

SPECIAL EDUCATION: PERSPECTIVES AND ADVANCES IN THE CURRENT SITUATION

EDUCAÇÃO ESPECIAL: PERSPECTIVAS E AVANÇOS NA CONJUNTURA ATUAL

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RESUMO: A inclusão de pessoas com deficiência em todos os ambientes sociais, já vem sendo um desafio há décadas, embora se tenham vários instrumentos legais, nacionais e internacionais que lhes garantam esse direito, a sociedade contemporânea parece ainda está imersa em uma cultura de exclusão e de indiferença. A Educação Especial vem a cada ano, revelando o avanço de alunos matriculados na rede regular de ensino. Trata-se de uma demanda que carece desses ambientes uma atenção direcionada. Partindo então dessa premissa, muitos desdobramentos são vivenciados no ambiente escolar. Este artigo tem como objetivo abordar sobre a Educação Especial no Brasil e sua efetividade ao longo dos anos, em especial nas escolas públicas de ensino regular. Esta pesquisa tem o caráter de uma revisão narrativa da literatura com abordagem qualitativa e do tipo exploratória e descritiva. O estudo apontou como resultado que a prática da igualdade, equidade e reconhecimento da dignidade da pessoa humana, com relação a garantia dos direitos das pessoas com deficiência tem sido uma busca constante, com avanços no nível de conta-gotas. Embora se reconheça um avanço, ainda existem problemas de natureza muito básica, como a formação dos professores, mais investimentos estruturais e de recursos didáticos, quantidade de estudantes em sala de aula, questões que independente das modificações necessárias para se atender alunos da educação especial, já existiam antes. Diante de discursos que apontam uma sociedade mais inclusiva, salas de aula do ensino regular onde todos são incluídos de forma igualitária, essa realidade ainda trilha uma longa caminhada.

Palavras-chave: Inclusão. Ensino Regular. Educação Pública.

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ABSTRACT: The inclusion of people with special needs in all social environments has been a challenge for decades, although there are several legal, national and international instruments that guarantee them this right, contemporary society still seems to be immersed in a culture of exclusion and indifference. Special Education comes every year, revealing the progress of students enrolled in the regular school system. It is a demand that lacks targeted attention in these environments. Starting from this premise, many developments are experienced in the school environment. This article aims to address Special Education in Brazil and its effectiveness over the years, especially in regular public schools. This research has the character of a narrative review of the literature with a qualitative approach and of the exploratory and descriptive type. The study pointed out as a result that the practice of equality, equity and recognition of the dignity of the human person, in relation to the guarantee of the rights of people with disabilities has been a constant search, with advances at the dropper level. Although progress is recognized, there are still problems of a very basic nature, such as teacher training, more structural investments and didactic resources, the number of students in the classroom, issues that, regardless of the changes necessary to serve special education students, already existed before. In the face of discourses that point to a more inclusive society, regular education classrooms where everyone is included equally, this reality still has a long way to go.

Keywords. Inclusion. Legislation. Regular education. Classroom. Public school.

1 INTRODUCTION

Education in Brazil over the years has been facing increasingly complex challenges, whether under the prism of a regular education with reach for all Brazilians, or on a more specific education methodology with effective reach for all the educational needs of many citizens. The fact is that, over time, new demands arise and, at the same speed, the answers need to be met in a way that can promote an increasingly harmonious interaction between the school environment and society.

Among the demands in the educational scenario, Special Education has been discussed for many years, seeking to adjust aspects of difficulties experienced not only by students and their families, but especially by the school community, considering that it is in this space that new discoveries occur. Through Special Education there are possibilities to reduce such strong marks imprinted in the life not only of the student, but also in the life of the family and the entire community around it, unlike in past times, times when segregation, discrimination and indifference to people with disabilities were inserted in society.

