

SCHOOL INCLUSION FROM THE PERSPECTIVE OF THE SPECIALIZED TEACHER

INCLUSÃO ESCOLAR NA PERSPECTIVA DO PROFESSOR ESPECIALIZADO

INCLUSIÓN ESCOLAR DESDE LA PERSPECTIVA DEL DOCENTE ESPECIALIZADO

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ABSTRACT: The study aimed to analyze the work developed by the specialized teacher in a context of transition of the role of Special Education from a substitutive model to a complementary model. The development of the research followed a qualitative approach of descriptive type. For data collection, we used the focus group technique. The data showed resistance from the participants in accepting the right of the special education student to study in common environments and also that the Special Education performance, in most cases, continues to be substitutive and compensatory, maintaining the exclusion. The data indicated that the history of Special Education as a parallel service is still very deep-rooted in the school environment, being legitimized both by specialized teachers, teachers of common classes and educational managers. In summary, in Brazil we still do not have a school for special needs students that overcomes the weaknesses of the common school and the specialized institution.

KEYWORDS: Special Education. Inclusion. Specialized teacher. Specialized educational attention.

RESUMO: *O estudo objetivou analisar o trabalho desenvolvido pelo professor especializado em um contexto de transição do papel da Educação Especial de um modelo substitutivo para um modelo complementar. O desenvolvimento da pesquisa se deu numa abordagem qualitativa do tipo descritiva. Para a coleta de dados, utilizamos a técnica de grupo focal. Os dados mostraram resistência dos participantes em aceitar o direito do aluno PAEE de estudar em ambientes comuns e, também, que a atuação da Educação Especial, na maioria das vezes, continua sendo substitutiva e compensativa, mantendo a exclusão. Os dados indicaram que a história da Educação Especial como um serviço paralelo ainda está muito arraigada no ambiente escolar, sendo legitimada tanto por professores especializados, quanto por professores de classes comuns e gestores educacionais. Em síntese, ainda não contamos no*

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Brasil uma escola para os alunos PAEE que supere as fragilidades da escola comum e da instituição especializada.

PALAVRAS-CHAVE: *Educação especial. Inclusão. Professor especializado. Atendimento educacional especializado.*

RESUMEN: *El estudio tuvo como objetivo analizar el trabajo desarrollado por el docente especializado en un contexto de transición del papel de la Educación Especial de un modelo sustituto a un modelo complementario. El desarrollo de la investigación se llevó a cabo en un enfoque cualitativo de tipo descriptivo. Para la recolección de datos, se utilizó la técnica de grupos focales. Los datos mostraron resistencia de los participantes a aceptar el derecho del estudiante PAEE a estudiar en ambientes comunes y, también, que el desempeño de la Educación Especial, en la mayoría de los casos, sigue siendo sustitutivo y compensatorio, manteniendo la exclusión. Los datos indicaron que la historia de la Educación Especial como servicio paralelo sigue muy arraigada en el ámbito escolar, siendo legitimada tanto por profesores especializados, como por profesores de clases comunes y gestores educativos. En resumen, todavía no tenemos en Brasil una escuela para estudiantes de PAEE que supere las debilidades de la escuela común y la institución especializada.*

PALABRAS CLAVE: *Educación especial. Inclusión. Profesor especializado. Atención educativa especializada.*

Introduction

This paper⁴ presents as basic themes the issues of Special Education and School Inclusion of students belonging to SEN⁵ – equivalent to Target Audience for Special Education in Portuguese, namely, students with disabilities, global developmental disorders, and high abilities/super ability, in the current context of the Brazilian educational system.

The term Special Education appeared around the 1950s and 1960s, a historical period in which the segregation practices of subjects with disabilities, due to the conception of their inability to respond acceptably to social and school demands, began to be vehemently questioned as a result of social, political, economic and other movements. The segregation practiced until then was based on a medical model of vision of disability, in which the subject was perceived from his or her limitations resulting from disability and, therefore, considered incapable and useless to respond to the demands of a competitive and meritocratic society. The movement that starts in Brazil, following the example of other countries such as the United

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⁵ Designation used since 2008 with the National Policy on Special Education from the Perspective of Inclusive Education (BRAZIL, 2008).

States and several European countries, more emphatically in this period (1950-1960), presupposes a paradigm break, defending the rights of all citizens to social participation and, specifically in relation to the schooling of people with disabilities, the right to formal school education.

