

## THE INDIVIDUALIZED EDUCATIONAL PLAN AND THE SCHOOLING OF STUDENTS WITH INTELLECTUAL DISABILITIES: POLICIES AND PRACTICES

### *O PLANO EDUCACIONAL INDIVIDUALIZADO E A ESCOLARIZAÇÃO DOS ALUNOS COM DEFICIÊNCIA INTELECTUAL: POLÍTICAS E PRÁTICAS<sup>1</sup>*

### *EL PLAN EDUCATIVO INDIVIDUALIZADO Y LA ESCOLARIZACIÓN DE LOS ESTUDIANTES CON DISCAPACIDAD INTELECTUAL: POLÍTICAS Y PRÁCTICAS*

Tânia Mara dos Santos BASSI<sup>2</sup>  
Vilma Miranda de BRITO<sup>3</sup>  
Celi Corrêa NERES<sup>4</sup>

**ABSTRACT:** This paper aims to present and discuss the execution of the Individualized Educational Plan (PEI, Portuguese initials), as an instrument in the schooling process of students with disabilities in the first stage of Elementary Education. To do so, we sought, through a qualitative approach, to conduct a study on the use of PEI in the process of school inclusion of students with intellectual disabilities (ID). It was found that the operationalization of the PEI does not occur to all students with ID in a direct way. However, considering the ID students' educational needs, pedagogical adaptations are developed within the scope of the common classroom, mainly by the Specialized Pedagogical Assistant (SPA). On the other hand, the data collected demonstrated that, specifically, regarding the head teacher/regent there is a fragility of knowledge about special education and its specificities, which directly interferes in the promotion of schooling of the ID student inserted in the common school.

**KEYWORDS:** Inclusion. Individualized educational plan (PEI). Intellectual disability. Teaching practice.

**RESUMO:** *Este texto busca apresentar e discutir a execução do Plano Educacional Individualizado (PEI), como instrumento no processo de escolarização de alunos com deficiência, na primeira etapa do Ensino Fundamental. Para tanto, buscou-se, por meio de abordagem qualitativa, realizar um estudo sobre o uso do PEI no processo de inclusão escolar de alunos com deficiência intelectual (DI). Constatou-se que a operacionalização do PEI não ocorre, de maneira direta, para o atendimento de todos os alunos com DI. No entanto, tendo*

<sup>1</sup> This article is the result of research developed in the Stricto Sensu Postgraduate Program - Professional Master's in Education – UEMS – MS - Campo Grande Unit (2019).

<sup>2</sup> State Department of Education of Mato Grosso do Sul (SED), Municipal Secretariat of Education of Campo Grande (SEMED), Campo Grande – MS – Brazil. Professor at the State Education Network of Mato Grosso do Sul and at the Municipal Education Network of Campo Grande. Master's in Education (UEMS). ORCID: <https://orcid.org/0000-0002-5904-2198>. E-mail: [tmbassi66@gmail.com](mailto:tmbassi66@gmail.com)

<sup>3</sup> State University of Mato Grosso do Sul (UEMS), Campo Grande – MS – Brazil. Professor in the Postgraduate Professional Master's Program in Education. Doctorate in Education (UFMS). ORCID: <http://orcid.org/0000-0002-1573-5339>. E-mail: [vilmiranda2015@gmail.com](mailto:vilmiranda2015@gmail.com)

<sup>4</sup> State University of Mato Grosso do Sul (UEMS), Campo Grande – MS – Brazil. Professor in the Postgraduate Program for Professional Master's in Education (UEMS). Post-Doctorate in Education (UFMS). ORCID: <http://orcid.org/0000-0001-9864-2180>. E-mail: [celi@uems.br](mailto:celi@uems.br)

*em vista as necessidades educacionais do DI, desenvolvem-se adequações pedagógicas no âmbito da sala de aula comum, principalmente pelo Auxiliar Pedagógico Especializado (APE). Por outro lado, os dados coletados demonstraram que, especificamente, quanto ao professor titular/regente, existe uma fragilidade de conhecimentos sobre a educação especial e suas especificidades, o que interfere diretamente na promoção da escolarização do aluno DI inserido na escola comum.*

**PALAVRAS-CHAVE:** *Inclusão. Plano educacional individualizado (PEI). Deficiência intelectual. Prática docente.*

**RESUMEN:** *Este texto busca presentar y discutir la implementación del Plan Educativo Individualizado (PEI), como instrumento en el proceso de escolarización de los estudiantes con discapacidades, en la primera etapa de la escuela primaria. Con este fin, se buscó, através de un enfoque cualitativo, realizar un estudio sobre el uso de PEI en el proceso de inclusión escolar de los estudiantes con discapacidad intelectual (DI). Se encontró que la puesta en marcha del PEI no se produce, directamente, para el cuidado de todos los estudiantes con DI. Sin embargo, en vista de las necesidades educativas de la DI, las adaptaciones pedagógicas se desarrollan dentro del aula común, principalmente por el Asistente Pedagógico Especializado (APE). Por otro lado, los datos recogidos mostraron que, específicamente, en lo que respecta al maestro titular/regente, existe una fragilidad de conocimiento sobre la educación especial y sus especificidades, que interfiere directamente en la promoción de la escolarización del estudiante DI insertado en la escuela común.*

**PALABRAS CLAVE:** *Inserción. Plan educativo individualizado (PEI). Discapacidad intelectual. Práctica docente.*

## Introduction

In 2008, the National Policy on Special Education in the Inclusive Education Perspective was instituted aiming to guide the school inclusion of students with disabilities, global developmental disorders and high skills/giftedness, in the education systems, in order to promote these students access with participation and learning in common education. However, researchers like Neres (2010), Glat and Plestch (2013) have pointed out the difficulty that the school presents to implement inclusive education because, in the school environment, homogeneous pedagogy is still practiced. Lancillotti (2010) also points out that homogeneous or simultaneous teaching, in which students' peculiarities are not considered, does not contribute to school inclusion.

