

INCLUSION POLICY HISTORICAL CONTEXT¹

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SUMMARY

This paper aims to investigate pedagogical practices of inclusion within the school environment, to improve knowledge in the area, as well as its importance for society, taking into account the legal framework for the implementation of inclusion policies and the historical context in Brazil. The general objective is to problematize inclusion policies in Brazil. The methodology used for this article is qualitative, with a bibliographic survey and data collection from a questionnaire. The aim here is to understand how inclusion laws were implemented, taking into account laws and official documents such as: the Federal Constitution, the Law of Guidelines and Bases of National Education, the Statute of Children and Adolescents, Ministry of Education and Culture (MEC), the Declaration of Salamanca and others; in this sense, the problem question was outlined to address. What are the nuances that were part of the implementation of the Inclusion Policy and how does it occur in schools? To this end, we relied on the theoretical contributions of: KASSAR & REBELO (2011), Fonseca (2002), Mantoan (2006), MENDES (2006), FONTES (2003).

Keywords: Inclusion Policy; School Inclusion; Elementary Education.

INTRODUCTION

This work aims to investigate pedagogical practices of inclusion within the school environment, to improve knowledge in the area, as well as its importance for society, taking into account the legal framework for the implementation of inclusion policies and the historical context in Brazil.

The path of first aid for people with disabilities is discussed here, from welfare care to the achievement of inclusion legislation, as a legal and equal right.

The first federal law that indicated the need for special education services in its articles 88 and 89 was discussed. This document only mentions a "possible place for the student" and a "possibility of subsidies through scholarships for private initiatives that prove efficiency in the treatment of exceptional children" (KASSAR & REBELO, 2011, p. 4).

The aim here is to understand how inclusion laws were implemented, taking into account official documents such as: the Federal Constitution, the Law of Guidelines and Bases of National Education, the Statute of Children and Adolescents, the Ministry of Education and Culture (MEC), the Salamanca Declaration and others; contextualize based on authors who made significant contributions to the inclusion policy. This article discusses how the Inclusion Policy was implemented, the evolution of the concept of disability and school practices. Thus, the question is: What are the nuances that were part of the implementation of the Inclusion Policy and how is it implemented in schools?

The methodology used for this article is bibliographical and data collection is based on a questionnaire, with the aim of gathering information and data that will serve as a basis for the construction of the research proposed by the theme. For Fonseca (2002), methods means organization, and logos means systematic study, research, investigation; in other words, methodology is the study of the organization, of the paths to be followed, to carry out research or a study.

1 According to Gil (2002, p.44) "bibliographic research is developed based on material already prepared, consisting mainly of books and scientific articles". In this type of research it is necessary to know the material already written on the subject, select and analyze authors who discuss and research the proposed theme and who will be part of the theoretical discussion.

In this sense, the general objective is to problematize inclusion policies in Brazil, with the specific objectives of the research being:

- a) Analyze inclusion policies;
- b) investigate the context in which inclusion policies are developed;
- w) propose reflections on the existing educational scenario, in order to provoke new

possibilities for inclusive practices.

With this purpose in mind, reflections on the topic of Inclusive Education at school continue.

1 LEGAL FRAMEWORK FOR INCLUSION IN BRAZIL

In Brazil, the beginning of care for people with disabilities began in Rio de Janeiro in 1854, with the Imperial Institute for Blind Boys, now the Benjamim Constant Institute – IBC, and in 1857, the creation of the Institute for the Deaf and Mute, now the National Institute for the Education of the Deaf – INES. In 1926, the Pestalozzi Institute was founded, an institution specializing in care for people with mental disabilities. The first specialized educational care for people with special needs at the Pestalozzi Society was created by Helena Antipoff in 1945. Ten years later, in 1954, APAE – the first Association of Parents and Friends of the Exceptional – was founded.

“In 1961, the Law of Guidelines and Bases of National Education No. 4,024/61 was enacted, the first federal law that indicated the need for Special Education services.” (JÚNIOR & TOSTA, 2012, p. 2), in its articles 88 and 89.

Art. 88. The education of exceptional children must, as far as possible, be part of the general education system, in order to integrate them into the community.

Art. 89. Any private initiative considered efficient by the state education councils, and related to the education of exceptional people, will receive special treatment from the public authorities through scholarships, loans and subsidies.

It is noticeable, in this document, that there is no mention of any reference to the specificities of the education offered to students with disabilities, only the allusion to a “possible place for the student” and a “possibility of subsidies through scholarships for private initiatives that prove efficiency in the treatment of exceptional children” (KASSAR & REBELO, 2011, p. 4).