Today, the reality of school environments is quite different, according to data published by the Ministry of Education (MEC) and the National Institute of Educational Studies and Research Anísio Teixeira (Inep), on February 22, 2023, enrollment in Special Education, concentrated in elementary school, reached a number of 1,771,430 (62.90%) students. Among this percentage, two others of great relevance are students with intellectual disabilities (53.7%)

and students with Autism Spectrum Disorder (ASD) (35.9%) followed by people with physical disabilities, low vision, hearing impairment, high abilities/giftedness, deafness, blindness, "in addition to other students with two or more disabilities combined". (Brazil, 2024).

Special Education comes every year, revealing increasing numbers of students enrolled in the regular school system. This is a demand that also requires targeted attention from these environments. Starting from this premise, many developments are experienced in the school environment.

Since the Universal Declaration of Human Rights (1948), the International Convention on the Rights of the Child (1989), the Salamanca Declaration (1994) and the International Convention on the Rights of Persons with Disabilities (2006), legal instruments have been created in favor of an educational system with greater scope for social inclusion. And public policies began to seek an increasing reach of this public, students with various types of difficulties in school (Silveira; Silva; Mafra, 2019).

It is understood that many strategies needed to be developed in order to satisfactorily insert all children in the school environment, in compliance with article 205 of the Federal Constitution of 1988, which states that education is everyone's right, and article 206, which advocates the basic principles. The following question is asked: Considering all the years since the Salamanca Declaration, in the context of public schools, has there been progress in the special education of children in Brazil?

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This study aims to address Special Education in Brazil and its effectiveness over the years, especially in regular public schools. In order for this understanding to be consolidated, it is important to make a historical cut about Special Education in the country, as well as to point out which aspects have the greatest impact on school environments and to list which effective changes have occurred in school environments from special education.

The research has the character of a narrative review of the literature with a qualitative approach and of the exploratory and descriptive type.

2 INITIAL CONSIDERATIONS

The inclusion of people with disabilities in ancient society was seen as a serious problem. A person's physical or psychic "imperfections" were understood as a sentence on that family, a deliberate "punishment" by the gods, a guilt and condemnation for a lifetime. Customs that had as a common practice and supported by the law of that time, the

"elimination" of any abnormality that a person saw presenting.

2.1 Society, culture, inclusion

The customs of ancient civilizations such as the Hebrew and Egyptian people, in these cultures "both chronic illness and physical or mental disability, and even any deformation however small, indicated a certain degree of impurity or sin", and people who presented these characteristics were simply ignored to their fate (Trent; Araújo, Drago, 2023).

In Classical Antiquity, in Sparta, a Greek city-state, with a political-military organization "an ideal of a beautiful, strong and healthy man was worshipped, and, to the detriment of this, the Spartan laws provided that fragile, malformed children or those with some type of disability should be eliminated". As soon as some physical problems were identified, "children with physical or mental disabilities were considered subhuman, which legitimized their elimination or abandonment", an attitude considered common in that culture. For the elders, responsible for examining babies as soon as they were born, "if the baby was considered fragile, misshapen and frail" it was taken to be thrown from the abyss by the elders themselves. Another practice of eliminating disabled children used in Sparta was abandonment and drowning. (Trent; Araújo, Drago, 2023).

In the Roman Empire, children who were born with a disability were also not accepted "newborns considered very different from normal ones, who had some deformity or anomaly, were considered "monsters" and had no right to life, and the father was granted the right to exterminate his own child" and when the family did not decide to "eliminate" that child, It was abandoned and later to support itself, it was very common for people with disabilities to perform work in brothels or as "objects" of entertainment. (Trent; Araújo, Drago, 2023).

With the arrival of Christianity, the practice of extermination and/or abandonment of children with disabilities began to be condemned, in fact many conceptions previously practiced in Rome began to be rejected by most people, among them the treatment of people with disabilities. The Christian doctrine gradually gained strength, because "based on charity, humility and love for one's neighbor it became more solid in Roman society, emphasizing the due importance of each being created by God" this posture "came to benefit groups previously marginalized" by society and the abandonment and elimination of these people no longer had the legal coverage as before. (Trent; Araújo, Drago, 2023).

