

ESAFIOS IN INCLUSIVE PEDAGOGICAL PRACTICES IN THE PROCESS OF LITERACY AND LITERACY

DESAFIOS NAS PRÁTICAS PEDAGÓGICAS INCLUSIVAS NO PROCESSO DE ALFABETIZAÇÃO E ALFABETIZAÇÃO

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ABSTRACT: Although we are facing a challenging scenario, the pedagogical practices and activities worked with the student with special needs, when it comes to literacy and literacy, goes through different obstacles, ranging from the reception to the training of educators and collaborators who need to adapt to the new needs of the students. It is up to the school to adapt to the demands of students who arrive with their limitations, whether physical or intellectual, putting the educator in new challenges of including this individual within the school learning activities. Given this context, the following question arises: What resources or tools can the educator have to face the challenges of inclusion in the process of literacy and literacy? Therefore, inclusive education comes to address how the regular school has applied and evaluated its pedagogical practices thought in the perspective of inclusion, better understanding its norms, methodologies, actions, guidelines and curricular guidelines that can be developed during the school year. This article is a bibliographic research, of descriptive character of qualitative approach. The sources used were scielo and scirus. It was used as a source: books, articles, dissertations and theses of scientific websites. Among the results portrayed in this article we have: process of curricular adaptation through the Pedagogical Political Project, didactic-pedagogical strategies, teacher training, as well as alternative spaces such as libraries, to motivate students to learn. Thus, it was found that building new pedagogical practices can help in the inclusion of students with special needs, respecting their desires, needs and potentialities.

Keyword: Inclusion. Pedagogical Practices. Literacy/literacy.

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RESUMO: Embora estejamos diante de um cenário desafiador, as práticas pedagógicas e as atividades trabalhadas com alunos com necessidades especiais, quando se trata de alfabetização e leitura, passam por diversos obstáculos, que vão desde o acolhimento até a formação de educadores e colaboradores que precisam adaptar-se às novas necessidades dos alunos. Cabe à escola adequar-se às demandas dos alunos que chegam com suas limitações, sejam elas físicas ou intelectuais, colocando o educador em novos desafios para incluir esse indivíduo dentro das atividades de aprendizagem escolar. Neste contexto, surge a seguinte questão: Que recursos ou ferramentas os educadores podem ter para enfrentar os desafios da inclusão no processo de alfabetização e alfabetização? Portanto, a educação inclusiva passa a abordar como a escola regular tem aplicado e avaliado suas práticas pedagógicas pensadas na perspectiva da inclusão, compreendendo melhor suas normas, metodologias, ações, diretrizes e orientações curriculares que podem ser desenvolvidas durante o ano letivo. Este artigo trata-se de uma pesquisa bibliográfica, de natureza descritiva e abordagem qualitativa. As fontes utilizadas foram scielo e scirus. Foram utilizados como fonte: livros, artigos, dissertações e teses de sites científicos. Dentre os resultados retratados neste artigo temos: processo de adequação curricular por meio do Projeto Político Pedagógico, estratégias didático-pedagógicas, formação de professores, além de espaços alternativos como bibliotecas, para motivar os alunos em sua aprendizagem. Assim, constatou-se que a construção de novas práticas pedagógicas pode auxiliar na inclusão de alunos com necessidades especiais, respeitando seus desejos, necessidades e potencialidades.

Palavras-chave: Inclusão. Práticas Pedagógicas. Alfabetização/Alfabetização.

INTRODUCTION

The concept of inclusion has been constantly strengthening, despite the numerous barriers still faced by people with disabilities on a daily basis. This reality also became part of the pedagogical practices, where the school had to adapt to the demands of the students who arrive with their physical or intellectual limitations, putting the educator in new challenges of including this individual within the school learning activities. Given this context, the following question arises: What resources or tools can the educator have to face the challenges of inclusion in the process of literacy and literacy?

From this challenging scenario, the pedagogical practices and activities worked with the student with special needs, at the beginning of their learning for the process of appropriation of reading and writing, goes through different obstacles, ranging from the reception to the training of educators and employees who need to adapt to the new needs of students with intellectual disabilities. This lack of knowledge of the

teacher, makes him apply differentiated activities, without objective for students with special needs, serving only as a pass time, without concern for their learning and development.

