

THE INTERFACE OF PSYCHOPEDAGOGY WORK IN SPECIAL AND INCLUSIVE EDUCATION

A INTERFACE DO TRABALHO DA PSICOPEDAGOGIA NA EDUCAÇÃO ESPECIAL E INCLUSIVA

LA INTERFAZ DEL TRABAJO DE PSICOPEDAGOGÍA EN LA EDUCACIÓN ESPECIAL E INCLUSIVA

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ABSTRACT: Special education based on the Law of the Chamber of Basic Education/National Council of Education - CNE/CEB nº 13.146/2015 (BRASIL, 2015) was inserted in the inclusive educational policy in order to provide educators an egalitarian and qualitative education in our society. Therefore, the psychopedagogue starts to play an important role in this inclusion process. Helping teachers to guide them to have this differentiated look makes the teaching and learning within the educational context effectively materialize. Thus, a bibliographic and exploratory research was carried out with the objective of clarifying to psychopedagogues the role of psychopedagogy in special and inclusive education. The results showed that when we understand the educational need, as well as the comorbidities presented by the individual, and start from this point to provide educational inclusion, the learning processes are positive. Within this context, we have the satisfaction of the school institution to keep the self-esteem of both, teacher and student, with teaching and learning procedures aimed at people with disabilities or learning disorders/difficulties, having the psychopedagogue as a mediator between the related parties within the school institution.

KEYWORDS: Inclusion. Psychopedagogy. Education. Teaching and learning. Person with disabilities.

RESUMO: A educação especial com base na Lei da Câmara de Educação Básica/Conselho Nacional de Educação - CNE/CEB nº 13.146/2015 (BRASIL, 2015) foi inserida na política inclusiva educacional a fim de proporcionar aos educandos uma educação igualitária e qualitativa em nossa sociedade. Portanto, o psicopedagogo passa a desempenhar um papel importante neste processo de inclusão. O auxílio aos professores a fim de orientá-los a ter esse olhar diferenciado, faz com que efetivamente concretize o ensino e aprendizagem dentro do contexto educacional. Assim, partiu-se da pesquisa bibliográfica e exploratória com o objetivo de esclarecer aos psicopedagogos sobre o papel da psicopedagogia na educação

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especial e inclusiva. Os resultados evidenciaram que, quando compreendemos a necessidade educacional, bem como as comorbidades apresentadas pelo indivíduo e partimos deste ponto para prover a inclusão educacional, os processos de aprendizagem são positivos. Dentro deste contexto, temos a satisfação da instituição escolar de manter a autoestima elevada de ambos, professor e aluno, com procedimentos de ensino e aprendizagem voltados para as pessoas com deficiência ou transtornos/dificuldades de aprendizagem, tendo o psicopedagogo como um mediador entre as partes relacionadas dentro da instituição escolar.

PALAVRAS-CHAVE: *Inclusão. Psicopedagogia. Educação. Ensino e aprendizagem. Pessoa com deficiência.*

RESUMEN: *La educación especial basada en la Ley de la Cámara de Educación Básica/Consejo Nacional de Educación - CNE/CEB n° 13.146/2015 (BRASIL, 2015) se insertó en la política educativa inclusiva con el fin de proporcionar a los educadores una educación igualitaria y cualitativa en nuestra sociedad. Por lo tanto, el psicopedagogo comienza a jugar un papel importante en este proceso de inclusión. La asistencia a los profesores para orientarles a tener esta mirada diferenciada, hace que la enseñanza y el aprendizaje en el contexto educativo se materialicen de forma efectiva. Así, se partió de la investigación bibliográfica y exploratoria con el objetivo de esclarecer a los psicopedagogos sobre el papel de la psicopedagogía en la educación especial e inclusiva. Los resultados mostraron que cuando se comprende la necesidad educativa, así como las comorbilidades que presenta el individuo y se parte de este punto para proporcionar la inclusión educativa, los procesos de aprendizaje son positivos. Dentro de este contexto, tenemos la satisfacción de la institución escolar de mantener la autoestima de ambos, profesor y alumno, con procedimientos de enseñanza y aprendizaje dirigidos a personas con discapacidad o trastornos/dificultades de aprendizaje, teniendo al psicopedagogo como mediador entre las partes relacionadas dentro de la institución escolar.*

