

## BEING PRESENT IS BEING INCLUDED? ANALYSIS OF SITUATIONS IN WHICH SCHOOL INCLUSION DOES NOT HAPPEN<sup>1</sup>

*ESTAR PRESENTE É ESTAR INCLUÍDO? ANÁLISE DE SITUAÇÕES EM QUE A INCLUSÃO ESCOLAR NÃO ACONTECE*

*¿ESTAR PRESENTE ES ESTAR INCLUIDO? ANÁLISIS DE SITUACIONES EN LAS QUE LA INCLUSIÓN ESCOLAR NO SE PRODUCE*

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**ABSTRACT:** Public students in Special Education should preferably attend regular schools. Despite advances in terms of legislation and enrollment, school inclusion does not always truly happen inside school institutions. Therefore, we aimed to describe and analyze classroom situations in which school inclusion does not really happen. The participants were 16 teachers and 22 public students from Special Education enrolled in public schools in Corumbá and Ladário, Mato Grosso do Sul. The data was collected through filming and analyzed using the Protocol for Observation of Inclusive Educational Situations. Four classroom situations were considered not inclusive and revealed a lack of individualized attention from teachers to public students of Special Education, lack of curricular flexibility, offering activities unrelated to the work developed by other students and lack of pedagogical responses consistent with the level of development of these students.

**KEYWORDS:** Special education. School inclusion. Educational exclusion. Target audience for special education.

**RESUMO:** *Estudantes público da Educação Especial devem frequentar, preferencialmente, escolas regulares de ensino. Apesar dos avanços em termos legislativos e de matrículas, nem sempre a inclusão escolar acontece, verdadeiramente, no interior das instituições escolares. Por isso, objetivamos descrever e analisar situações de sala de aula em que a inclusão escolar não acontece de fato. Participaram 16 professoras e 22 alunos público da Educação Especial matriculados em escolas públicas de Corumbá e Ladário em Mato Grosso do Sul. Os dados foram coletados por meio de filmagens e analisados a partir do Protocolo de Observação de Situações Educacionais Inclusivas. Quatro situações de sala de aula foram consideradas não inclusivas e revelaram a falta de atenção individualizada das professoras aos estudantes público da Educação Especial, ausência de flexibilização curricular,*

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*oferecimento de atividades desvinculadas do trabalho desenvolvido pelos demais alunos e falta de respostas pedagógicas condizentes com o nível de desenvolvimento desses discentes.*

**PALAVRAS-CHAVE:** *Educação especial. Inclusão escolar. Exclusão educacional. Público-alvo da educação especial.*

**RESUMEN:** *Los estudiantes públicos de Educación Especial deben asistir preferentemente a las escuelas regulares. A pesar de los avances legislativos y de matrícula, la inclusión escolar no siempre ocurre dentro de las instituciones escolares. Por lo tanto, nuestro objetivo es describir y analizar situaciones en el aula en las que la inclusión escolar no ocurre realmente. Los participantes fueron 16 maestros y 22 estudiantes públicos de Educación Especial matriculados en escuelas públicas de Corumbá y Ladário en Mato Grosso do Sul. Los datos fueron recolectados a través de filmaciones y analizados del Protocolo de Observación para Situaciones Educativas Inclusivas. Cuatro situaciones de aula se consideraron no inclusivas y revelaron la falta de atención individualizada de los docentes a los estudiantes públicos de Educación Especial, la ausencia de flexibilidad curricular, la oferta de actividades no relacionadas con el trabajo desarrollado por los otros estudiantes y la falta de respuestas pedagógicas consistentes con el nivel de desarrollo de estos estudiantes.*

**PALABRAS CLAVE:** *Educación especial. Inclusión escolar. Exclusión educativa. Público objetivo de la educación especial.*

## Introduction

Inclusive education is not an end in itself, as it is part of a broad project that aims at the social inclusion of those who, historically, have been on the margins of rights and full citizen participation. However, this text focuses on the school inclusion of a specific public, composed of those who are the target of Special Education: students with disabilities, autistic spectrum disorder (ASD), and high abilities/super ability (HS/SD).