Involved in a new Integration paradigm, the country starts to create special schools and classes for the educational attendance of students with disabilities, with the purpose of preparing them for a later integration in schools and common classes after a period of normalization. It was understood in this historical moment that living in common schooling spaces would only be possible if the disabilities were overcome, so that the student would adapt to the school as it was organized, without considering its reorganization in order to serve these students.

Thus, Special Education was born as a parallel system of education with its own characteristics, defined from the understanding of differentiation between the normal and the special, being special everything that escapes from an established standard as expected, in the school case, the learning from a homogenized model of teaching, which disregards the differences.

The so-called special schools and classes were categorical, that is, they served students grouped by characteristics of equal disability (intellectual, visual, hearing, physical), by teachers specialized in those respective areas, with the aim of preparing them for later integration into the so-called common schools and classes, if they were assessed as capable of meeting the required demands. The practice of this parallel system has shown itself inefficient, most of the time, due to several aspects, among them, the transformation of the school space in an environment of rehabilitation and habilitation of the physical, sensorial and intellectual functions, in the search for a normalization able to make the students with disabilities respond to the objectives of the schooling organized for the students without disabilities. In this way, the school's own goals of ensuring access to knowledge and providing conditions for the global development of students were put aside in favor of the search for normalization.

In a little more than two decades this educational model started to be strongly questioned, since the results were not satisfactory, obviously due to the impossibility of normalization, to the accumulated pedagogical gap, often due to years of permanence of the student in the specialized space, and to a comprehensive social movement in defense of human rights for any citizen, regardless of any characteristic. Many aspects have contributed to the criticism of the integration model, such as political, structural, and social, among others.

The inadequacy of the integration model culminated with the advent of another paradigm that presupposes the guarantee of rights to all citizens regardless of any condition, and immediately. The guarantee of rights presupposes the provision of means, which means structural and attitudinal changes capable of breaking with a homogenizing social model and building a social model that recognizes and values difference, an inherent characteristic of the human condition. This movement to change the model from a medical/biological to a social vision becomes more effective as of 1990 and starts to be called "Inclusion", encompassing several groups and aspects of life in society. In relation to education, we started to adjectivize it as inclusive, meaning the right of everyone to schooling without discrimination.

Although the idea of inclusive school is very broad, considering all and any difference (social, cultural, ethnic, gender, religion, among many others) for which the school must offer adequate responses, this study sought to bring a reflection on the schooling of SEN students. An assumption of the concept of inclusive school is that it should be a space in which everyone participates in the teaching-learning process together. In the integration model, a parallel system of education was created for the students with special needs, and the regular school was destined to the so-called normal ones. The inclusive paradigm consists of the understanding that difference is a constituent part of all human beings, and that disability is transformed into disadvantage by social barriers imposed, not by individual characteristics.

Special Education emerged as a parallel system of schooling, however, beyond the spatial, geographical aspect, it has become, over time, an area of knowledge. All the theoretical and practical foundation developed about the teaching-learning process of the SEN students and everything that is to be developed, from new technologies and methodologies, can and must continue to support the schooling of this public. Thus, in an inclusive model, Special Education acts as a support system, no longer substitutive but complementary.

We are living, therefore, at this moment, a transition. A change in the educational model such as this, which includes a paradigmatic modification, is not established by decree. Based on this context, we developed a research project that aimed to analyze the work developed by specialized teachers in a context of transition of the role of Special Education from a substitutive model to a complementary model. The data presented in this article correspond to the analysis of the vision of these teachers about their pedagogical practice and inclusion.

Methodology

The research was developed in a qualitative approach of the descriptive type. For Gil (2008, p. 28), "Research of this type has as its primary objective the description of the characteristics of a certain population or phenomenon [...] this group includes research that aims to raise the opinions, attitudes and beliefs of a population.

The focus of this research was to capture the perceptions of the specialized teacher about his teaching practice and inclusion. It was to understand how they have done their work, whether they do it in isolation and still in a substitutive way or if they try to work collaboratively and complementing regular education.

For data collection we used the focus group technique, in which it was possible to understand the conceptions and interactions of the participants in relation to the themes discussed, without looking for answers or correct models, but to propose a reflection on pedagogical practices and inclusion.

According to Powell and Single (1996, p. 449), a focus group "[...] is a group of people selected and assembled by researchers to discuss and comment on a topic that is the object of research, based on their personal experience.”.