It is presumed, that education in an inclusive perspective, when proclaiming the recognition of differences, implies offering favorable conditions to the educational process of this student, based on pedagogical principles that ensure respect for differences. However, “[...] giving equal opportunities does not always mean giving the same treatment. The school must

aim to provide the same access, which does not mean always offering the same means” (KASSAR; GOES, 2007, p. 60-61, our translation).

Thus, inclusive education brings, in its relief, the idea of a school project through which it is possible for all students to access and remain, where the mechanisms of selection and exclusion give way to procedures for identifying and removing barriers to learning (GLAT, 2013). In this case, it requires the formation of teachers and the management team, as well as a review of current forms of interaction, which support the actions of all segments of the school. It constitutes, therefore, a challenge that presupposes the re-signification of special education in order to promote the learning of all in common education.

Based on the reflections presented in the aforementioned researches, we infer that students with different disabilities have been enrolled in ordinary education without, however, the care required in the adequacy of pedagogical procedures, material and other basic requirements in their schooling. Despite disciplined actions at the federal, state and municipal levels, that is, the legal regulation on school inclusion, it is undeniable that its implementation requires the school to adjust in order to serve the diversity of this public well.

In this perspective, CNE/CEB Resolution no. 2/2001, in its art. 2nd, it establishes the mandatory enrollment of the education systems, defining that it is up to the schools “[...] to organize themselves to attend students with special educational needs, ensuring the necessary conditions for a quality education for all” (our translation). The same rule, in its art. 8 °, advises that schools in the regular education network should provide, in common classes, flexibility and curricular adaptations, as well as different methodologies and didactic resources and assessment processes suitable for students with special educational needs (BRASIL, 2001). Therefore, the Individualized Educational Plan (PEI) is implicit in this, as its application is aimed at the learning and development of students with disabilities.

PEI, as a specific plan that aims to subsidize the schooling of students with disabilities, appears between the lines of national documents and is explicit in Law no. 4,621/2014 (MATO GROSSO DO SUL, 2014), which instituted the State Education Plan of Mato Grosso do Sul (PEE/MS/2014); in Resolution no. 1,380/CME/MS/2012 (CAMPO GRANDE, 2012) and in the SEMED Resolution/Campo Grande/MS, no. 184/2018 (CAMPO GRANDE, 2018). In these documents the PEI appears with specificities, seeking to favor the inclusive perspective, as regulated in the country.

In view of this, and despite the advances in academic debates and theoretical productions, this text intends to present an analysis of the execution of the PEI, an instrument used in the schooling process of students with intellectual disabilities (ID), in the first stage of

Elementary Education, in the Municipal Education Network of Campo Grande, capital of the state of Mato Grosso do Sul (MS).

PEI is an alternative that aims to offer adequate learning and independence conditions for students with disabilities within the scope of ordinary education, without departing from the regular dynamics of the school. According to Glat and Plestch (2013), the PEI is “[...] a strategy for the organization of a curricular proposal that assists students with educational needs [...]” and also, “[...] it is a learning mediation tool for students with special needs in situations of inclusion” (GLAT; PLESTCH, 2013, p. 37, our translation).

It is noteworthy that the process of preparing the PEI is considered complex, as it assumes the involvement of teachers and technical staff in order to plan, in the short, medium and long terms, the pedagogical practices for the schooling of students with disabilities. Such action requires investment in the formation of teachers and education managers so that they can sustain pedagogical practices that envision school inclusion. Ávila (2015) draws attention to the loss of momentum in the actions of the PEI, due to the discontinuity and lack of specific public policies that support teaching actions and the lack of specific formation and qualifications on the subject.

The initiative of the municipality of Campo Grande-MS, when establishing the PEI, is important because it is an instrument that “[...] breaks the standard barrier, helping the official curriculum, specifying and structuring the type of activity and pointing which professional support is convenient [...]” (VALADÃO, MENDES, 2018, p. 6, our translation). The understanding is that this is one of the ways to advance the schooling policy of students with disabilities, showing the least possible arbitrariness and, consequently, guaranteeing quality education for all.

Therefore, the main objective of this article is to draw an overview of the Individualized Educational Plan (PEI), starting from the analysis of the legislation, going through the importance of educational planning for the ID student and ending with the analysis of the practice of PEI in the municipality of Campo Grande, MS.

### **Special education and Individualized Educational Plan (PEI) in Brazilian education: legal aspects and planning**

Inclusive education is based on the defense of education for all. According to Plestch (2014, p. 39, our translation), the idea of education for all “[...] gained strength during the first

half of the 20th century, with the 1948 Declaration of Human Rights, in which the following principle was established: every person has the right to education”.

Today, social rights, pillars of the constitution of citizenship, presuppose the constitution of new challenges, new spaces of action are established through the transformations of contemporaneity and “The right to school education is one of those spaces that have not lost and will not lose its relevance” (CURY, 2002, p. 246, our translation). It is, therefore, school education, the foundation of citizenship and a legal right instituted with the Federal Constitution of 1988.

