenges faced by schools and teachers, emphasizing teacher education and the teaching resources needed for actual inclusion. This is followed by a discussion of teaching strategies and methodologies used in AEE, examining the practices that have proved most promising in inclusive education.

2 Inclusive education in historical context

For a long time, education was a privilege restricted to a few individuals. According to Costa et al. (2019), the education of individuals with special educational needs and physical disabilities was historically marked by segregation and underwent several changes over time. The authors note that this movement began in France with the creation of institutions specializing in services for deaf and blind people.

Pestalozzi was considered one of the first to fight for the democratization of education for people with special needs, in 1946, by demonstrating that, despite their physical differences, these people had the potential to learn. He advocated non-repressive education and devoted considerable attention to teaching as a means of developing human capabilities (Costa et al., 2019).

According to Costa et al. (2019), the struggle for the inclusion and normalization of this population gained importance in the twentieth century through the movement known as the “Integration Paradigm.” This movement advocated the right of students with special educational needs (SEN) and physical disabilities to enroll in mainstream schools, but required them to adapt on their own, without changes by the education system or institutions to accommodate their particular characteristics.

Thus, Bueno, Bueno and Portilho (2023) state that teaching methods and the school environment remained unchanged, leaving these students to address challenges using their own

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

abilities. This approach ultimately excluded students unable to keep up with the mainstream curriculum, forcing many to return to specialized schools, frustrating the goal of integration and increasing prejudice.

In 1970, the beginning of normalization brought discussion and new learning in Brazil. According to Costa et al. (2019), normalization was not intended to "normalize" people with disabilities, but to offer them the same living conditions as other citizens. The idea was to recognize disability as an ordinary social characteristic, teaching people with disabilities to live with their limitations while making use of available opportunities.

> In educational terms, normalization means offering students with special needs the same resources as students without disabilities, enabling their development. This does not deny disability but accepts it as an ordinary condition. Integration, however, requires changes that, in this model, are expected mainly from children with special needs, making implementation more difficult (Costa et al., 2019, p. 7).

The 1990s saw two important events emphasizing education for all, benefiting everyone: the World Conference on Education for All (1990) and the Salamanca Statement (1994), through which inclusive education gained prominence in the educational landscape.

Inclusive education gained recognition during the World Conference on Special Needs Education. In 1994, the Salamanca Statement "establishes policies, principles and practices for Special Education and influences public educational policies" (Unesco, 1994). Since then, including students with special educational needs in social spaces and mainstream classrooms has been considered the most advanced way to democratize educational opportunities, with mainstream schools becoming the principal setting for integrating these children.

Only in recent decades, driven by these international movements and national laws, has inclusion been discussed as an inalienable right, ensuring equal opportunities for social, emotional and educational growth. According to Santana and Santos (2022), the concept of inclusion was developed to ensure everyone's right to quality education.

In this context, educational institutions must adapt to students' needs through architectural changes, curricular adaptations, teacher education, and teaching and support teams prepared to welcome students and provide inclusive education, creating an environment where everyone can learn together regardless of their differences.

The Salamanca Statement consolidated the understanding that schools should welcome every student, regardless of physical, cognitive or emotional conditions, ensuring full participation in learning. Today, all professionals, parents and people with special educational needs consider inclusion the new paradigm, meaning the social inclusion of all individuals,

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

including in education. The inclusive educational model exemplifies school democratization and acceptance of differences, understood as characteristics inherent in every human being and each individual rather than as obstacles (Bueno; Bueno; Portilho, 2023).

In education, inclusion entails reforming and restructuring schools as a whole to ensure that all students can access every educational and social opportunity offered by the school. This includes the curriculum, assessment, records and reports of students' academic achievements in schools or classrooms, teaching practices, and opportunities for sport, leisure and recreation (Santana; Santos, 2022).

However, Brazil began to formalize these new views of special education only after the Salamanca Statement. This document adopted an innovative approach, affirming that all children have unique characteristics, interests, abilities and needs, and the right to education and the opportunity to achieve and maintain an adequate level of learning. The Statement establishes that “those with special educational needs must have access to mainstream schools, which should accommodate them within a child-centered pedagogy capable of meeting these needs” (Salamanca, 1994, pp. 1-2).

It is widely recognized that school inclusion extends beyond physical presence in classrooms to a commitment to quality education for all. This means ensuring accessibility, curricular flexibility and adaptations, while promoting diverse and inclusive teaching practices.