And also, according to Morgan and Kreuger (1993), this type of research aims to capture concepts, feelings, attitudes, beliefs, experiences and reactions from the exchanges in the group, in a way that would not be possible with other methods, such as observation, interviews or questionnaires. The focus group represents, then, the possibility of observing what people think about a certain theme, and also to apprehend their conceptions. It is developed from a dialectical perspective, in which everyone has the opportunity to express themselves about the proposed theme.

The script prepared for the focus group meetings contained four themes, one for each meeting, and included the following topics: 1) Educational Inclusion; 2) Professional Performance and Teaching Practice; 3) Collaborative Teaching; 4) Access and Permanence of the SEN students. At the end of the focus group meetings, the participants answered a questionnaire about the themes of the meeting, and evaluated to what extent the focus group contributed to their education.

The research was developed with five participants from municipal public schools in municipality A, and one participant from municipality B, both municipalities in the countryside of the state of São Paulo, during the first semester of 2019. All were teachers specialized in Special Education in the municipal school network.

The invitation to participate in the research was made to 33 specialized teachers in Special Education from two municipal networks. We obtained the adhesion of six of them, since the decision to participate is personal and free of any coercion. The requirement to participate in the research was that she had to be a specialized teacher in Special Education and be working with SEN students. If all of them had accepted the invitation, we would make several groups for the collection.

Of the six participants, two, in addition to being working as teachers, also held a position as Special Education assistants, one in municipality A and the other in municipality B. To organize the data and identify the teachers, at the beginning of the first meeting they were asked about their age, initial and post-graduation academic background, courses taken in the last five years, and professional performance.

All the participants are women, between 25 and 36 years old. As for education, three of them have a degree in Special Education, one has a degree in Pedagogy with special education, and two have a degree in Pedagogy. Two research participants completed the course in 2014, while one completed it in 2015. The participant who majored in Pedagogy with Special Education concluded in 2008, and the other two, who majored in Pedagogy, concluded in 2009 and 2010, respectively. At the time of the research, two of these teachers were pursuing doctoral and one master's degrees.

It is important to note that all the participants graduated between 2008 and 2015, i.e., when we already had laws in our country that favored educational inclusion, such as the National Policy for Special Education from the Inclusive Perspective (BRAZIL, 2008). Being trained in this period should be very different than being trained in the previous period, when we had the paradigm of Integration, and the view on disability was different.

Regarding the professional performance of these teachers, three of them have already worked as regular classroom teachers for some years. And, at this moment, all of them work as Special Education teachers in elementary I schools, both in the resource room with the specialized educational service - SES, and in collaborative teaching in common classrooms; two of them still work in management, as Special Education assistants, one in the city where the study was conducted and the other in the neighboring city, in the interior of the state of São Paulo.

The research was conducted in an advertising studio, a place of easy access and with adequate physical space and sound environment, necessary for the audio recordings to be clear. According to Meier and Kudlowicz (2003), the location should preferably be neutral, i.e., outside the participants' working and/or social environment, and easily accessible. Free of

noise, with acoustic isolation, allowing the capture of the speeches, without much interference. Each meeting lasted two hours. In all the meetings the participants received small texts to take home, in which there was a theoretical background of subjects related to the themes under discussion. The moderator asked the questions and the dialog started: sometimes she called the participants' attention so that they could return to the initial subject of the meeting.

After the end of data collection, the focus group sessions were transcribed in their entirety. The Google Docs voice type tool was used for a first transcription, and then they were listened to again by the researcher, and the words that were not captured were typed or the words that came out wrong were changed, until all the sessions and the participants' speeches appeared the way they were said. From the audio recordings it was possible to capture what each participant said and the meaning they gave to that speech: there are also pauses, inflections, and laughter.

The analysis and interpretation of the data collected were organized using the Content Analysis technique (BARDIN, 2006).

Initially, it can be said that content analysis is a refined technique that requires a lot of dedication, patience, and time from the researcher, who has to rely on intuition, imagination, and creativity, especially in the definition of analysis categories. For this, discipline, perseverance and rigor are essential (FREITAS; CUNHA JÚNIOR; MOSCAROLA, 1997, our translation).

