


## A LOOK AT THE CHALLENGES OF SPECIALIZED EDUCATION

### UM OLHAR FRENTE AOS DESAFIOS DA EDUCAÇÃO ESPECIALIZADA

### UNA MIRADA A LOS DESAFÍOS DE LA EDUCACIÓN ESPECIALIZADA

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#### ABSTRACT

This article discusses the historicity and importance of inclusion and special education in schools, highlighting the challenges faced and the opportunities that arise when promoting an inclusive educational environment. It addresses current legislation, teaching practices, and the role of professionals involved in Special Education. According to Mantoan (2009), Special Education is not just about including individuals with special educational needs (SEN), but providing a welcoming, inclusive, and educational environment that meets the specific needs of individuals with SEN. According to Sassaki, "inclusion is a process that involves removing barriers that prevent the full participation of individuals with disabilities in all these areas, thus allowing them to achieve a quality of life equal to that of others." Sassaki (1997). This article is of a bibliographic nature and exploratory research, qualitative-quantitative. During the research, it was observed that the process of inclusion and special education is arduous, exclusionary, and exhausting for both the Knowledge of action as well as the development of practice, where professionals list various difficulties in working with the public due to a lack of ongoing training, accessibility, pedagogical resources, and one of the most important, attitudinal barriers that hinder inclusive pedagogical action. Attention was also drawn to the laws that act impartially in order to promote inclusion within educational systems, of which few professionals are aware regarding the rights of the child and the duties of the family and school in the process.

**Keywords:** Special Education. Inclusion. Qualification. Family and School. Educators.

#### RESUMO

O presente artigo discute a historicidade, importância da inclusão e da educação especial nas escolas destacando os desafios enfrentados e as oportunidades que surgem quando se promove um ambiente educacional inclusivo. Aborda a legislação vigente, práticas pedagógicas e a atuação dos profissionais envolvidos na Educação Especial. Segundo Mantoan (2009) "a Educação Especial não é apenas incluir o sujeito com NEE, mas proporcionar um ambiente acolhedor, inclusivo e educativo atendendo as necessidades específicas do sujeito com NEE." "A inclusão é um processo que inclui a remoção de barreiras que impedem a plena participação das pessoas deficientes em todas estas áreas, permitindo-lhes assim alcançar uma qualidade de vida igual à de outras pessoas." Sassaki (1997). O presente artigo é de cunho bibliográfico e pesquisa exploratória, qualiquantitativo. Durante a pesquisa observou - se que o processo da inclusão e educação especial é árdua,

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excludente, exaustivo tanto ao conhecimento da atuação quanto no desenvolvimento da prática, onde os profissionais elencam diversas dificuldades de atuar com o público por falta de formação continuada, acessibilidade, recursos pedagógicos e um dos mais importantes, as barreiras atitudinais que impede o ato pedagógico inclusivo. Atentou – se também as leis que atuam de forma impar para que haja a inclusão dentro dos sistemas educacionais que poucos profissionais sabem sobre o direito da criança e dever da família e escola no processo.

**Palavras-chave:** Educação Especial. Inclusão. Qualificação. Família e Escola. Educadores.

## RESUMEN

Este artículo analiza la historia y la importancia de la inclusión y la educación especial en las escuelas, destacando los desafíos y las oportunidades que surgen al promover un entorno educativo inclusivo. Aborda la legislación vigente, las prácticas pedagógicas y la labor de los profesionales involucrados en la Educación Especial. Según Mantoan (2009), «La Educación Especial no se trata solo de incluir a las personas con necesidades especiales, sino también de proporcionar un entorno acogedor, inclusivo y educativo que satisfaga las necesidades específicas de las personas con necesidades especiales». «La inclusión es un proceso que incluye la eliminación de las barreras que impiden la plena participación de las personas con discapacidad en todas estas áreas, permitiéndoles así alcanzar una calidad de vida igual a la de los demás». Sasaki (1997). Este artículo es una investigación bibliográfica y exploratoria, cualitativa y cuantitativa. Durante la investigación, se observó que el proceso de inclusión y educación especial es arduo, excluyente y agotador, tanto en términos de conocimiento como de desarrollo práctico. Los profesionales enumeran varias dificultades para trabajar con el público debido a la falta de formación continua, accesibilidad, recursos pedagógicos y, sobre todo, a las barreras actitudinales que impiden la pedagogía inclusiva. También se prestó atención a las leyes que dificultan la inclusión en los sistemas educativos, y pocos profesionales conocen los derechos de los niños y el papel de las familias y las escuelas en este proceso.

