

INCLUSION OF CHILDREN WITH DISABILITIES IN THE REGULAR EDUCATION SYSTEM: ACHIEVEMENTS, ADVANCES AND CHALLENGES

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RESUMO: A educação inclusiva garante por lei, o direito de acolher todas as crianças independentemente de suas condições físicas, intelectuais, sociais, emocionais, linguísticas, dentre outras. Esse artigo tem como objetivo mostrar um pouco da educação com crianças com necessidades especiais, abordando dificuldades na aprendizagem como fundamentos epistemológicos para efetivar a inclusão escolar. Pode-se concluir que é preciso possibilitar aos professores uma formação que abranja conhecimentos sobre as diferentes deficiências e as necessidades educacionais relativas a estas, proporcionar a adequação do espaço físico e dos recursos materiais, além de assistência específica.

Palavra-chave: Respeito. Educação. Inclusão.

ABSTRACT: The inclusive education guaranteed by law, right to welcome all the children regardless of your physical conditions emotional, social, intellectual linguistics among others. This work aims to objective show a little education with children in special needs, approaching learning difficulties fundamentals epistemological to effect school inclusion. It can be concluded that it is necessary to provide teachers with training to cover knowledge about the different disabilities and the education needs related to them, to provide the building of physical space and material resources, in addition to specific assistance.

Keywords: Respect. Education. Including.

INTRODUCTION

This article was thought out with great delicacy when it was made, the search for wanting to change and do the right thing is implicating, challenging and transformative, so when it comes to inclusion we have to have a strong pulse and run after the right and duty also as citizens.

It was divided into three chapters. In chapter 1, we talked about the inclusion of disabled children in school. We addressed the main laws for the implementation of schools with this student, from the student's arrival to his departure from school, because care is imposed with more caution, you can understand that there is a great impasse to be able to

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have more rights to this inclusive education.

In chapter 2, we talked about pedagogical strategies, how some schools are still not prepared for inclusive education, every school has to have the appropriate spaces for these children, there are many struggles yet to be conquered, but one step at a time we are evolving, the spaces of the child in need should not be limited, It has to be unlimited to know how long that child can reach. A child with disabilities does not mean that he cannot do it, we have to stimulate knowledge, a child with special needs is not there to hinder the teacher and the students, but for each person who occupies the place with that student is growing as a person, teaching each human being the importance of difference, and not only of special needs, but of color, race and religion.

Our general objective is to understand the process of inclusion of children with disabilities in the regular education system. As the specific objectives we have: to analyze the historical and legal framework on inclusion, to verify advances, achievements and challenges of inclusion, to map initiatives for continuing education of teachers with a focus on inclusion.

The National Common Curriculum Base is a great advance for Brazilian education, as it opens opportunities for a more inclusive education, which starts from looking at the student and their singularities. It expands the possibilities for schools to seek new alternatives to teach everyone. Therefore, it dialogues with the principles of Universal Design for Learning (UDL), which are:

- Provide diverse means for learning
- Provide different ways to express what has been learned
- Maintain student motivation and permanence

For all these reasons, preparing your school's 2019 pedagogical plan will be a different challenge. Many paradigms must be broken in order to enter a new time of education (Silvia Ferraresi). And this change needs to start with the teacher breaking his own pattern of functioning and opening to see education beyond performance on the report card. And finally, we brought the methodology.

1. The Inclusion of Children with Disabilities in School

To start talking about inclusion, we have to understand how inclusive education in schools began. Let's see what the LDB and the BNCC say about this subject.

The Law of Guidelines and Bases of National Education (LDB), n. 9.394/96 (Brasil, 1996), in Chapter III, article 4, item III, says that it is the duty of the State to guarantee "free specialized educational assistance to students with special needs, preferably in the regular school system".

Over time, the BNCC was created, which further strengthens the laws of students. The National Common Curriculum Base (BNCC) is focused on the development of skills and competencies and aims to ensure common learning, which can generate an opportunity to insert and/or expand inclusion in the school environment.