For Cury (2008, p. 301, our translation), “Basic education, as a right, has deepened in Brazil with the approval of Law no. 11,274/06, for which mandatory elementary education started to last nine years, starting at 6 years of age [...]”. In this sense, compulsory education emerges as a rescue of a citizenship right. This because,

The declaration and the guarantee of a right become essential in the case of countries, such as Brazil, with a strong elitist tradition and that traditionally reserves this social right only to the privileged layers of society. Therefore, declaring and assuring is more than a solemn proclamation. To declare is to withdraw from oblivion and to proclaim to those who do not know, or have forgotten, that they continue to have an important right. This results in the necessary demand of this right when it is not respected (CURY, 2002, p. 259, our translation).

These are rights that must be provided without any form of discrimination (BRASIL, 1988). Therefore, the public power has the obligation to offer educational services to all, in accordance with constitutional principles, in order to enable everyone the right to education.

In Brazil, the policy of inclusive education has been built by the state and municipal education systems, in the consolidation of their legal bases and has its genesis in the movement for the universalization of basic education (PLESTCH, 2014). With the proposal of inclusive education, students with disabilities started to be inserted in the classes of common education, becoming another challenge for the teaching work. This is because, in line with common education, the inclusion policy, special education must be part of the school's pedagogical proposal.

Law no. 13,146 / 2015, known as the Brazilian Inclusion Law (LBI, Portuguese initials), also known as the Statute of People with Disabilities, ratifies that education is the right of persons with disabilities, signaling the improvement of education systems, so that there is full inclusion. This law guides the adoption of individualized and collective measures in environments that maximize the academic and social development of students with disabilities,

favoring access, permanence, participation and learning in educational institutions (BRASIL, 2015). These assumptions of the LBI approximate the idea of the development of the PEI, in view of an educational practice from the perspective of inclusive education.

The LBI broadly deals with access to guarantees and rights for people with disabilities, in different areas. In Education, it clarifies the inhibition of the refusal to enroll students with disabilities in regular education, including private education, ratifying what is stated in the Federal Constitution (BRASIL, 1988) and the National Education Plan - PNE/2014 (BRASIL, 2014), that is, the recognition of the respect for the valorization of diversity and the principles of equity, calling the public power the responsibility of guaranteeing access to education.

The PNE establishes guidelines for public policies, as well as goals to be achieved and strategies for the implementation and concretization of Brazilian educational legislation for the 2014-2024 decade, prioritizing universal access to education (BRASIL, 2014). In line with this broader public policy, state and municipal education plans were prepared in line with the PNE.

Specifically, regarding special education, PEE/2014 presents strategies and directions to guarantee and ensure the objective of

Universalize access to basic education for the population with disabilities aged from 4 to 17, global developmental disorders and high skills or giftedness, preferably in the regular school system, with the guarantee of an inclusive educational system, multifunctional resource rooms, classes, schools or specialized services, whether public or contracted (MATO GROSSO DO SUL, 2014, p. 17, our translation).

In Strategy 4.26, PEE/2014, when referring to an accessible pedagogical proposal, makes reference to the PEI as an instrument for this possibility, when it states: “[...] provide students with disabilities, global developmental disorders and high skills an accessible pedagogical proposal, in ordinary schools, using the Individualized Educational Plan (PEI)” (MATO GROSSO DO SUL, 2014, p. 17, our translation).

The Municipal Education Plan of the municipality of Campo Grande/MS (PME 2015-2025), instituted by Law no. 5,565/2015 (CAMPO GRANDE, 2015), makes generic mention of the PEI and its regulation was made through the Resolution SEMED no. 184/2018 (CAMPO GRANDE, 2018). However, it appears that, when considering the specific conditions of students, it ensures:

[...] access to basic education and specialized educational assistance, preferably in the regular school system, with the guarantee of an inclusive educational system, rooms with multifunctional resources, classes, schools or specialized services, public or insured.

4.8 guarantee the offer of inclusive education, prohibited the exclusion from regular education on allegation of disability; 4.8.1 to promote the pedagogical articulation between regular education and specialized educational assistance, favoring development and learning, through specialized resources and support. 4.20 establish alternative evaluation mechanisms, considering the specificities of the students and the available resources (CAMPO GRANDE, 2015, our translation).

In this sense, it is understood that the perspective of education, driven by the Convention on the Rights of People with Disabilities (CRPD), approved by the United Nations (ONU, 2006) and, in Brazil, by the Federal Constitution (1988), by decrees and Education Plans, it has been guaranteeing students with disabilities access to common education having, through the PEI, the possibility of meeting their special educational needs.

It is important to highlight that the PEI, in Brazil, has been configured with isolated initiatives, as a guiding strategy for pedagogical actions, with the purpose of contributing to the inclusion of students with special educational needs in common education.

In the planning of the PEI, materialized in a form, the student's special educational needs are registered, according to the previous school observation and evaluation, as well as with the other information available by the participants in the process, and make up the student's individual educational process. However, reiterating the idea that it can be an effective strategy in facilitating and guiding the curricular organization, in order to assist in the teaching and learning process of students with disabilities, it requires expanding studies in this field to validate it, since it is “[...] a little employed practice” (GLAT; VIANNA; REDIG, 2012, p. 97).

In this sense, at the national level, “[...] there are no proposals in the legislation, procedures or official norms that are clear and ensure the student with disabilities an adequate assessment and individualized educational planning” (VALADÃO, 2010, p. 95, our translation). However, it is important to note that there are national documents that point to the need for individualization of education in order to favor inclusion processes. An example is the MEC document entitled “*Adaptações Curriculares de Grande Porte 5*” (Large-scale Curriculum Adaptations 5). This document states that:

[...] Students with special educational needs must have an **Individualized Teaching Plan**, when necessary, which can be developed with the support of special education at the beginning of their school life, and continuously updated by it, according to their development and learning. This Plan is the fundamental point of his school life, guiding the teacher's teaching actions and the student's school activities (BRASIL, 2000, p. 24, authors' highlights, our translation).