PALABRAS-CLAVE: *Inclusión. Psicopedagogía. Educación. Enseñanza y aprendizaje. Persona con discapacidad.*

Introduction

Our public-school institutions each year increasingly welcome a diversity of students from both special education and inclusive education. For a better clarification, they are part of the target audience of special education - E.E - according to art.58 of the Lei de Diretrizes e Bases da Educação Nacional (Law of Guidelines and Bases of National Education), n° 9394 of December 20, 1996: "Special education is understood as, for the purposes of this Law, the type of school education preferably offered in the regular education network, for students with disabilities, global developmental disorders and high abilities or giftedness." For inclusive education – E.I. – it is understood the teaching modality that proposes equality in the possibilities of schooling. Its objective is that all students, without exception, have the right to education in a single environment, regular education. Its proposal is to value differences,

contemplating diversity and also recognizing that there are different ethnicities, genders and social classes. Teachers, in turn, are often insecure in working with the EE target audience with regard to their methodologies and planning, which require adaptations for these students within an educational and qualitative context. However, these teachers, for the most part, were not prepared in their graduations (initial formation) to work within this context, and not even managers and supervisors have the necessary awareness and knowledge for such development. In addition, - it is assumed that the lack of continuing education, lack of pedagogical monitoring with the student, teachers and families of these same students are part of this scenario of special and inclusive education.

Although we have the Law nº 13.146/2015 (BRASIL, 2015), approved by the Basic Education Chamber and the National Education Council - CNE/CEB, which ensures and promotes, under equal conditions, the exercise of rights and freedom that are fundamental for the person with disabilities aiming at their social inclusion, on the other hand, we have the lack of a psychopedagogue, a qualified professional to perform the functions necessary for these mediations and learning in these educational institutions (BRASIL, 2015).

In order to clearly and objectively demonstrate the problems faced daily in school institutions by both teachers and students, a qualitative exploratory bibliographic research approach will be presented.

Therefore, in this study, the importance of the presence of the psychopedagogue will be portrayed within the school context to guide the educator to have a different look at this student. This is not just an individual in flesh and blood, he has a history that contains organism, body, desire and intelligence and, consequently, academic performance that, at the same time, is inserted in a sociocultural environment. The point is to help teachers by adapting and teaching everything that is necessary for them to perform their educational functions and the student's success in the teaching and learning processes.

As a result, we will have an educational plan based on the needs of each student, valuing their potential and working to develop skills, hitherto undiscovered, promoting, in a playful and social way, their inclusion based on the rights that inclusive education proposes to this special education target audience and to all those who feel excluded from the teaching and learning processes.

Thus, the objective of this study is to emphasize the role of the psychopedagogue in special and inclusive education, not limited to mediating between/us/with the teaching and learning processes, but rather, having the duty to guide the entire pedagogical and learning process of the school curriculum in a transdisciplinary, social, family and cultural perspective.

Theoretical foundation

The Brazilian legislation

Thinking about education as a right for all, as it is written in the Federal Constitution of 1988 - CF/1988 (BRASIL, 1988) in the current contemporary context, becomes a challenge, especially when we talk about special and inclusive education.

In our Federal Constitution, article 208, item III, in the section on Education, the text makes it very clear that it is the State's duty with education to provide “specialized educational assistance to people with disabilities, preferably in the regular school system” (BRASIL, 1988). Nevertheless, since 1988 with the Federal Constitution and all the Laws that have been amended and enacted during all these three decades, we still perceive in our school institutions a great movement of classifying and excluding practices and traditional and conservative thoughts concerning our education.

Kohan (2019) when talking about the value of equality that Paulo Freire has always advocated, raises questions about the importance of thinking about equality. Equality is inscribed in pedagogical relationships, in which face-to-face dialogue, on the same level between educator and student, between teaching and learning, reconstructs knowledge from the learning engendered by these students. In this sense,

Educating means listening, respecting, paying attention to these differences. Without them life would be much less life. The equality of all lives that are part of an educational practice as its political principle is a condition for differences to be enriching and not annihilating, in a direction that we make politically interesting, that is, so that education can contribute to these existences. unfold the whole life that they are and contain (KOHAN, 2018, p. 16) (Our translation).