Inclusion is a process under constant construction, from everyone to everyone. After all, who among us has never felt excluded and, only because of the support of people, managed to be included in some situation or place? This is a reflection that we must have on the subject.

Data that can be seen in the research of Sardagna (2009) and also of Oliveira and Souza (2009), bring the 1990s as being a milestone in Special Education policies worldwide, in which important events took place such as the World Conference on Education for All - 1990 and the Salamanca Conference - 1994, which bring references to official documents in Brazil, such as: the World Declaration on Education for All, which emphasized the importance of the education of socially and educationally excluded subjects and those who could not benefit from it at the right time, and Decree No. 914/93, which established the Guidelines of the National Policy for the Integration of Persons with Disabilities; Law of Guidelines and Bases of National Education of 1996 and later National Education Plan of Brazil in 2001.

According to Mazzota (2017 apud GUIMARÃES, 2017), the practice of inclusion is based on the assumption that each child is important to ensure the richness of the whole, and it is accepted that all types of students remain in the regular class. In this way, it is expected that the school is creative in order to seek resources in order to keep the various students in the school space, allowing them to have satisfactory results in their school and social performance.

Accepting that the school is a place that provides meaningful learning interaction to all its students ends up being a mistake, it is not easy to manage an inclusive education, as contextualized by Silva (2011) particularly when some individuals have complex problems, when resources are insufficient and when society itself is still far from being inclusive.

In the attempt to implement the objectives of inclusion, it is necessary to adhere to Piaget's and Vygotsky's interactionist theories. The first, in his theory, "emphasizes that the subject is the builder of his opportune knowledge through his action on the environment". The second assures that the "constitution of information suggests a shared action, through others, that the affinities between subjects and object are instituted and, consequently, development occurs" (LA TAYLLE; OLIVE TREE; DANTAS, 2000 apud GUIMARÃES, 2017).

When we talk about "special educational needs" we suggest the existence of an impasse in learning, indicating that students with such needs need differentiated educational resources and services within the school context, which makes education systems and, above all, teachers, seek new ways to offer adequate resources and services for each individual, leaving aside the negative terminologies that labeled students with needs as "disabled", "abnormal", "retarded"

Mantoan (1997) argues that specialized care should not, in any way, replace the role of the school in the formation of the disabled individual and that the solution would be a partnership between these institutions and the schools, in order to provide them with clinical care, when necessary.

From an abstract virtual model, students who are able and those who are not able to access, attend, succeed and succeed in school are selected. This is the greatest difficulty in making a transformation not only of attitudes and way of thinking, but also in the result of this, that is, of institutional practices. The true role of inclusion is not only to modify relationships. Organizations must recognize everyone's right to be different and not take care of those who are different separately.

The adjective "inclusive" is used when seeking quality for all people with or without disabilities. Inclusion is also about color, race, sexual option, one should not judge, we are all different, each with their uniqueness.

Anache and Marttinez (2007) denounce the above proposition as follows: "Creativity can be expressed in different contexts and in any type of human activity. It is an aspect that has been little contemplated in teaching, in view of its standardization, and that, certainly, our students with mental disabilities have denounced" (p. 52).

By providing the child with the exploration of the pleasure of playing, singing, knowing and researching the world in its multiple possibilities, we expand the possibilities

of these individuals to participate cooperatively in the social environment in which they find themselves, inserted by the experience of situations that facilitate exchanges at different levels - affective, linguistic, motor and intellectual. Based on the conception of Jean Piaget's Genetic Epistemology, which understands that human needs develop in the interaction between subject and object, it is believed that all individuals have potentialities and these should be explored.