Arriving then in the Middle Ages, the position about people with disabilities took another turn, especially by the church that began to consider that people with disabilities were

"to blame" for having been born outside the "standard" of normality, thus resuming a discriminatory posture and propagating in a very subtle way for some time later.

In the Modern Age, between the fifteenth and eighteenth centuries, through the Renaissance, social movements began to face prejudice and discrimination against people with disabilities if these groups were strengthened. However, they were movements that stimulated other people, but without substantial support from society.

Arriving then at the nineteenth, twentieth and twenty-first centuries, moments still of segregation, moving to integration and believing in inclusion, brought important advances in the issue of treatment given to people with disabilities, especially in school environments, a space that, as much as it has been transformed, still subtly presents an intersection between: how it was and how it should be.

As for the inclusion of students with disabilities, such as disabilities, disorders in general, high abilities and giftedness, there is still a very peculiar limbo in the school environment of modern society.

2.2 Brazilian society, school, inclusion

In Brazil, the first schooling actions for people with disabilities began in the colonial period, nineteenth century. In this period, there was the influence of the terms "Pedagogy of Abnormals, Teratological, Curative or Therapeutic, Social Assistance or Amendment, generated in Europe and which brought with them a way of interpreting the education of disabled people from the medical point of view, interpretations that still carried characteristics of past times, but still strong. Educational initiatives to serve people with disabilities at this time came from educators, but these initiatives did not achieve an extensive impact.

In the late 1950s and early 1960s, century. XX other positions were taken regarding the need to bring people with disabilities to school in an action of inclusion, and expressions such as "education of the disabled, education of the exceptional and special education" became known through the Brazilian educational policy. (Schabbach; Rosa, 2021).

Education actions began for visually impaired people, at the Imperial Institute of Blind Boys in 1854, and the Imperial Institute of the Deaf and Dumb in 1857. According to Drago and Gabriel (2023, p.5):

Disability was not as apparent as those who carried more characteristic marks of their conditions and teaching focused on work activities, inserting them, even if in a less comprehensive way, into the world of work.

It functioned as a labor and utilitarian education, focused on domestic work most of the time. Not all people with disabilities were selected, only those considered less "defective" (considered by the society of the time). It is worth noting that this attitude was taken especially for the poorest layers of society, while those whose families had a certain social influence could be referred to the institutes. (Drago; Gabriel, 2023). Quite expressively, neglect and prejudice remained active for many years.

At the beginning of the century. There was an advance in the area of psychoanalysis in Brazil, and this influenced an important advance in terms of interpretations of students with disabilities. These advances culminated in medical congresses, which debated disability, inserted in the school context. In 1904, the Bourneville Pavilion was created in Rio de Janeiro, a foundation that focused on pedagogical actions aimed at children undergoing treatment for various pathologies. From then on, the connotation in the schooling of children with disabilities reached more spaces. The New School movement was a milestone in this journey because it defended the schooling of the entire population, including children with disabilities. (Schabbach; Rosa, 2021).

From the middle of the twentieth century, many institutions of great relevance to Special Education in Brazil were created, some philanthropic and also supported by public agencies such as the Assistance to Defective Children (AACD) in 1950, Pestalozzi in 1954 and the Association of Parents and Friends of the Exceptional (APAE) in 1961, these institutions "were characterized by specialized educational care, but also to medical-hospital care with a welfare character", with the character of promoting an improvement in the child's development also using specialized education. (Schabbach; Rosa, 2021).

2.3 Legislation, special education-inclusion, advances

In 1961, the Law of Guidelines and Bases of National Education (LDBEN/61) was drafted, which had as its objective in its article 88, to integrate into society through the educational system "the exceptional", "when possible", into the general education system. Later in 1971, through Law No. 5,692, the new basic guidelines for the 1st and 2nd grades were created, linking Special Education to regular education. However, these laws achieved little success (Schabbach; Rosa, 2021; Drago; Gabriel, 2023). Believing that advances in the area of education would improve, in 1996 the LDBEN/61 was reformulated.