According to Bardin (2006), content analysis is organized in three phases: 1) pre-analysis, 2) exploration of the material and 3) treatment of results, inference and interpretation. According to Bardin (2006, p. 116, our translation),

Pre-analysis is the phase in which the material to be analyzed is organized in order to make it operational, systematizing the initial ideas [...]. The material exploration constitutes the second phase, which consists in exploring the material with the definition of categories [...]. The third phase concerns the treatment of results, inference and interpretation. This step is intended for the treatment of results; it occurs in it the condensation and highlighting of information for analysis, culminating in inferential interpretations; it is the time of intuition, reflective and critical analysis.

After the analysis of the material, from the phases indicated by the content analysis, we arrived at six final analysis categories, namely: Educational Inclusion, Pedagogical Practice, Physical, Administrative and Pedagogical Structure, Special Education Target Students, Training and Collaborative Teaching.

In this article, we cut the data collected, and present the results in the following section, about the category "Educational Inclusion."

Results and Discussions: what do female teachers say about Educational Inclusion?

In the first meeting of the focus group each participant was invited to introduce herself, highlighting her professional performance. Two relevant themes that appear in their speeches deserve a deeper reflection, since they are directly linked to the need for expanded (re)structuring of the educational and school organization, to ensure the necessary changes to the implementation of an inclusive perspective of school.

The first theme mentioned by all the participants refers to the constant change of the work place by the Basic Education teacher, who, due to the hiring and career organization form, lives almost always a constant exodus, added to the need to work in several functions, as mentioned by some participants, who double periods in different schools and levels (early childhood education, elementary school and/or youth and adult education), or in parallel services, such as in clinics, for example. This reality does not favor the construction and internalization of the culture of each school unit, essential for the feeling of belonging, and implies a lack of constancy in the teaching work, hindering the pedagogical process and often compromising this process, which may, in the case of SEN students, mean regression at each change, in addition to the physical and emotional wear resulting from the work overload.

Undoubtedly, the confrontation of this reality is directly linked to the aspect of characterization and appreciation of teachers, based on policies to improve the teaching career related to decent working conditions and remuneration consistent with the social role of the profession.

The discussion about structural (re)organization to provide effective conditions for offering a quality school for all involves the creation of more organic models of organization of the teaching career, so that each teacher creates permanent links in a school unit, participates in the construction of collective school projects and bases his or her work on solid references.

The second theme concerns the lack of dialogue with their peers, which puts teachers in an isolated position when faced with the demands to be met in their professional practice. One of the participants made a statement that synthesizes this problem emphatically: "*here inside this studio I feel listened to*". P1⁶.

The isolation issue and consequent lack of interlocution felt by teachers leads to the need for structural (re)organization also with regard to continuing in-service training. This training needs to have a more collective and participatory character and less informative, providing conditions for teachers to reflect on their practice, in order to consider it also as an

⁶ In this research, the participating teachers are named P1, P2, P3, P4, P5, P6 in order to protect their identities.

object of training, seeking in theory the basis for reflections and producing knowledge that, at the same time that (re)elaborates the theory, (re)means the practice.

The teaching work is complex and, therefore, challenging, because it involves, among many other aspects, human formation, which in itself implies collectivity. Humanity is built on sharing and is not a solitary work. According to a well-known African proverb, "It takes a village to educate a child," which summarizes the need for collaboration and involvement of all segments involved when considering school education, so that the process is incorporated by managers, teachers, other education professionals and related areas, family, and community. The report of the participating teacher who shows that listening is not a constant reality in her professional performance signals the need for investment in this aspect, which means building another school model, with a culture focused on people and not only on processes, thus seeking effective improvements both for the development of the teaching work and for the educational process as a whole.

Although the concept of educational inclusion is broad and complex, involving a universe beyond the SEN students, in this research, the focus was this specific audience and the participating teachers specialized to work with this population.

The concept of educational inclusion and, consequently, school inclusion, was the object of an initial questioning in the focus group. The participants were challenged to express their perspectives on this issue, in order to explain their conceptions about the schooling of SEN students in ordinary environments. The speech of participant P1, below, demonstrates a difficulty in dissociating the understanding of the concept of school inclusion as a right from issues related to the structural conditions for its effectiveness.

I have never been in favor of total inclusion; I think that everything has to be evaluated and rethought. We see many cases that need evaluation, the way it is today, how the system offers support, I am not in favor, still because of the system and the way education is, the lack of resources, the difficulty, the lack of human resources. So, for this reason I still think that total inclusion is not viable in all cases. We see children who need professional support every day, every moment, who need total support, and we don't see this happening. (P1).