The Educational Law No. 5,692/71 in 1971 – amends the LDBEN of 1961, while the law provided for the right to education integrated into teaching, Law No. 5,692/71, came to promote an expansion in relation to the special education student and an increase in special classes and schools. It is clear that it does not emphasize how the service offered to students with disabilities should be, it only reinforces the segregated service outside the school environment (LDB 1971).

According to art. 9

Students with physical or mental disabilities, those who are considerably behind the regular enrollment age and those who are gifted should receive special treatment, in accordance with the rules set by the competent education councils” (LDB 1971).

Considering that it was very succinct in several aspects of education. And based on the legal device, it is noted that the aforementioned law does not prioritize the inclusion of students, does not offer teacher training or even the mandatory provision of service in the regular education network (BRAZIL, 1978).

In 1973, the National Center for Special Education – CENESP¹ was created, together with the Ministry of Education. Five years later, the Interministerial Ordinance No. 186/78 was published jointly by the Ministries of Education and Culture (MEC) and Social Security and Assistance (MPAS), which aimed to “expand opportunities for specialized care, of a medical-psychosocial and educational nature for exceptional people, in order to enable their social integration” (BRASIL, 1978, chap. I, art. 1, item I).

According to the Ordinance,

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[...] the referral of exceptional individuals to specialized care should be made based on the diagnosis, including the assessment of the physical, mental, psychosocial and educational conditions of the exceptional individual, aiming to establish a prognosis and therapeutic and/or educational program (BRASIL, 1978, chap. I, art. 5).

Therefore, a public policy for access to education has not yet been implemented, and the concept of 'special policies' continues, and specialized care that takes into account the unique learning characteristics of these students is not organized. This results in an education that is based on assistance, therapy and education, conditioned on the diagnosis, which in turn is based on the prognosis.

The Federal Constitution of 1988 guarantees in its provisions that education is a fundamental right. mental.

IV - promote the good of all, without prejudice of origin, race, sex, color, age and any other forms of discrimination. (art. 3, item IV).

It defines, in article 205, education as a right for all, guaranteeing the full development of the person, the exercise of citizenship and qualification for work. In its article 206, section I, it establishes “equality of conditions of access and permanence in school” as a of the principles for teaching and guarantees, as a duty of the State, the provision of care specialized educational, preferably in the regular education system (art. 208).

The Federal Constitution establishes the need to end illiteracy, universalize school attendance, improve the quality of education, and provide humanistic education and training for work. This makes it possible for people with disabilities to enter society through inclusion, which comes from education and preparation for work.

Fávero, Pantoja and Mantoan (2007, p. 26) emphasize that “[...] these legal provisions alone would be enough to prevent anyone from denying access to the same classroom as children or adolescents without disabilities to anyone with a disability”. The authors state that the Constitution believes that Specialized Educational Assistance (AEE) should be offered outside the regular education system, in other establishments, since it would be a complement and not a substitute for the schooling provided in the regular system for all students.

This is a service that is necessarily different from school education and that is designed to better meet the needs and meet the specific needs of students, and that includes the necessary instruments to eliminate barriers that people with disabilities have in relating to the environment (FÁVE-RO; PANTOJA; MANTOAN, 2007).

The Statute of Children and Adolescents – ECA – Law No. 8,069 of July 13, 1990, ensures specialized educational services for people with disabilities, preferably in the regular education system; in its art. 55, it reinforces the mandatory enrollment of all, “parents or guardians have the obligation to enroll their children or wards in the regular education system”. In this same period, the World Declaration on Education for All (1990), states in their respective documents, “the basic learning needs of people with disabilities require special attention”, and the Salamanca Declaration (1994), deals with principles, policies and practices of special educational needs. begin to influence the formulation of public policies for inclusive education.

In 1994, the National Policy for Special Education was published, guiding the process of 'instructional integration' that conditions access to regular education classes to those who “(...) are able to follow and develop the programmed curricular activities of regular education, at the same pace as so-called normal students” (BRAZIL, 1994).

With the enactment of the Law of Guidelines and Bases of Education.

Art. 1 The Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities) is hereby instituted, intended to ensure and promote, under conditions of equality, the exercise of fundamental rights and freedoms by persons with disabilities, aiming at their social inclusion and citizenship.

Art. 2º A person with a disability is considered to be someone who has a long-term impediment of a physical, mental, intellectual or sensory nature, which, in interaction with one or more barriers, may obstruct their full and effective participation in society on an equal basis with other people (BRAZIL, 1994).

