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OBSTACLES OF SCHOOL INCLUSION IN THE BRAZIL

Maria Carolina Damasceno

Pedagogue graduated from the Regional
Integrated Colleges of Avaré

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Abstract: This article aims to raise a comprehensive reflection regarding the school inclusion of people with disabilities. Using legal support to summarize the processes experienced by people with disabilities until reaching the inclusion currently in force in the country. Throughout the work, it addresses the explanation of issues such as difficulties in the physical and pedagogical structure of teaching units, the need for continued training of education professionals, as well as changing a stereotypical view of belittling the evolutionary capacity of people with special educational needs. Teaching modalities in which students with disabilities must be included, necessary adaptations in the structure and curriculum to promote equal education and participation of all students involved in the process, legal support and vision of parents and educators who serve the public they target refers to work.

Keywords: School Inclusion. Difficulties. Student with Disabilities.

INTRODUCTION

School inclusion is a topic usually addressed in all educational institutions in the country, provided for by law and even though it has gone through several processes and changes over time, it still encounters significant barriers in its fulfillment, to the detriment of students with special educational needs., who are often located in school units and do not receive the appropriate care, which is guaranteed by right. This article aims to generate reflection on the topic of inclusion and open space for the construction of new ideas that can make education truly egalitarian.

LEGAL SUPPORTS FOR INCLUSION

For the Inclusion Law to be established in the country, there was a historical process to appropriate this concept. The Constitution of the Federative Republic of Brazil of 1988 already mentioned that the State guaranteed the care of people with special educational needs, preferably in the regular education network.

In 1989, Law 7,853, which provides for support for people with disabilities and their social integration, makes it a crime to refuse, suspend, postpone, cancel or terminate enrollment in any institution or level of education, whether public or private, to a person on account of their disability.

Later in 1990, with the promulgation of Law 8,069, which provides for the Statute of Children and Adolescents, there would be another law to support the fulfillment of educational inclusion, containing the same requirements set out in the Constitution.

The World Declaration of Education for All, also from 1990, is based on the universalization of basic education for all children, young people and adults, ensuring equity in the distribution of resources with a minimum standard of quality.

In 1994, the Salamanca Declaration established that education and the rights of all without distinction, regardless of belief, race, social condition, and when it comes to inclusion, it does not only refer to people with disabilities, but also students considered typical who encounter difficulties. in the educational process. He then mentions the equality of learning together, so it is up to the school and its educators to seek strategies that aim to overcome the difficulties and guarantee the schooling that is rightful.

Still in 1994, there was a setback when students with disabilities were required to participate in a process called “instructional

integration”, where they attend common regular education classrooms, having to watch the content proposed in the classroom without any adaptation to their needs.

Finally, in this article there will be an explanation of the law that governs the educational system in force in the country, Law 9,394 of 1996, Law of Guidelines and Bases of National Education, which prescribes in its article 59, that education systems must ensure students: Curriculum, methods, resources and organization specific to their needs, as well as specific terminality for those who have not reached the level required to complete primary education due to their disabilities. It also provides for adaptation or acceleration of the curriculum for gifted people to complete according to their potential.

All the documents mentioned above are linked to each other. They govern what we today call School Inclusion, a process that has changed over time, but which still, even with all the discussions, legal support, practical and theoretical adaptations, it leads to a flawed system. It is interesting to try to understand what barriers separate theory and practice, what is the role of institutions and their professionals in changing this reality, community participation is also extremely important for the school body.

Inclusion suggests a broad learning opportunity, in relation to socialization, the teacher learns to live with students considered “normal”, along with students with special needs, students also get to know a different reality from the majority and learn to deal with this situation in practice. All this change requires a reorganization of the space in general, it requires work to raise the teacher’s awareness of the new situation, he/she needs to prepare the class to receive students with disabilities with dignity, ensuring that they have equal conditions to follow the classes, material and adapted space for effective

participation, as well as specialized support when necessary.

The problem is that contradicting all the rights inherent to people with disabilities, we find within the school reality the professional inertia of some teachers, as well as unprepared schools, which often do not have even the minimum necessary adaptations in their physical space to offer service. and accessibility to the heterogeneous public that it must serve today.