In most cases, teachers use activities based on repetition and memorization, leaving aside the involvement of the student in learning situations based on a teaching model that includes adaptations of the common curriculum. That is, this lack of objectivity and adequacy of the contents can compromise the cognitive development, resulting in demotivation of students and teachers.

Based on all the experience in the classroom, it was possible to realize that the special educational needs, among them, those with intellectual disabilities, was placed as a challenging experience, because I would have to train myself with new courses, improving the knowledge that could contribute to my performance, strictly linked to the learning process of my students who demonstrated not to have a good school performance.

The school needs to be prepared to meet this public with special needs, be it its faculty as the adaptations in access and equipment that facilitate the access of these students. In this case, it is necessary to arouse the interest of the school in knowing the teaching practices and the curricular adaptation indicated for an inclusive work, having as a way to offer a better reception and development of the cognitive and relational part within the classroom.

Today it is possible to find several documents that seek to ensure the priority of education for all, putting on the agenda the issues of individuals with some special need, where it requires greater effort from educational institutions to welcome them and adopt measures that help their adaptation within the school. Among these laws, they stand out.

From the Federal Constitution of 1988, which orders strong citations and requires new educational paradigms for the care of people with disabilities, when it states:

[...] education, the right of all and the duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, his preparation for the exercise of citizenship and his qualification for work, as well as equal conditions for access and permanence in school (Art. 205) — [...] and specialized educational care for the disabled, preferably in the regular school system (Art. 206, item I) — [...] to promote the good of all, without prejudice of origin, race, sex, color, age and any other forms of discrimination (Art. 208,

item III). —[...] and also eradicate illiteracy, universalize school attendance and improve the quality of education. Since the promulgation of the aforementioned Constitution, the Brazilian educational system has undergone several changes¶ (Art. 3, item IV) (BRASIL, 1988).

Another important document was created in the year 1990, was held in Jomtien, Thailand, the World Conference on Education for All, promoted by the World Bank, the United Nations Development Program (UNDP) the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF), being represented by several countries, including Brazil. At this conference, the World Declaration on Education for All: Satisfaction of Basic Learning Needs was approved, which presents in its Art. 3: [...] basic education should serve everyone, children, young people and adults, but for this to happen it is essential to universalize and improve it, as well as to adopt effective measures to reduce inequalities¶ (UNESCO, 1998, p. 4).

As an important political milestone, in 1994, in Salamanca, Spain, the World Conference on Special Educational Needs: Access and Quality took place, in which the Salamanca Declaration on Principles, Policies and Practices in the areas of Special Educational Needs was drafted, ensuring the commitment to education for all. The main guidelines and guiding principles of this declaration are:

[..] every child has a fundamental right to education, and should be given the opportunity to achieve and maintain the appropriate level of learning; Every child has unique characteristics, interests, skills, and 35 learning needs; educational systems should be designed and educational programs should be implemented to take into account the vast diversity of such characteristics and needs; those with special educational needs should have access to regular school, which should accommodate them within a child-centered Pedagogy capable of satisfying such needs; Regular schools that have such an inclusive orientation constitute the most effective means of combating discriminatory attitudes by creating welcoming communities, building an inclusive society and achieving education for all; In addition, such schools provide an effective education to the majority of children and improve the efficiency and, ultimately, the cost of effectiveness of the entire educational system. (UNESCO, 1998, p. 1).

Other documents came after these, with the aim of reinforcing and expanding knowledge about special education, whether nationally or internationally, placing Brazil among the countries that seek to institute laws that facilitate the inclusion of special people, without losing the quality of teaching and learning of their students.

There was a need to rethink pedagogical practices in order to serve students with disabilities enrolled in regular education classrooms, either through the adapted curriculum, in acquiring new material resources, equipment and specific devices, in addition to qualifying

professionals to serve this public. It is good to point out that pedagogical practices should be aligned with the promulgation of new public policies, movements and documents in favor of inclusive education that contemplate the needs of these students, provided for in the Law of Guidelines and Bases of Education (MAZZOTTA, 2005, p. 54).