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However, for people with disabilities and special educational needs to be included in the school context, it is necessary to implement well-defined public policies that bring regulations, actions, guidelines and guarantee investments for special education from an inclusive perspective (MENDES, 2010; MIRANDA, 2003; MANTOAN, 2006).

In this sense, each and every citizen, including people with disabilities, have the right to enjoy social goods, such as education, which is a right for everyone. An inclusive educational system must guarantee access, permanence and learning for all students.

1.1 Contextualization of inclusion

Mantoan (2006) states that inclusion will happen when there is a change in the school context, the paradigm of change, regarding what we understand as school education and its role in society. Without innovation in the classroom, there is no way to mobilize paths of inclusive practices. The author also states that “the school has become clogged with the formalism of rationality and has split into teaching modalities, types of service, curricular grids, bureaucracy” (MANTOAN, 2006, p. 14) that only build barriers for inclusion to happen. A democratic inclusion, from the perspective contrary to inclusion as socialization, suggests that we leave aside the idea that the massification of education is already enough for the inclusion of all equally, denouncing that the school has opened space for “(...) new social groups, but not for new knowledge. Therefore, it excludes those who ignore the knowledge that it values (...)” Total inclusion begins to be questioned by activists, if the knowledge valued by the school is not common and significant for everyone, so the school community is being democratic? (MANTOAN, 2006, p. 15).

In this way, inclusive education was formed far from regular education. With the social movements for human rights, in the 1960s, the discussion of groups with “minority status” emerged, with a proposal for school education for all. Based “(...) on the irrefutable argument that all children with disabilities would have the inalienable right to participate in all programs and daily activities that were accessible to other children” (MENDES, 2006, p. 388).

The movements highlighted the potential benefits of coexistence between disabled and non-disabled children. For example, students with disabilities could “(...) participate in more challenging environments; have more opportunities to observe and learn from more capable students; live in more normalizing and realistic contexts to promote meaningful learning; and more facilitating and responsive social environments” (MENDES, 2006, p. 388).

As for children without disabilities, teachers could encourage discussion about “(...) the possibility of accepting differences in the ways people are born, grow and develop, and promote in them attitudes of acceptance of their own potential and limitations” (MENDES, 2006, p. 388).

According to Fontes (2003), it was with these moral, political and legal arguments that inclusion has been transforming and gaining more space in educational discussions in all segments. With the National Education Plan, in the 21st century, which states that Special Education is considered a teaching modality and brings as a guideline the full integration of people with special needs in all areas of society. Therefore, it is about two issues: the right to education, common to all people, and the right to receive this education whenever possible together with other people in regular schools.

2 METHODOLOGICAL PROCEDURES

The choice to investigate the topic was made due to the need for knowledge in the area. As a pedagogue, I see a great lack of inclusive pedagogical practices within the school environment. This is the motivation to investigate the proposed topic. Thus, the research problem is: What are the nuances that were part of the implementation of the Inclusion Policy and how does it occur in school institutions?

In this sense, the specific objectives of the research are:

- a) Analyze inclusion policies;
- b) Investigate the context in which inclusion policies are developed;
- w) Propose reflections on the existing educational scenario, in order to provoke new possibilities for inclusive practices.

Therefore, in order to achieve these objectives, it was necessary to carry out bibliographical and field research.

4 According to Gil (2002, p.44) “bibliographic research is developed based on material already prepared, consisting mainly of books and scientific articles”. In this type of research it is necessary to know the material already written on the subject, select and analyze authors who discuss and research the proposed theme and who will be part of the theoretical discussion.

According to Godoy (1995, p.21) “qualitative research occupies a recognized place among the various possibilities of studying phenomena involving human beings and their intricate social relationships, established in diverse environments”. To this end, the researcher analyzes from an integrated perspective, considering all points of view, the interpretation and quality of the responses, generally seeking particular



rities. Starting from open questions, which open up paths for investigation.

Regarding field research, Gil (2002, p.53) states that "field study is the classic research model in the field of Anthropology, where it originated. Nowadays, however, it is used in many other areas, such as Sociology, Education, Public Health and Administration". Field study allows for a deeper understanding of issues and flexibility during the research. It can use many more observation techniques instead of interrogation. It can be carried out in a work community, a study community, a leisure community or any other human activity.

For Gil (2002, p.114) "questionnaire is understood as a set of questions that are answered in writing by the researcher". It basically consists of translating the specific objectives, aligned with the research problem at the beginning of the project. The questionnaire can be applied by e-mail, without the presence of the researcher and by websites that provide application services. The questions can be open or closed.