The paradigm of inclusion established the need for reconstruction of the school in structural, organizational and relational aspects, but, because specialized schools have long been understood as the only place where the needs of students with atypical development could be met, a prejudice was cultivated about the conditions of development and learning of these students in the regular education system (MAGALHÃES; CARDOSO, 2011). According to Carvalho (2014, p. 100), "[...] the inclusive proposal has caused a real identity crisis in the school, leading it to resignify its role, its beliefs, policies and pedagogical practices." Such resignification is necessary, insofar as it is not enough to undertake adaptations in physical structures and acquire materials. It is necessary to review beliefs and

transform conceptions related to diversity, the function of the school, the teaching-learning process, the curriculum, school management, etc. (SANTOS, 2011).

In fact, schools seek to follow the principles and guidelines established by the educational system, without all of them having the necessary financial, technical and material apparatus (CARVALHO, 2014), so that all children and adolescents can attend these spaces and learn together. Consequently,

[...]We still live with high levels of exclusion, translated, among other indicators, by students who never entered school, age/grade gaps, school dropouts, acceleration strategies adopted to compensate for failures and to avoid grade repetition, low quality of educational responses in schools, unsatisfactory working conditions for educators, their initial and continuing training, the nature of school management, among many others (CARVALHO, 2016, p. 59).

From this perspective, we cannot take as successful the supposedly inclusive situations in which students with disabilities, ASD or HS/SD are isolated or forgotten in the classroom, neglected, underestimated, overprotected or infantilized, relegated to caregivers, assistants or interpreters of Brazilian Sign Language (LIBRAS), etc., because such actions, instead of boosting the development - as expected from the school - end up weakening it, to the extent that the fact of simply inserting the student in the physical space of regular education is not enough for learning to occur, nor for interactions conducive to development to take place (MATOS; MENDES, 2015; SANTOS, 2021).

It is not a matter, therefore, of physically inserting this or that student in this or that regular education class. One must consider the risk of exposing this person to a situation similar to that experienced in segregated spaces, with the difference that they are present in the physical space of regular classrooms without being truly integrated in them (CARVALHO, 2014, p. 97).

However, it is worth remembering that school education is not neutral and, along with the knowledge it socializes, disseminates the values it legitimizes, and may act in favor of social transformation or not. This requires us to assume that education is a political act that takes place under several variables and contributes to change or to preserve society. In this process, education professionals share the important responsibility for the formation of conscious and participatory citizens (CARVALHO, 2014).

The denial of its political character, which is associated with the conceptions that support the pedagogical work and determine the purposes of the school, imposes the risk that the practices adopted and the official speeches become contradictory, even because Brazilian

education has its history marked by exclusion and elitism, traits that are not yet completely overcome, resulting in a stereotype of ideal student that does not contemplate the one who departs from the standard of normality, since class societies, such as ours, are marked by the dispute for hegemonic power (CARVALHO, 2014). According to Carneiro and Dall'Acqua (2016, p. 18), the fact that respectful coexistence among all has never been constituted in a school and social reality hinders the effectiveness of inclusion, so that "[...] our history was written so far by the culture of domination of some over others, always permeated by arbitrarily established criteria of belonging. This situation needs to be reversed!

Meletti (2013) clarifies that the approximation/distancing from the idealized norm determines how accepted the individual will be in a given sociocultural context, pointing out that the exclusion processes are inherent to the capitalist system. From this perspective, Carvalho (2014) warns that when we look at classroom practices, without considering the influences and implications of the educational and social context, where political forces act, we run the risk of analyzing the educational scenario superficially:

Although in disguise, the theories of human capital are reborn to meet the needs of economic growth in countries governed by the rules of the market, in which competitiveness is translated as the law of the strongest. The latter are thus considered by the merit of having the knowledge (theoretical and practical) that matters most to the interests of capital (CARVALHO, 2014, p. 74).

The influences of capitalism are observed in the precariousness of health services essential for development, such as early stimulation (OLIVEIRA, 2018), and become progressively clearer within educational institutions, to the extent that, especially in private schools, the literacy process begins earlier and earlier, there is no room for dialogue, and the results are more important than the processes (CARVALHO, 2013). The preparation for passing exams takes precedence over the formation of critical citizens with moral and social values.

Social inequality and exclusion are characteristics of the capitalist system and, in this context, Dall'Acqua and Carneiro (2016) expose that about 30% of students who enter the 1st year of elementary school fail or drop out during the first three years, which does not mean that the others reach satisfactory levels of learning.