Starting from this thought, the teacher initially needs to have humility, because no one is superior to anyone else. As Freire (1996) would say, there are different types of knowledge (Pedagogy of Autonomy). Using empathy and respecting differences is the principle to guide an inclusive and emancipatory education. Maintaining equality between both (educator and student), in which one can learn from the other, requires dialogue, interaction, and mediation of knowledge.

The principle of everything is to make education the same for all, and not differentiate it for any student, without excluding him from the current context of the classroom. It is to make pedagogically, in the student, the ability to understand that he is capable of learning, he only needs to trust himself.

With law 13.146/2015 (BRAZIL, 2015), chapter IV, article. 27, which was enacted by the Chamber of Deputies and sanctioned by the President of the Republic, it provides for the Inclusion of Persons with Disabilities in Education:

Education is a right of people with disabilities, provided that an inclusive educational system at all levels and lifelong learning is ensured, to achieve the maximum possible development of their physical, sensory, intellectual and social talents and abilities, according to their characteristics, interests and learning needs (BRASIL, 2015, [n.p.]) (Our translation).

The existing homogeneity in the classrooms has discouraged teachers from reinventing and adapting their methodologies. It is faster and more practical to raise hypotheses about certain students and refer them to specialists than to modify their classes because of these or those students who have a learning problem, either because they have a physical or intellectual disability, or because they have some specific learning disorder.

On the other hand, there are coordinators who understand little about the subject and are waiting for training designated by the State government to be assisted in the hours of collective pedagogical work - HTPC, on special and inclusive education. The intention would be to try to provide a pedagogical basis on the subject, as if this were enough to direct the teacher responsible for the regular discipline to make necessary adaptations to the student.

This debate on special and inclusive education in our country has led several experts to discuss the subject, especially when talking about the review of the current National Policy on Special Education in the Perspective of Inclusive Education known as PNEEPEI, published in 2008 (BRAZIL, 2008). The Ministry of Education (MEC) proposes a review to set back the achievements made to date, that is, to stimulate the return

[...] the separation of people with disabilities going against the social perspective – which points to the elimination of barriers and the promotion of accessibility, and not the separation of students with and without disabilities (BRASIL, 2008, [n.p.]) (Our translation).

The National Curricular Common Base (BNCC) (BRASIL, 2018), presents in its text an excerpt that discusses Inclusive Education. In addition to talking about Equality, Diversity and Equity, he emphasizes requiring “a commitment to students with disabilities, recognizing the need for inclusive pedagogical practices and curricular differentiation, as established in the Brazilian Law for the Inclusion of Persons with Disabilities (Law No. 2015)” (BRAZIL, 2018, p. 16).

This curriculum differentiation, according to several specialists, would be segregating people with disabilities again, since it would become a form of discrimination. If we think of

the issue of inclusion as a social perspective, these arguments would be misguided. We have several documents that address these issues and bring us to reflect on the evolution or setback in discussions on the inclusion of diversities and their social integration. The curriculum is becoming a reason for debates and discussions, but they forget to check practical issues such as accessibility, inclusive and professional technological resources, ready to meet this demand.

All this controversy has been generated after Decree No. 10.502/2020 (BRASIL, 2020) which deals with the National Policy on Special Education (PNEE): Equitable, Inclusive and Lifelong Learning, published by the then president, Jair Bolsonaro. The document meets the threat of replacing the National Policy on Education in an Inclusive Perspective created in 2007 (BRASIL, 2008), with the objective of:

[...]maintain access, participation and learning for students with disabilities, pervasive developmental disorders and high abilities/giftedness in mainstream schools, guiding education systems to promote responses to special educational needs [...] (BRASIL, 2007, [n.p.]) (Our translation).

Through all this historic milestone that we have been following on special and inclusive education, we witness a totally exclusive practice. The great advances reached in the laws did not leave the paper. In person and in public institutions, negligence with the so-called “disabled” and “inclusive” continues to happen. Existing public policies need a reflection regarding their application, their effectiveness on the classroom floor, in initial and continuing education for teachers, in dialogue with families, because it covered learners as families are aware of policies and laws of inclusion - that permeate special and inclusive education as it should be. An Education with material, technological resources and accessibility to all who need an education focused on inclusion and directed to each different learner who arrives at school with different rhythms and learning modes.

