

Beyond Access: The Power of Inclusive Listening in Education

Constructing spaces for mental health and subjectivity in the classroom.



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The Gap Between Legal Presence and Symbolic Existence

The Mandate (Legal Access)



Constitution (1988) & LBI (2015).
Guarantees physical presence and
curriculum access.

The Reality (Symbolic Access)



Presence does not equal belonging.
Teachers are overwhelmed; students are
physically present but symbolically absent.

Thesis: Inclusive Listening is the missing infrastructure. It transforms schools from places of instruction into territories of mental health.

The Mandate is Clear, but the Ethos is Lagging

- **The Foundation:** Education is a right for all (Constitution Art. 205; Lei nº 13.146/2015).
- **The Barrier:** Despite frameworks, structural and cultural obstacles persist (Barcellos & Gomes, 2023).
- **Key Insight:** Inclusion is not just about ramps for wheelchairs; it is about ramps for language and desire.



Humanist Editorial

There is No Subject Before Language

Speech/The Word

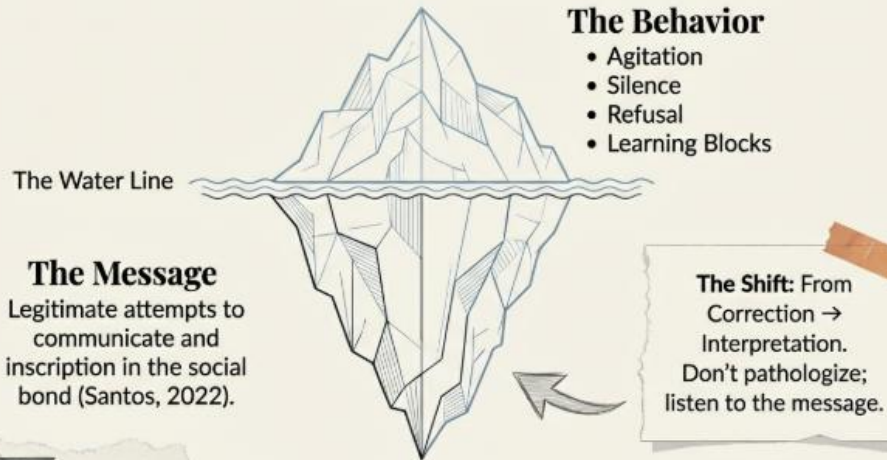


Based on Freud & Lacan: A student becomes a 'subject' only when recognized and heard.

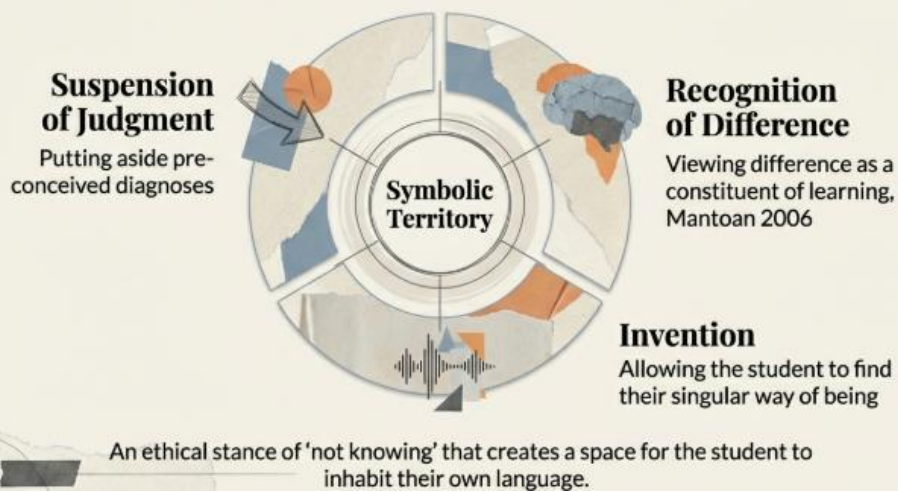
Quote: 'There is no subject before language.' (Braz et al., 2021).

Implication: If a student is not heard, they do not fully exist in the classroom dynamic.

Deciphering the 'Symptom' in the Classroom



What is Inclusive Listening?



The Teacher as Subject (Not Just a Technician)

The Problem: Training focuses on technique, ignoring the teacher's subjectivity.

The Reality: Teachers face anxiety and 'impasses' with complex inclusion cases.

The Solution: Teachers need 'Listening Spaces' too. We must treat the teacher as a 'subject of desire,' not just an implementer of rules (Falcão et al., 2018).

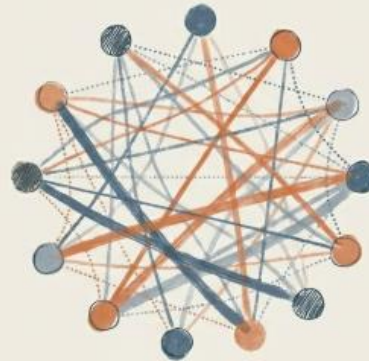


The Mechanism: Collective Listening Groups

Strategy (Bastos, 2024): Spaces for Collective Elaboration where teachers share specific impasses.

Case Study: A teacher struggling with a student playing 'superhero.' Through group listening, she moved from control to dialogue.

Result: Moving from Solitary Suffering → Shared Invention.



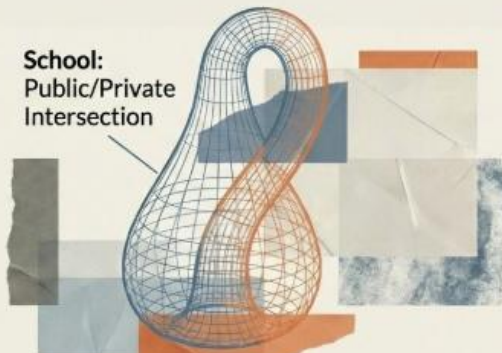
The School as a Public Space of Anchorage

Theoretical Concept: The school is where public and private intersect (Dunker, 2019).

Territorial Listening: The school acts as an 'Anchor' for vulnerable subjects (Broide, 2019).

Vision: A space of Citizenship where the 'Right to the Word' is guaranteed.

School:
Public/Private
Intersection



Result: Establishing the school as a critical space for collective and individual becoming.

Conclusion: From Presence to Existence

1

Presence vs. Existence

Laws guarantee the body;
Listening guarantees the
subject.



2

Symptoms as Language

Do not correct behaviors;
decipher the message
within them.



3

Care for the Carer

Sustainable inclusion requires
emotional support and
Listening Groups for teachers.



"A democratic school is one that sustains the right to the word."

The page features a central title 'References' surrounded by various geometric and abstract illustrations. At the top left, there are several wireframe and solid geometric shapes in blue, orange, and grey. At the top right, a 3D wireframe cube is shown with a blue and orange circle overlaid on it. The bottom of the page is decorated with a horizontal line of scribbles and more geometric shapes in blue, orange, and grey, creating a collage-like effect.

References

Barcellos, D. P. & Gomes, J. S. (2023) Freud, S. & Lacan, J. (Selected works)

Bastos, M. B. (2024) - Clinical approach in teacher training

Mantoan, M. T. E. (2006) - Inclusão escolar

Broide, J. (2019) - Psychoanalysis in public spaces

UFF Field Study & Word Cloud Data (2025)

Dunker, C. I. L. (2019) - A psicanálise nos espaços públicos