In the 1980s, social movements in favor of democratic freedom strengthened the issue

of special education inserted in the context of social rights, such as the education of people with disabilities. That same year, the term "abnormal" became "disabled person" in the text of the 1988 Constitution, arts. 7, 23, 24, 37, 203, 208, 227 and 244. The constitutional text interpreted "the special student as one who has a physical and/or mental disability, school delay in relation to age-grade and the gifted" the legal actions of the previous decades of the 1970s and 1980s influenced this treatment (Ferrari, 2021; Drago; Gabriel, 2023, p.13).

In 1994, in Salamanca, Spain, the World Conference on Special Education was held, which gave rise to the Salamanca Declaration, an important international document on the subject. This document influenced the term *inclusion* to be added to educational discourses (Ferrari, 2021). In 1996, the new guidelines for Brazilian education were created, with the Law of Guidelines and Bases of National Education No. 9,394 (LDB 9,394/96), reinforcing new concepts about students with disabilities inserted in special education.

In 1996 there was a need to reformulate and update the LDBEN, which was now represented by Law No. 9,493/96. It should be noted that LDBEN/96 in its chapter V, is completely dedicated to Special Education, established as a modality of school education and ratifies it as a constitutional duty. For Bravo (2020, p.5) this chapter is of great importance in the evolutionary path of Special Education, as it is in this chapter that the right of the special student to have "specialized support, classes, schools, specialized services, when necessary [...], health support, social security that ensures them equality within equity" is recognized.

Arriving then at the century. There is talk about a more accessible and inclusive education for all. In 2001, Resolution CNE/CEB No. 2 was drafted, which established the National Guidelines for Special Education in Basic Education, according to the text, special education students will be served in schools properly suited to these students both in the physical, structural aspect and in the aspect of pedagogical adaptations, from early childhood education. The fundamental point of progress at this moment in the history of inclusive Special Education in the country is the fact that early childhood education is included (Gabriel; Drago, 2023).

According to the authors Gabriel and Drago (2023, p. 6) this Resolution played an important role in the evolution of Special Education, in its article 3, there is the definition of Special Education:

Art. 3 *Special Education*, a modality of school education, is understood as an educational process defined by a pedagogical proposal that ensures special educational resources and services, institutionally organized to support, complement, supplement and, in some cases, replace common educational services, in order to guarantee school

education and promote the development of the potential of students with special educational needs. in all stages and modalities of basic education.

A definition that, in a way, contributed a lot to the understanding of the strategic and pedagogical actions to be taken in schools.

In 2003, through the Secretariat of Special Education, the Ministry of Education, the *Inclusive Education Program: Right to Diversity* was launched in all states and in the Federal District, which involved 106 hub municipalities, with the objective of training managers, teachers and educators with the intention that through these agents the "transformation of educational systems into inclusive educational systems" would be effected. it sought to guarantee "the right of students with special educational needs to access and permanence, with quality, in regular schools" (Begalli; Silveira, 2019, p.11).

In 2008, the Ministry of Education, through the Secretariat of Continuing Education, Literacy, Diversity and Inclusion, launched the *National Policy on Special Education in the Perspective of Inclusive Education*, which was based on monitoring "the advances of knowledge and social struggles, aiming to constitute public policies that promote quality education for all students" considered students of Special Education. (Begalli; Silveira, 2019, p.11).

The National Policy on Special Education in the Perspective of Inclusive Education sought to ensure the inclusion of special education students, ensuring them "access, participation, learning and continuity of regular education at higher levels of education" as well as recommending that teachers be trained for specialized and inclusive care. This policy also proposed to involve families in this process, articulating "architectural and political resources" so that the plan would have an effective reach (Gabriel; Drago, 2023, p.7). This was a document that brought the recognition of special education as a process constituted by a unique social being, a person who interacts in his environment.