If the national reality is far from what is desired, the conditions of certain states and municipalities are worse, since the disparities in the collection of financial resources are significant. Although the Union, through the Fund for Maintenance and Development of

Basic Education (FUNDEB), supplements the educational budget of the states that cannot afford the minimum costs for each student ( BRAZIL, 2007), regional economic differences persist, affecting education, since, according to data from the National Institute for Educational Studies and Research Anísio Teixeira (INEP), in 2017, the public networks with the highest Basic Education Development Index (IDEB) in the early years of elementary education are located in the South and Southeast regions of the country: São Paulo with 6.5, Minas Gerais, Paraná, and Santa Catarina with 6.3. At the other extreme, Sergipe has the worst result (4.3), followed by Amapá (4.4), Rio Grande do Norte, Pará and Maranhão (the latter with 4.5). In the most current results, referring to the year 2019, the states with the highest indexes remain the same (with the exception of Ceará - 6.3): São Paulo - 6.5, Paraná - 6.4, Minas Gerais - 6.3 and Santa Catarina - 6.3, as well as those with the lowest index also recur: Sergipe - 4.6, Rio Grande do Norte, Pará and Amapá - 4.7, Maranhão - 4.8. (BRAZIL, 2022).

According to Dorziat (2013, p. 998),

[...]the school for all, although it seems to be concretized by opening its doors to receive the excluded, supposedly attending to progressive ideals, tends inside to continue fulfilling its role of maintaining the established system, thus inaugurating a new and paradoxical form of exclusion.

From this perspective, research shows that the achievements aimed at the public of special education are located much more in the legal sphere than in educational/social practices (LEONARDO; BRAY; ROSSATO, 2009; MORGADO; FISCARELLI, 2016). Schools cannot refuse the enrollment of these students, however, the guarantee of access is not always accompanied by opportunities for learning and academic success, due to the lack of attention to their needs (SANTOS, 2011). Thus, there is a gap between what is officially proclaimed and what happens in the school context, a space marked by incongruence, since it harbors both awareness and discrimination (MATOS; MENDES, 2015).

In this line, Carvalho (2014, 2016) clarifies that inclusive education depends on actions that go beyond the school environment, involving social aspects (health, food, transportation), which must be accompanied by the reduction of levels of injustice and inequality. In addition, he believes in the benefits of integration between educational programs with those of other sectors.

Regarding what is specifically school, the author emphasizes the importance of creating inclusive cultures based on democracy and appreciation of diversity; development of

political-pedagogical projects based on inclusive concepts, in order to seek ways to make everyone learn, safeguarding their individualities; development of educational activities that start from the knowledge and experiences of students and encourage participation.

It should be noted that both the prevention and removal of barriers to participation and learning are a responsibility of all involved: teachers, students, employees, managers and family members, in collaboration, and it is not fair or right to blame only the faculty (CARVALHO, 2016).

Regarding the barriers to learning, specifically, curricular adaptations tend to represent important strategies for overcoming obstacles. Carvalho (2014, p. 103) defines curricular adaptations as "[...] modifications spontaneously made by teachers and, also, in all strategies that are intentionally organized to provide answers to the needs of each student, particularly those with difficulties in learning." Such adaptations do not correspond to the elaboration of a separate curriculum, but in making adjustments to the curriculum available to the class, and may comprise changes in objectives, content, methodologies, temporality, and assessment. However, Fonseca, Capellini and Lopes Júnior (2010) clarify that the concept of curricular adaptation has been misunderstood, leading to the complete replacement of the common curriculum by the preparation of an Individualized Teaching Plan (IEP), in order to establish what the student should learn during the school year. In order to adapt the terminology, the concept of curricular flexibility emerged, meaning that which is malleable, devoid of rigidity. The authors clarify that there is a distinction between adaptation and curricular flexibility, since the first is reserved only for students who require generalized support and do not benefit from the common curriculum, due to limitations arising from disability, while the second is applicable to any student, whether or not he or she is a public of Special Education.

Assim, Carvalho (2016) destaca a importância da flexibilização curricular como estratégia de garantir aprendizagens enriquecedoras e significativas, pautadas na possibilidade de desenvolvimento das potencialidades de cada um. Com efeito, a flexibilização curricular é importante, porque permite abarcar as diferenças individuais dos discentes, de maneira que a escola possa se reorganizar em favor das necessidades apresentadas (MAGALHÃES; CARDOSO, 2011).

Given that school inclusion requires not only the presence, but the participation and learning of Special Education students in regular settings. This research aims to describe and analyze classroom situations in which school inclusion does not really happen.



## **Methodological Procedures**

This research was conducted in six public schools located in the cities of Corumbá (three municipal and one state school) and Ladário (two municipal schools), in the interior of the state of Mato Grosso do Sul.