2. Inclusive Pedagogical Strategies

Inclusive education aims to meet the needs of all. In this regard, in the document Inclusive Education we find that (BRASIL, 2004, p. 9), "the inclusive school is one that knows each student, respects their potentialities and needs, and responds to them, with pedagogical quality". In this way, it is understood that pedagogical strategies can be constituted as a facilitating element of school inclusion and that, for this, it is necessary to discuss and use these support tools for the construction of knowledge. In this context, Carvalho (2004, p.19) alludes that, "[...] in addition to being 'practiced', education needs to be 'thought out'". Thus, the pedagogical practice needs to be thought out, in order to allow the teaching and learning process to take place and to build a more inclusive education.

Mantoan (1997, p. 68) highlights that "it is up to the school to find educational answers to the needs of its students"; It is up to the school to respond to social problems to adapt to reality and offer an education that contemplates all the existing diversity.

To constitute an inclusive education, we need to adapt school spaces, acquire and/or build didactic and pedagogical resources, among others, paying attention to the educational needs of students. Carvalho (2004, p.17) states that "[...] Any school must guarantee everyone, offering them different modalities of educational service that allow them to ensure their success in learning and participation."

The specialized educational service was created to provide support for students with disabilities to facilitate access to the curriculum in accordance with Decree No. 6571, of September 17, 2008:

The Specialized Educational Service (SES) works as a resource of vital importance for the School Inclusion of people with disabilities. It is a room installed in the regular school, equipped with extra resources to assist in the acquisition of learning by students included in regular classes.

The specialized educational service professional (AEE) has the role of collaborating with this process. Creative teachers or those who already have experience with the inclusion of students with disabilities can also be good partners.

In schools that offer multifunctional resource rooms for students with physical disabilities, mental disabilities, deafness, blindness, low vision, deafness, pervasive developmental disorder and high abilities/giftedness.

Specialized Educational Service (SES) Identifies the needs of students with disabilities, high abilities and global developmental disorders Produces material, transcribes, adapts, makes, expands, records, according to needs, and gives it to the student;

Guides regular school teachers and students' families to use materials and resources; The objective of education, therefore, will not consist in the transmission of truths, information, demonstrations, models, etc., but in the student learning for himself to conquer these truths, even if he has to perform all the groping presupposed by any real activity. Intellectual autonomy will be ensured by the development of personality and the acquisition of logical-rational instruments. Education should aim for each student to achieve this autonomy. (MIZUKAMI, 1996, p.71).

Technology is a good investment for students with special needs, invest in classrooms with multifunctional resources, interactive whiteboard, applications, netbooks, tablets. In the current digital age, there are countless resources that can contribute to pedagogical strategies for school inclusion. The greater the number of resources and the familiarity of students and teachers with them, the better the learning outcomes.

Regular school teachers feel unprepared to receive these students, as well as to teach music, since in their classrooms, they still find it difficult to deal with the discipline and learning problems they face. No wonder, they have to carry out inclusion and at the same time be able to impose the content at pre-programmed times! There is no space to build knowledge about the valued contents. Much less about content such as music, which for many, serves only as a way to entertain or discipline (FUKS, 1991) children. And how are these teachers having continued classes for good teaching? Is the government making the necessary resources available? Where are the funds for better inclusion education?

The key word in the processes of collective musical learning, therefore, is cooperation. The experience of doing, interpreting and appreciating enriches the world of the student with special educational needs in playful and Aesthetic. Through musicalization,

the understanding of musical elements, it is possible to work on issues of perception, psychomotricity, rhythm, among others. According to Santos (2000, p.103), "one cannot underestimate the human need for beauty without mutilating people's development"

The music class contributes to the development of people with special educational needs through the process of musicalization, thus offering activities that expand auditory and rhythmic perception. Musicalization activities should arouse interest in sound exploration, providing conditions for active listening, improvisation and musical creation. In these Music Education environments, subjects are challenged to relate actions carried out, through creative production, in which they explore sounds in sound objects or musical instruments, with their voice and body movements and, at the same time, coordinate these discoveries with the production of their colleagues.