This document brought important definitions about students and special education. According to this document, the Special Education student was defined as follows:

Students with disabilities are considered to be those who have long-term physical, mental, intellectual or sensory impairments, who in interaction with various barriers may have restricted their full and effective participation in school and society. Students with pervasive developmental disorders are those who present qualitative alterations in reciprocal social interactions and communication, a restricted, stereotyped and repetitive repertoire of interests and activities. This group includes students with autism, autism spectrum syndromes and childhood psychosis. Students with high abilities/giftedness demonstrate high potential in any of the following areas, alone or combined: intellectual, academic, leadership, psychomotor skills and arts. They also have high creativity, great involvement in learning and performing tasks in areas of their interest. Among the specific functional disorders are: dyslexia, dysorthography, dysgraphia, dyscalculia, attention and hyperactivity disorder, among others (BRASIL, 2008).

Therefore, the "special" student is considered as the one who must be educated within his potentialities, a subject of rights with access to opportunities in the same way as all people, as ensured by his legal tools.

In order for there to be an effective integration of this student into the school environment, it is necessary for the school to recognize its role in terms of the necessary adaptations, because in the understanding of Ferrari (2021, p. 37), "in the inclusive perspective, this task becomes the school's, which must undergo a pedagogical and structural reorganization to meet the educational needs of students who are the target audience of special education", It is important that these students are offered "possibilities to ensure the successful entry, permanence and exit of these subjects from the school context".

Continuing the trajectory of advances in Special Education in Brazil, in 2009, the right to enroll in regular education in public schools was ensured and guided, now students through Resolution CNE/CEB No. 4/2009 were contemplated with the right to a Specialized Educational Service, according to its text, this Resolution "institutes Operational Guidelines for Specialized Educational Service in Basic Education, Special Education modality", in the public network , as well as in philanthropic, community, non-profit or confessional institutions. According to this document, in its article 2:

The SEA has the function of complementing or supplementing the student's education through the provision of services, accessibility resources and strategies that eliminate barriers to their full participation in society and the development of their learning (Brasil, 2009).

In this document, the SEA is also in the after-hours, and it is important to be in specific rooms, with multifunctional resources of the school, without the common room being replaced. It reinforces the fact that SEA is carried out in specialized institutions and that teachers of this modality are trained in the area of special education. (Brazil, 2009).

In 2014, the National Education Plan (PNE) was prepared, represented by Law No. 13,005/2014, which determines in its article 8, the period of one year to organize its planning, ensuring in its educational strategies the attention to the needs of Special Education, as well as ensuring inclusion at all levels and educational stages. (Brazil, 2014).

In 2015, Law No. 13,146/2015 was enacted, called the Brazilian Law for the Inclusion of Persons with Disabilities (LBI), according to its text, it is the instrument that ensures and promotes "under equal conditions, the exercise of fundamental rights and freedoms by persons with disabilities, aiming at their social inclusion and citizenship". (Brazil, 2015). It also provides

guidance regarding the access of these students to Higher Education Institutions (HEIs).

Coming to the end of the historical cut about Special Education in Brazilian society, I highlight Decree No. 10,502 of 2020, an instrument of the Ministry of Education, however, the proposal of the Decree to update/define a new policy for special education, as established in the document, an "equitable, inclusive and lifelong" (Brasil, 2020).

However, it is a controversial document, with room for interpretations that there is a setback in this proposal in the entire process of struggles for Special Education and inclusion. Among the allegations of experts regarding the unconstitutionality of this decree is the fact that they did not seek in advance from the social representations of special and inclusive education any dialogue about the effectiveness of this instrument in the lives of these people. (Gabriel; Drago, 2023).

And these were the most impactful tools, which throughout the history of Brazilian society, have been opening spaces for Special and inclusive Education, creating opportunities for access to that portion of the population that in many cultures, was considered a curse, useless, invisible or forgotten, especially in the context of a regular classroom, where all students can and should interact, improve their knowledge and especially feel that they belong to the same social context.