Inclusive education comes to address how the regular school has applied and evaluated its pedagogical practices thought in the perspective of inclusion, better understanding its standards, methodologies, actions, guidelines and curricular guidelines that can be developed during the school year. This way of thinking about the promotion of teaching and learning in an egalitarian way seeks to reinvigorate the image that the inclusive school is the space of schooling and social interaction in which all students can participate in learning always taking into account their skills and needs (WINTER; MONZÓN, 2020).

Starting from this premise, working the children of the initial grades, through the process of literacy and literacy, became the biggest challenge, since the teacher would have to not only adapt the content of the classes to students with special needs, but at the same time, work the reception and adaptation, both of the student with the other colleagues, how to bring a new look at inclusion within the school, sensitizing the school space and its surroundings about these issues within society.

Thinking about the practice of reading and writing in Portuguese Language classes is relevant to this study. According to Vygotsky (1984), it is not possible to limit oneself merely to the determination of levels of development, in the sense of initiating the teaching of reading and writing in a certain age group, but rather to consider the discovery of the real relations between the development process and the learning capacity.

Vygostky (1984) complements that "reading and writing should be something that the child needs" (VYGOSTKY, 1984, p. 57) and, from this, considering the practice of writing, the author proposes that it cannot be taught as a purely motor skill but as a complex cultural activity. Therefore, "teaching writing in the preschool years necessarily imposes a second demand: writing must be relevant to life" (VYGOSTKY, 1984, p. 57).

Therefore, it is possible to affirm that writing will not be developed as a habit of hands and fingers, but as a new form of language. In the construction of this language it is common to involve other aspects such as motor development, creativity,

cognition, among others. In fact, this relationship between linguistic development and cultural activity is something that should be maintained throughout the individual's school life, regardless of his age.

From this, the question of literacy must be considered here. Soares (2009) points out that "Literacy is, therefore, the result of the action of teaching or learning to read and write: the state or condition that acquires a social group or an individual as a consequence of having appropriated writing" (SOARES, 2009, p. 18). The author also emphasizes the idea of a literate subject, being the one who only learned to read and write.

The objective of this article is to identify the challenges of pedagogical practices in the process of literacy and literacy in students with special needs. For the construction of this article I took as a basis the following authors: Solange Pereira Marques Rossato, Romeu Sasaki, Magda Soares, Maria Clara de Freitas, Wilma Carin Silva Porta, Maria Teresa Egler Mantoan, Mirian Célia Castellain Guebert, Paulo Freire/Donaldo Macedo, Sheila de Quadros Uzêda, Lev Semionovitch Vigotski, BRAZIL (Law of Guidelines and Bases of National Education No. 9,394).

METHODOLOGY

This article is a bibliographic research, of descriptive character of qualitative approach. In an attempt to know more deeply this content was that we sought research on the pedagogical practices of literacy for students with intellectual disabilities, being developed a dialogue with other studies that will be developed about the pedagogical practices of literacy in the inclusive context for these students, expanding discussions through the knowledge of education professionals who have an interest in the theme presented.

It is important to emphasize that when referring to the terminology mental disability and intellectual disability, we chose to use throughout this research the term intellectual disability, taking into account that it is the most appropriate within our literature. Remembering that when dealing with government documents and historical facts, extracted from bibliographic studies, we will preserve the originality of the term used by the authors.

The sources used were scielo and scirus. We use as source books, articles, dissertations and theses from scientific websites. The descriptors "inclusion",

"pedagogical practices" and "literacy/literacy" were used. Articles published in 5 years, in Portuguese and in the databases listed below were used as inclusion criteria.

- Literature review (systematic review)
- Sources: books, articles, dissertations, theses and reliable sites (5 YEARS – 90% ARTICLE AND 10% THE REST;
- Search engines: scielo, scirus, scopus, Medline, lilacs, bireme, BDTD, redalyc.
- Descriptors: key words: "inclusion", "pedagogical practices" and "literacy/literacy"
- Qualitative work
- Create inclusion and exclusion criteria