The defense of the right to education as a basic right, which, as such, should be guaranteed to all, comes up against a social representation built over time, that individual differences justify differences in treatment, in the specific case of the SEN, a representation of uselessness and disability, arising from a capacitating vision, in which the subject is always seen in comparison to the other, and not from their own characteristics and possibilities. The

inclusive principle advocates, precisely, to first recognize the equal right of all those who are different, and then, to break down the barriers imposed by the normalization ideal.

According to P1, the fact that we do not have the ideal conditions to meet the specificities of the special needs of the special needs students justifies the failure to guarantee the right, which reveals a conception based on the exclusionary model until then present in our educational model, in which the individual's characteristics are the determinants of participation.

Another aspect raised by one of the participants concerns professional training. The lack of adequate training to work with SEN students is also considered an impediment to the inclusion of all. In P6's words, "*I think that the unpreparedness of many professionals who are not in the area, hinders the inclusion of*".

Continuing with the justifications for disregarding school inclusion as a right, P2 argues the lack of partnerships with other areas, such as health, social assistance, as a relevant factor.

Look, I don't think inclusion happens not only because of the educational system, I don't think it works because we don't have a health system that works, a social assistance system that doesn't work, we have many systems that involve society and that are all stuck (P2).

However, he or she adds: *So, I believe that it is necessary, that it is a conquered right and a human right to be included, but I think that the conditions that we have in the Brazilian educational system are not adequate (P2).*

P2 seems to live a conflict in relation to her conceptions, mixing the need for organized supports for attendance with equity and the ideal of inclusion:

I think that radical inclusion is not ideal, I think that inclusion has to be partial and we have to have another system that can handle this, and understand that it is not excluding the child, but giving them equity so that they can attend regular classes, understand? That's what I think. But I could be very wrong. Laughter... (P2).

P4 expresses an understanding more in line with a truly inclusive perspective, by considering inclusion necessary even with the problems that present themselves, and, when she presents reservations, she questions in which models, suggesting the need not to regress to the segregation model.

I am in favor of inclusion, even the way it is, but with some reservations. I think it would be nice to think about partial inclusion as well, but in which models? Because otherwise we will fall into segregation again, which is the removal from the regular classroom to go to some specialized institution or

not, to give pedagogical support. And because I am in favor, but with some needs still (P4).

The understanding of the right to schooling without exclusions does not prevent questions about the operationalization of such a process. The concept of partial inclusion used by P4 can be translated into adjustments, services offered by the school, often in partnerships, that best meet the needs of each student.

The concept of inclusion is related to the idea of process, which by definition is gradual, built, that is, we will only have an inclusive social, and consequently educational, system if we are willing to seek the necessary changes, even if the conditions are adverse. The main thing is to (re)organize the school in a way that ensures spaces for coexistence and collective learning, as well as a flexible curriculum, considering human diversity as a value and the uniqueness of each student. In this sense, P4 adds:

To make inclusion work, it needs to get to the human being, so I believe that it is possible to have effective inclusion, but first we need to reach the human being, and to reach the human being is what I find most difficult, because you can provide everything that is feasible and possible for the teacher, but if he doesn't believe in that perspective, or if he doesn't identify that that student has potential, all inclusion falls apart, and reaching the human being is difficult (P4).

This speech is very significant because it reveals the essence of the concept of inclusion, which is related to the recognition of the human being as capable, regardless of individual characteristics, of whatever nature they may be, and of barriers imposed by society, which throughout its history has created mechanisms to separate people based on subjective parameters related to political issues of domination, thus disregarding the richness of diversity. For Dal-Forno (2008, p. 198, our translation),

[...] Inclusion requires understanding that we are different, not because we look different, but because we think and act differently, we have different stories, we constitute ourselves in a completely different way from each other. The teacher's look needs to be differentiated, to understand that difference is in all students and that in some it is accentuated, not by appearance, but by the unique characteristics that differentiate us and form our subjectivity. Working with the different implies, in a certain way, being different. But this difference is not on the outside, it inhabits the imaginary, is revealed by looking at the other, at oneself, at one's own conception of difference.

We establish a social representation of the disabled person as someone incapable and, therefore, useless, which justifies their separation, so as not to disturb the so-called normal

people (recurring speech among teachers, managers, politicians and community), as can be seen in the excerpt from P4:

He is spoiling my class! So, it's a prejudiced speech, this term of spoiling the class. Look, my class performance fell, so my bonus at the end of the year also fell. So, we realize that in terms of early childhood education up to the technical level there are still these prejudiced attitudes (P4).