Interdisciplinary and transdisciplinary psychopedagogy

Institutional psychopedagogy arose from the need to keep within school institutions a qualified professional to carry out interventions in the context of school difficulties. This professional, capable of evaluating, intervening and preventing learning problems in students, has the ability to carry out interdisciplinary and transdisciplinary activities with educators, in order to assist them in carrying out tasks adapted to the educational needs of each student.

The Municipality of São Paulo, in 2013, instituted Municipal Law 15.179/2013 (BRASIL, 2013) which provides for the implementation of psycho-pedagogical assistance throughout the municipal education network, focusing on the student early childhood and elementary education institutions, regulated by the Decree nº 54.769, of January, 17, 2014 (Fonte, 2014), that presents all the tasks assigned to the professional, in addition to allowing him/her to develop actions of continuous formation that help the teaching team in the diagnosis of children with learning difficulties. With this achievement, all municipal school units now have access to knowledge and improvement in teaching and learning.

Understanding the educational needs of each individual, respecting their differences and including them in the social environment, is not an easy task. Knowledge about the various disabilities as well as their learning problems requires a lot of study and the ability to transpose this to reality. It is not enough to simply know, but to cover in an interdisciplinary and transdisciplinary way.

Inclusive education requires changes in pedagogical practices. It implies the cultural, social and current policy transformation in educational institutions, to guarantee access, participation and respect for the different modes and rhythms of learning for all, without exception. It requires knowledge on the part of the educator about the learning of each individual, as it is unique and is often related to the disability and its comorbidities. It is necessary to listen more, to understand the place of speech of this learner who arrives at school with different insertions in the written culture, with different modes and rhythms of learning.

The Diversa – Inclusive Education in Practice homepage of the Rodrigues Mendes Institute has several publications on the subject. In one of them, in which the difference between integration and inclusion is discussed, it is very clear that we are practicing integration rather than inclusion in schools. In this regard, he reports that

From a historical-chronological perspective, in most countries, integration precedes inclusive education with regard to policies and practices. The integration model is based on the search for “normalization”. The question of difference is denied. Integration admits exceptions as it is based on standards, requirements, conditions. Inclusive education is unconditional. An inclusive school is a school that includes everyone, without discrimination, and everyone, with their differences, regardless of sex, age, religion, ethnic origin, race, disability. An inclusive school is one with equal opportunities for everyone and different strategies for everyone, so that everyone can develop their potential. A school that recognizes education as a basic human right and as the foundation of a more just and egalitarian society (DIVERSA, [n.d.]) (Our translation).

In 2008, with the implementation of the National Policy on Special Education in an Inclusive Perspective (BRASIL, 2008), education assumes a complementary, supplementary and transversal character. It includes as special education students, those with disabilities, Autism Spectrum Disorder (TSA) and high abilities/giftedness.

Given this context, it is noteworthy that educators, however, must be prepared, both emotionally and pedagogically, to break with the barriers that prevent the access, permanence and learning of these students who are the target audience of special education. They must provide communicational accessibility, methodological, programmatic and attitudinal tools. This means developing inclusive pedagogical practices, with the development of diversified activities that help students with disabilities to achieve the full development of their cognitive abilities within their limitations, in order to provide them with the best conditions of autonomy for their life in the school sphere. and in other spheres of human activity (work, religion, among others).

Assistive technologies and Universal Design for Learning (DUA) aim to provide instruments that include different strategies for pedagogical planning that meets everyone in an inclusive way, with a flexible curriculum, which is able to maintain agreement between the National Curriculum Base Common (BNCC) (BRASIL, 2018) and the reality presented in the classroom by each student from their uniqueness

And where does Psychopedagogy enter this heterogeneous context?

Psychopedagogy, in addition to contributing to its role of investigating learning problems, as well as the factors that lead to school failure, will lead everyone involved with education to seek a differentiated look and listening, a look that is capable of observing a human being as a whole, in its singularities, that is, holder of a body, an organism, a desire and intelligence brings with it. That the subject is inserted in a family that has a history and that his/her learning depends on this whole context.

From this perspective as a whole, the psychopedagogue will guide teachers and all those involved with the educational process within the institutions on the development of lesson plans and activities adapted to this student, without excluding the student from the environment in which he/she is inserted, maintaining their learning within the BNCC and socially, providing opportunities for them to be protagonists of their own history, creating autonomy and recognition as a human being before society.