RESULTS AND DISCUSSION

Author / Year	Title	Goal	Method	Result	Conclusions
Paula Sabrina de Sousa TELES (2018)	Pedagogical practices of literacy in an inclusive context: challenges of teaching	Understand the challenges of the teacher in the pedagogical practice of literacy in an inclusive context.	Qualitative approach, of case study type and used as instruments of data generation participant observation, (recorded in field diary, semi-structured interview with the regent teacher of the researched class and analysis of documents.	-The planning of the literacy process is guided by the evaluation of the children's previous knowledge; - the process of curricular adaptation is carried out by the teacher from the diversification of materials, methods and strategies; - For the teacher, it is the students who are the protagonists of school inclusion and their role focuses on mediation and guidance so that one understands the situation of the other.	Need to review the planning of classes from the profile of children, the challenge of the literacy process that is complex and that does not come from a single methodology and the need for the teacher to motivate himself with his professional performance.
Paloma WINTER; Andrea Jessica Borges MONZÓN (2020)	Portuguese language and Down syndrome in the final	To investigate how the learning of a subject	Case study. First, observations of Portuguese Language	- Importance of the use of didactic-pedagogical strategies that	The relevance of the development of the potential of students with DS was highlighted,

	grades of elementary school: literacy and inclusion	with DS occurs in Portuguese Language classes, within the final grades of Elementary School.	classes were made in the class of the student with DS. In a second stage, scripts were elaborated for semi-structured interviews with the Portuguese language teacher and the monitor.	meet the class as a whole, but that also are planned activities specifically aimed at the needs of the subject with DS. Thus, from the results obtained, didactic-pedagogical strategies were elaborated, which can be used and/or adapted by Portuguese Language teachers for students with DS.	making their teaching-learning of Portuguese Language more significant, in addition to contributing to their school and social inclusion
Mark Pastana in SANTOS; Cládice Nóbile DINIZ (2018)	The Inclusion of Users with Autism Spectrum Disorder by the Practice of Information Literacy in the School Library	To propose a discussion of information literacy for autistic students who attend the school library from early childhood education to public elementary school, considering the adequacy of the services offered through the concepts of universal design.	The methodology was as to the ends, descriptive and as to the means, bibliographical, with qualitative data treatment.	- Highlights the importance of the practice of literacy in the school library for students with autism spectrum disorder and that it is necessary to rethink the services, with the concepts of universal design as a guide of possibilities.	- It is necessary to awaken the interest of the rulers in investing resources and seeking partnerships with specialized institutions to contribute to make these places as a space of possibilities of social transformation, of changing the look on the person with autism spectrum disorder to offer them a tangible world to their understanding through reading.
RICCE Juliessa (2019)	Intellectual disability and pedagogical practices of literacy and	To identify and analyze how pedagogical practices	Data collection was carried out at the Brazilian Digital Library of Theses and	The results showed that the literacy and literacy activities worked by the teachers, are, in	It is necessary to restructure the pedagogical practices developed for the care of students with intellectual

	<p>literacy: a study of theses and dissertations</p>	<p>are characterized for students with intellectual disabilities enrolled in the initial years of elementary school from the perspective of theses and dissertations based on this policy.</p>	<p>Dissertations (BDTD), where at first, the selection and reading of the abstracts that met the objective of the research was made, and at a second moment, the complete reading</p>	<p>most cases, to fill the time, without purpose, taken from the textbooks. Activities based on the traditional teaching model, without space to involve the student with intellectual disability in learning situations significant for their development. They also showed the insufficient knowledge of teachers when requesting activities based on repetition and memorization, instead of seeking to involve the student in learning situations based on a teaching model that includes curricular adaptations.</p>	<p>disabilities, as well as to offer in-service training courses, aimed at curricular adaptations.</p> <p>It is possible to conclude that the pedagogical practices of literacy and literacy for students with intellectual disabilities should start from a reflection that covers a planning that is thought of as a whole, but with adaptations in the didactic strategies, objectives and evaluation to meet the needs of these students.</p>
<p>Jose Ribamar Lopes BATISTA JUNIOR; Denise Tamaê Borges SATO (2019)</p>	<p>The inclusion of people with disabilities and the role of the specialized educator in regular school: discourse, identity and literacy</p>	<p>Investigate the discourses present in the context of Inclusive Education</p>	<p>The investigation was anchored in Critical Discourse Analysis and New Studies of Literacy. The corpus consists of transcripts of interviews conducted with two teachers in a public school in Brasília (DF)</p>	<p>The results demonstrate the fragility of the Brazilian inclusion proposal, celebrated through discourses that evoke equality, justice, citizenship, right and autonomy, not materialized in the way they are conveyed.</p>	<p>We also observed that the SRM of the school studied promotes the socialization and schooling of the included students, since they are sought by the teachers of the regular classrooms to assist in the resolution of exercises and evaluations. However, the teachers surveyed</p>