**Palabras clave:** Educación Especial. Inclusión. Cualificación. Familia y Escuela. Educadores.

## 1 INTRODUCTION

School inclusion is a fundamental right guaranteed by law, aiming to provide equal learning opportunities for all students, regardless of their special needs.

Special education plays a crucial role in this process, offering specific support and resources to meet the individual needs of students targeted by special education in the regular school system, whether in public or private education. "Special education happens from the moment that everyone gets involved with the inclusive purpose, be it architectural, human resources and/or attitudinal barriers", Mantoan (2011).

Special Education is a teaching modality that goes through all stages and modality of teaching according to the regulation, the laws that govern Brazilian education, the LBD – Law of Basic Education Guidelines, law 9.394/96.

This article has a scientific nature based on referential, bibliographic research, with a qualitative and quantitative method, it seeks to understand the process of action of education professionals, inquiries about their performances, training and contribution of the family and school professionals. These are the professionals of Special Education: special education teacher, caregiver, Libras teacher, Libras Interpreter, Brailista, reader, interpreter guide, teacher of the AEE – Specialized Educational Service, it is worth mentioning that the teachers in charge of the regular classrooms are the professionals who work with the teaching curriculum to which the student is enrolled and that even in their full training on the performance the mishaps persist in the face of the demand and performance of each a professional within the school spaces..

It is hoped that at the end of the construction of the article, the knowledge about special and inclusive education will be improved and can be disseminated to other education professionals who work with the general public and can promote a reflection on the current scenario.

## **2 INCLUSION LEGISLATION AND POLICIES**

Special Education was a system parallel to the general educational system that "served" the "people with special educational needs", until, for moral, logical, scientific, political, economic and legal reasons, the bases emerged for a proposal of unification, thus creating inclusive education. Ferreira (2005) defines "Inclusion as a term that has been used predominantly as a synonym for the integration of students with disabilities/specific needs in regular education, thus denoting the perpetuation of the link between this concept and special education."

Inclusion is an educational movement, but also a social and political movement that defends the right of all individuals to participate, in a conscious and responsible way, in the society of which they are a part, and to be accepted and respected in what differentiates them from others. In the educational context, it also defends the right of all students to develop and realize their potential, as well as to appropriate the skills that allow them to exercise their right of citizenship, through quality education, which was tailored taking into account their needs, interests and characteristics. (FREIRE. 2008. p. 5).

Inclusive education is one of the biggest challenges in education around the world and times, there are many laws that ensure the rights of people with special educational needs, however, it happens that the applicability of these laws is very limited considering that the school, most of the time, is not able to meet the needs and specificity of each PWD in the institutions that receive these people, specifically, when it comes to educational institutions, schools.

There is, in the daily life of schools, the marked presence of discussions on various issues, such as: citizenship, democracy, autonomy, diversity, respect for differences and all these points are contextualized to respond to the process and practice of inclusive education that, however, public school spaces have little specific reception, including specific materials for work, unless the special education teacher himself and/or the support professional does it.

The school has the task of ensuring quality education for all without any form of discrimination, in which all differences must be respected so that students can develop according to their capacities.