Gasparian (2006, p. 260), in a review article published in *Revista de Psicopedagogia*, when dealing with interdisciplinary and transdisciplinary issues, transfers to psychopedagogy

the implementation, dissemination and exercise of a “[...] Education that is truly transformative and transformed and takes a leap in quality in the teaching process.”.

Therefore, the interface of psychopedagogy with special and inclusive education works to understand all these processes and principles that guide transdisciplinary, requiring from all those involved in the teaching process, a lot of dedication, effort, research, study and, above all, reflection.

Transforming our attitudes, thoughts and practical actions require behaviors of daily life in what concerns our inter, intra and transpersonal relationships. The recognition that special education within an inclusive perspective needs the contribution of the awareness that a psychopedagogue has on all aspects related to learning, brings benefits to all and directs us to a self-knowledge of the contemporary world in which we are inserted, incorporating inclusion of all individuals who are considered “different” in their entirety.

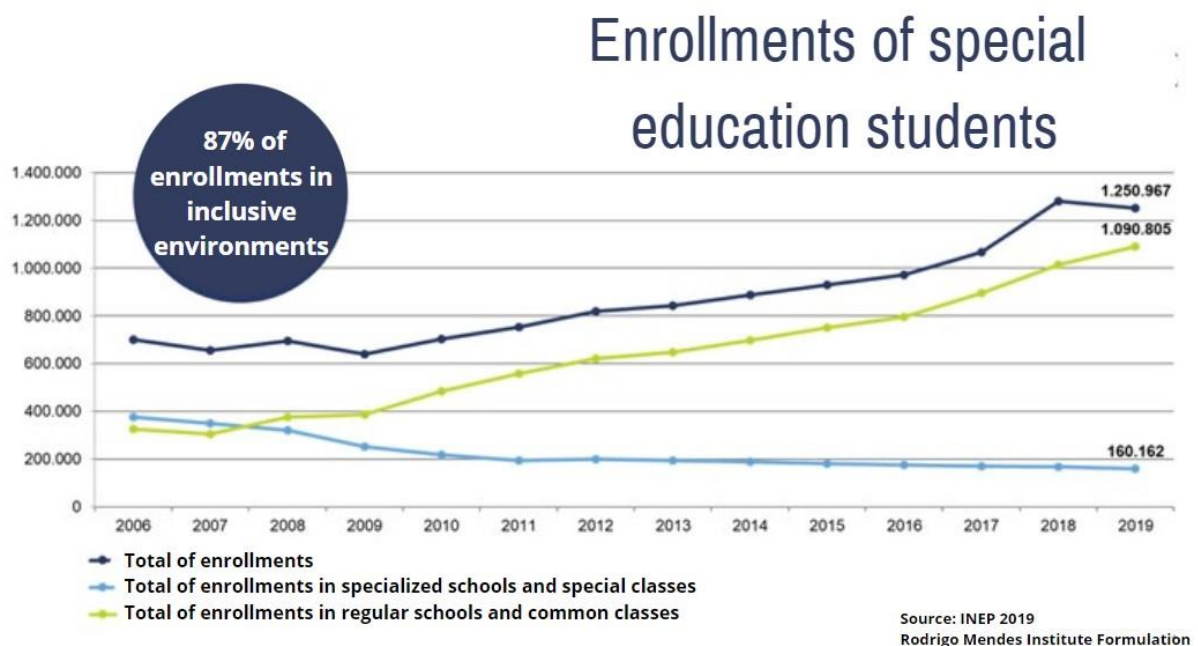
Results and discussions

When we raise discussions about special and inclusive education, it is evident that from the perspective of inclusive education, the focus is not on special education, that is, the disability that the student has, but the spaces, environments, resources that must be available and accessible according to the specificity of each student. Accessibility to teaching materials and alternative communication ensure effective learning for all these students.

In recent years, laws have been instituted that govern the inclusion of individuals with disabilities and this progress has been happening year after year. For this reason, we have witnessed a great strengthening in school inclusion, with a significant growth in the number of target audience students in inclusive Basic Education institutions.