Therefore, I tried to interview two teachers: one from the regular classroom and the other from the multifunctional classroom (Specialized Educational Assistance).-AEE), the interviewees were free to answer the questionnaire, tell a little about their experiences, anxieties and challenges. The data was collected in 2019.

2.1 THE locus of the study

The field research was carried out at the Maria Lima Cadidé State School, located at Avenida São João, 1177 - Vila Operária, Rondonópolis-MT, zip code: 78720-618, telephone: (66)3426-1817, with 12 classrooms, 1 computer lab, 1 library, 1 open patio, 1 principal's office, 1 multifunctional resource room for Specialized Educational Assistance (AEE), 1 secretary's office, 1 teachers' room, 1 kitchen, 1 pantry. It serves nine-year elementary school classes, AEE and EJA Elementary School. - final years and high school, in the morning, afternoon and evening periods. It has an average of 35 to 40 teachers and 660 students served.

2.2 The subject of the study

The interview was conducted with two elementary school teachers from the municipal network, one from the Regular Classroom and the other from the Multifunctional Resource Room.

The first interviewee, female, 47 years old, graduated in Pedagogy, post-graduated in Special Education and Inclusion in the school environment, 21 years of experience in teaching, 5 years in this school. She worked as a learning coordinator for 2 years, working 30 hours a week.

The second interviewee, female, 29 years old, graduated in Pedagogy, postgraduate in Specialized Educational Services, 7 years of experience in teaching, 1 year in this school, works 30 hours a week. In 2019, she serves 12 students between enrolled and case study.

2.3 Data analysis

Below are the data and analyses highlighted and pointed out in the research, I emphasize that these were collected through a written questionnaire, transcribed and analyzed by the researcher.

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1 - To complement your training: What do you do?
Teacher A's answer: I try to study, research, seeking to enrich the challenges that arise, with intervention practices.
Teacher B's answer: Specific courses in special and inclusive education.

The training of education professionals is undoubtedly very important for improving the pro-





teaching process and to face different situations. According to Kupfer (2001, p.22), the teacher needs to sustain his function of producing links, in addition to his pedagogical function, so it is possible to find ways to overcome the impasses of everyday life in the classroom, and to lead children and adolescents to find a “place” in school.

To improve teaching practices, the school offers ongoing teacher training, keeping teachers up to date and well informed about developments and new pedagogical practices and theories.

Continuing education in Brazil is guaranteed by law (including Law No. 12,056/20090, which adds paragraphs to art.62 of the LDBEN, “the Union, the Federal District, the States and the Municipalities, in a collaborative regime, must promote the initial, continuing education and qualification of teaching professionals” (BRASIL, 2009b). It is worth mentioning that this training has gained a prominent place in public policies for education and has become a great tool for teachers to progress in their careers (BRASIL, 2001).

2 - Do the topics covered meet your educational needs?
Teacher A's answer: They don't make up for it. I try to study and improve whenever I can for a more integrative classroom practice where the student can feel motivated and stimulated in the space in which he finds himself.
Teacher B's answer: Yes

Regarding the teacher's training needs, Davis contributes, "Continuing education is required to fill the gaps and deficiencies that teachers face in schools" (DAVIS et. al., 2011). To this end, it is necessary to open up dialogues and reflections among professionals, to improve interaction and achieve interdisciplinary practices. In this way, it expands teachers' knowledge.

3 – Do you participate in specific training to work with children with disabilities? Which ones?

Teacher A's answer: I do not participate, however, I seek to study, research to provide students with meaningful learning where they can feel included and also be able to build and develop knowledge in a constructive way.

Teacher B's answer: Yes. Specific to the AEE carried out by CEFAPRO and the AEE teaching group. In addition to training courses.

As Galve and Sebastian (2002, p.18) point out, in the case of students with Special Educational Needs, the teacher needs to identify and know their skills and the teaching resources/ strategies that provide their learning, in order to overcome or compensate for existing impairments and/or difficulties. The teacher needs to identify what the barriers and facilitating elements of learning are, and thus become the mediator of knowledge.

According to RopolI et al. (2010), to work in AEE, teachers must have specific training for this exercise, which meets the objectives of special education from the perspective of inclusive education. In continuing education, improvement or specialization courses, indicated for this training, teachers will update and expand their knowledge in specific AEE content, to better serve their students. However, their training must direct their action, with appropriate pedagogical practices for the preparation and promotion of progress towards inclusive schools.