"To better understand inclusion, it is necessary to understand the extent of everyone's right to education and respect it in its countless possibilities of application, of accessibility to knowledge, whether it is in terms of materials, pedagogical, architectural and/or attitudinal resources". (MANTOAN. 2013. p. 10).

As a systematic space for education, the school has several resources, but the most significant of all are human resources, and the protagonists of the construction of knowledge are the teachers and students, considered co-responsible for the experiences that enable living, dynamic and partnership learning.

Moving on to a more specific group, which is that of students with disabilities, it is perceived that the pedagogical practice of teachers is still configured in not placing many expectations for learning, segregating them.

This way of thinking, according to Mantoan (2006), cuts reality, allows students to be subdivided into "normal and disabled", the teaching modalities into "regular and special".

From this perspective, the exclusion practiced in educational institutions is notorious.

[...] It is marked by a deterministic, mechanistic, formalistic, reductionist vision, typical of modern scientific thought, which ignores the subjective, the affective, the creative, without which we cannot break with the old school model to produce the turnaround imposed by inclusion. (MANTOAN. 2006. p. 190).

It is necessary to improve the practice, as it results in a pedagogical focus that must observe attention to the diversity of learners as a structuring axis. Thinking about this assumption, the pedagogy of the gaze must be put into practice, so that quality teaching and especially learning can be offered.

The commitment to inclusion is strengthened by one of the most important documents for this movement that seeks equal opportunities. The Declaration of Salamanca – Lines of Action on Special Educational Needs, Article 3 of which establishes:

"The fundamental principle of this Action Line is that schools should welcome all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. During his educational process, going through the stages of basic education, technical level, reaching higher education," (LDB - 1994, p.14).

Also in this document, Article 4 points out that:

Special educational needs embody the proven principles of a balanced pedagogy that benefits all children. It is based on the principle that all human differences are normal and that learning should therefore be adjusted to the needs of each child, rather than each child adapting to the supposed principles 30 regarding the pace and nature of the educational process. A child-centered pedagogy is positive for all students and, consequently, for society as a whole. (Salamanca Declaration. 1994. p.18)

Each one has specific educational needs, to which the teacher has to respond pedagogically, if he wants to fulfill his primary role of guaranteeing access to all, to the knowledge historically produced by humanity, and to its use in relation to the social reality in which they are inserted, and which it is up to us to transform.

In view of this statement, it is clear that the main commitment is to the formation of citizenship from a quality school for all students.

School inclusion is welcoming all people, without exception, into the education system, regardless of color, social class, and physical and psychological conditions.

Refusing to teach children and young people with special educational needs (SEN) is a crime: all institutions must offer specialized care, called Special Education. However, the term should not be confused with special schooling, which serves people with disabilities in a separate classroom or school, only made up of children with SEN. This is also illegal. Article 208 of the Brazilian Constitution specifies that it is the duty of the State to guarantee:

"Specialized Educational Service to the disabled, preferably in the regular school system, article 54. (ECA – Statute of the Child and Adolescent, Federal Law No. 8,069, of July 13, 1990).

The legislation also requires schools to have regular school teachers prepared to help students with special needs to integrate into regular classes, that is, a child with disabilities should not have to look for a specialized school, he has the right to attend common institutions, and it is the duty of teachers to develop and apply activities that take into account their specific needs.

In Brazil, the Law of Guidelines and Bases of National Education (LDB) and the Brazilian Law of Inclusion (Law No. 13,146/2015) are fundamental to guarantee the rights of people with disabilities to education. These laws advocate school inclusion and the provision of the necessary resources for specialized educational care, not only for this, but also to ensure the service of the target audience of special education as well as their inclusion in school spaces, ECA, LDB, Salamanca, Jomtien, constitution. Thus, the LBI highlights:

Art. 1 The Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities) is hereby instituted, with the purpose of ensuring and promoting, under equal conditions, the exercise of fundamental rights and freedoms by persons with disabilities, with a view to their social inclusion and citizenship. ( LAW NO. 13,146, OF JULY 6, 2015.)