The enrollment rate, as shown in Figure 1, in regular school institutions of common classes, in 2008, surpassed those of specialized institutions and special classes, which has been gradually accentuating. The Unibanco Institute’s Education Observatory website shows that “according to the 2019 School Census, the percentage of enrollments in inclusive environments reached 87% of total enrollments in the Special Education modality, representing a growing curve, as shown in the chart below” (UNIBANCO INSTITUTE, 2019, [n.p.]).

Figure 1 – Enrollment Rate 2006-2019



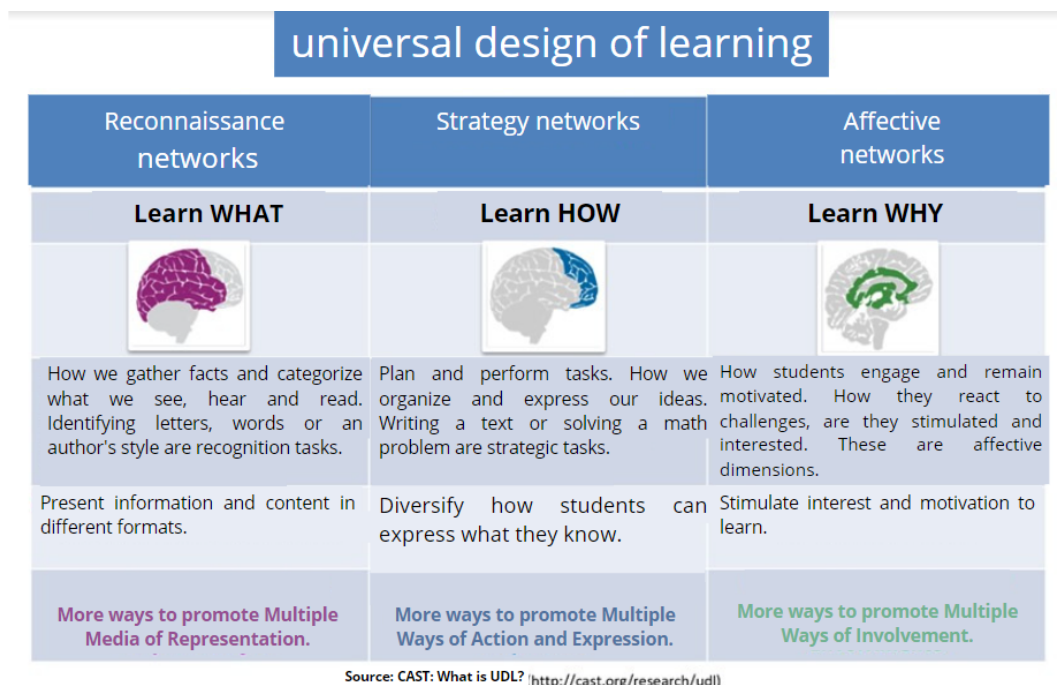
Source: Unibanco Institute (2019, [n.p.]) – adapted by the authors

The website of the Government of the State of São Paulo, on the other hand, presents information that, between 2019 and 2020, the number of students with disabilities who were enrolled in regular education networks increased by 20%, with 174,363 students in the year 2019 and 210,409 students in 2020.

We still have to pay attention to the curricular transformations that we currently face, therefore, it is up to the school institution with its entire team to rebuild pedagogically to meet all this demand. It is up to policies and law to be applied in their effectiveness at school, initial and continuing training of teachers, coordinators, school managers - it is up to dialogue more with families and with apprentices so that a change takes place, as is already happening on the school floor. It is necessary to change the attitude of all those involved in the school. The idea of Universal Design for Learning (DUA) as previously mentioned, allows for a flexible curriculum, as well as the development of teaching and learning practices without forgetting the human relationships undertaken between subjects, between teachers, coordinators, apprentices, families of schoolchildren.

To better exemplify how these relationships happen, figure 2 very well delimits the direction for a well-planned curriculum that covers all spheres of knowledge.