4 – In order to provide inclusive practices to the children, like is developed the work in the classroom? There is a partnership with the teacher of AEE room?

Teacher A's answer: Yes. I try to be flexible in my approach to content, developing and enabling multiple interventions to support the construction of knowledge, as I believe that each student needs a different perspective and effective interaction between both parties.
student/teacher/teacher/student.

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This question was only necessary for teacher A of regular education, in order to perceive the in-

inclusion of children within what is provided by the teacher, such as practice and bonding between peers.

5 - How is the work carried out with the students in the AEE classroom: it is complementary/ supplementary work in line with their training needs with the content developed by the classroom teacher regular oranda work developed based on the student's interests?

Teacher B's answer:It is a complementary or supplementary work according to the student's specific needs.

This question was only necessary for teacher B, since she is a resource room teacher, however, what content does her practice within the resource room offer?

As stated by Manzini and Santos (2002), "adaptations refer to a context – and I am not referring to the child, but to the particular meeting point that occurs within the classroom where the child, their history, the teacher, their experience converge... because, in this way, it is possible to think of an educational practice focused on diversity. "Each need is unique and, therefore, each case must be studied very carefully". In this case, the teacher needs to have an individualized look at each student.

6 - What are the main challenges you have experienced or are experiencing as a teacher who works with children with disabilities?

Teacher A's answer:I think there are many, for example: the lack of support from the government, larger spaces, more training in the area to acquire more knowledge, improved laboratories for studies, research, work with students on a daily basis, teaching materials, among others.

Teacher B's answer:I experienced. Working with the tactile-braille writing system. But I emphasize that in the resource room, each day is a new challenge and it takes a lot of responsibility and wisdom to face and overcome challenges.

According to Galve and Sebastian (2010, p.38) and Ainscow (2000, p.38), the movement for inclusion consists of an active stance of identifying the barriers that hinder school learning that some groups encounter, as well as the search for strategies to overcome them, consolidating a new educational paradigm that is based on a school that is open to differences. In this way, it allows the transformation of the school and its pedagogy with the objective of offering education for all.

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According to the National Policy on Special Education from the perspective of Inclusive Education, published in 2007, the main challenge for teachers specializing in Specialized Educational Services (AEE), who take on the management of a Multifunctional Resource Room (SRM), is to serve students with disabilities, global development disorders and high abilities or giftedness who are referred to this space. In these environments, all development conditions must be offered so that they can have access to the curriculum of the regular classroom in which they are enrolled (BRASIL, 2001).

Regarding the service provided to students, considering the shift and direct workload with students, both responded that this is provided full-time, with the duration of the service being during the student's opposite class shift.



ment is 02h (two hours). with

Specialized Educational Assistance (AEE) that takes place in Multifunctional Resource Rooms, at times other than regular classes, aims to provide children with specific complementary work, so that they can overcome and/or compensate for the limitations caused by their sensory, physical, intellectual or behavioral impairments, developing and exploring their skills and abilities to the fullest. In this sense, teaching in Multifunctional Resource Rooms needs to be adapted to each individual who passes through there, considering each difficulty and valuing capabilities and potential (PAULA, 2007).

Considering the context of the diversity of existing disabilities, the greatest difficulties encountered in the daily life of the AEE classroom by teacher B is Braille, but I say that one of the challenges/difficulties is also working with the family, of course it is a minority.

According to Paula (2007), "[...] the family plays an important role in fostering these experiences". Some factors, such as a lack of family commitment, interfere with the student's development and learning. The author emphasizes that "it is in the family that we learn to relate to others". Therefore, this construction of a society of people with disabilities begins with the main agents in the family cradle.

FINAL CONSIDERATIONS

Concluding this article, I conclude how important it was to investigate the historical context of Inclusion Policies in Brazil. The search for knowledge in the area and inclusive pedagogical practices within school institutions allowed a new look at existing needs.

It was possible to see during the work how long it took to implement a public inclusion policy in Brazil, going through several surveys and questions, but still moving towards effectiveness.

In view of this, the research had the following general objective: To problematize inclusion policies in Brazil; the work was able to effectively analyze inclusion policies; investigate the context in which inclusion policies were developed and propose reflections on the existing educational scenario in order to provoke new possibilities for inclusive practices.

It is noted that inclusive education has been gaining new directions and recognition of the right to specialized educational services for people with disabilities, within and outside of school spaces. Allowing access to quality education and the right to all.

It is worth highlighting that the teacher is the main mediator of knowledge within the teaching-learning process, and that together with families they can seek and understand the nuances of each situation, which we are exposed to daily.

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