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Inclusion of individuals with special needs in regular education: a literature review

Inclusão do portador de necessidades especiais no ensino regular: revisão da literatura

ABSTRACT

Purpose: To critically analyze the inclusion of individuals with special needs in regular education in Brazil, considering social and legal aspects, through literature review. **Research strategy:** The literature search was conducted in open access databases: LILACS, SciELO, Portal Cochrane and IUSDATA, the latter belonging to the Library of the Law School of the University of São Paulo, considering all articles published until December 2010. The search strategy used the following keywords: inclusive education; special education; inclusive proposal; individuals with special needs. **Selection criteria:** In the search, only studies in which the summary or the body of the article were related to the purpose of the study were evaluated and selected. **Data analysis:** The potentially relevant articles for review were presented in a protocol form containing the eligibility criteria of the study, methods used, characteristics of the analyzed group or manuscripts, type of intervention used in the study, and results obtained. Articles classified as expert opinions, despite their low level of scientific evidence, were considered in this work, since they are often found in the literature on the issue. **Results:** A total of 1,399 articles was found and 120 potentially relevant articles were selected after reading their abstracts. From these, 67 articles were cited in more than one database, which resulted in 53 articles to be fully read. Fifteen of these articles were excluded after reading because they did not meet the inclusion criteria. Thus, 38 studies were included and analyzed. **Conclusion:** Following a critical analysis of the literature in the field, it was concluded that, so far, in general, the school receives individuals with special needs; however, there is a long way to go to actually include these individuals, although Brazil has the scope of inclusion. Therefore, it is necessary to establish public policies and guidelines aimed at effective inclusion.

RESUMO

Objetivos: Analisar criticamente a inclusão do portador de necessidades especiais no ensino regular brasileiro, considerando aspectos sociais e jurídicos, por meio de revisão de literatura. **Estratégia de pesquisa:** A pesquisa bibliográfica foi conduzida em bases de dados de acesso público: LILACS, SciELO, Portal Cochrane e IUSDATA, sendo esta última da Biblioteca da Faculdade de Direito da Universidade de São Paulo, considerando todos os artigos publicados até o mês de dezembro de 2010. Como estratégia de busca foram utilizados os seguintes termos livres: educação inclusiva, educação especial, proposta inclusiva e portador de necessidades especiais. **Critérios de seleção:** Durante a busca, foram avaliados e selecionados apenas os estudos cujo resumo ou corpo do artigo tivesse relação com o objetivo proposto. **Análise dos dados:** Os artigos potencialmente relevantes para a revisão foram apresentados em uma ficha protocolar contendo critérios de elegibilidade do estudo, métodos utilizados, características do grupo de artigos analisado, tipo de intervenção realizada e resultados obtidos no estudo. Os artigos classificados como opinião de especialistas, apesar de apresentarem baixo nível de evidência científica, foram incluídos no trabalho, pois são frequentemente encontrados na literatura sobre o assunto. **Resultados:** Foram encontrados 1.399 artigos, e após leitura dos resumos foram selecionados 120 artigos potencialmente relevantes considerando-se o objetivo da pesquisa. Destes, 67 artigos foram citados em mais de uma base de dados, o que resultou em 53 artigos para serem lidos na íntegra. Após a leitura dos 53 artigos, foram excluídos 15 que não se enquadravam nos critérios de inclusão. Desta forma, 38 estudos foram incluídos e analisados. **Conclusão:** Após a análise crítica da literatura da área conclui-se que, até o momento, de maneira geral, a escola recebe, mas há muito a percorrer para incluir os alunos portadores de necessidades especiais, embora o país possua o escopo da inclusão. Assim, faz-se necessário o estabelecimento de diretrizes e ações políticas visando uma inclusão efetiva.

Study conducted at the Law School, Fundação Educacional do Município de Assis – FEMA – Assis (SP), Brazil.

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INTRODUCTION

The social aspect and the need to reduce inequalities is one of the most controversial and intriguing subjects of present time. It is not conceivable that in a modern, technological and globalized world we cannot transpose the barrier of the differences.

The State abandons its position of abstinence in social matters and starts to intervene, promoting public policies to stimulate the process of a more just and egalitarian society.

