

## **EDUCAÇÃO ESPECIAL EM UMA PERSPECTIVA INCLUSIVA: SABERES EM CONSTRUÇÃO**

### ***EDUCACIÓN ESPECIAL EN UNA PERSPECTIVA INCLUSIVA: CONOCIMIENTOS EN CONSTRUCCIÓN***

### ***SPECIAL EDUCATION IN AN INCLUSIVE PERSPECTIVE: KNOWLEDGE UNDER CONSTRUCTION***

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**RESUMO:** Apresentamos nesta edição uma publicação científica, capaz de contribuir com a temática: Educação especial em uma perspectiva inclusiva: saberes em construção, visando organizar trabalhos que acompanham esse assunto. Essa matéria tem sido investigada por grupos de pesquisadores em universidades brasileiras, vislumbrando a inserção com igualdade e equidade das pessoas com deficiência. O tema é polêmico e envolve vários conflitos conceituais e operacionais, logo, torna-se importante pensar e repensar o contexto histórico, as necessidades pedagógicas, as diferenças individuais e coletivas dessas pessoas e os atores envolvidos no processo. Desses objetos de estudos surgem as contribuições desta publicação. A edição foi organizada com 14 artigos, envolvendo o ensino, a pesquisa e a extensão da graduação e pós-graduação, bem como experiências de rede de ensino públicas.

**PALAVRAS-CHAVE:** Educação Especial. Inclusão. Necessidades pedagógicas.

**RESUMEN:** Presentamos en esta edición una publicación científica, capaz de contribuir al tema: Educación especial desde una perspectiva inclusiva: conocimiento en construcción, con el objetivo de organizar trabajos que acompañen a esta asignatura. Esta asignatura ha sido investigada por grupos de investigadores de universidades brasileñas, con cediendo la inserción con igualdad y equidad de personas con discapacidad. El tema es controvertido e involucra varios conflictos conceptuales y operativos, por lo que es importante pensar y repensar el contexto histórico, las necesidades pedagógicas, las diferencias individuales y colectivas de estas personas y los actores involucrados en el proceso. De estos objetos de estudios surgen las aportaciones de esta publicación. La edición se organizó con 14 artículos, que involucran la enseñanza, investigación y extensión de programas de pregrado y posgrado, así como experiencias de redes públicas de enseñanza.

**PALABRAS CLAVE:** Educación Especial. Inserción. Necesidades pedagógicas.

**ABSTRACT:** We present in this edition a scientific publication, capable of contributing to the theme: Special education in an inclusive perspective: knowledge under construction, aiming to organize works that accompany this subject. This subject has been investigated by groups

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*of researchers in Brazilian universities, envisioning the insertion with equality and equity of people with disabilities. The theme is controversial and involves several conceptual and operational conflicts, so it becomes important to think and rethink the historical context, pedagogical needs, individual and collective differences of these people and the actors involved in the process. From these objects of studies arise the contributions of this publication. The edition was organized with 14 articles, involving teaching, research and extension of undergraduate and graduate programs, as well as public teaching network experiences.*

**KEYWORDS:** *Special Education. Inclusion. Pedagogical needs.*

## **Presentation**

The inclusion of people with disabilities in the educational system is part of the struggles and achievements throughout history, in which they have been able to overcome barriers, limits and mark their potential. Today, they say "Nothing without us". This phrase is impacting and shows that they do not accept that anyone speaks for them, they are protagonists of their own stories.

The access and permanence of people with disabilities in the educational system in its various levels and modalities means overcoming barriers and obstacles, in which the main element of combat is the prejudice, discrimination and the elimination of capacitism. They wish to be inserted from their natural potentials and qualities, and not only by the obligation of laws. For this, it is necessary to eliminate physical, architectural, urban, communicative, pedagogical and attitudinal barriers, promoting accessibility, in short, realizing the motto of inclusion.

Brazilian laws has affirmed the right to education for all people. In view of the above, we have seen that there is currently legal support for the access and inclusion of people with disabilities from basic education to higher education, guaranteeing permanence, equal opportunities with equity. Contemplating diversity and differences, making available financial, physical and human resources to meet basic needs is the current commitment of public policies for inclusion, involving special education, requires an attitude from managers and teachers. However, the challenges are immense due to the disrespect for differences and human potentials. Unfortunately, the mark that is still legitimated is deficit, lack and failure, and so we need to combat this reality with research and studies that aim to mark the possibility and help to face the existing challenges.

In the first article, the authors Denise Mesquita de Melo Almeida and Hanmi Cedeño Lima lead us to reflect on the working conditions of psychology professionals in special

education. The results pointed out that psychologists make this choice of professional performance a secondary issue and have weakness in their training to work in the area. They emphasize that the continuous training, articulated to the exchange of experiences, under an inclusive perspective, has allowed resignification and engagement in the area.

In the article by Léa Geller, Marli da Costa Gonçalves and Luciene Barbosa Vitor Lima, the history of the construction of special education in the municipality of Caarapó-MS is reported, emphasizing the livingness, experiences and practices developed through the Specialized Educational Assistance from 2003 to 2018 in search of an inclusive perspective of students with disabilities.