For the International Convention on the Rights of Persons with Disabilities:

“People with disabilities are those who have long-term impairments of a physical, mental, intellectual or sensory nature, which, in interaction with various barriers, can obstruct their full and effective participation in society on equal terms with other people”.

PUBLIC SERVED BY THE INCLUSIVE SYSTEM

Barriers are not only present in the educational sphere, unfortunately. Many public establishments do not offer the minimum accessibility conditions for any type of disability, hence the need to reflect on this educational model, which with legal support, presents conditions to guarantee quality education to the disabled, but it must be emphasized that the law is only valid when it is actually complied with.

It is important here to highlight the difference between Intellectual Disability, Global Developmental Disorders, and High Abilities:

What we today call Intellectual Disability is a concept that has undergone several historical modifications, where people with disabilities suffered discrimination and abandonment. This reaction was due to the fact that people attributed a relationship with religious beliefs, even considering disability as divine punishment, thus feeling entitled

to segregate and even exterminate unborn children with some type of disability.

In ancient Egypt, doctors believed that mental problems meant the presence of evil spirits, the result of sins committed in previous lives and could only be resolved through the intervention of the gods. For Hebrews it was a sign of impurity. For the Greeks who cultivated a beautiful and strong body to fight in search of new lands, people with disabilities were simply disposable. In Sparta it was customary to throw disabled children into abysses, or leave them abandoned in caves, anyway... These are some examples of the changes that took place to get here.

In the 11th Manual of Intellectual Disability: Definition, Classification and Levels of Support, published in 2010, the change from Mental Retardation/Disability to Intellectual Disability was incorporated.

Intellectual disability is a disability characterized by significant limitations in both intellectual functioning (reasoning, learning, problem solving) and adaptive behavior (social relationships, personal independence, self-care) that covers a range of social skills and everyday practices. This disability originates before the age of 18. (SHOGREN et al, 2010, page: 6)

Intellectual Disability also, it is important to highlight, has three levels (mild, moderate and severe) and is one of the most common disabilities in the school context, and may also be associated with other comorbidities, when observing this growing number of students with disabilities included in regular teaching networks, it is worrying to know that in teacher training there is no sufficient basis for the teacher to consider himself capable of fulfilling the requirements, which will reflect on his work, assuming that he does not feel safe to teach in a heterogeneous group, which often consists of numerous classrooms and the presence of one or more students with disabilities, who will

have a different pace of learning.

Initially, you need to carry out a diagnostic survey, observe the level of all students at the beginning of the work, prepare material adapted to individual needs, apply the content so that everyone is able to participate in the class, in addition, prepare assessments to assign concept of note and record in documents. Although it is a matter of law, teachers cannot always count on the presence of another specialized professional accompanying the student with some type of disability, but it is known that it is still unrealistic for all rooms in a school unit to have this support, which further complicates school performance.

Global Developmental Disorders (TGD) have the following characteristics: Changes in neuropsychomotor development, impairment in social relationships, communication, motor stereotypies (repetitive movements). This list includes people with Autism Spectrum Disorder (ASD), childhood disintegrative disorder (psychosis) and pervasive disorders without other specification.

According to a repost from magazine: *''Crescer''*:

“A new report from the United States Center for Disease Control and Prevention (CD) showed a 15% increase in the number of children suffering from Autism Spectrum Disorder (ASD) compared to the previous two years. This means 1 case for every 59 children (estimates from 2014, released now) versus 1 in every 68 (2012 estimates, released in 2016).”

This is also due to the fact that there is a change in nomenclature; Before, only people with classic characteristics, who had difficulty socializing and did not establish oral communication, were considered autistic. Today, within the Aspectro, there are several levels, including people who are able to lead a normal life, start a family, gain space in the market. of work.

1. Available in http://dgi.unifesp.br/sites/comunicacao/pdf/entreteses/guia_biblio.pdf

Counting on growth in demand, it is important to list the main approaches and methods known and effective in working with students with ASD, which are: The Natural Functional Curriculum, a methodology that aims to instruct students to have quality of life through autonomy in activities everyday life, hygiene, concept of identity, self-care, social relationships, among others. And the TEACCH Method – Treatment and Education of Autistic and Communication Handicapped Children (an American method) which in Portuguese means Treatment and Education for Autistic and Children with Communication-related Deficits which resulted from an educational and clinical program created from research carried out with the aim of deeply observing children with Autism Spectrum Disorder. The method assumes of behavioral and psycholinguistic theory, thus using figures and visual resources as resources that are means of communication throughout the process. This way, the teacher works on adapting behaviors using positive reinforcement with each evolution.