The Federal Government has invested gradually in the Brazilian Education. However, the results continue to be unsatisfactory, once the decrease of 29,1% in the illiteracy rate between 1996 and 2006 was not enough to take Brazil off the place before last in the literacy ranking in South America, according to data from IBGE (Brazilian Institute of Geography and Statistics) (<http://noticias.uol.com.br/educacao>, available access in May of 2010). There are still other indicators that the Brazilian educational system presents misguided public politics that do not guarantee satisfactory results. An example of this is the continued progression that has generated serious deficits in learning, as the students pass to the following grade, many times presenting significant deficiencies in learning. Also, the teachers' level of education and the absence of a policy of merit, where the good ones would be valued and consequently stimulated for a constant qualification have been focus of concern and discussion.

It is in this context that the inclusive education is being discussed. During the 1950's, the creation of independent Secretary of Health and Education promoted discussions about education, what would have to start happening in a pedagogical instead of medical view, that is, in which the exception was seen as illness^(1,2).

Considering the historical perspective of the legislation⁽³⁾, the inclusive education in Brazil has already had advances and draw backs ; this happened because the laws were created in accordance with the conceptions of the governing people and the political moment of each time. Thus, there were periods in which the education was aimed only at a certain social class, generally the wealthiest one, and in others, it aimed to also take care of the less favored population. This situation changed with the Federal Constitution of 1998, which guaranteed:

Art 1. The Federative Republic of Brazil, formed by the indissoluble union of the States and Cities and the Federal District, consists of a Democratic State of Right and has as bedding:

II - the dignity of the human being;

Art. 3. Basic objective of the Federative Republic of Brazil:

I - to constitute a free, just, and solidary society;

III - to eradicate poverty and substandard living conditions and to reduce social and regional inequalities

Art. 208. "The duty of the State towards education shall be fulfilled by ensuring the following:

I - mandatory basic education, free of charge, including the assurance of its free offer to all those who did not have access to it at the proper age;

III - specialized schooling for the handicapped, preferably in the regular school system.

Thus, the Federal Constitution of 1998 contemplates the international parameters when prioritizing the individual inserted in the legal system, fundamental rights such as health, education, among others. In such a way, a drastic modification in education was observed, which had to adjust to new universal principles⁽⁴⁾. The Law of Directives and Bases (1996) created in previous paradigms had to be reformulated (1988), with prominence for the administrative decentralization of the education that was transferred from the union to the city, the quantitative increase in the number of openings, and the new vision of the inclusive education.

Currently, the inclusive education is guided by resolutions n° 95 of 11/21/2000 and n° 02 of September 11, 2001 and by Law n° 10.845, of March 5, 2004. They discuss about access and permanence of the handicapped students (SNS's, special needs students) in regular education, and actions that make this new educational reality possible.

In this context, the inclusion of handicapped students in regular education propels a new social reality. Inserting all the students in a regular school, not discriminating those that historically had been segregated and to involve the family in the educational process proves to be the most effective way to change society. These yearnings meet the current debate of the Law, in regards to dignity, equality of opportunities and prohibition of discrimination.

It is important to highlight that we defined to analyze only the national literature aimed at inclusion, once the objective of this study is to critically analyze the inclusion of handicapped people in the Brazilian regular education, that is, how this process is being developed, considering the available resources in our reality.

Based on what has been discussed, the objective of this study was to critically analyze the inclusion of handicapped students in Brazilian regular education, considering social and legal aspects.

RESEARCH STRATEGY

The question of investigation that subsidized the review was: "Does the Brazilian legislation ensure the inclusion of people with special needs in regular education, from the teacher's and the educational coordinator's perspective?"

The bibliographical research was conducted in databases of public access: LILACS, SciELO, Cochrane portal and IUSDATA, being this last one of the Library of the Law School of the University of São Paulo. We analyzed studies published until December 2010.

Initially a survey in the Cochrane portal of the Virtual Library in Health (VLH) was conducted, available in the address: <http://cochane.bvsalud.org/portal/php/index.php?lang=pt>. The lack of studies of systematic review that had analyzed the inclusion of the SNS's (Special Needs Students) in regular education was established.

Starting at the planning of the investigative question, we

tried to do the bibliographical research on the main subjects of this work using the following free terms in isolated form, without the combination of them: inclusive education, special education, inclusive proposal and people with special needs.

SELECTION CRITERIA

The exclusion criteria adopted were: studies developed outside the national context and isolate studies developed in special schools. Articles of systematic review, descriptive studies and opinion of specialists were selected, being that the last two, although present low level of scientific evidence, were included in this research, as they are frequently found in the literature of the area.