When discussing the contribution of music to the development of people with special educational needs, Joly (2003) states that music represents for them a non-threatening world with which they can communicate and self-identify.

According to Bellaid Freire (apud OLIVEIRA & SILVA, 2006, p. 37), "this new space that has been opening up for the area of music education needs consistent subsidies from our practices and research". And it is in this sense that we hope that this work can collaborate, providing subsidies for the practice of music education in the inclusion process.

For Piaget, educating consists of:

[...] to transform the psychobiological constitution of the individual as a function of the set of collective realities to which the common consciousness attributes some value. Therefore, there are two terms in the relationship constituted by education: on the one hand, the growing individual, and on the other, the social, intellectual and moral values in which the educator is responsible for initiating him (2006, p. 139).

Is education being the same for everyone? This is an endless answer, but there are no resources for everyone equal, a rich one poor, a black one white, unfortunately the opportunities are not for everyone. Society still It is not prepared for a great advance in education for children with disabilities in regular schools, people must be more humane and less selfish, we only value what is in our interest.

Physical activities are usually part of the school lesson plan and bring several benefits to children. However, it is at this time that many teachers find it difficult to apply accessibility at school, adapt games and make them suitable for students with disabilities.

Fortunately, several activities can be carried out with special equipment for

locomotion (wheelchairs, walkers, orthoses, prostheses, adapted bicycles, among others). It is up to the educator to find ways to include students who make use of these resources in class without compromising their safety and comfort.

The mentally disabled child may behave as if he or she were younger than he or she actually is. In this sense, it is important that the educator observes the student individually and seeks to know his reality better. Only then will you be able to find the best way to teach it, according to the degree of the condition it presents (mild, moderate or severe).

After analysis, it is interesting to propose activities appropriate to the child's learning capacity, to avoid that they are not too demanding (to the point that the student cannot perform them) and not too simple (that do not favor the development of new skills).

It is desirable that the school management covers the improvement of teachers to deal with students who have some type of disability. Still, it is always worth seeking the guidance of other professionals in times of greater difficulty.

Contact with a psychologist specializing in neuropsychology or developmental disorders, for example, can be essential during the child's growth. The performance of this professional should be guided by the evaluation of the environment in which the student lives (including the school) and by its adaptive conditions, to define the best type of intervention. Children with some type of disability may have difficulty reading, writing, moving around or even interacting with peers. This In this sense, technology as a tool for inclusion becomes useful to stimulate learning and allow all students to participate in the proposed activities. For accessibility at school to be practiced efficiently, it is essential that the games, applications or programs chosen have the purpose of promoting interaction in a playful way. There are options that facilitate motor development (for wide movements and fine motor skills), or that facilitate motor development improve the exercise of attention, patience and decision-making.

All products, services, strategies and methodologies that seek to facilitate the participation of people with disabilities in educational activities make up an area known as assistive technology. The adoption of such resources guarantees greater autonomy, quality of life, social inclusion and independence to the groups that need it.

3. Literacy and Literacy in Inclusive Education

Inclusion is an innovation movement, and is guaranteed by the Federal Constitution

of 1988, which guarantees the right to education for all. Sometimes this right is not respected, thus making inclusion a great challenge in the most different educational and social aspects. The constitution states that:

The right of all to education in equal conditions for access and permanence in school in Regular Elementary Education for all children and adolescents, without exception, in addition, must receive complementary specialized care preferably within the school." (Federal Constitution of 1988).

Therefore, receiving all students regardless of their characteristic, and educational need is an obligation, guaranteeing what it says in the constitution.

When thinking about Literacy and Literacy in inclusive education, we must reflect on the need for various strategies and resources to guarantee the right to learning for all children. According to the Salamanca Declaration (1994), all students have the right to school inclusion and educational institutions must adapt to their specificities. Thus, it is necessary that the school environment is heterogeneous and the educator seeks to respect the time, characteristics and learning differences of each child.