Such statement may still signal a conception of subject learning processes directed to an organicist, biological perspective. That is, we understand that, in this way, a conceptual change is necessary, so that the sociocultural representation about and with the person with disabilities is modified. P4 is right when she says that without this change inclusion will not take place, because inclusion is not achieved by decree, since we have legal support for this practice for almost three decades, and the changes observed in the Brazilian educational system as a whole and in school units in particular are still timid. In other words: "[...] there is a simulacrum of policy, considering that the legislation guarantees the right to education, but this, in fact, does not translate into the results observed in practice" (MENDES, 2019, p. 18). P4's speech also touches on the aspect of teacher devaluation, already mentioned, by citing the issue of the salary bonus as an incentive to maintain homogeneous classes that meet normalizing expectations.

However, we are facing a paradigmatic change, which by definition is procedural, thus, the analysis of the reality, more or less inclusive, and the search for changes must permeate the entire educational universe, from the macro aspects (legislation, public policies, management), to the micro aspects that involve the school daily life (didactic/pedagogical, structural, human and humanizing relations of the social actors that are part of it, among many others). The important thing is, respecting the dynamic character of the process, to enable experiences that contribute to the necessary changes, while providing a new way of doing education, capable of forming the new generations from fair and democratic parameters.

Pacheco (2007, p. 15, emphasis added, our translation), based on what the United Nations Educational, Scientific and Cultural Organization (UNESCO) advocates, considers that:

Inclusive education has been discussed in terms of social justice, pedagogy, school reform, and program improvements. As far as social justice is concerned, it relates to the values of equality and acceptance. Pedagogical practices in an inclusive school need to reflect a more diverse, flexible, and collaborative approach than in a traditional school. Inclusion presupposes that the school adjusts to all children who wish to enroll in its setting, rather than expecting a particular child with special needs to adjust to the school

(integration). According to the Salamanca statement on special educational needs, "those with special educational needs should have access to the ordinary school, which should accommodate them within a child-centered pedagogy capable of meeting their needs".

The data analyzed in this category reflect a reality of uncertainty about the concept of inclusion by the participants. By relating the inclusive ideal based on the difficulties of everyday school life, they show that the change of model requires investment in critical training on the reality, in consistent projects of change and recognition of difference as a value. As they are specialized teachers in Special Education, this process should be more advanced, which demonstrates the great need for the investments mentioned to all teachers, common and specialized. The conceptual change also involves the deconstruction, on the part of Special Education professionals, of the role of the school, of the support services, of the demand met, allowing other perspectives. In summary, it presupposes a broad reorganization of the school.

Finally, it is important to consider that teacher training emerged from all the data as a key aspect in building an inclusive school. And, on this theme, it is worth mentioning the ideas of Vieira and Omote (2021, p. 754, our translation), for whom:

The actions aimed at teacher training should consider aspects related to the teachers' personal variables, since they reflect their world and educational views and influence their interactions with students and their behavior in the classroom. The teacher is the great role model for his students; his actions and speech are closely observed by the students, who intentionally or unconsciously reproduce them in their behavior and interactions. Thus, the teacher needs to become aware of his or her own feelings, conceptions, and actions in relation to people with special needs. They need to learn to develop them adequately and make an effort to express them in order to collaborate to the construction of adequate knowledge and social attitudes favorable to the inclusion of their students. The implementation of Inclusive Education depends not only on the didactic and pedagogical competence of teachers, but on social attitudes favorable to inclusion by the entire school community (our translation).

Final remarks

This research arose from the interest in investigating the Brazilian educational reality, regarding the search for the ideal of quality school for all. Some questions arise in this context: how has the inclusion of SEN students taken place? What role has Special Education played? Does reality point to effective changes?

Our general goal was to analyze the work developed by the specialized teacher in a context of transition of the role of Special Education from a substitutive model to a complementary model. We intend to give voice to the specialized teacher, so that, based on

his/her perceptions and actions, we can analyze a given educational reality. As they are specific data, they do not have the pretension of generalizations, but, were analyzed in the light of Content Analysis (BARDIN, 2006), as representative of our reality.