Both approaches refer to individualized work, and these will be carried out after a long period of adaptation where the teacher will get to know a little about the student's reality, seek to establish a solid and reliable relationship, observe their characteristics, difficulties, and then start the work.

However, initial teacher training also does not offer an approach focused on disorders; once again the teacher finds a situation of discomfort due to the difficulties of offering quality care.

You then need to begin your personal search for new knowledge - through courses and specializations, so that you can finally have better conditions to carry out your work. It remains to be seen whether in the present situation there is willingness on the part of the professional to take flight in search of

knowledge, or whether due to complacency, sometimes typical, the classroom will be transformed into a cluster of students (with disabilities or not), who they are only integrated and not actually included.

In the concept of giftedness and high abilities, we find children with intellectual capacity and curiosity higher than the average within their age groups, in different areas (intellectual, academic, psychomotor, artistic capacity, leadership and creativity), the 2016 School Census, pointed out that almost 16,000 children with these characteristics were enrolled in public and private education networks. This is a relevant number, considering the possibility of a teacher having in the classroom, often a large class, plus a student with a higher capacity than the class, which will require an adaptation of the curriculum, adapting the content to respond to the needs and aspirations of this student, without leaving aside the others who represent the majority.

What draws attention regarding teaching responsibility towards students with giftedness and high abilities is that these students need adequate stimulation for their needs to the detriment of the possibility of disinterest and frustration, caused by an attempt to limit the student's capacity. student to their age group, or the reality of their classroom.

“The main goal of education is to create men who are capable of doing new things, not simply repeating what other generations have already done. Men who are creators, inventors, discoverers. The second goal of education is to form minds that are in a position to criticize, verify and not accept everything that is presented to propose.”

(Piaget, 1982, p.246).

Schools must then serve this public within regular educational institutions, in common classrooms when, according to their specificities, inclusion is possible, or also in

the AEE (Specialized Educational Service), where they will be placed in multifunctional resource rooms., with the help of specialized professionals and adapted material to meet the educational needs of students with disabilities, in line with opinion number: 13/2009 of the National Education Council (CNE).

According to the Education Portal of the Ministry of Education²:

“The opinion regulates decree Number: 6,571/08, which provides for technical and financial support from the Union to public education systems in the states, Federal District and municipalities to expand the offer of specialized educational services. This type of service refers to activities complementary to students’ schooling.

According to the opinion, students with disabilities, global developmental disorders and high abilities or giftedness, must be enrolled in common classes in regular education and in specialized educational services, which can be offered both in resource rooms and in specialized institutions, public or private non-profit type.

Both will receive resources from the Basic Education Maintenance Fund (Fundeb), and their enrollment will then be counted double so that it can subsidize both modalities.

In everyday school life, teachers also encounter difficulties in establishing a pedagogical diagnosis in relation to their students, as they have heterogeneous groups with many children with learning difficulties, which sometimes are not even associated with some type of syndrome or disability, but with cases of lack of limits within the family, which will reflect on often aloof behavior on the part of children, causing confusion regarding the teacher’s view of this difficulty. In this sense, it is important to highlight that there are extracurricular factors that are directly linked to behaviors displayed by students within the school, and they act this way precisely to draw

attention to something that may be wrong in the family context, which is considered very important. Through investigations, meetings with families, and home visits, it is possible to learn about the socioeconomic and cultural reality of students, providing support for teachers to draw new conclusions regarding their practice, and with a different vision they can offer higher quality care, Based on this principle, if you find a need for social, psychological or medical referral, you will be able to send a more detailed and concise report, avoiding any misunderstandings regarding the diagnosis and intervention with this student, given the fact that other professionals have very little time to get to know your reality.

There are cases of learning difficulties related to different elements, which can be related to both the prenatal period and postnatal life, and these can be correlated to chemical, physical, immunological, infectious, family, affective and socioeconomic issues, as an article from the Education Portal highlights.