Another document that provides for Special Education, which brings in its guidelines the idea of differentiation and individualization, is Decree no. 7,611/2011, which establishes, in Article 1, the obligation to ensure that there are:

[...] guarantee of free and compulsory basic education, based on equal opportunities, ensuring reasonable accommodation according to individual needs; adoption of individualized and effective support measures, in environments that maximize academic and social development, according to the goal of full inclusion (BRASIL, 2011, authors' highlights, our translation).

Therefore, it is observed that the PEI appears implicitly in the Brazilian legal apparatus, since it deals only with the individualization of teaching and is perceived as a methodological alternative that facilitates the inclusive process, indicating that its application can contribute to the quality of learning and the development of students with disabilities.

The pedagogical action in the schooling of students with disabilities, considering their educational needs, imposes the search for educational alternatives that favor their school participation. This becomes more evident when dealing with students with intellectual disabilities, considered complex when compared to other disabilities. Corroborating this statement, Rodrigues (2009) ensures that:

Of all the experiences that come in the way of those who work with inclusion, receiving a student with Intellectual Disabilities seems the most complex. For the deaf, the first steps are taken with the Brazilian Sign Language (Libras). The blind have Braille as a basic tool and, for students with physical limitations, adaptations in the environment and in the materials usually solve the day-to-day obstacles (RODRIGUES, 2009, p. 23, our translation).

Therefore, the complexity of the intellectual disability is evident. In this sense, PEI as a strategy for curricular organization tends to contribute to the teaching-learning process of these students. This is because the PEI is understood as a resource to more effectively instrumentalize pedagogical proposals that contemplate the demands of each student, based on general objectives developed for the class (GLAT; PLESTCH, 2009; 2012; 2013; POKER, 2013 ). It is designed as a draft of the student's situation, needs and how they should be met. It is subject to similar principles as the other effective education and teaching plans, and the difference is in the layout. In the perception of Pacheco (2007, p. 100, our translation), "[...] the practical nature of the PEI depends on how well the educational adjustment is achieved and how well the plan is connected to the general work method of the class". It follows, then, that the core of the PEI structure lies in the connection with the general curriculum of the class and, at the same time, in detailing and adjustment to the student.



Thus, the PEI's premise is to resize the pedagogical practices in the actions developed by teachers of the common class and the teacher of Specialized Educational Assistance (SEA) who, through collaborative work, enable the participation and development of students with disabilities with their peers.

It can be said that the elaboration of the PEI provides customized teaching practices, personalized based on the student's peculiarities. In this sense, Glat and Plestch (2013) mention that the elaboration of the PEI involves different stages: identification, evaluation and intervention. Thus, with the purpose of knowing the level of school development of students with disabilities, the inventory of school skills is constituted, which requires to be elaborated, applied and evaluated because it contains clues about existing skills and those in process, elucidating relevant elements in the constitution of the PEI.

Thus, the elaboration of the PEI must count on all members of the school community who work with the student, in addition to the family. It emerges from an overview of the general characteristics presented by the student, as well as his needs, constituting an evaluative written record, formulated in a team, in which it seeks to propose educational responses appropriate to the educational needs that present themselves in the student's schooling process with disabilities who need alternative means to achieve their learning. Therefore, the following are important procedures: observation, comprehensive pedagogical assessment of the student and complementary information provided by the constituents involved in the process. In this way, the student is considered in his current stage of skills, knowledge, development, chronological age, level of education in which he finds himself and, from these, the educational objectives desired in the short, medium and long terms (GLAT; PLESTCH, 2013).

It is noteworthy that it is not a question of benefiting a student with disabilities at the expense of others, but of proposing differentiated, individualized teaching strategies, as well as using diversified resources and languages, adapting school time and space, including reconsidering the evaluation procedures and criteria, in view of the needs that arise (ANDRÉ, 1999). In this premise, the PEI constitutes a guiding didactic strategy, which translates into educational responses to specific needs in order to benefit the schooling process of students with intellectual disabilities, enrolled in common education. It can be said that the PEI is materialized in the form of a didactic tool, but that it ends up becoming a pedagogical strategy due to the breadth of inserted and planned actions.

Thus, the next section is intended to reflect on the organization, planning and implementation of the pedagogical work developed in the care of students with disabilities in

the common school, in order to investigate the effective guarantee of the right to access, permanence and knowledge school.

### **Assistance to students with disabilities in Campo Grande/MS**

In the municipality of Campo Grande-MS, the legal system for attending students with disabilities, in ordinary education, has regulated individualized and collective actions and measures in the execution of plans related to Specialized Educational Assistance. Thus, although it does not directly point out the PEI, the legal documents include it.

However, in the state of Mato Grosso do Sul, the PEI is provided for in the legal apparatus on special education. It should be noted here that CME/MS Deliberation no. 1,380/2012, providing for the Education of students with disabilities, Global Developmental Disorders, High Skills/Giftedness, covering all stages and modalities of Basic Education, expanded the scope of action of the PEI for all Elementary Education in the state of Mato Grosso do Sul, which began to demand greater commitment from the public authorities to meet this demand from students and, particularly, students with intellectual disabilities.