The third article by Ana Cristina Silva Soares, Daniele Kelly Lima de Oliveira and Maria Gorete de Sousa, regarding Reflections from the perception of students about inclusion and quotas for students with disabilities in higher education, analyzes how inclusion has been marked by inequalities and misconceptions, compromising access and permanence in undergraduate courses. The results show that actions may collaborate with the inclusion of students with disabilities in Higher Education.

In the fourth article, by Aurélia Teodoro da Cruz and Paloma Alinne Alves Rodrigues, the authors reveal the challenges of including people with disabilities in universities. The work investigated and analyzed the inclusion and permanence of students with disabilities in a institution from Minas Gerais. They found that actions related to the acceptance of differences, allied to the formation of teachers with inclusive practices, will greatly assist in the transformation of this university educational space.

The fifth article, by Maria Isabel de Araújo, on high abilities in early childhood education, involving a case report from a school institution in the municipality of Uberlândia, shows us how to know/identify the characteristics and behaviors of over gifted/high abilities. The report indicated, from the case studied in early childhood education, behaviors with high abilities of the academic and productive-creative type and high potential in the areas of linguistic, spatial, logical-mathematical intelligences. The study helped to understand the student's development and supported the teacher in the pedagogical management of his classes.

The sixth article, by Carla Barbosa Alves and Maria Irene Miranda, describes and analyzes the work proposal of the Specialized Educational Assistance of the municipal schools of the city of Uberlândia-MG. In its results, the research outlined the need for interlocution between teachers of AEE and the common room/class, as well as continued training of teachers according to the inclusive perspective.

The seventh article, Neuroscience in special education: from *neuromyths* to evidence-based pedagogical practices, written by Daniel Traina Gama and Marcela de Castro Ferracioli, presented a discussion on the logical and theoretical foundations that subsidize the neuroscience discipline of the Specialization in Special Education course of the Faculty of Education/UFGD. It was found that teachers have a belief in *neuromyths* and that this harms them in their pedagogical practices, as well as they need to relate these neuroscience studies to the principles of special education.

The eighth article, by Rosimar Bortolini Poker, Beatriz Aparecida Barboza do Nascimento and Claudia Regina Mosca Giroto, tells us that special education no longer takes the place of the regular room, but becomes a complementary pedagogical service. He also researched the comprehension that Multifunctional Classroom specialist teachers have of inclusive and special education and its training. It was found that most teachers know the difference between special and inclusive education and recognize that their training is precarious.

As for the ninth article, Special education in the municipality of Naviraí-MS: history, developments and challenges for school inclusion, by Felipe Alves Barbosa and Ilma Regina Castro Saramago de Souza, it points out to us that, since the first attendance to students with disabilities, special education in the municipality of Naviraí has had several advances, but it was verified the lack of training and qualification for teachers. However, it is pointed out that the municipality has sought strategies for school inclusion to be effective.

The tenth article, by Cassiano Caon Amorim, Katiúscia C. Vargas Antunes and Mylene Cristina Santiago, Inclusion in higher education: a process on the agenda at the Federal University of Juiz de Fora, reports and reflects on how inclusion processes have been developed at this university. The results show that the university has been developing processes and experiences on cultures, policies and practices of inclusion in the community, with students being the main protagonists.

Regarding the eleventh article, Students with autism in the common school: this is the question of Ivonete Ferreira da Silva and Mirlene Ferreira Macedo Damázio, we are led to reflect on the difficulties in school education. We studied the historical trajectory clarifying which obstacles were pointed out to include the student with autism in the common school. We concluded the following: there is a need to change the conception of school curriculums; there is a need for courses for the continued formation of teachers; the teacher needs to understand the profile of the student with autism; and the organization of the teaching staff needs to be different, involving teachers and school support.

The twelfth article, by Magali Dias de Souza, Luiz Alberto Ferreira and Filomena Lucia Gossler Rodrigues da Silva, discusses Guide dogs' assistive technology in Brazil: a political action oriented towards social inclusion of people with visual impairment, implemented by the Santa Catarina Federal Institute in Camboriú. The authors contextualize and analyze the government policy on assistive technology guide dogs, highlighting its impact on the lives of users with visual impairment.

In article thirteen, Education in sciences and inclusion of intellectual disability students: interests in physical education of Physics, by Mariangela Dias Alves and Paloma Alinne A. Rodrigues, it was shown that there are gaps in the training of regular education teachers, as well as the existence of attitudinal barriers, involving prejudices and stigma towards students.

In the last article, Josiane Fujisawa Filus de Freitas and Paulo Ferreira de Araújo approach the teachers' perception about the organization of the Specialized Educational Assistance in a municipality, noting that the assistance teacher focuses his work on individual student issues, following the models of special education and feeling part of the whole school.

From this presentation, we hope that the articles in this dossier contribute with professionals and researchers in the area of special education in their thinking and making the pedagogical praxis, favoring the development of students with disabilities.

### How to reference this article

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