Figure 2 – DUA Model



Source: Todos pela Educação ([n.d.]) – adapted by the authors

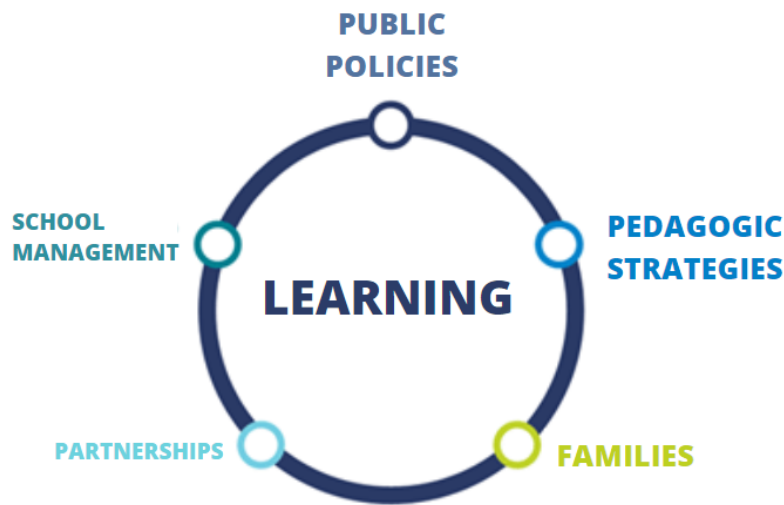
In a report by *Veja Magazine* (2019), the author of the comment, Lilian Rambaldi, reports on private schools in São Paulo that focused on the proposal of inclusive education and made many changes. The author states that inclusion is not a technical task, but a commitment made to society. In addition, the need to renew and hire suitable professionals to work within the school was essential for a “[...] *personalized educational planning, individual care, adequate application of pedagogical techniques, didactic materials and various resources and continued teacher training*” (ROCHA, 2019 apud RAMBALDI, 2019, [n.p.], emphasis added).

Hence the great need to have the psychopedagogue as an interface between special and inclusive education. This professional, in addition to others that are necessary within the schools, will be supporting both the students and the pedagogical team of the school unit. It is he/she/ who will mediate as to interventions and pedagogical practices in the classroom.

All students, typical and neurotypical gain from this. The classroom starts to have everyone's participation and collaboration regarding the teaching and learning processes. The adapted classes now have a specific curriculum aimed at students belonging to the classroom in general, making it easy for everyone to assimilate.

For this to happen in an organized and harmonious way, all social spheres, together with the actors that are part of inclusive education, must be in full dialogue with each other. This whole process of engagement provokes reflections, collaborating for the construction of knowledge about the rights of people with disabilities within inclusive education, bringing with it a quality and equitable education.

Figure 3 – Structures that involve learning



SOURCE: Rodrigo Mendes Institute

Source: Diversa ([n.d.]) – adapted by the authors

These five structuring aspects, as shown in Figure 3, must be considered by the school institution as aspects for understanding the learning system, and not as a single model. It suggests, in the sphere of public policies, knowledge of all legislation on inclusive education. In the sphere of pedagogical strategies, it involves the various stages of planning, including the development of pedagogical practices, considering the effectiveness of teaching and learning processes. On the other hand, the sphere of families, in the relationships established between the school and the families of the students involved, encompasses the planning and development of school activities, as well as an analysis of the relationships established between them. When we talk about partnerships, all the professionals that are necessary for the full development of an inclusive education are directly linked to it. Among them, the psychopedagogue, who is a fundamental piece of this puzzle. Finally, we have school management. This encompasses all other spheres, as it is responsible for building the school's political-pedagogical project, drawing up action plans and managing all the institution's internal and social processes.

Faced with an empirical experience, when we observe all this history in the legislation, as well as this whole framework of planning and instructions for an effective inclusive education, unfortunately, in most public institutions, they do not get off the ground.

In addition, they do not have the financial resources to acquire teaching materials and good professional training on special and inclusive education for the teachers involved. There is no interest on the part of the school institution in trying to develop activities adapted to the reality of each individual, making inclusive education an integrative education institution, designating the student to only fill a vacancy in the classroom portfolio, restricting their process of learning to that of other children, without providing differentiated learning. This, therefore, in our way of understanding, in a way, would reach all the other students in the class, promoting the understanding of the subject addressed, as well as their engagement, as it would bring more specificities and details of the ways and rhythms of learning of these learners for better teaching.