In the municipality of Campo Grande, SEMED Resolution no. 154/2014 (CAMPO GRANDE, 2014) deals with Special Education in all stages and modalities of basic education in the Municipal Education Network, listing as specialized pedagogical support the following resources: Translator Interpreter of Libras - Portuguese Language; Specialized Pedagogical Assistant; Specialized Educational Assistance offered in a Multifunctional Resource Room; School Inclusion Assistant and Pedagogy Trainee Tutor. In addition to these resources, a responsible technical team was defined at SEMED to monitor the work in schools serving primary education and in early childhood schools.

In order to support the learning process of students with disabilities, the technical team called the Department of Special Education (DEE/SEMED) implemented, in 2007, six Psychopedagogical Monitoring Centers called NUMAPS. These centers were organized by clusters and are responsible for systematic monitoring of REME schools, in order to enable the school inclusion of students with disabilities, enabling them to build knowledge. These Centers “[...] were implemented as a support strategy based on specialized monitoring of students and teachers” (NERES; CORRÊA, 2009, p. 13, our translation).

It should be noted that SEMED, striving for inclusive education to contribute to the development of the potential of all students, regardless of the limitations presented, used resources that, in fact, could contribute to the achievement of such goals.

It is a fact that there are challenges of various kinds in the assumptions of school inclusion, including the interfaces between the sectors of Health and Education and the provision of referrals in this regard. Inclusion, as we can see, is not restricted to, merely, a school referral, and, by the way, even the diagnosis made by a health specialist does not guarantee it, since it is not limited to the mere presence of these students in school.

According to the survey conducted in the data collection process for the research, the REME of Campo Grande-MS maintained 108 schools that attended elementary school in 2018 but maintained only 65 resource rooms. According to data from DEE/SEMED/2018, among the general number of resource rooms, only three provided specific assistance to students with deafness; two maintained services aimed at students with low vision and blindness and one developed services for students with high skills. The rest of the resource rooms (59) were multifunctional rooms, which met all the specifics, among which students with ID (CAMPO GRANDE, 2018).

Therefore, the survey evidenced the existence of attendance to different disabilities, throughout the municipal education system. But a fact that called attention, the number of students with ID, since it exceeds the other deficiencies, as can be seen in Table 1.

**Table 1** – Service data for students with disabilities - Municipal Education Network of Campo Grande-MS - 2018

Specification	Quantity
Physical Disability	100
Cerebral Palsy	368
Blindness	21
Low Vision	51
Hearing Impairment	45
Deafness	100
High Skills	27
Intellectual Disability	774
Down's syndrome	84
Autistic Spectrum Disorder	385
Global Developmental Disorders	31
Multiple Disabilities	174
<b>Total</b>	<b>2.133</b>

Source: Campo Grande/SEMED/DEE/ (2018)

These data show a significant number of students with disabilities enrolled in REME. Overall, there are 2,133 students and, among them, the high number of intellectual disability diagnoses (36%) stands out, followed by ASD students, 18.04%, and those with Cerebral Palsy (whose motor disorder results from cerebral injury), with 17.25%. It is important to inform that

the group defined as multiple disabilities includes students who have two or more primary disabilities (intellectual, visual, physical) and represents 8.15% of the total attendance. It is also clarified that in the group with physical disability (4.68%) are those with limitations in mobility and locomotion, affected by amputation, malformation and degenerative pathologies.

The empirical data of the research were collected, initially, through official information with DEE/SEMED about the number of Special Education students, by school, within the scope of REME. From there, the selection of schools was defined, and it was decided to investigate students with ID, due to the high number of students attended with this disability. Subsequently, a semi-structured interview was conducted with the following subjects: conducting teacher, APE, intern and NUMAPS/DEE Technician. The purpose of the interviews was to raise questions about professional formation and pedagogical practice regarding the Individualized Educational Plan and the schooling of students with intellectual disabilities.

Two municipal schools were selected for the research, one located in the central region and the other on the periphery of the municipality. School A is located in the Monte Líbano neighborhood, characterized by high urban density, being served with all available infrastructure and public services. School B is located in the Portal Caiobá neighborhood, characterized as an area of future density because it is not fully inhabited (CAMPO GRANDE, 2017).

Schools A and B have a good team of specialists, namely: principal, supervisor, coordinator. In both, it was observed that there are students included in common classes, in the different working shifts. The distribution, that is, the formation of the classes occurs so that there are, at most, three students with disabilities per room, optimizing the work of the APE, when necessary. For clarity, SEMED Resolution no. 184/2018 allows up to a maximum of six students with disabilities per class (CAMPO GRANDE, 2018).

For ethical reasons, the identification of the schools and professionals interviewed was omitted. The schools were identified only as school A (located in the Central region) and school B (located in the Lagoa region). The interviewees, in turn, were identified by number. Thus, we have: teacher 1, 2 and 3, APE 1 and 2, Intern 1 and technicians 1 and 2.

Considering that the PEI was regulated in the REME very recently, we sought to find out from the interviewees how specialized support has been offered and which actors are indispensable so that it can be carried out in serving students in the municipal school system.

Thus, a sensitive issue in the development of the research was to know how the PEI was developed in the classroom. According to the pedagogical guidance and the SEMED rules, through Resolution no. 184/2018 (CAMPO GRANDE, 2018), this process must be done by

several hands, that is, it must involve the conducting teacher, the APE, the SEA teacher - who gives support - and the intern at the school that supports this human resource .

Technician 1 provided information on how PEI planning has been carried out in municipal schools:

*So, with Intellectual Disabilities there is a professional in the room who attends another disability, for example, an autistic person. And then the student with Intellectual Disability enters as a follow up, which we talk about, then this professional develops... But if he does not have [autism], it is the teacher of the resource room who works together with the Regent teacher. This is still being worked, not all schools have the availability of the conducting teacher who has no one in the classroom, but if there is an intern, we are already asking the intern to do it. [...] we give the guidelines to conduct this PEI (TECHNICIAN 1, our translation).*

This view leads us to the realization that PEI has not been a constant practice in the classroom with ID students, but that it is carried out when there are students with other disabilities, which necessarily presupposes that there is a specialized professional in the classroom or even an intern.