DATA ANALYSIS

Only those studies whose summary or body were related to the objective of the present study were evaluated and selected, for posterior attainment of articles in complete text.

The potentially relevant articles for the review were presented in a protocol form containing eligibility criteria of the study, methods used, characteristic of the analyzed group, type of intervention carried through, and results obtained in the study.

RESULTS

The records obtained and selected in the different databases, are presented in Chart 1.

From the 120 selected articles, 67 were excluded for being concomitantly in more than one base, resulting in 53 articles to be read in full.

After reading 53 articles, 15 were excluded, as they did not meet the inclusion criteria. The summary of the process to obtain the 38 articles selected for the literature review is

represented in Figure 1. The content discussed in each of the articles is described in Chart 2.

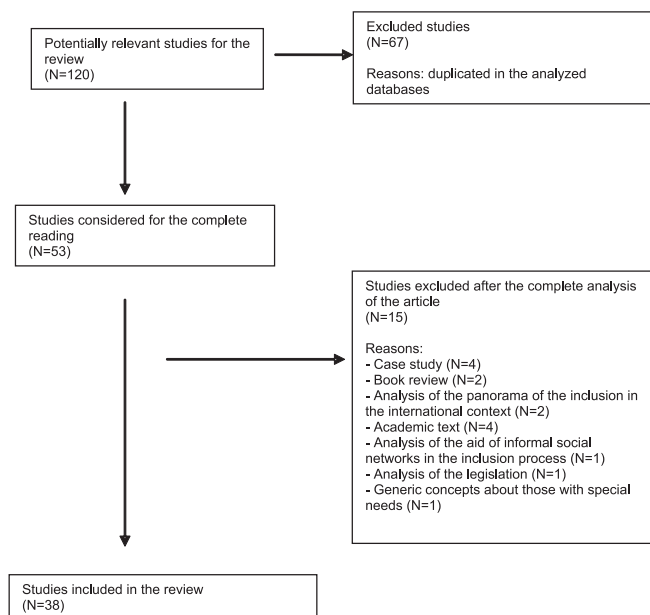


Figure 1. Synthesis of the process of inclusion of articles selected for the literary review

After the process of bibliographical research and analysis of potentially relevant articles for the review, it was evidenced that to make the inclusive education possible with the involvement of the federal, state and municipal governments, the State created a Program called “Inclusive Education: the right to diversity” and the Secretary of Special Education of the Federal Government (MEC/SEESP, 2007) established to multiply its actions in the area of Special Education⁽⁵⁾. However, in spite of these actions, the monitoring of the process of implantation of the proposal has been insufficient, what possibly reflects in the

Chart 1. Obtained and selected records in the databases Cochrane, LILACS, SciELO and IUSDATA, in accordance with the free terms used

Database	Keywords	Records	Selected
Cochrane	Inclusive education, Special education, Inclusive proposal, Students with special needs	0	0
LILACS	Inclusive education	86	23
	Special education	949	38
	Inclusive proposal	13	7
	Special needs students	39	3
SciELO	Inclusive education	63	15
	Special education	223	22
	Inclusive proposal	11	5
	Special needs students	7	5
IUSDATA	Inclusive education	1	0
	Special education	7	2
	Inclusive proposal	0	0
	Special needs students	0	0
Total		1399	120