3 METHODOLOGY

This is a literature review research, with a qualitative exploratory and descriptive approach. Qualitative research is inserted in the field of social sciences, involving meanings, motives, aspirations, beliefs and values (Minayo, 2013).

The exploratory study has a characteristic of deepening and improving the knowledge built. And as for the type of descriptive research, it classifies, explains, and interprets particularities of a given data source, observing a population and/or a phenomenon under study. (Rodanov; Freitas, 2013).

For Gil (2010) this type of research is characterized by a greater reach of information, also allowing a better construction and definition of the conceptual framework of study. It is a study based on other productions that allow the opening for discussion and formulation of questions on a given theme.

The searches were carried out on academic platforms such as Scielo, Google Scholar and online libraries such as the Digital Library of Theses and Dissertations and other publication

sites as well as legislation and government records. The descriptors were: Inclusion, Legislation, Regular education, Classroom and Public school. 6 publications of relevance to the construction of the discussion were selected.

4 RESULTS AND DISCUSSION

After reading and analyzing the literature, the researchers' perceptions regarding the scope of Special Education and inclusion in the national scenario are presented. Knowing the trajectory that this modality of education has been going through over the years, it is recognized that important advances have already been achieved. However, a very thin line can also be observed between what has actually been achieved and what really works in the school environment about the effective inclusion of these children in the classrooms and, consequently, what influences their preparation for life in society.

Based on this observation, some positions in the literature about the set of tools and incentives created over the years as strategies to promote the inclusion of students with special educational needs are discussed below. As a starting point, one of the questions observed in all the references explored stands out.

- **Inside the classroom: how far has it advanced?**

The expansion of access to special education in Brazil over time presents an important advance and social impact within a theoretical conjuncture, however, in the practical aspect, to this day a great paradox is seen. It is a fact that these actions have reduced social inequalities, historical distances have been reduced so that special education students have access to the school environment, however, the rupture of culture is quite challenging, discrimination, prejudice, are genuinely deep marks, ingrained in society. People with disabilities, although they legally have access to various environments, especially school, to remain in this environment is a great challenge. (Cozzani; Milanez, 2022).

Although there are many exhaustively expansive discourses of "civilized" society, prejudice is still a predominant mark that crosses generations and invades classrooms today, now. A disability is a condition that can really affect the learning process, but if the preparation to welcome this student is precarious, in relation to the needs of structural and professional adaptation, especially of educational practices that do not take into account the specificities of the students, there will be no progress (for these students) in the classroom in regular education

(Guimarães et al., 2021).

However, by breaking with educational practices of exclusion, the principle of inclusion can be experienced, welcoming and understanding its need in the teaching and learning process. According to the Salamanca Declaration (Unesco, 1994, p.5):

[...] Inclusive schools must recognize and respond to the diverse needs of their learners, accommodating learning styles and paces, and ensuring quality education for all through appropriate curriculum, organizational arrangements, teaching strategies, use of resources, and partnership with communities.

Also according to this document, there should be extra-walls, other services of continuous support to the teaching process for these students with disabilities, these other environments contribute positively in the sense of being inserted in other spaces, however, also creating conditions for the learning process.

Even in the face of a reception by the education system in regular schools, adaptations and modifications in the structures as well as in the functioning of the school itself are necessary, considering the different needs and situations of these students. Just as students suffer from this lack of modifications to welcome them, teachers often also suffer frustration for not meeting these needs for the learning process of these students (Guimarães et al., 2021).

There is in society a supposed notion of normality present in the discourses of inclusion of special students in the context of regular public school classrooms, justifying the legal instruments developed to ensure this right. However, the term inclusion is not always used literally in its sense. According to Cozzani and Milane (2022, p.6), the school is still formed, on the basis of an "excluding space for many students who 'escape' normative standards. Invented standards/norms that mark the positions of the subjects in the school and their possibilities of learning", exclusion within the school environment exists, even though different teaching methods are used, it is a fact that students with disabilities have their potentialities measured, so that not all "inclusive" practices effectively achieve the sense of inclusion.