If education aims to develop potential and capabilities, prepare for work and to be a citizen, it is essential to break with prejudices and understand the different characteristics as a value and not as problems to be solved. Principles are non-negotiable. Attitudes are subject to change. This is the challenge (GARCEZ, 2016, [n.p.]) (Our translation).

We need to play a role in our education taking into account the principles of inclusive education, it becomes a challenge to reorganize our schools. To guarantee quality and access to opportunities for all. It's reinventing the school we have and the one we want.

Final considerations

When approaching educational needs in the school environment, we find both the educational needs common to all students, which concern essential learning for their sociocultural development and which are found in the school curriculum, as well as the so-called special needs, which are addressed to students who they need resources and pedagogical techniques appropriate to all learning disorders.

In addition, we are faced with a great diversity in inclusive schools, requiring from the professional who is in charge of the work, that is, the teacher, a vast knowledge about all disabilities, as well as their comorbidities, not forgetting the learning disorders. This would be ideal if not utopian. We found in school institutions, teachers who are unaware of the problems presented by these so-called “special” individuals and feel deprived of all the resources that would help in their learning.

Teachers are busy filling out bureaucratic documents required by school institutions. Students are in the classroom waiting for the knowledge brought by the teacher. Other members of the school institution, each one occupied with his/her function.

And what about the student? This is the individual who needs an egalitarian education, social inclusion, who is waiting for a flexible and adapted curriculum to develop their academic skills and who, like so many others, expects a different look, a subjective one, that sees beyond it, that discovers what its needs are in all areas of a human being.

So, it is! Everyone is very busy. Furthermore, we do not have within our schools a professional directed to all these issues: the psychopedagogue. Of course, if it existed, it would bring solutions to many of the problems that are being ignored within special and inclusive education. The Psychopedagogue is prepared to diagnose, intervene and mediate student learning. In the pedagogical issue, it is able to assist teachers in the construction of an adapted curriculum. In management, it informs and assists the manager regarding the documentation and laws that govern special and inclusive education. Therefore, this professional within the school institution will join the team to add knowledge and share experiences.

Professional unpreparedness, lack of funds, bureaucracy with filling out papers and lack of experience, is making our special and inclusive education just an integrative education. Until when? We need to raise the flag and shout for what we believe in. Enacted laws should not just be on paper. We are all responsible for education, whether regular or special in an inclusive perspective.

Education is for everyone, without discrimination. A quality education with equity. Therefore, the presence of the psychopedagogue as an interface between special and inclusive education is extremely necessary.

The practice in psychopedagogical assessment, with its origin in social development and learning, would bring different types of support to these students, always maintaining an interdisciplinary approach. This, in addition to offering an interactive and contextual conception, will not be limited only to the subject, but to everything that involves its development.

To think about a psychopedagogical assessment focused on the special educational needs of each student, is to resume our practice within a school institution in an inclusive perspective. In this way, evaluation becomes a kind of instrument that directs our steps to identify the necessary support and improve learning conditions, suggesting evaluative practices focused on the identification and valuation of the educational process, helping to develop curricular adaptations that respond to the educational needs of each.

The development process is the result of interaction between the subject and their peers in the various contexts of life, be it family, social or school. When we talk about the school context, we refer to the curriculum. In an inclusive school, it must be open and flexible to respond to all diversities, allowing “[...] to make well-thought-out decisions adjusted to different social, cultural and individual realities [...]” (COLL *et al.*, 2004, p. 291).

The concept of special educational needs implies that the main objectives of education must be the same for all students, to ensure equal opportunities and future integration into society. Therefore, if the curriculum expresses the learning that is considered essential to be a member of society, this must be the educational reference for all students, making the necessary adaptations and providing them with the aids and resources that favor the acquisition of the learning established therein (COLL *et al.*, 2004, p. 291) (Our translation).

In this way, the psychopedagogical work is centered on the assessments, adaptations and applications of resources necessary for the good development of learning, that is, it is related to the act of building an individual curriculum for the student, deliberating on what he needs to learn and how we should teach him, not forgetting the criteria necessary to evaluate his progress and how he will be evaluated during his school career.

Therefore, the psychopedagogue's responsibility in an institutional environment of special and inclusive education goes beyond mediation. It involves looking, listening and helping the entire pedagogical and curricular process aimed not only at that student who needs different resources but also at all those involved in the social, cultural and family process to which he belongs.

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