Chart 2. Content of the studies selected for the literature review

Study	Content
1. Marques CA, Pereira RRD, Moura SM. A educação especial na década de 1950: um estado da questão. <i>Temas Desenvolv.</i> 1999;8(46):5-14.	The result of a theoretical-reflexive research about the trends of the Special Education in the 1950's were presented.
2. Marques CA, Jenevain GP, Souza Júnior J, Antunes KCV, Carvalho MDM, Paula OLB, Ferreira SMA. A década de 1960: a realidade da educação especial no Brasil. <i>Temas Desenvolv.</i> 2003;11(66):19-26.	A bibliographical research was done in the period of 2000 to 2001 in the Central Library of the Federal University of Juiz De Fora that portrayed the special education in the Sixties.
3. Cury CRJ. A educação escolar, a exclusão e seus destinatários. <i>Educ Rev.</i> 2008;(48):207-22.	It told the historical evolution of the education in Brazil, starting with the Imperial Constitution of 1824 up to the current Constitution of 1988.
4. Gil M, coordenador. Educação inclusiva: o que o professor tem a ver com isso? São Paulo; Ashoka; 2005. 165 p.	It coordinated a work directed to the teachers elucidating questions related to the inclusion in Brazil.
5. Marins SC, Matsukura TS. Avaliação de políticas públicas: a inclusão de alunos com necessidades educacionais especiais no Ensino Fundamental das cidades-pólo do Estado de São Paulo. <i>Rev Bras Educ Espec.</i> 2009;15(1):45-64.	A study was conducted with the objective to identify, in accordance with the perception of managers in the field of Special Education of six city-hubs of the state of São Paulo, which actions were implanted, based on the national guidelines for the inclusive education, in the regular system - Elementary Education.
6. Gonçalves NG. História, estado e educação: uma leitura sobre o estado brasileiro (1971-2000). <i>Educ Rev.</i> 2008;(31):145-65.	The subject State and Education was analyzed, investigating 15 periodicals, between magazines and Annals of National Associations of different areas of knowledge: Anped (Education), Anpuh (History), Anpad (Administration), Anpec (Economy) and Anpocs (Social Sciences), in the totality of their publications.
7. Matos ND. A política de educação especial no estado de Sergipe (1979-2001). <i>Rev Bras Educ Espec.</i> 2007;13(1):77-94.	During the period of 1979 to 2001, a study which evaluated the politics of education with prominence to those with special needs in the state of Sergipe was conducted. Analyzed official documents of the Secretary of Education and also in other agencies whose archives were relevant to the study.
8. Prieto RG, Sousa SZL. Educação especial no município de São Paulo: acompanhamento da trajetória escolar de alunos no ensino regular. <i>Rev Bras Educ Espec.</i> 2006;12(2):187-202.	Sought to identify evidence that made it possible to infer how the inclusion of students with special needs in the municipal network is happening in the city of São Paulo.
9. Neri M, Pinto A, Soares W, Costilla H. Retratos da deficiência no Brasil. Rio de Janeiro: FGV/IBRE/CPS; 2003. 250 p.	Reported the analysis done by the Census/IBGE of the year 2000, regarding people with special needs.
10. Maruyama AT, Sampaio PRS, Rehder JRL. Percepção dos professores da rede regular de ensino sobre os problemas visuais e a inclusão de alunos com baixa visão. <i>Rev Bras Oftalmol.</i> 2009;68(2):73-5.	Verified and analyzed the knowledge regarding visual problems and the subject low vision among the teachers of the regular education, justifying the importance of the specialized educator as link between the ophthalmologist and the school.
11. Heckert ALC, Andrade RB. Caminhos bifurcantes na educação inclusiva: inclusões e rebeldias silenciosas na educação pública. <i>Fractal Rev Psicol.</i> 2010;22(3):497-512 .	Analyzed the context in which the inclusive education is being implanted.
12. Enumo SF. Avaliação assistida para crianças com necessidades educacionais especiais: um recurso auxiliar na inclusão escolar. <i>Rev Bras Educ Espec.</i> 2005;11(3):335-54.	Narrated the evolution of the process of inclusion of the students with special needs, starting at the proposal of school integration in 1972 until the beginning of the eighties, which was the moment of transition from the special classrooms into regular education.
13. Sekkel MC, Zanelatto R, Brandão SB. Uma questão para educação inclusiva: expor-se ou resguardar-se?. <i>Psicol Ciênc Prof.</i> 2010;30(2):296-307.	Analyzed psychological aspects of the people involved with the proposal of inclusive education in a daycare in São Paulo in the period of 2006 to 2008.
14. Freitas NK. Inclusão socioeducativa na escola: avaliação do processo e dos alunos. <i>Ensaio: Aval Pol Públ Educ.</i> 2008;16(60):323-36.	Discussed theoretical-conceptual questions regarding the Public Policies of Inclusion and reflected on the evaluation of children with special educational necessities in classrooms of inclusive education. It also carried through a mapping of the legislation.
15. Vitta FCF, Vitta A, Alexandra SR. Percepção de professores de educação infantil sobre a inclusão da criança com deficiência. <i>Rev Bras Educ Espec.</i> 2010;16(3):415-428.	Analyzed how teachers of children aged 3 to 6 years perceive the differences between the traditional education and the inclusive one.
16. Azevedo TFP. Educação de pessoas com necessidades especiais: o caso de Juiz de Fora. <i>Temas Desenvolv.</i> 2000;9(50):40-7.	Reported the thematic of the Human Rights of the Person with Special Needs describing experiences in the area of education in the city of Juiz De Fora, in order to identify advances, conquests, limits and possibilities of effective assistance to its demands.