One of the factors that corroborate why this inclusion is effectively not apparent in regular education classrooms may be linked to the fact of the fragility with which the academic training of teachers still presents. There is a shortage policy regarding the preparation of this professional. Although there is a Special Education discipline in its curriculum, in the current context, there are demands that are not met, thus allowing that in the era of inclusion the training base of this professional is weakened. (Barros, 2024).

Technological advances are increasingly surprising, but a trained professional is essential for any situation, according to Silva, Lima, and Pontes (2023, p.39) "The teaching and

learning process often needs to be remodeled, given the numerous challenges associated with educational practice". Even in the face of practices aided by technological resources, a trained educator, knowledgeable of his student's potential, will be able to develop educational practices focused on the real needs of his students.

Teachers recognize the importance of inclusion within regular education classrooms, see this initiative as rewarding and necessary, but according to Lima (2024, p.09), they "face practical difficulties and express the need for more training and institutional support to improve the quality of inclusive education". Educators also find it difficult to act as inclusive teachers in the face of some didactic alternatives, which sometimes do not satisfactorily contemplate all students. Even if they work with more flexible didactic strategies in order to meet all students, there are different individual needs.

To better serve all students, Lima (2024, p.10) states that teachers suggest "educational diversification through specialized educational service (SEA) programs" associated with "improvement courses and the adoption of technical methodologies", as well as "more investments and support to facilitate the development of these inclusive practices". These are factors that in most inclusion discourses are treated in a punctual (very superficial) way, they are actions that exist in a protocol way, but in daily practice with students in the classroom, many weaknesses are exposed.

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Another factor that does not contribute to the effective inclusion in regular classrooms can be observed in some educational practices where students are normally enrolled in common rooms to be among the other students, however, they attend their classes in segregated spaces, often "attend only the SEA multifunctional resource rooms" or, even if they are in the same room, are put to do "activities totally different from those proposed for the class". Actions like these can denounce the teacher's lack of preparation, as well as the lack of necessary support for this professional (Pletsch, 2021).

The research by Mamcasz-Viginheski, Alvaristo and Shimazaki (2023) points out that both initial and continuing education are fundamental for teachers, considering that all classrooms can have diversified needs in a growing demand every year. In addition to training, it is important that school managers realize the number of students in the classroom, this is a factor that can also generate difficulty for the teacher with prospects of inclusion within the classroom. A regular school classroom with many students directly interferes in the teaching-learning process, especially when there are different didactics to be worked on

FINAL CONSIDERATIONS

Special Education in Brazil presents aspects of advancement over the years. However, the literature pointed out that, although there is legislation that emerges every year, this reality still denounces great challenges, especially in the context of regular education. The public school is a place that presents a reality that is still very challenging for the effective inclusion of Special Education students.

Therefore, under the focus of the Salamanca Declaration, the research assures that in terms of progress in the legal sense, the inclusion of people with disabilities has evolved positively. But, on the other hand, gaps are quite noticeable regarding the daily practice in the school space. Factors such as structure, teacher training, attention to different syndromes (which need more specific follow-up), didactic resources, are distinct aspects that contribute to a multifaceted scenario where there are urgent needs. Educators recognize and strive to meet the needs of this new demand of students, however, the context of a regular education classroom, especially in the public school environment, is very challenging, presents new needs constantly, these are significant issues.

The strong influence of excluding cultures, although it seems imperceptible, can be identified. Especially when observing situations in which traditional practices are still considered common in a classroom of students with specific needs, such as the number of students, non-adapted structures or lack of support for the teacher so that he can develop his class so that everyone can follow it (respecting each student's needs). It is evident the adoption of new educational paradigms with strategies that are increasingly diversified to effectively contemplate inclusion within a regular education classroom. Overcoming this reality requires a change in attitudes, transformation of a culture that is still indifferent and, especially, a different look at school practice.

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