> Special education provision should begin in early childhood education, in daycare centers and preschools, enabling the identification of special educational needs and stimulation of students' overall development, as well as intervention to reduce the possibility of developmental delays, whether or not resulting from genetic, organic and/or environmental factors (Teles, 2022).

An inclusive school, which aims to serve every student without discrimination, requires the commitment of everyone involved in education, especially regarding students with special needs. However, most teachers have little or no specific training to address diverse learning needs in inclusive settings. This makes it crucial to examine how educators understand these students' inclusion.

According to Teles (2022, p. 12), “meeting different educational needs is teachers' greatest challenge today.” Creating inclusive environments requires reflection on the role of schools and society, which must also reorganize to support inclusion. This means combating discrimination and ensuring quality education for all through a school environment that guarantees accessibility, participation and success. Inclusion means more than placing a child

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

in school: it means creating an environment where everyone can be a valued member of the institution.

In Brazil, educational legislation has advanced considerably to ensure the right to inclusive education. The enactment of the 1988 Constitution was a historical milestone, establishing education as everyone's right and the State's duty, without distinction. The Law of National Education Guidelines and Framework (LDB, Law No. 9,394/1996) reinforced this commitment, stipulating that students with SEN should preferably enroll in mainstream education with specialized support, such as Specialized Educational Support (AEE). According to Teles (2022), the LDB and other regulations broadened the inclusion debate, encouraging schools to become diverse and welcoming spaces.

Nevertheless, inclusion in Brazilian schools still faces challenges. Although legislation is well structured, cultural, structural and pedagogical barriers persist in practice. Many teachers report difficulty adapting their teaching to these students, particularly because of inadequate training (Teles, 2022). Schools also frequently lack material resources and accessibility, making inclusive education a major implementation challenge.

In the current context, educational inclusion requires not only school access but also continued attendance and meaningful learning for every student. As Santana and Santos (2022) point out, attention should focus on developing strategies for personalized teaching and stronger adapted practices, such as assistive technology and active methodologies that consider each student's specific needs.

Thus, the history of inclusive education in Brazil features significant legislative and regulatory advances, but substantial practical challenges remain. Public policy achievements must be accompanied by efforts in teacher education, adequate resources and, above all, changes in schools' pedagogical and cultural attitudes, as part of inclusion that ensures equity and quality education for all.

Effective inclusion requires teaching strategies, limits on school practices, and awareness among those involved, ensuring that the right to education becomes productive learning. It is therefore essential to discuss the main obstacles that still prevent effective inclusion in Brazilian schools.

2.1 Challenges in the school inclusion of students with special educational needs

Current Brazilian educational policy, regarding special education guidelines, emphasizes including students with special educational needs (SEN) and physical disabilities

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

in mainstream classes to abolish exclusionary and segregationist practices that historically characterized their education. Despite this inclusive orientation, implementing these policies still faces obstacles, particularly in basic education, in both public and private schools (Silva, 2019).

School practices, often aimed at uniformity, compromise the plurality of learning and make respect for differences difficult. According to Silva (2019), students' individual needs are often neglected, reinforcing exclusionary practices and disregarding characteristics that require differentiated, sensitive teaching approaches.

For Oliveira and Veloso (2020), including people with SEN and disabilities in basic education constitutes a process of "desegregation," because it involves building an inclusive society committed to this population. It cannot therefore be understood as a process parallel to mainstream education. "The major challenge, in this regard, is to ensure access, continued attendance and learning for students with sensory, cognitive, physical and psychological particularities in the mainstream education system" (Oliveira; Veloso, 2020, p. 3).

This context raises one of the greatest challenges of school inclusion: ensuring that, beyond physical placement in mainstream classes, students' particular characteristics are respected and they receive the support needed for full development. It provides a basis for discussing the main inclusion challenges, addressing structural and pedagogical issues as well as the need to change education professionals' attitudes and practices.

Despite legislative advances and growing debate on inclusive education, educational practice still reveals a significant gap between ideals and reality. A major obstacle is specific teacher education to address these students' diverse needs. As Oliveira and Veloso (2020) note, most educators do not receive the initial or continuing education needed to develop effective inclusive practices, directly affecting the quality of education offered to these students.