Chart 2. continuation

17. Gomes C, Barbosa AJG. Inclusão escolar do portador de paralisia cerebral: atitudes de professores do ensino fundamental. Rev Bras Educ Espec. 2006;12(1):85-100.	Evidenced the lack of studies that specifically approached the attitudes of teachers in regards to the inclusion of SENS's (Special Educational Needs Student), sought to search and to describe their attitude in regular classrooms of public elementary education.
18. Oliveira AAS, Leite LP. Construção de um sistema educacional inclusivo: um desafio político-pedagógico. Ensaio: Aval Pol Públ Educ. 2007;15(57):511-24.	Described themes directly related to the accomplishment of an inclusive educational system as one of the most complex goals experienced by education recently.
19. Pletch MD. A formação de professores para a educação inclusiva: legislação, diretrizes políticas e resultados de pesquisas. Educ Rev. 2009;(33):143-56.	Raised some aspects related to the training of teachers in Brazil, with emphasis for the inclusion of people with special educational needs in regular education.
20. Silva CL, Lemes MIS. O papel do diretor escolar na implantação de uma cultura educacional inclusiva. Psicol Ciênc Prof. 2009;29(3):494-511.	Carried through an investigative study on the influence of a principal in the process of inclusive education.
21. Amaral LM. Alguns apontamentos para reflexão/discussão sobre: diferença/deficiência/necessidades educacionais especiais. Temas Desenvol. 1999;8(47):17-23.	Made considerations concerning the position, preconception and attitudes of the population with special needs or not about the inclusion.
22. Garcia RMC. Políticas para a educação especial e as formas organizativas do trabalho pedagógico. Rev Bras Educ Espec. 2006;12(3):299-316.	Critical analysis of the National Guidelines for the Special Education in the Elementary Education based in two premises critical to the homogenization of the school of regular education and the recognition of the heterogeneity.
23. Silva SC, Aranha MSF. Interação entre professora e alunos em salas de aula com proposta pedagógica de educação inclusiva. Rev Bras Educ Espec. 2005;11(3):373-94.	Verified the interaction between teacher-special-need student, in two classrooms considered institutionally inclusive, in a school unit which is part of the public school system in Bauru, interior of the state of São Paulo.
24. Martins LAR. Por uma escola aberta às necessidades dos alunos. Temas Desenvol. 2001;10(55):28-34.	Verified that there are two parallel systems of education, the regular one and the special one, that little by little are merging into one, making, therefore, a critical analysis of this new system of education capable of meeting the needs of all.
25. Almeida-Verdu ACM, Fernandes MC, Rodrigues OMPR. A inclusão de pessoas com necessidades educativas especiais: implementação de práticas inclusivas e aspectos de planejamento educacional. Interação Psicol. 2002;6(2):223-31.	Presented alternative proposals to make inclusive education possible, in the sense of reaching and educating all, starting from the premise that the target of this new educational system is not only the divergent student but also all the structure and school operation.
26. Sant'Ana IM. Educação inclusiva: concepções de professores e diretores. Psicol Estud. 2005;10(2):227-34.	This study aimed to investigate how teachers and principals understand inclusion, also to know the existing difficulties and the necessities pointed by the professionals in the context of the insertion of children with deficiencies in regular education.
27. Gomes C, Gonzalez Rey FL. Inclusão escolar: representações compartilhadas de profissionais da educação acerca da inclusão escolar. Psicol Ciênc Prof. 2007;27(3):406-17.	A research was conducted emphasizing subjective aspects (beliefs, desires, challenges, insecurities), of the professionals involved in the process of inclusion of the student with special educational needs into regular education.
28. Crochik JL, Freller CC, Dias MAL, Feffermann M, Nascimento RB, Casco R. Atitudes de professores em relação à educação inclusiva. Psicol Ciênc Prof. 2009;29(1):40-59.	Verified the opinion of private and public schools teachers, with and without experience in inclusive education regarding it.
29. Abe PB, Araújo RCT. A participação escolar de alunos com deficiência na percepção de seus professores. Rev Bras Educ Espec. 2010;16(2):283-296.	Studied the applicability of the SFA School Function Assessment method as an identifying instrument of the specific necessities of students with special needs.
30. Kafrouni R, Pan MAGS. A inclusão de alunos com necessidades educativas especiais e os impasses frente à capacitação dos profissionais da educação básica: um estudo de caso. Interação (Curitiba). 2001;5:31-45.	Carried through a research with the objective of understanding the difficulties the school came across when dealing with students with special educational needs in regular education, considering the qualification of the professionals of Education.
31. Nabuco ME. Práticas Institucionais e inclusão escolar. Cad Pesqui. 2010;40(139):63-74.	Conducted a critical analysis of the following document; National policy of special education in the perspective of the inclusive education, delivered to the Minister of the Education on January 7, 2008.
32. Ramos AS, Alves LM. A fonoaudiologia na relação entre escolas regulares de ensino fundamental e escolas de educação especial no processo de inclusão. Rev Bras Educ Espec. 2008;14(2):235-50.	Developed a study delineated for the descriptive and analytical observational type, through investigation. Questionnaires with objective questions were applied in six Schools of Special Education and six Schools of Regular Education of the Public Municipal System of Belo Horizonte.