It is important to note that, regarding the ID student, it was not clear whether this procedure is performed. In the case of other deficiencies, the interviews led to the finding that the PEI is operationalized.

It should be remembered that LDB no. 9394/96, in its own chapter on Special Education, assures to this target audience, teachers with specialization for specialized care, as well as teachers of regular education, formed to include these students in common classes. Therefore, the speech of technician 1 shows a double obstacle in the pedagogical practice: on the one hand, the full professor faces barriers related to the existing gaps in in-service or continuing formation on the PEI; on the other hand, the intern is in the process of academic formation and, therefore, may not yet have full technical mastery to exercise such activity.

The interviewee evidenced, in her speech, the existence of an attitude that is contrary to what is required for special education in an inclusive perspective, which is the fact that the assistance to ID is carried out as a “follow up”. It is understood that this attitude neglects the right to equal opportunities to access the school curriculum, which should occur for all students.

It should be noted that the PEI contributes to the definition of support and/or necessary support, through the collection of relevant information about the student and which is obtained according to a script called an inventory/survey. On the importance of this question of initial pedagogical evaluation, survey or inventory, Ávila (2015, p. 90, our translation) corroborates stating that “[...] it serves as material for better observation of your student in order to assist in

the planning of pedagogical activities, as well as their reassessment. Also, in the proposition of accessibility to the curriculum, [...] and guarantee of support and support systems”.

On the question of planning, P2 informed that it only makes one for the whole room and that the PEI is carried out by APE. APE2 reported that, in fact, carries out the planning for each of the monitored students. But, interestingly, when she was asked to make the referred PEIs available, she presented only the student who had a CP/ID diagnosis, without giving information about the service to the other students, that is, the ID and the Down's that she accompanied.

In the interview with APE 1, he reported that:

*With the TEA student, I do his PEI and try to follow what I put in the PEI so we can work in the two months. [...] The other ID student doesn't have it. In addressing these questions the two students, TEA and ID, who I follow, they do not follow the class, they are not literate yet (APE1, our translation).*

APE1 made it clear that only performed the PEI for students with Autistic Spectrum Disorder (ASD). In this case, it is understood that intellectual disability is seen as secondary.

In the organization of didactic work, with regard to the pedagogical planning of the head teacher, it was found principles of homogenization to the detriment of heterogeneity. In the interviewees' statements, the need to establish effective articulation and guidance to the regent teacher, on the part of the professor of SEA and the sector responsible for special education in the municipality, was characterized.

Regarding the data collected, it can be said that the research signaled an apparent inconsistency between the legal aspect and the practice carried out at school, since it was found that there is no clarity about the development of the PEI to the ID. There are indications that the service takes place in an isolated and incipient manner.

It is noted that adjustments have been made, however this practice is focused on the work of the APE. Even so, it appears from the interviews, the little involvement of this professional and the head teacher/teacher of the class. There are situations in which the teacher seeks to promote adaptations in his own way, such as P3, from School B. Others, such as conductor P2- School B, who demonstrate insecurity in promoting adequacy. Furthermore, there is little interaction between the technical staff of special education and the full professor, occurring most notably among specialists.

As a justification for the difficulties faced in the planning and implementation of the PEI, Technician 2 stressed that "[...] *he is still very young, not all teachers, especially the regent teachers, have the exact knowledge*" (our translation). P1 - School A, on the other hand, reported

that the PEI is done entirely by the teacher APE. He stressed: "[...] *He does it for students [...]* *From what I do in planning, he does PEI from what I do*" (our translation).

Therefore, it appears that, in fact, the PEI is still a strategy to be built in the municipal education network of Campo Grande, and the first path to be taken is to invest in continuing education with everyone involved in the work, mainly the conducting teacher.

The data collected demonstrated that the effective inclusion of students with disabilities remains compromised due to the gaps in the organization of specialized support, the lack of continuing/in-service formation, mainly directed to teachers in ordinary schools, who, ultimately, they have a greater need for knowledge to help them exercise pedagogical practices that can meet the educational needs of students.

### **Final considerations**

The study made it possible to know and analyze the operationalization process of the PEI for the ID student inserted in ordinary education, in the Municipal Education Network (REME) of Campo Grande-MS and to identify which support services are offered.

It was observed that the inclusion policy has had a positive impact, in the sense that, every year, there has been an increase in the attendance of students with disabilities, in common classrooms in REME schools in Campo Grande-MS. However, given the increased demand, there was an expansion of support services, as well as the number of resource rooms.

Therefore, it is inferred should be observed the indications in the Federal Constitution (BRASIL, 1988), the guidelines of the National Special Education Policy (BRASIL, 2008), LDBN n. 9394/96 (BRASIL, 1996), the National Education Plan (BRASIL, 2014) and the Municipal Education Plan (CAMPO GRANDE, 2015), with regard to the schooling of students with disabilities, as the effort on the part of the REME, to implement actions to make inclusive education effective.

In school practice, the data indicate the elaboration of the PEI with students with other specificities, such as ASD and CP, who have the educational support of the APE. For the ID student, the operationalization of this individualized plan is incipient. At School A, the operationalization of PEI, by APE, occurs only for students diagnosed with ASD. Practically the same applies to School B, in which the operationalization of the PEI was demonstrated, by the APE, to the CP/ID student. It appears that intellectual disability is secondary, because in the interviewees' speech, this student is considered a "follow up".