> Another indication of standardized school practices is the use of a predetermined perceptual-motor framework as the basis for classroom teaching through content, methodologies and especially teaching materials. This practice is clearly incompatible with the motor frames of reference of students with physical disabilities, causing significant learning difficulties (Silva, 2019, pp. 11-12).

Thus, inclusive education for students with physical disabilities entails replacing the traditional teaching model, based on standardization, efficiency and results, with a more open approach centered on being, doing and living together. These three elements are essential to ensure that students' development suits their conditions and needs, considering that physical disability changes how they perceive and interact with the world around them (Silva, 2019).

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

Students with physical disabilities must therefore be seen as whole individuals who, despite their differences, can respond to environmental demands when given suitable conditions. As Oliveira and Veloso (2020, p. 5) mention, some “physical disabilities can significantly affect people's appearance, resulting in secondary problems such as low self-esteem, which often requires psychological or therapeutic intervention.” However, this low self-esteem is not directly linked to appearance but to individuals' relationships with their social environment.

In this context, rejection by social groups and families can lead people with disabilities to isolate themselves, further hindering school inclusion. Furthermore, when mobility or speech is impaired, a child may not attend school regularly. In such cases, specialized teaching support at home, provided by an itinerant teacher, is essential.

These reflections make it necessary to question the role of managers and educators in:

> 1 – Developing actions that encourage families and communities to welcome children with their differences, without overprotection.
> 2 – Providing families and communities with activities that encourage living together and build confidence.
> 3 – Encouraging families to participate in children's lives so that their intervention is safe and effective.
> 4 – Encouraging children to value rehabilitation and recognize the importance of maintaining this process continuously. Children must learn to be their own partners and allies in the inclusion process (Silva, 2019, p. 12).

A multidisciplinary team of specialized educators and health professionals is therefore essential to rehabilitating children with physical disabilities. Students should continue attending school during this process because interaction with peers and teachers contributes to rehabilitation and school inclusion. Oliveira and Veloso (2020) explain that schools must prepare to welcome these students by promoting accessibility through removing architectural barriers, adapting furniture and producing teaching materials suited to their needs.

Inadequate teacher education, adapted teaching resources and school infrastructure also remain challenges. As Silva (2019) emphasizes, many Brazilian schools still lack technological and physical resources to ensure accessibility, such as specific teaching materials or assistive technologies. Thus, although students with SEN and physical disabilities are physically present in mainstream classrooms, they may lack full access to content and activities, resulting in pedagogical exclusion under the pretext of inclusion.

Another crucial challenge is cultural resistance in many school environments. According to Jesus, Santos and Araújo (2021), there remains an entrenched belief that students with special educational needs should be educated separately or that their presence in

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

mainstream classes hinders other students' progress. This prejudice and lack of awareness affect how schools organize their practices, often reinforcing exclusion instead of genuine inclusion. Insufficient school community awareness and effective action to welcome diversity reinforce social barriers that hinder genuinely inclusive education.

Educational planning is another important issue. As Ferreira (2021) notes, mainstream teaching is rarely adapted to the particular needs of students with SEN, hindering their learning and development. Although recommended by the Specialized Educational Support (AEE) Plan under National Education Council (CNE) Resolution No. 4/2009, personalized planning is often not effectively implemented. The lack of teaching strategies suited to different realities and educational needs contributes to many students' school failure and increases educational inequality.

Institutions must therefore be prepared to welcome everyone and provide appropriate educational support. According to Ferreira (2021), pedagogical renewal that considers differences among students is essential. This requires understanding students' profiles, prior experiences, acquired knowledge and developed abilities. Access to specific teaching materials and methodologies, as well as cooperation with other professionals and institutions, is also crucial to promoting the overall development of students with disabilities.

Reforms ensuring initial and continuing teacher education, specialized support and necessary curricular adaptations are also crucial. Teaching practices should be analyzed with a focus on removing barriers to learning rather than concentrating solely on learning difficulties.

In summary, public policies must be considered in this context. Despite considerable advances in Brazilian school inclusion legislation, as previously mentioned, implementation remains challenging. According to Jesus, Santos and Araújo (2021), implementing inclusive policies faces financial, bureaucratic and managerial challenges that hinder genuinely inclusive environments. Inadequate investment and poor coordination among levels of government undermine the sustainability of inclusive actions, intensifying the cycle of exclusion.