Genetic factors are inherited through family characteristics, such as asthma, depression, insomnia. Neuroendocrine factors are related to a dysfunction in the hypothalamus, which constitutes a very important function within the central nervous system, and has the function of controlling body temperature, regulating thirst and hunger processes, as well as emotions and feelings (factors of extreme relevance for learning). Environmental factors are linked to material conditions (domestic facilities, quality of food), as well as lifestyle, family structure, where it is important to highlight affective relationships, maternal stimuli, which directly influence cognitive interactions.

Now, in cases where students present behaviors characteristic of syndromes and/or disorders, it is known that the teacher

2. Available on the website: http://dgi.unifesp.br/sites/comunicacao/pdf/entreteses/guia_biblio.pdf

does not have the autonomy to name any characteristic, but must pay more attention to the behaviors, have the support of school management and then through conversation with those responsible, guide them to seek qualified professionals to assist with the appropriate procedures. Difficulties can often be associated with deficits in vision and hearing, and these factors do not interfere with the student's intellect, but if undetected they can lead to delays in terms of content, compared to someone who does not have the same difficulties.

The teacher can carry out simple tests to make sure that the student has difficulty in these areas, an example of intervention at suspected levels of vision difficulty would be to present smaller letters to the student, when not literate yet, he can do the same with pictures showing large images and decrease the size, trying to find out how far the student can see or not, and pay attention to their behavior in the classroom.

In his expression, he demonstrates difficulty in seeing content on the board, or figures in a story, for example. Once this difficulty is detected, the teacher must then position the student in the first place in the row, so that his vision becomes easier and also triggers the family for specialized care with an ophthalmologist.

Now, hearing difficulties can be more difficult to detect, as they can range from mild hearing loss to profound hearing loss, and can also have genetic causes, bringing characteristics of a family member, or also a relationship with inflammation, such as otitis., which is common in children at the beginning of their school life because they have lower immunity... The teacher needs to observe whether the student understands what is being said, when in a low voice, try to make more discreet noises out of the student's vision and observe What are his answers? And

in cases where this difficulty is detected, after returning from a specialist who assists this student, look for resources and interventions, as there is the possibility of increasing hearing loss, reaching total loss, which characterizes the need for a sign language interlocutor in the classroom. class, which offers full conditions for the student to participate in classes and carry out all activities, remembering that hearing impairment or deafness does not cause any damage to the individual's intellect and requires respect for the individual, as well as any other difficulty.

It is also important to mention a problem that is becoming increasingly common in classrooms, having a multifactorial cause, which is the presence of anxiety, which is characterized by fear, discomfort of something that is considered unknown.

"In children, emotional development influences the causes and the way in which fears and concerns manifest themselves, whether normal or pathological. Unlike adults, children may not recognize their fears as exaggerated or irrational, especially younger ones" (ASBAHR, 2004).

This way, it will be up to the teacher to detect behaviors such as the child's lack of emotional control when left by a family member at school, if the time to calm down takes longer than expected, this is a factor to be considered, as well as behaviors throughout everyday life, in assessment situations, or even in activities outside the classroom, they can cause headaches, abdominal pain, for example. Some children often express anxiety by biting objects, such as pencils, an unconscious self-control mechanism. Observing these behaviors, it is interesting to schedule a family meeting seeking to investigate how this child is treated in this environment, whether there has been any process of separation or loss of a loved one, whether the child is overprotected, these are factors of great relevance, as

overprotected children tend to feel insecure in carrying out tasks independently, even if they have mastery, and this type of family conduct must be guided with caution to avoid causing greater social harm when this child reaches adulthood.

A very interesting strategy that the teacher can adopt in his work in the classroom, as he detects some difficulty in his student, is to count on the help of those who have better performance, so that they can support inclusive work., often difficult to actually exercise. This is also a way of teaching values, such as respect for individual processes, cooperation, and other ethical concepts, often forgotten, rescuing values that are no longer part of a relevant number of society. In the case, for example, of students with severe visual difficulties, having the help of a full-time colleague to move around the classroom, help with reading a text, are small gestures that can make a difference in the entire context.