Teachers and students from elementary school classes attended by students with high abilities/super abilities (AH/SD) or intellectual disabilities (ID) participated. The latter were located based on reports provided by the education secretariats and the latter were identified during a process conducted in the state school of Corumbá (MARTINS; CHACON, 2022).

The research involved 16 teachers and 22 public special education students who gave their consent to participate and whose parents expressed their consent by signing the Informed Consent Form, as did the teachers (Certificate of Ethical Appraisal - CAAE n.47297315.9.0000.5406).

The data were collected by means of filming in the classroom, scheduled in advance and performed using two high-resolution digital camcorders. In all, there were 19 filming sessions, totaling 13h57m of recording<sup>4</sup>.

The recordings from the camera duo were merged and edited with the MovieMaker software, when the most significant episodes of each footage were selected, taking into account the research objective. In this phase, each footage was synthesized in approximately 15 minutes and submitted to the analysis of four judges based on the Protocol for Observation of Inclusive Educational Situations (MARTINS; CHACON, 2021). The judges had at least a Master's degree in Education and developed research in the field of Special Education.

During the data analysis process, the judges' answers were systematized based on the number of indications received in each item of the protocol, whose options were: yes, no, and not applicable, which were converted into scores. When at least three judges coincided in the judgment of a certain item, representing a 75% agreement rate, the attributed classification was accepted. If there was a tie, we consulted the analysis made by the researcher herself before submitting it to the judges for decision making. Once the synthesis between the judges' evaluations was concluded, each protocol could present a total score between -26 and 26, so that the films in which the total score was positive were considered inclusive, and non-

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<sup>4</sup> As it was inevitable that other students, besides those focused on in the study, would appear in the recordings, it was necessary to request permission from those responsible for all of the classes. If permission was not granted, these students were repositioned in the room so as not to be captured by the focus of the cameras.

inclusive were those whose total was lower than 1. This classification was confirmed by the qualitative analysis of each educational situation recorded.

## Results

Among the 19 filmings made in 16 different classrooms, 15 portrayed educational situations considered inclusive; while four did not meet the principles of school inclusion, and it is to these that we will refer. The episodes that show educational situations analyzed as not inclusive are synthetically described in Table 1.

**Table 1** – Summary of the episodes whose recorded activities were considered not inclusive

<b>Class:</b> 4th grade
<b>Public student(s) in Special Education:</b> student with Down Syndrome and student with ID.
<b>Activity(ies) developed:</b> Painting.
<b>Grouping:</b> Students are lined up at individual desks.
<b>Description:</b> The special education students outline and paint the Brazilian flag while the others do activities about the food pyramid in the science book, involving silent reading and drawing.
The student with Down syndrome eats his snack in class during class.
<b>Score:</b> - 12
<b>Class:</b> 2nd grade
<b>Special Education Public Student(s):</b> Two students with ID
<b>Activity(ies) performed:</b> Sticking sticks together
<b>Grouping:</b> The class is lined up at individual desks and the students with ID are at the same table, along with the teacher's aide.
<b>Description:</b> While the class exercises addition in a summation game, the students with ID glue matchsticks into a drawing booklet, according to the numbers indicated in the booklet and with the help of the class helper.
<b>Score:</b> - 5
<b>Class:</b> 3rd grade
<b>Student(s) with special needs education:</b> One student with ID.
<b>Activity(ies) developed:</b> Study of the textual genre Poem.
<b>Grouping:</b> Groups of four students.
<b>Description:</b> The poem written on the blackboard was read collectively, followed by the reading done by the teacher. Every two students received a card with words and phrases from the text to circulate as they were drawn. The student with ID just watched his classmate do the activity. Then they received a sheet of paper with



exercises to complete the gaps, enumerate the verses, and circulate the stanzas of the poem. The student with ID copied the answers of the classmate next to him.
During the course of the lesson, at times, the student would rock in his chair, whistle, look out the window, and call out to his classmates, appearing to be bored.
<b>Score:</b> - 4
<b>Class:</b> 4th grade
<b>Special Education Public Student(s):</b> Two students with ASD indicators
<b>Activity(ies) performed:</b> Math problem solving
<b>Grouping:</b> Individual desks lined up
<b>Description:</b> All students copy and solve two math problems involving the subtraction of hundreds and the multiplication of monetary value with decimal numbers. One of the students with ASD indicators is asked to solve one of the problems on the board. The proposed activities fall short of the knowledge and skills of students with indicators of ASD.
<b>Score:</b> - 7