These challenges require coordinated efforts in public policy, teacher education and teaching practices. Inclusive education demands a paradigm shift involving everyone, from managers to teachers and students, committed to equitable education that values differences and ensures learning opportunities for all.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

2.3 Strategies for quality inclusive education

The quality of teaching and learning is crucial to every student's success, especially in inclusive environments. It is essential to understand the breadth of the term “qualification” and its applicability to inclusive classrooms, since diverse student abilities and needs require an attentive, personalized approach. Quality therefore extends beyond the efficient use of methods and resources to human emancipation, giving every student the opportunity to develop fully (Almeida, 2019).

From this perspective, strategies promoting quality inclusive education need to be discussed. Teaching practices that value diversity are crucial so that all students, including those with special educational needs, can benefit from an education that respects their individuality and expands their abilities.

Almeida (2019) notes that the LDB/1996 emphasizes establishing teaching quality standards. Quality relates to school performance indicators, minimum resources per student, and teachers' education and practice. However, assessing inclusive education quality requires questioning a single standard, considering factors such as class size, support needed for teaching and learning, and teacher-student relationships.

Since school inclusion develops through social interactions within schools, teachers' work is fundamental to improving quality and success (Ramos, 2019). Effective inclusive education is not limited to enrollment and specialized educational support for students with SEN, disabilities and/or high abilities (Brasil, 2008), but depends above all on teaching based on a humanistic, interactionist approach to development and learning.

Making teaching more humane is indispensable to inclusion. Teachers must understand each student's personal development to play a meaningful role. When preparing a teaching plan, mastery of the subject matter is essential, as is understanding students' progress (Almeida, 2019).

Teaching strategies are therefore fundamental: they are the techniques used to facilitate student learning at school. Their purpose is to develop and improve the abilities of those facing greater difficulties, including the target population of Inclusive Education, while making lessons more engaging for other students. Regarding inclusion, Ramos (2019) emphasizes the importance of students becoming protagonists of the educational process. This principle guides the search for strategies that help educators support the educational progress of those most in need of assistance.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

According to Amorim, Maia and Junior (2021), quality inclusive education requires teaching strategies that welcome students with special educational needs and promote the full development of their abilities while respecting their particular characteristics. Joint educational planning is a principal strategy supported by recent literature. According to Mantoan (2006), creating an inclusive curriculum depends on cooperation between mainstream teachers and specialized professionals, such as those providing Specialized Educational Support (AEE). This collaboration enables content and activity adaptations, ensuring students with SEN, disabilities and/or high abilities can access learning suited to their capabilities without feeling excluded from mainstream classroom activities.

Changing a school's direction therefore means reviewing concepts and improving strategies, bearing in mind that there is no single way to learn. Every student has the potential to develop throughout the process, and the team is responsible for understanding their interests deeply, ensuring greater engagement and consequently effective learning.

> In this process, mainstream classroom teachers, specialist teachers and management teams need to organize actions supporting inclusive work. When schools abandon segregationist practices based on supposed incapacities and unite around common goals, students can develop further (Capellini; Zerbato, 2019, p. 10).

Inclusive education requires cooperation across the school community to ensure access, continued attendance and learning with quality, equity and respect for differences.

Continuing teacher education is also indispensable to successful school inclusion. Capellini and Zerbato (2019) maintain that teacher qualification is crucial for acquiring the theoretical and practical knowledge needed to address classroom diversity. Training programs covering legal issues and inclusive methodologies are fundamental to teaching practices that meet each student's particular needs.

Another important factor is accessible teaching resources and assistive technologies. Mantoan (2006) emphasizes that adapted materials, such as Braille books and educational software, are essential to including students with disabilities, enabling active participation and promoting equity in teaching and learning.

Finally, Capellini and Zerbato (2019) emphasize that inclusive education based on respect for and appreciation of differences is indispensable to quality inclusion. A welcoming environment where every student feels a sense of belonging is the foundation for overcoming exclusion and building genuinely inclusive education.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

3. Methodology

This study uses a qualitative literature review to provide a comprehensive, critical analysis of previous research on the subject. According to Gil (2004), this type of review enables researchers to gather and analyze existing studies to identify gaps, map trends and consolidate available knowledge.