It is notorious to know that throughout the process of creating the laws that ensure people with disabilities there was a process of construction throughout historicity, because each culture of each country existed its construction within a historicity and culture concomitant with its role within society.

### 3 AEE – SPECIALIZED EDUCATIONAL SERVICE

The Specialized Educational Service is a specific service for students targeted by special education that applies to children who need specific care, such as: people with disabilities, global developmental disorders, high abilities and/or giftedness, finally those who have difficulties and are in the process of diagnosis.

The Specialized Educational Service - AEE has the function of identifying, elaborating and organizing pedagogical and accessibility resources that eliminate barriers to the full participation of students, considering their specific needs. This service complements and/or supplements the students' training with a view to autonomy and independence in school and outside it.

The professional trained to work in this room, better known as SRM – Multifunctional Resource Room, are teaching professionals, with minimum training for licentiate, as well as pedagogical teachers with a course of at least 180 hours in the area of Special Education.

Duties of the Special Education teacher AEE – Specialized Educational Service.

- the. Identify, elaborate, produce and organize services, pedagogical resources, accessibility and strategies considering the specific needs of students who are the target audience of special education;
- b. Prepare and execute a specialized educational service plan, evaluating the functionality and applicability of pedagogical and accessibility resources;
- c. Organize the type and number of attendances to students in the multifunctional resource room;
- d. Monitor the functionality and applicability of pedagogical and accessibility resources in the regular classroom of regular education, as well as in other school environments;
- and. Establish partnerships with intersectoral areas in the development of strategies and in the provision of accessibility resources;
- f. Guide teachers and families on the pedagogical and accessibility resources used by the student;
- g. Teach and use Assistive Technology resources, such as: information and communication technologies, alternative and augmentative communication, accessible computing, soroban, optical and non-optical resources, specific software, codes and languages, orientation and mobility activities, among others; in order to expand students' functional skills, promoting autonomy, activity and participation.

- h. Establish articulation with the teachers of the common classroom, aiming at the availability of services, pedagogical and accessibility resources and strategies that promote the participation of students in school activities.
- i. Promote activities and spaces for family participation and the interface with the sectoral services of health, social assistance, among others" (Operational Guidelines of Special Education for Specialized Educational Service – AEE in basic education, regulated by Decree No. 6,571, of September 18, 2008.)

The state must offer technical and financial support so that specialized care is present throughout the public school network. But the school manager and the Departments of Education and administration are the ones who need to request the resources, which are of paramount importance for the purchase of these materials, pedagogical resources, furniture for the service.

**Figure 1**

*Students in the SEM room – Multifunctional Resource Room*



Source: The authors.

The SEA room is a space where it works directly with the specific needs of the students, it is attended to in the after-hours of the school where there is its planning, PAEE – Specialized Educational Service Plan to serve in a complementary and/or supplementary way.



**Figure 2**

*Students in the SRM room – Multifunctional Resource Room*



Source: The authors..

Aiming to meet in a complementary and/or supplementary way, the PAEE, is a document made through the specific needs of the student and the knowledge about their specificities, within the child's diagnosis, as well as the initial interview with their parents and/or guardians, teachers and others who are deemed necessary, we call anamnesis, elaborated interview, structured, semi-structured and/or open, always in line with the objectivity of serving the target audience.

#### **4 INCLUSIVE X EXCLUSIVE PEDAGOGICAL PRACTICES**

Inclusive pedagogical practices involve curricular, methodological and evaluative adaptations that meet the specific needs of students with disabilities. This includes the use of assistive technologies, personalized teaching methods, and the promotion of activities that encourage the participation and engagement of all students.

Special education professionals, special education teachers in the regular classroom play a crucial role in the implementation of inclusive practices. They work collaboratively with teachers and other professionals to develop individualized plans that meet the specific needs of students, ensuring that everyone has access to equal learning opportunities.