Chart 2. continuation

33. Leonardo NST, Bray CT, Rossato SPM. Inclusão escolar: um estudo acerca da implantação da proposta em escolas de ensino básico. <i>Rev Bras Educ Espec.</i> 2009;15(2):289-306.	An analysis of projects of inclusive education in public and private schools in the interior of the state of the Paraná was made.
34. Barros AS. A integração do deficiente físico em escolas regulares: relato de experiência. <i>Temas Desenvolv.</i> 1999;8(46):20-7.	Analyzed the Center of Infantile Rehabilitation of the Hospital Sarah of the Musculoskeletal System, Salvador/Bahia, that takes care of patients, children and adolescents with physical disabilities.
35. Mattos LK, Nuemberg AH. A intervenção do psicólogo em contextos de educação especial na grande Florianópolis. <i>Rev Bras Educ Espec.</i> 2010;16(2):197-214.	Made an analysis of the intervention of psychology in the inclusive education.
36. Saviani D. Sistema Nacional de Educação articulado ao Plano Nacional de Educação. <i>Rev Bras Educ.</i> 2010;15(44):380-392.	Analyzed education in general terms, not only traditional education but also inclusive education, discussing also on the National Conference of Education, (CONAE, Conferência Nacional de Educação), carried through in Brasilia from 28 of March to 1 of April of 2010.
37. Dazzani MVM. A psicologia escolar e a educação inclusiva: Uma leitura crítica. <i>Psicol Ciênc Prof.</i> 2010;30(2):362-375.	Held a debate on the psychological and democratic perspective of the education of students with special needs.
38. Silva KCB. Educação inclusiva: para todos ou para cada um? <i>Pro-Posições</i> 2010;21(1):163-178.	Analyzed the aspect that for the author is called paradoxes of education and the psychological yearnings of the people involved.

results obtained until the present moment⁽⁶⁾. Studies that had as methodology the analysis of official documents and records showed that the information directed to the inclusive education proceeded from isolated actions on the part of principals and teachers and not of the public administration, what made any longitudinal analysis of the results obtained in the school that had special needs students difficult^(7,8). It is important to highlight that official data are essential so that a public policy is kept and improved. Assuming that they are true, these results will reflect the real situation of the problem, preventing an empirical analysis from being made.

Brazilian legislation defined clearly the target population to which the inclusive education is meant for. However, there are no precise official data on the number of existing SNS's in each region of Brazil, fundamental information to implement any public policies⁽⁹⁾. The IBGE could be the source of information, but the criteria used by it make it difficult to apply the data to the legal device that defines who are the students with special educational needs (Article 5° of the Resolution n° 2 of 9/11/2010). The classification of deficiency used by IBGE (2000) in six categories (visual, auditory, motor, physical, mental, and multiple deficiencies) encompasses all the aspects that reflect the global development of the individual: motor, linguistic, sensorial, cognitive, socialization and self care, and meet the national and international definitions of deficiency. However, the criterion of degree of severity (incapable, some or great permanent difficulty) make it difficult to identify with clarity which individuals really need and benefit with the policy of inclusive education.

In the literature of the area, it is observed that the majority of the experiences with inclusion did not happen in favorable conditions^(10,11), what would allow for a substantiated and correct analysis. Another important aspect is related to the understanding of the inclusion concept^(12,13), in which the existing reality was described as the adaptation of the SNS's. Thus, education is seen as a socio-educational model that selects and excludes users; as a parallel process, in face of necessity of individualized

works and adequate methods and techniques^(14,15), and finally, as a process of homogenization of opportunities as the so called normal people⁽¹⁶⁾.