Theoretically, PEI is characterized by the collaborative form that presupposes its elaboration (GLAT; PLESTCH, 2013). However, the empirical data showed that the practice of the PEI turns to the action of the APE, when it exists, demonstrating that there is still little involvement of the head teacher. Joint planning does not actually take place, only classroom support. Also, as was verified in the interviews, the class regent's planning (common) expresses a homogeneous conception, with a unique planning.

We conclude that promoting a pedagogical organization for the ID student goes beyond the attempt and improvisation, refers to the need for continuing education that allows a critical reflective perspective on their learning, as well as on the pedagogical action that is developed, overcoming the difficulties, in order to intervene, pedagogically, with more property about the learning process of the ID student. The elaboration of the PEI is understood as an alternative that allows students with disabilities a better condition of access to the curriculum, within the scope of common education.

The data presented also showed the need to demystify that the student with disabilities is the exclusive attribution of special education, as an appendix to ordinary education, making it possible to infer the need to provide continuing education for teachers.

According to the assumptions of inclusion, there is a need to meet the peculiarities that emerge in the school context. Otherwise, as Góes and Laplane (2013) warn, there is a risk of implementing inclusion through enrollment in ordinary education only, ignoring specific needs. Therefore, it is essential to invest the municipal public authorities in continuing education, organized in such a way that specific knowledge does not close in the specific niche of professionals in the area, but that it mainly covers the full professor, considering, in the approach, pedagogical practice from the perspective of inclusive education and the operationalization of the PEI.

## REFERENCES

- ANDRÉ, M. (org.). **Pedagogia das diferenças na sala de aula**. Campinas: Papirus, 1999.
- BRASIL. **Constituição da República Federativa do Brasil**. Brasília: Senado Federal, 1988.
- BRASIL. **Lei n. 9.394, de 20 de dezembro de 1996**. Lei de Diretrizes e Bases da Educação Nacional. Brasília, 23 dez. 1996. Available:  
[http://www.planalto.gov.br/ccivil\\_03/leis/19394.htm](http://www.planalto.gov.br/ccivil_03/leis/19394.htm). Access: 18 Feb. 2019.



BRASIL. **Projeto Escola Viva: Garantindo o acesso e permanência de todos os alunos na escola - Alunos com necessidades educacionais especiais, Adaptações curriculares de grande porte.** Brasília: Ministério da Educação, Secretaria de Educação Especial, 2000.

BRASIL. **Resolução CNE/CEB n. 02, de 11 de setembro de 2001.** Institui as Diretrizes Nacionais para a Educação Especial na Educação Básica. Brasília, 14 set. 2001. Available: <http://portal.mec.gov.br/cne/arquivos/pdf/CEB0201.pdf>. Access: 18 Feb. 2019.

BRASIL. Secretaria de Educação Especial. **Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva.** Brasília, DF, jan. 2008. Available: <http://portal.mec.gov.br/arquivos/pdf/politicaeducespecial.pdf>. Access: 18 Feb. 2019.

BRASIL. **Decreto n. 7.611, de 17 de novembro de 2011.** Dispõe sobre a Educação Especial, o atendimento educacional especializado e dá outras providências. Brasília, 18 nov. 2011. Available: [http://www.planalto.gov.br/ccivil\\_03/\\_ato2011-2014/2011/decreto/d7611.htm](http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2011/decreto/d7611.htm). Access: 18 Feb. 2019.

BRASIL. **Lei n. 13.005 de 25 de junho de 2014.** Plano Nacional de Educação - PNE. Brasília, 26 jun. 2014. Available: [http://www.planalto.gov.br/ccivil\\_03/\\_ato2011-2014/2014/lei/113005.htm](http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/113005.htm). Access: 15 June 2017.

BRASIL. **Lei n. 13.146, de 6 de julho de 2015.** Lei Brasileira de Inclusão (Estatuto da Pessoa com Deficiência). Available: [http://www.planalto.gov.br/ccivil\\_03/\\_ato2015-2018/2015/lei/113146.htm](http://www.planalto.gov.br/ccivil_03/_ato2015-2018/2015/lei/113146.htm). Access: 15 jun. 2017.

CAMPO GRANDE. **Deliberação CME/MS n. 1.380, de 3 de agosto de 2012.** Campo Grande, 2012. Available: <https://www.campogrande.ms.gov.br/cme/downloads/del-n-13802012-alunos-com-deficiencias-transtornos-globais-altas-habilidadeessuperdotacao>. Access: 11 Nov. 2017.

CAMPO GRANDE. **Resolução SEMED n. 154, de 21 de fevereiro de 2014.** Dispõe sobre a educação dos alunos com deficiência em todas as etapas e modalidades da educação básica da Rede Municipal de Ensino de Campo Grande – MS. Campo Grande, 2014.

CAMPO GRANDE. **Lei n. 5.565, de 23 de junho de 2015.** Aprova o Plano Municipal de Educação do Município de Campo Grande - MS e dá outras providências. Diogrande de 24 jun. 2015. Campo Grande, 2015. Available: <http://www.campogrande.ms.gov.br/cme/downloads/plano-municipal-de-educacao-campograndems-pme-2015-2025>. Access: 10 Apr. 2018.

CAMPO GRANDE. **O Plano Diretor de Desenvolvimento Urbano Ambiental (PDDUA) do Município de Campo Grande.** Campo Grande, 2017. Available: <http://planodiretorcampogrande.com.br/page7/page7.html>. Access: 31 May 2018.