Although circumscribed in our legislation and public policies, the inclusion of students with special needs in the investigated reality does not seem to be effective, with some exceptions, in the sense of attempts of actions more consistent with a perspective of recognition and valorization of differences, of the subjectivities constitutive of the individuals with special needs.

The data showed great difficulty, both on the part of the participating specialized teachers and their colleagues in common classrooms, in conceiving the idea of Education for All, as recognition of the right to study in common environments regardless of organizational, physical and human structure. The necessary paradigm shift implies, initially, in this recognition, which, when materialized in the school reality, will bring about changes, presented by the participants as indispensable.

The analyses undertaken show that the Special Education performance, in most cases, continues to be substitutive, that is, although the special education student is enrolled in the common class, his learning is still the responsibility of the specialized teacher, who seeks to do a compensatory work, since this student is not recognized in the class group as an equal in rights, with differentiated needs, that is, because of his singularities. This compensatory work, whether in the multipurpose resource room or in so-called collaborative actions, contributes to the maintenance of an exclusion process, now moved to the common school. The complementary role of Special Education, that is, its performance as a support to the schooling of the students with special needs, ensuring what is specific in the educational responses they require, needs to be built within the Brazilian school universe. Our history of parallel service is still very much entrenched in the school environment, being legitimized both by specialized teachers and teachers of common classes and educational managers. A truly collaborative performance within the school requires more explicit public policies on funding to ensure specialized professionals who can work within the common classrooms of the special needs students, together with common teachers, interpreters, structural and material resources that ensure accessibility, and any others that may be necessary. The Universal Design for Learning, as proposed by Zerbato (2018), can also be a methodology proposal to think about Inclusive Education, since this student is understood by his uniqueness, in a social perspective and not organic, pathological, based on disability.

The training aspects are considered essential from the analyzed data, since they involve both managers and teachers, regarding the creation of opportunities for analysis and reflection, providing conceptual, structural and pedagogical changes capable of affecting the educational reality, changing it and, thus, producing scientific knowledge and human relationships that understand these students' singularities in the common classroom, in their relationship with the other.

Rodrigues (2013) mentions the fact that when we put blue and yellow together, we get green, but states that this only happens with the colors, because the simple fact of combining the special school with the common school will not necessarily result in something different and, above all, desirable. Going a little deeper in the understanding of the example used by the author, we can see that the emergence of green only occurs completely when there is nothing left of blue and nothing of yellow, that is, both colors have to be dissolved for the third one to appear. The emergence of green is the result of the disappearance of blue and yellow. Dialoguing with this concept for the discussion about inclusive school, we have that the model adopted by us so far is far from becoming "green", based on what the participating teachers of this study say.

We keep the common school as it has always been, excluding, and we brush a few drops of Special Education to try to meet some needs of the special education student, forgetting that the idea of education for all is much broader than that. In summary, we have not yet achieved, in Brazil, a school for the SEN students that overcomes the weaknesses of the common school and the specialized institution. The inclusive school should arise from the intertwining of common education and Special Education, creating a new school, without difference, that is, we have to assume the education of all students without the adjectives of normal and special. This position has to overcome the homogenizing discourse and reach pedagogical practices and learning processes understanding the learners as subjects constituted by heterogeneity.

Although the data presented here show a distance from a pedagogical practice consistent with a truly inclusive perspective, we believe that this is a necessary path to be followed. Because it is procedural, the conceptual change requires time and takes place in a continuum, in which, based on possibilities and opportunities, we can transform reality. The necessary changes in our educational system and in each school, in particular, go through the education of new generations, who, by acquiring schooling experiences with diverse colleagues and being confronted with the difference that characterizes us, whether in the form of intellectual, sensory, physical, or any other characteristics, will have possibilities to build a new representation about the other, who, although different, is equal. The difference has to be perceived as a constituent

of the human being and, thus, natural and positive. The experiences lived in the school environment today, although still far from ideal, considering the data analyzed here, are a necessary part in the construction of a new educational and social model. The significance of these experiences, even if sometimes negative, is an important part of the process, since the presence of difference, in itself, is a gain, considering a long history of exclusion.

Investment in public policies that effectively ensure structural and human conditions capable of fostering practical changes is imperative, since in more favorable conditions, the possibilities of conceptual changes are intensified.

As a cut, from the analysis of a small reality, we understand that the reflections undertaken here contribute significantly to the area of Special and Inclusive Education, being fundamental the continuity of research that contributes to the production of knowledge in this field.

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