					lack the knowledge in special education, as well as resources/knowledge for the provision of inclusive pedagogical literacy in order to promote an effective practice of inclusion.
Stéphanie Eulalia de Jesus SABARÁ; Taísa Grasiela Gomes Liduenha GONCALVES; Maria Cristina Piombato Innocentini HAYASHI (2022)	Literacy and Literacy in Special Education: An Overview of Brazilian Theses and Dissertations	To analyze literacy and literacy for Special Education students based on Brazilian theses and dissertations.	A survey was conducted in the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (Capes) and in the Brazilian Digital Library of Theses and Dissertations (BDTD/IBICT).	- The results indicated an increase in production from 2014, with the predominance of federal institutions and southeast regional representativeness, with the Federal University of São Carlos (UFSCar) having more publications.	- We identified the prevalence of intellectual disability and deafness in the studies and a tendency to consider phonological awareness for the literacy process of students, especially those with intellectual disabilities.

In the process of collecting the material for study, it was observed that the selected articles have their particularities, although they address the same themes, which is the literacy and literacy of children with special needs. Thus, we found a common concern among teachers, most of the interviewees, which is to be able to meet the needs of each special student, corresponding to their expectations, in addition to family members and the school. We are living a moment of renewal within the structures of schools, whether physical, with adaptations to special needs, as well as in the emotional and methodological preparation of teachers and coordinators, sensitizing them to the challenges that will be part of the school routine.

Teles (2018) raises the controversy around the curricular organization, which brings in a traditional way the selection of pedagogical practices through the learning content for students, prevailing aspects such as disability or specific educational need of the student. It is observed that in inclusive education, ensuring the right to learning, for all people, should be something indispensable. That is, everyone should have

access to the same content and that the methods, resources and strategies should become accessible to anyone who has any physical, intellectual or sensory limitations. In this case, pedagogical practices must be organized on the basis of the principle of recognition and respect for differences.

Another important aspect raised by Teles (2018) is when it states that the inclusion process only exists when every child, young person with disabilities or high abilities has the right to access the same proposed curriculum. That is, the teacher has to have in mind a flexible planning, because he must meet the needs and particularities of each student, have in his practice pedagogical strategies that reach the teaching of differences and meet the individuality and identity, respecting their time and space, as well as the challenges encountered, understanding the uniqueness of each student.

The author also speaks of the importance of the Pedagogical Political Project within her research, when it comes to literacy and literacy, where it should offer students the necessary conditions for the development of competencies and skills, in the processes of literacy and literacy, in the perspective of the curriculum in motion of Basic Education aiming at the formation of participatory and critical citizens (PPP, 2017, p. 17). In this context, the student with specific educational needs, under no circumstances has to adapt to the organization of the school, but rather the school has to be prepared and adapt to the demand of the students.

About the Pedagogical Political Project, in relation to the Specialized Educational Service, Batista Júnior and Sato (2019) affirm that they need more consistency within the practices of the educational needs of the students.

Continuing education was also revered in this context, where the Department of Education offered numerous opportunities for courses focused on issues of inclusive education. The training offered is focused on literacy, such as braille and multiple disability courses, among others. The professional experiences in the inclusive context have been built in the daily life in the classroom with the students. We can consider that the making and recreating of their practices always aim at the development of their included students.

Bringing the reflection of pedagogical practices to inclusive education within the regular school, Winter and Monzón (2020) observed aspects linked to their norms, methodologies, actions, guidelines and curricular guidelines at the time they are developed. Always bringing a vision of the promotion of teaching and learning in an

egalitarian way, always reinforcing the idea that the inclusive school is the space of schooling and social interaction in which all students learn according to their abilities and needs.