In presenting an inclusive proposal, the least that is expected is the qualification of the professionals involved in the education of the student with special needs⁽¹⁷⁻¹⁹⁾, from the professor to the administrative employee⁽²⁰⁾. As a starting point we have a shift in posture going from fear, repulsion, violence, and authoritarianism to patience and courage^(21,22). However, this is the aspect that the studies consider as presenting the most deficit, and points to the desires of those involved in the process, as the teacher was not prepared at a graduation level (considering the Course of Education). Moreover, there isn't an effective proposal of qualification courses that aim at continuous and permanent education, mainly for those that are working in the field. In spite of experiences demonstrating promising results in regards to teacher-student relationship⁽²³⁾, what it is observed is teachers educating the SNS's keeping the same curriculum, pedagogical methodology and the performance assessment is done in a traditional way⁽²⁴⁻²⁹⁾, just as the schools without project of inclusion with definite guidelines⁽³⁰⁾.

In addition to the aspects mentioned above, there aren't always resource rooms with assisted technology, demanded by law, that meet the plurality of these new students promoting self-esteem, autonomy, and creativity. This happens due to the difficulty to implement them and to keep them, considering the number of SNS enrolled in the units⁽³¹⁾.

The issues in educating teachers becomes much more complex when we consider that, generally, the only criterion for formation of the classrooms is the age group, what can make the teacher face a diversity of pathologies that present different clinical situations, what demands a differentiated and specific treatment^(32,33). This fact justifies having a team of professionals in education at the school, but also professionals in health, to assist the professionals of the institution, creating conditions of permanence and insertion of the student with special needs in regular education. Successful outcomes described in the

literature were achieved due to the existence of a multidisciplinary team in the school^(34,35).

Many times, the SENS is not accepted by the so called “normal” students, inside the school itself, what causes the exclusion, that is, the opposite of what it is proposed. Thus, on family education, working the concept of deficiency becomes important even if there are no SENS’s in the family. This will contribute so that the child does not establish prejudice and learn to coexist with the differences. From then on we can propose that the interaction among the students is a facilitator for the learning of the SNSs.

The impression we get from the current situation is that the student with special needs was introduced to, but not included in regular education⁽³⁶⁾. Kafrouni⁽³⁰⁾ considered a discussion around two terms apparently similar, but surrounded of many antinomy, what makes it necessary to distinguish them: to integrate and to include. To center the deficiency in the person who possesses it, demanding their habilitation so that they can enter society is a position that defines the integration. The inclusion starts at another paradigm where the deficiency is not exclusive responsibility of the person who has it, being the society’s responsibility to modify itself to propitiate a total insertion of the individual, independently of their deficits or necessities^(30,37,38).

In the legal context there is also antinomy, because the same legislation that praises the access to education in an indiscriminate way opposes guiding principles of the whole legal system, as the principle of isonomy and of the dignity of the human being which consists of “dealing with equals equally and with different ones differently”. This happens because when inserting the student without creating physical, pedagogical and humane conditions, we are treating all the students as equal without respecting the individual differences and necessities. The dignity of these SNS’s is disrespected from the moment that the conditions offered make the student a mere spectator and not subject of the learning process.

Currently, numerous challenges need to be conquered so that inclusive education can be attained, but its formal legality cannot be ignored. The existence of the law guarantees the right of SNS’s to regular education, with all the necessary conditions so that learning occurs effectively, and mainly, keeps society conscientious and active so that the inclusive education can be brought into a material legality, that is, to become a reality in the Brazilian educational system.

It is important to take into consideration the fact that the inclusion of the students with special needs cannot be analyzed only as an educational aspect, but as social phenomenon. The change in paradigm that transforms segregation into inclusion will not be provided only for the fact that laws and public policies exist, but for the change of social behavior that will only happen through education. Thus, education is the drive of social changes, but society also makes new educational possibilities a reality.

CONCLUSION

After the critical analysis of the literature it can be concluded that, up to this point, in general, the school receives, but there’s a long way to go to include SENS’s, although the country

possesses the scope of inclusion. Thus, it becomes necessary to establish guidelines and political actions aiming at the effective inclusion of the SNS’s in regular classrooms, what demands beyond boldness and courage, some prudence and good sense so that an inclusive reality is built indeed.

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