INCLUSION CONCEPT FOR EDUCATORS AND PARENTS

In an interview carried out for the purpose of concluding an article on an educational approach, when asking teachers about inclusion, they responded that school inclusion is only possible when carried out with students with special educational needs of lesser commitment, and their justifications are based on the principle of that teachers are not adequately prepared to provide quality service, just as schools are not adequately prepared. In this sense, it is important to highlight that for these teachers, the concept and learning are directly linked to conceptual knowledge in literacy, mathematics, only. The promotion of conditions for social coexistence and the promotion of independence in daily activities such as personal hygiene, for example, are not considered effective.

In response to this model of thought,

Kruppa (2001, p.28) asserts that “the school does not believe in the ability of every human being to learn and considers itself competent to point out in an arbitrary, prejudiced and mistaken way those who ‘can’ learn”.

When interviewing family members, the first difficulty, as highlighted above, was the acceptance and understanding of a diagnosis, especially when the disability is associated with convulsive conditions, which causes anguish and a lot of suffering for the parents, as they are unable to discover the real reason. of this frame. Remembering that the child’s high risk of these crises will affect the entire family context, sometimes requiring the mother to give up her job and start giving the child full attention. This conflict can both strengthen family ties and, on the contrary, due to the fact that father and mother suffer separately in the face of this great difficulty.

In the learning aspect, considering the excessive difficulties encountered due to their children’s pathological condition, some family members give priority to having their children’s educational services carried out in specialized schools, pointing out as justification, crowded classrooms, professionals unprepared to deal with This situation is often the prejudice that exists in adults, which is also instilled in children. According to Kassir (1999) “for parents, school has its value for multiple disabled people only in the sense of interaction with other colleagues to the detriment of systematic learning”.

Combining the responses, parents and educators in this research, even if they find themselves in different positions in relation to children with disabilities, have convergent thoughts regarding the difficulty with school inclusion, with regard to the structure of the environment, training of teachers and students who are part of it.

With regard to social inclusion, both believe in the potential of inclusion for the

well-being of people with disabilities, having access to any and all types of environments regardless of having a disability or multiple disabilities, and even agree that this is the only effective, because they do not believe in the inclusive educational system.

These conclusions regarding inclusion are directly linked to a stereotype commonly used when dealing with disability, the term itself already suggests a difficulty, which often leads to believing in the impossibility of evolution or development, however, on the contrary, education professionals need to change this concept around the difficulties, instead of enhancing characteristics of a diagnosis, they need to tirelessly seek strategies to find the potential of the target audience.

As children considered typical will have more ability for a certain knowledge, it is no different with a child with special educational needs, but it will only be possible to access the potential if the education professional opens up to get to know the special universe in depth, and is then enchanted with something new, you will be surprised at every step taken, without underestimating the knowledge and experience that the student brings with his limitations.

Thus, there will be a change in the structure and guarantee of effective quality of service.

CONCLUSION

School inclusion aims to guarantee people with special educational needs the same rights as students considered typical, to have the right to schooling, full participation in activities carried out at school, the right to naturally enjoy all the space and activities offered. hair within teaching units. However, it is known that there is a reality that falls short of these expectations, which if they were followed exactly, could come closer to the objectives mentioned here.

We believe in the importance of restructuring

the syllabus of undergraduate courses, allowing greater support for education professionals, so that they have a minimum base of the main characteristics relating to disabilities, global developmental disorders, giftedness and high abilities, remembering that there are already classes focused on the area of disability, but they deal superficially.

It is also important to highlight the need to update all professionals who work in schools, whether special or regular schools, in order to remember the importance of the historical evolution that allowed the country to develop legislation favorable to people with disabilities. special needs, ensuring personal movement on their part, with the aim of serving this audience with respect for their individualities, without disregarding the possibility of developing skills, as a result of work with empathy and humanity.

For there to be a real promotion of this inclusion, it is necessary for the country to meet the needs of the reality in which it lives, without seeking to reproduce models from other realities that differ completely from the country, in cultural and economic terms. It is necessary to embrace this model and believe that there is the possibility of beneficial and effective work, in order to then build a society that truly respects differences and guarantees opportunities for everyone. It is important to highlight that schools must be in partnerships with families, seeking to work together for the benefit of people with disabilities and seek partnerships with the health sector, with the aim of providing greater support for making an accurate diagnosis, as well as psychological support for parents and educators to deal with the limitations inherent to it. These are alternatives to eradicate conformity in the face of an inclusive system that finds it very difficult to implement in practice, but with everyone's help and a lot of work it can be changed for the better.

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