For Galvão and Ricarte (2020), a well-conducted literature review goes beyond collecting information: it must be critical, systematic and focused, offering a synthesis of the field's development and current research. With a qualitative approach, reviews seek not merely to quantify data but to interpret meanings, identify patterns and understand contexts, which the authors regard as fundamental to a deeper understanding of social and educational phenomena.

This study chose a qualitative literature review to explore inclusive teaching practices and the development of social-emotional skills in inclusive classrooms. It focused on relevant sources published between 2018 and 2024, including scientific articles, books and theses accessed through academic databases such as Google Scholar, SciELO and the CAPES Journals Portal.

Data collection used specific search terms, such as “inclusive education,” “social-emotional skills” and “teaching strategies,” ensuring a systematic, coherent review. According to Bardin (2011), content analysis is a powerful tool for categorizing and interpreting textual data, enabling researchers to identify relationships between concepts and themes. This approach provided deeper understanding of how different teaching strategies can be adapted to students with different educational profiles.

In summary, the study provided a comprehensive view of current inclusive practices in developing social-emotional skills. This methodology proved effective in consolidating existing knowledge, identifying gaps and proposing future research directions in inclusive education. As Minayo (2012) states, qualitative research, by focusing on interpretive and contextual aspects, contributes significantly to understanding and improving educational processes, especially inclusion and students' overall development.

4. Results and discussion

The findings indicate that, despite legal and institutional advances concerning the inclusion of students with special educational needs (SEN) and physical disabilities in mainstream education, major challenges remain in everyday teaching practices. The literature

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

analysis revealed that school inclusion, although supported by a legal framework such as the National Policy on Special Education from the Perspective of Inclusive Education (Brasil, 2008), faces significant obstacles that compromise its full effectiveness.

As Mantoan (2006) points out, a major inclusion challenge is insufficient teacher education, which hinders the adaptation of teaching practices and curricula to classroom diversity.

The study's central objective, identifying the main challenges teachers and educational managers face in including students with SEN, was achieved by showing that continuing education and technical support are crucial areas still requiring improvement. According to Costa et al. (2019), teacher education for inclusion cannot be occasional; it must be continuous, interdisciplinary and directed toward effective inclusive practices. This is reflected in the findings, which show that many teachers still feel unprepared to address the particular needs of students with disabilities, a situation worsened by inadequate infrastructure and teaching materials, as discussed by Bueno, Bueno and Portilho (2023).

According to Teles (2022), inclusion should be seen as both a pedagogical challenge and a school management issue, encompassing institutional policy planning and daily support for teachers and students. In Brazil, authors such as Oliveira and Veloso (2020) note that, besides inefficient physical infrastructure, schools struggle to provide human and technological resources to support inclusive practices adequately. The results reinforced this finding, revealing that Specialized Educational Support (AEE) is not yet fully implemented in many schools, impairing support for these students.

Another noteworthy finding is the need to involve the entire school community, including managers, parents and other professionals, for inclusion to be effective. The literature stresses that inclusion cannot be the sole responsibility of mainstream classroom teachers or AEE specialists: coordination among everyone in the school environment is necessary, as Silva (2019) highlights.

Thus, although Brazilian legislation has made substantial progress in promoting inclusive education, much remains to be done in teaching practices and teacher education. Educational inclusion requires ongoing curricular adaptation, teacher training and institutional support so that students can fully develop their potential.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

5. Conclusion

The inclusion of students with special educational needs and disabilities in mainstream schools is established in law. Inclusive education, however, requires more than compliance with the law that recognizes and guarantees it: it requires changes in educational systems' attitudes, perceptions and conceptions. This means expanding inclusive education, working for diversity, revising school objectives, goals and curricula from an inclusive perspective, and enabling all students to participate in society and exercise citizenship.

However, segregationist practices that have historically marginalized and stigmatized people with pronounced individual differences will end only when society mobilizes, together with the professionals who work with this population.

The analysis demonstrated that including students with special educational needs (SEN) in mainstream education remains a significant implementation challenge despite educational policy support. Inadequate teacher education, ineffective educational planning and insufficient structural resources compromise success. In response to the research problem, effective inclusion requires students' presence in mainstream classrooms and an educational environment that respects individuality and provides specific teaching strategies, such as the Specialized Educational Support (AEE) Plan.

The study reinforces the relevance of excellent inclusive education that extends beyond placing students in school to providing a learning environment that values diversity and promotes everyone's full development. Strategies such as continuing teacher education, adapted teaching resources and collaborative planning demonstrate the potential to improve inclusive educational practice.