Therefore, the authors verified the need to rethink more inclusive didactic-pedagogical strategies that enable a greater interaction of students with Down Syndrome in the school context, the investigation of this research became relevant. It was possible to realize how much the elaboration of differentiated and/or adapted activities in the Portuguese Language class can favor the development of the skills of subjects with Down Syndrome. This causes them to be included in the school context, since "the coexistence with the world of reading and writing, the experiences lived with the various languages, with the cultural and artistic manifestations, exerted a significant influence on the learning of reading of these people" (GOMES, 2014, p. 152).

Another important aspect, according to Winter and Monzón (2020), was to highlight that teachers from different areas of knowledge should consider the potentialities of their students, with a view to planning their classes and developing activities. It should be noted, in this sense, that the practices of reading and writing should not be worked only in the discipline of Portuguese Language, but considered in all areas, emphasizing the relevance of the development of literacy in all disciplines.

Within this universe of literacy and inclusive literacy, Santos and Diniz (2018), brought a very important discussion about information literacy aimed at autistic students who attend the school library from early childhood education to public elementary school, considering the adequacy of the services offered through the concepts of universal design. Every study focused on the analysis of the historical process of the person with autism and the singularities of the disability in order to build with a multidisciplinary team, pedagogical and librarian activities that enable access to information and knowledge.

The authors noted that school libraries need to serve these users, including them, contemplating their rights to have effective services to properly develop their learning processes. In this case, this pedagogical action leaves the classroom, extending to the library, seeking to bring support, however complex it may be and focus on the issue of how to serve the user with disabilities. For this pedagogical action to be contemplated, it was necessary to include it in the Pedagogical Political Project

(PPP) of the school unit. In this way, it is possible to discuss with the school community the need to establish initiatives in favor of reading, giving support in literacy and the acquisition of knowledge for students with autism.

Batista Júnior and Sato (2019), found in their research that more intense changes in the concept of teaching and pedagogical practice aimed at students with disabilities began from international documents (in the 1990s), and resulting from the promulgation of the Law of Guidelines and Base (in 1996), as well as with the decrees of 2008 and 2011, among other guidelines at the national and state levels.

Today it is possible to find in Brazil literacy policies where it had its beginning in the 1990s, with the promulgation of the current Law of Guidelines and Bases of National Education (LDBEN, Law No. 9,394/1996) which determined that each municipality should enroll all students from the age of seven in the first year of elementary school (BRAZIL, 2007).

According to Ricce (2019), it was found that the school institution, brings in its characteristic to be a specific place for the teaching of historically constructed knowledge, therefore, the challenges found in relation to literacy and literacy in the first cycle of elementary school are complex, because it involves students with different needs, in this case, the student with intellectual disability, takes more time or not in appropriating the written language, with a few exceptions.

In fact, most of the time, it is the insufficient knowledge of the teacher that makes him apply differentiated activities without objective for students with intellectual disabilities, only to fill the time, without concern for their learning and development. They use activities based on repetition and memorization, instead of seeking to involve the student in learning situations based on a teaching model that includes adaptations of the common curriculum.

Ricce (2019) observed that the results of his research pointed out the lack of training of teachers, and the absence of diversified pedagogical practices to meet the learning needs of students with intellectual disabilities, as well as insufficient knowledge and difficulty working with them, generating in them lack of courage to attend classes, feeling of incompetence, anguish and fear when doing some activity.

Thus, for the pedagogical practices of literacy and literacy for the development of reading for students with intellectual disabilities, it suggests some activities, such as interpretation of drawings, verbalization of their ideas when speaking or retelling

a story, reporting situations experienced on a daily basis, using a communication board and educational games to express their knowledge. For the acquisition of writing, use the letters of the alphabet, the writing of one's own name, use the mobile alphabet to organize letters and construct simple words.

Batista Júnior and Sato (2019) during the analysis of the researched material, were able to distinguish three main discourses that guide three ways of seeing/acting in inclusion: bureaucratic discourse; humanitarian discourse and pedagogical discourse. Like all change, the difficulties are numerous, because it was found, the lack of improvement in special education or the inclusive proposal. In another moment, the research showed that many professionals rely on knowledge of the personal world, the domestic sphere, or other educational practices, among them those coming from early childhood education in an attempt to fill methodological gaps required for the inclusion process.