CAMPO GRANDE. **Resolução SEMED n. 184, de 31 de janeiro de 2018.** Dispõe sobre a inclusão do aluno público alvo da Educação Especial na Rede Municipal de Ensino de Campo Grande –MS. Campo Grande, 2018.

CURY, C. R. J. A educação básica no Brasil. **Educação & Sociedade**, Campinas, v. 23, n. 80, p. 168-200, set. 2002.

CURY, C. R. J. A educação básica como direito. **Cadernos de Pesquisa**, São Paulo, v. 38, n. 134, p. 293-303, maio/ago. 2008.

GLAT, R. **A educação inclusiva: cultura e cotidiano escolar**. Rio de Janeiro: 7 Letras, 2013.

GLAT, R.; PLETSCHE, M. D. A escolarização de alunos com deficiência intelectual: uma análise de aplicação do plano de desenvolvimento educacional individualizado. **Linhas Críticas**, Brasília, DF, v. 18, n. 35, p. 193-208, jan./abr. 2012.

GLAT, R.; PLETSCHE, M. D. **Estratégias educacionais diferenciadas para alunos com necessidades especiais**. Rio de Janeiro: EdUERJ, 2013.

GLAT, R.; VIANNA, M. M.; REDIG, A. G. Plano Educacional Individualizado: uma estratégia a ser construída no processo de formação docente. **Ci. Huma. e Soc. em Rev.**, Rio de Janeiro, v. 34, n. 12, p. 79-100, 2012.

GÓES, M. C. R.; LAPLANE, A. L. F. **Políticas e práticas de educação inclusiva**. Campinas, SP: Autores Associados, 2013.

KASSAR, M. C.; GÓES, M. C. R. Sobre inclusão, políticas públicas e práticas pedagógicas. *In*: GÓES, M. C. R.; LAPLANE, A. L. F. **Políticas e práticas de educação inclusiva**. 2. ed. Campinas: Autores Associados, 2007. p. 49-68.

LANCILLOTTI, S. S. P. O trabalho didático na educação de alunos com deficiência mental: a experiência pioneira de Helena Antipoff. *In*: SEMINÁRIO INTERNACIONAL AMÉRICA PLATINA, 3., 2010, Campo Grande. **Anais [...]**. Campo Grande, MS: UFMS, 2010.

MATO GROSSO DO SUL. **Lei n. 4.621, de 22 de dezembro de 2014**. Plano Estadual de Educação. Campo Grande, 2014. Available: <http://www.sed.ms.gov.br/wp-content/uploads/2015/05/pee-ms-2014.pdf>. Access: 16 Oct. 2017.

NERES C. C. **As instituições especializadas e o movimento de inclusão: intenções e práticas**. Orientadora: Maria Luisa Sprovieri Ribeiro. 2010. 158 f. Tese (Doutorado em Educação) – Universidade de São Paulo, São Paulo, 2010.

NERES, C. C.; CORRÊA, N. M. A Educação Especial na Rede Municipal de Ensino de Campo Grande – MS: um esboço de política pública em tempos de inclusão escolar. *In*: SEMINÁRIO NACIONAL DE ESTUDOS E PESQUISAS, 8., 2009, Campinas. **Anais [...]**. Campinas: UNICAMP, 2009.

ORGANIZAÇÃO DAS NAÇÕES UNIDAS (ONU). **Convenção sobre os direitos das pessoas com deficiência**. Aprovada pela Assembleia Geral da ONU em dezembro de 2006. 2006. Available: <https://www.gov.br/mdh/pt-br/navegue-por-temas/atuacao-internacional/relatorios-internacionais-1/convencao-internacional-sobre-os-direitos-das-pessoas-com-deficiencia>. Access: 18 Feb. 2019.

PACHECO, J. **Caminhos para a inclusão: um guia para o aprimoramento da equipe escolar**. Porto Alegre: Artmed, 2007.

PLESTCH, M. D. **Repensando a inclusão escolar**: diretrizes políticas e práticas curriculares e deficiência intelectual. rev. Rio de Janeiro: NAU: EDUR, 2014.

POKER, R. B. *et al.* **Plano de desenvolvimento individual para atendimento educacional especializado**. São Paulo: Cultura Acadêmica, 2013.

RODRIGUES, C. Formas criativas para estimular a mente de alunos com deficiência. **Revista Nova Escola**, Edição 223, jun. 2009. Available: <http://revistaescola.abril.com.br/inclusao/educacao-especial/formas-criativas-estimular-mente-deficientes-intelectuais-476406.shtml?page=all>. Access: 10 Apr. 2018.

VALADÃO, G. T. **Planejamento educacional individualizado na educação especial**: proposta oficial dos Estados Unidos, França, Itália e Espanha. Orientadora: Enicéia Gonçalves Mendes. 2010. 130 f. Dissertação (Mestrado em Ciências Humanas) – Universidade Federal de São Carlos, São Carlos, 2010.

VALADÃO, G. T.; MENDES, E. G. Inclusão escolar e o planejamento educacional individualizado: estudo comparativo sobre práticas de planejamento em diferentes países. **Revista Brasileira de Educação**, Rio de Janeiro, v. 23, 2018.

### How to reference this article

BASSI, T. M. S.; BRITO, V. M.; NERES, C. C. The individualized educational plan and the schooling of students with intellectual disabilities: policies and practices. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24, n. esp. 2, p. 1015-1034, Sep. 2020. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v24iesp2.14329>

**Submitted:** 30/04/2020

**Required revisions:** 26/06/2020

**Approved:** 30/07/2020

**Published:** 30/09/2020