Future studies should therefore examine practical inclusion experiences more deeply, particularly in public and private education, to investigate their impact on the academic and social performance of students with SEN and physical disabilities. Further research may also reveal the school community's role in establishing an inclusive environment, broadening debate beyond classrooms to include families and other education professionals. Ultimately, inclusive education should be understood as an ongoing process of building a school for all rather than as an endpoint.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

References

ALMEIDA, Ludmila de Souza Rocha. Quality inclusive education: in the light of humanistic teaching. Brasília, 2019. Monograph (Specialization in Human Development, Education and School Inclusion) – Departamento de Psicologia Escolar e do Desenvolvimento Humano, Instituto de Psicologia, Universidade de Brasília (UnB).

AMORIM, Marília Carollyne Soares e; MAIA, Joycy Beatriz Moreira; SILVA JÚNIOR, Dilmar Rodrigues da. Teaching strategies for including the target population of special education. Proceedings of the Seventh National Education Congress - CONEDU. Available at: https://editorarealize.com.br/.

BRASIL, Law No. 9.394, of December 20, 2020, 1996. Establishes the guidelines and framework for national education. Available at: http://portal.mec.gov.br/.

BRASIL. Constitution of the Federative Republic of Brazil. 1988. Available at: http://www.planalto.gov.br.

BUENO, Josiane Jocoski; BUENO, Sávio; PORTILHO, Evelise Maria Labatut. Historical aspects of inclusive education in Brazil. Revista Ibero-Americana de Estudos em Educação, v. 18, 2023.

CAPELLINI, V. L. M. F.; ZERBATO, A. P. What is collaborative teaching? 1º ed.- São Paulo: Edicon, 2019.

COSTA, Denise Ferreira da et al. Inclusive education: a brief historical context of paradigm shifts. 2019. Available at: https://semanaacademica.org.br.

FERREIRA, Eglem Cristina Gomes. Special education and inclusive education: the challenges of inclusion in schools. Proceedings of the Seventh National Education Congress - CONEDU. Available at: https://editorarealize.com.br/.

JESUS, Amanda Caroliny Sena de; SANTOS, Layse Fernanda Dias dos; ARAÚJO, Rosenéri Lago de Sousa. The challenges of school inclusion in the classroom. Scientific article, 2021. Available at: https://repositorio.alfaunipac.com.br/.

MANTOAN, Maria Teresa Eglér. School inclusion: What is it? Why? How to do it? São Paulo: Moderna, 2006.

OLIVEIRA, Gabriel Gonçalves; VELOSO, Lérica Maria Mendes. Main challenges in including students with disabilities in the education system. Revista Brasileira de Educação Básica, 2020. Available at: https://rbeducacaobasica.com.br/.

RAMOS, Sara Pinto. Inclusive education: challenges and possibilities in teaching practice. 2019. Undergraduate final project (Degree in Education) — Instituto de Educação, Agricultura e Ambiente (IEAA), Universidade Federal do Amazonas (UFAM).

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.

Ano VII, v.1 2023 | submissão: 05/06/2023 | aceito: 12/06/2023 | publicação: 17/06/2023

SILVA, A. F. da. School inclusion of students with special educational needs: physical disability / prepared by Adilson Florentino da Silva, Ana de Lourdes Barbosa de Castro, Maria Cristina Mello Castelo Branco.- Brasília: Ministério da Educação, Secretaria de Educação Especial, 2019. 67 p.

TELES, Lara Vitória Monteiro. On contemporary school inclusion: limitations or possibilities? Goiânia, 2022. Monograph (Degree in Pedagogy) – Escola de Formação de Professores e Humanidades, Pontifícia Universidade Católica de Goiás.

UNESCO. Salamanca Statement and Framework for Action on Special Needs Education. Brasília: CORDE, 1994.

ZILIOTTO, Gisele Sotta; GISI, Maria Lourdes. Special education policies in Brazil: the historical development of regulations and challenges. 2018. Article presented at Universidade de Lisboa. Available at: https://www.red.org/.

Este é um artigo publicado em acesso aberto (Open Access) sob a licença CreativeCommons Attribution, que permite uso, distribuição e reprodução em qualquer meio, sem restrições desde que o trabalho original seja corretamente citado.