Source: Devised by the authors

The exclusion of students with ID in the 4th and 2nd year classes is clear, to the extent that they receive proposals for activities totally unrelated to what the other students in the class do. In the 2nd grade class, the students with disabilities are under the responsibility of a classroom assistant, hired as an intern, who prepares and conducts the developed activities. In fact, these students are included in the same physical space as the other children without special educational needs (SEN), but they are excluded from the pedagogical dynamics prepared for their classmates. Thus, what is observed is simply the spatial insertion of students with ID, representing what Carvalho (2014) calls exclusion in inclusion. For Effgen and Almeida (2012, p. 31), when the teacher makes less enriched curricula available to the Special Education audience, he puts them at the margins of the educational process, characterizing "[...] an exclusion produced within the inclusion process itself," which undermines the guarantee of the right of all to knowledge. Behind this veiled exclusion is the discredit in the potential of the student and the view that it is enough to live with the other members of the group, without concern for providing the necessary support for their development (ALBUQUERQUE; MACHADO, 2011). In this logic, it is up to the teacher to have the appropriate tact to recognize the differences, without turning them into supports of inequality (VIEIRA; RAMOS, 2012), which requires a real acceptance of the inclusion of these students, accompanied by the understanding that development is related to the opportunities made available. From Magalhães' (2011) perspective, it is essential that the

teacher is led to question his conceptions and analyze the feelings aroused in the interaction with students who are the audience of Special Education, in order to deconstruct prejudices and stereotypical images.

It is worth noting that the activities offered to students with ID in the 4th grade class do not seem to be aimed at learning objectives, but at filling time, since there was no contextualization for the outline and painting of the Brazilian flag. The performance of such activities (painting, drawing, collage), often improvised, is linked to the representation of the student as someone unable to learn (ALBUQUERQUE; MACHADO, 2011). The decontextualization of activities offered to students with disabilities was also observed by Effgen (2012). Similarly, it highlights the fact that the student with Down syndrome eats his snack in class, while the others do their chores, something similar to what was reported by Carvalho (2013) regarding the case of the boy Bernardo, who, in one of the schools he went through, was infantilized and not recognized as a student by teachers and classmates.

Authors warn that the inclusive proposal has been interpreted with some misconceptions and among them we have the confusion of inclusion with spatial insertion and the privilege of interpersonal aspects, which aim only at socialization, to the detriment of learning (CARVALHO; 2016). Such a view is taken as reductionist, because "[...] insert these learners in ordinary schools, as 'extras', besides being unfair, does not correspond to what is proposed in the paradigm of inclusive education and, likewise, we will not contribute to their full development." (CARVALHO, 2016, p. 114, emphasis added).

In the 3rd grade classroom, the proposal is that the student with ID performs the same exercises as his classmates, however, the teacher does not guide him individually and the organization in groups, in this case, does not favor learning, because, despite the physical proximity, there was no interaction about the performance of tasks, only the copying of answers, contrary direction of the inclusive proposal, because, under this prism, the educational work should focus on learning and, thus, the student is no longer conceived as "[...] a mere copier and memorizer of information he receives in the classroom, or that he extracts from books" (CARVALHO, 2014, p. 121).

According to Oliveira (2018), the school has shown difficulties in the inclusion of students with intellectual disabilities, which range from the identification to the conduction of the teaching-learning process.

Already in the 4th grade classroom attended by students with HS/SD indicators, their potentials are disregarded, as they develop activities that fall short of their knowledge and

abilities. From this perspective, Cruz (2014) highlights the invisibility of students with ASD when examining the conceptions of Special Education teachers and their impact on the identification of these students. However, we emphasize that, in addition to identifying, it is necessary that teachers are aware of the need to intervene in the face of diversity, otherwise, labeling does not extinguish the "invisibility". As intervention strategies, we suggest: asking for more elaborate homework assignments than their classmates; asking for deeper analyses and problem solving during class activities; encouraging interaction with classmates; making material resources available or allowing them to do parallel activities of their interest to fill in idle time; guiding them about the aspects in which they can improve, etc. It seems clear that these measures aim to develop skills, but they should also take care of the social and emotional aspects of these students (MENDONÇA; MENCIA; CAPELLINI, 2015; SÁNCHEZ ANEAS, 2013).

All students must have freedom to express their knowledge, doubts and opinions, as well as the conditions to perform the activities aimed at their learning and development. According to Magalhães (2011), this requires the teacher to be able to establish affective and empathetic relationships, overcoming visions that inferiorize and disrespect the singularities of each one.