The starting points for an inclusive literacy work for students with specific needs is dedication, patience and love for education. From this, the educator is able to do a job well done, an accessible and flexible planning to achieve satisfactory learning by these students.

"To evolve is to realize that including is not treating the same, because people are different! Different students will have different opportunities, so that teaching achieves the same objectives. To include is to abandon stereotypes." Werneck (1993, p.56).

The literacy process must be awakened in students in a playful way without forcing this student to have the desire to read and write, the mediator must know the literacy and literacy process in an innovative way, because each student has a different way of learning, and students with special needs have a greater need for more assertive strategic planning that will be established as consolidated learning.

4. Play as a strategy in inclusive literacy

Knowing that the literacy process is an important period in the school education of all students, we consider playful resources as an important pedagogical support. A facilitating agent for the construction of the teaching-learning process, especially for students with specific educational needs.

A classroom space exploring playfulness allows the student to create and recreate an open and positive relationship with the content taught. This space allows play to be seen as a mechanism that guarantees the student to maintain a relationship with the real world, developing creativity, exploring imagination, and the relationship between content and social experiences.

In this sense, the theorist Winnicott (1975) states that the idea of play is to educate and teach, ensuring fun and interaction with other people, since play activities provide fun and pleasure, enhancing creativity and contributing to the child's intellectual development.

According to BORBA, Play and play allow children to discover the world around them, and it is through them that students learn to relate to their peers, to create strategies and rules, to cooperate, to reason, thinking, accepting limits, concentrating, feeling pleasure, while learning by playing (BORBA, 2007). So, it is within the playful way of teaching that the educator can offer a plan that contains music, dance, theater, games, all these aspects involved in directed planning.

5. METHODOLOGY

The research in question is of a bibliographic nature, in which it is an exclusively theoretical procedure and comprises the junction, or gathering, of what has been said about a certain theme.

Thus, as Fonseca (2002, p. 32) tells us, bibliographic research is done from the survey of theoretical references already analyzed, and published by written and electronic means, such as books, scientific articles, web site pages.

Thus, according to Gil (2007, p. 44) bibliographic research has as its main examples investigations on ideologies or those that propose the analysis of the various positions on a problem.

At first, what was intended to be found was defined, delimiting the object of the research. Then, the general objective and specific objectives were defined, and thus the keywords that facilitated the search were established. Considering that search systems work by keywords, defining what these words will be will make it easier for you to find the necessary theoretical framework more quickly and easily. Finally, notes and files were made about everything that was found.

FINAL CONSIDERATIONS

In the search for this work, we observed that there are many materials on the subject, but little has been implemented regarding inclusive education, being a field that is still very closed to schools, only accepting students by BNCC norm.

We know that the reality of schools is not like this, there are few resources, little money released for inclusive education, only the basics of the basics, just to say that they are including children with disabilities.

Few professionals really with experience in the appropriate areas, few teachers with the continuity of stimulating the development of this child, thus exercising the work out of obligation and not for satisfaction.

To work with education, you have to have love for what you are doing, and especially with inclusive education, which is redoubled love and many end up making false advertising to attract students.

Thus, it is believed that the inclusive process for pedagogical practice can be transformed, as it is being, but in the slow space of society, because the government does not gain much from this, if it made a lot of money they would have already changed a lot.

We seek equality in education, but each child has their time, so this equality cannot be given directly, each child with their difficulties and limitations.

We observed that there is a lot of talk about the inclusion of autistic people, for example, but little about other disabilities such as: wheelchair users, deaf, mute, blind and down. The search is still too big to be called inclusion. Children in the classroom with other children end up developing their perception, this helps a lot, inclusion is also together, children like to learn, play and interact with children, we must fight not to separate these classes since the government wants to exclude, putting children with disabilities in separate rooms. How is inclusion sought in this way? We must be aware that if it were with us or our children, what feeling would we get? Sensational and powerless to face the prejudiced society, thinking about inclusion means that we think about love.

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