The authors also find discourses that emanate the valorization of the human being, where they focus on the need not to reinforce limitations, encouraging the development of potentialities, with descriptions of real attempts at adequacy that do not always result in learning in the effective Specialized Educational Service (SES). However, the teachers surveyed lack the knowledge in special education, as well as resources/knowledge for the provision of inclusive pedagogical literacy in order to promote an effective practice of inclusion.

The discourses and practices found point to the structuring of the SEA under the administrative or bureaucratic bases, with little work on pedagogical issues, multiple literacies, demonstrating the hierarchical predominance of control practices in the filling out of forms, opinions and reports.

In the studies of Sabara; Gonçalves and Hayashi (2022) aimed to analyze literacy and literacy for Special Education students based on Brazilian theses and dissertations, where they found that after 50 years in the construction of the conceptual and methodological fields of literacy associated with literacy, there is still a reduced number, around 24 theses and dissertations that address this theme with a focus on Special Education.

In this way, the researchers were able to identify a trend in practices that explore, with more emphasis, the development of phonological awareness, with the aim of contributing to the literacy process of Special Education students, as well as

others that reflect on the concept of literacy intrinsic to literacy. Studies on intellectual disability and deafness were the most prevalent, bringing important contributions, considering the diversity of approaches on the teaching and learning processes of these students.

This article provided, for us educators, a greater perception of the way literacy and literacy are being treated within Special Education, where they do not exhaust all possibilities of analysis, given the breadth of these fields of knowledge and their interfaces. The pedagogical practices of literacy and literacy for the development of reading and writing of students with special needs should be consolidated through plans that can structure didactics adapted to the skills and competencies of each special student, as well as employ activities that can integrate all students, working humanization within the school room.

FINAL CONSIDERATIONS

In search of finding the answers to the following question: what resources or tools can the educator have to face the challenges of inclusion in the process of literacy and literacy? It was possible to realize that there are valuable tools that the school and educators can discover and build during the challenges that are found within the classroom, when it proposes to work pedagogical practices of the inclusion of students with special needs, seeking through literacy and literacy, bring more opportunities for expression and communication through the reading and writing of life of each special student.

The progress of these inclusive actions in education are present in the most intense changes in the concept of teaching and pedagogical practice aimed at students with disabilities, which began from international documents in the 1990s, and resulting from the promulgation of the Law of Guidelines and Base (in 1996), as well as with the decrees of 2008 and 2011, among other guidelines at the national and state levels.

The resources can be present since the planning of the Pedagogical Political Project of the school, when it included in this document projects favoring the learning performance of both students with specific educational needs and those who have a low learning index, such as: Initial Literacy Block (BIA), organization of the 2nd cycle and interventional projects. It is important to remember that each project is associated

with a purpose in the educational environment of the institution, always respecting the development of each individual. That is, the teacher's school routine should be planned to avoid the automatic and improvised. These students need activity options to enrich their academic repertoire.

In relation to the pedagogical practices of literacy and literacy, it is relevant that the teacher performs the diagnosis at the beginning of the school year, aiming to contribute to the adaptations of contents, when necessary, always taking into account the cognitive and pedagogical skills of the student with specific educational needs, with the purpose of improving learning, proving what happens with the dynamics planned by the teacher himself.

About the work of interaction in the classroom, it should happen spontaneously, treating students equally, regardless of their specificities. It is up to the teacher to show that everyone has the same capacity, always respecting their particularities and working this throughout the school year. Success becomes real when it is possible to realize that every effort was worth it, because everyone is literate, reading and writing at the right time.

Among other educational spaces it is possible to count on the school library, adding multidisciplinary actions that come to create practices of informational literacy that aim to overcome the architectural and attitudinal barriers in the school and in the school library itself, bringing a close look to students with special needs, presenting playful moments that motivate these students to read.

It is concluded, therefore, that to obtain the success of literacy and literacy of a special student, one must take into account the training of the teacher to act in the inclusive context, expanding the opportunities to train himself, motivating himself to face the challenges of special / inclusive education. It is necessary to invest more in the offers of disciplines and projects that contribute to the training of inclusive teachers. Because it is a task that demands a lot from this professional, especially when it comes to literacy for a special child.

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