Given the above, Carvalho (2016) points out that exclusion is not always as clearly visible as physical separation, because it can often take symbolic forms, which may be responsible for the visible forms. In this sense, the author also points out the perversity of the denial of difference/need, something that is common, especially when it comes to students with HS/SD.

The observation and record of such non-inclusive situations leads us to reflect and brings to light concerns about the internship in teacher education. As a mandatory curricular component of initial teacher training, the internship aims to provide experiences and elements for reflection on the pedagogical performance and the construction of professional identity, through the interaction of the future teacher with professionals, students and practices of that place (LIMA, 2009). When faced with situations in which students with SEN are excluded, neglected or have their abilities belittled, trainees may become disbelievers of school inclusion and develop low self-efficacy to educate in diversity. It is in this light that Sharma and Sokal (2015) warn of the risks of interning with teachers whose practices are not effectively inclusive. Moreover, it is emphasized that the results of the research conducted by

these authors revealed that the participants of a 30-hour course, with practice in an inclusive classroom, had their attitudes towards inclusion disfavored after the training.

More than the creation and application of innovative techniques and methodologies, inclusive education is an ethical and political commitment that the school assumes, given the right to education that every child has. This commitment justifies and guides the reformulation of pedagogical practices, which aim at the learning and development of students (CARVALHO, 2013).

In this direction, it is necessary to build a new paradigm of school, so that it is supported on the pillars of democracy, justice and citizenship (CARNEIRO; DALL'ACQUA, 2016). Therefore, it is necessary that inclusive educational policies are the result of debates with society and consider the real contexts, with their favorable and unfavorable points, accompanied by the necessary resources so that they can be implemented, because "[...] it is education that allows man to assimilate the historically accumulated and culturally organized experience" (CARVALHO, 2014, p. 101). Therefore, the school environment plays an important role in shaping the autonomy of the citizen, from the knowledge and skills that develops (ROSIN-PINOLA; DEL PRETTE, 2014), and should provide interaction with knowledge and cultural, scientific and technological appropriation of what humanity has built.

It is necessary to ensure conditions for everyone to participate in educational activities, encompassing adjustments and curricular flexibility whenever the student's needs so require (ROSIN-PINOLA; DEL PRETTE, 2014). In addition to the necessary differentiations and the use of resources and strategies that ensure the acquisition of knowledge, Effgen and Almeida (2012) draw attention to the curriculum itself, warning that when the selection of content is not problematized and grounded in the intentionality, it can trigger exclusionary processes.

Fortunately, the non-inclusive situations are a minority in the set of filmings made, but they should be non-existent, especially because the recordings were previously scheduled, which tends to generate a certain special preparation in relation to the environment and the proposed activities. This leads us to reflect on the training of these teachers. What is the concept of school inclusion that lies beneath their practices? What knowledge do they have about curricular flexibility? How was (and is) the training of these educators in relation to the Special Education public? The absence of answers to these questions reveals a limitation of this research, as well as implications for future research.

The presence of theoretical and practical studies about the Special Education public, both in initial and continuing education, is fundamental. Added to this is the need for human and material resources that enable the construction of truly inclusive and collaborative practices,

committed to social justice and whose main goal is the maximum development of each student, from the recognition and respect for their singularities.

### **Final remarks**

Assuming the goal of describing and analyzing classroom situations in which school inclusion does not actually happen, we filmed in public schools in the interior of the state of Mato Grosso do Sul and identified four classroom situations in which students in Special Education did not receive the necessary support and stimuli for the correct educational responses to their peculiarities. Such situations were marked by the absence of individualized attention from the teachers, of curricular flexibility, and of learning challenges appropriate to the level of development of these students, without losing the relationship with the work developed by the group that makes up the class.

It is essential to explain that the presence of the researcher and the cameras in the classroom inevitably changes the naturalness of the didactic situations. The daily experience may unveil even more excluding scenarios, either in number or in the intensity of the non-inclusive practices, but the teacher cannot be blamed, because he/she is a victim of a competitive, meritocratic, unequal, and unfair social system.

It is urgent to reverse this educational reality in favor of equitable socialization of knowledge historically accumulated and the formation of citizens' autonomy, which requires knowledge (technical, disciplinary, political and theoretical), social commitment and criticality on the part of teachers, as well as financial investments, guidance and constant monitoring by educational systems.

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