The professional, Special Education Teacher, in the regular classroom is the professional who pedagogically accompanies improving the activities and knowledge of the curriculum for the student target audience of special education, specifically students who need this monitoring, because even if it is an audience of this professional, not all students need this professional, an evaluation is necessary so that they can be attended by this professional, that is, The same should, even if being a student of nature, the school team, together with teachers must assess the need so that it can serve this student.

The special education teacher is the professional who plans, monitors, guides, adapts the activities with the teacher in charge of the discipline and there is still no number of children that the professional can accompany, only the need of the child who can declare the number of children that this professional can help in this demand.

School inclusion faces challenges such as a lack of resources, the need for continuous teacher training, and the promotion of an inclusive culture in schools. However, also offer opportunities for the development of innovative practices and for the promotion of diversity and inclusion in society, in this sense, educational institutions must promote the training of these professionals. Institutions/departments of education, whether municipal or state, as well as private institutions, must promote teacher training and that of the entire school team.

In view of the current needs, the professionals report on the exhaustion of working with students with SEN and the non-development expected of these children because they do not have the necessary support, the management of the children, as many of them do not attend the therapies due to lack of health professionals that the government, I speak city halls and or the state, should provide so that there is greater attention to the demands of deregulation/regulation of atypical children, the management and work with children with physical disabilities, the understanding of sign language, that in more remote corners there are no professionals who can teach sign language to the student as much as the teacher for communication in Libras, the guidelines to act as a guide for blind students, among other situations that are understood in schools, requiring greater understanding and care, as it is treated in some cases as hospital pedagogy.

A priori, this understanding of current demands, by itself, is courageous in teaching without knowing how to give it to children who need this service when there are no professionals who work with this public, understanding that, as it is a teaching modality that requires specific knowledge and not knowing how to work, they do this work with an arduous hand, it is done – if the work is often flawed, mistaken, without even theoretical or practical basis for the management, ceasing to be an inclusive work for an erroneous, regressive and exclusive work.

## 5 METHODOLOGY

This scientific article has a bibliographic, exploratory nature, made through research of books, articles, listening to teachers from the public and private network for the construction of a worldview and scientific with teachers from the SEM – Multifunctional Resource Room,

special and regular education teachers, because, without these, only a bibliographic view of the knowledge on the subject would not be enough for the elaboration of this work.

Exploratory - are investigations of empirical research whose objective is the formulation of questions or a problem, with a triple purpose: to develop hypotheses, to increase the researcher's familiarity with an environment, fact or phenomenon, to carry out a more precise future research or to modify and clarify concepts. Systematic procedures are generally employed either to obtain empirical observations or to analyse data (or both simultaneously). Both quantitative and qualitative descriptions of the object of study are often obtained, and the researcher must conceptualize the interrelations between the properties of the observed phenomenon, fact or environment. (NARCONI, LAKATOS. 2005. p. 187)

It is observed that knowledge, even if a scientific view and knowing the needs of professionals would not be enough to explain knowledge, because the theme needed an exploratory view on Inclusive Education, Special Education, Difficulties of regular classroom teachers and professionals of Special Education AEE – Specialized Educational Service.

The research demonstrated plausible about the questions and truthfulness about the difficulties of education professionals to work with children with special needs, in all the aspects listed, such as structure, training, family, performance of the professionals "SEA, Special Educator, Caregiver".

## 6 CONCLUSION

Inclusion and special education are key to ensuring the right to quality education for all students. With the implementation of inclusive pedagogical practices and the work of special education professionals, it is possible to promote an educational environment that values diversity and offers equal opportunities for all, not only for special education students, but for all those who are on the margins of society that exclude them.

Special education, throughout the process, its history, its cultures, which in fact are not few, has its peculiarities and has been modified according to the clarifications of society regarding this subject that has been so addressed lately and that every day the demands for care of children with SEN only increases, since during the historical facts they were literally excluded, sacrificed, murdered, however, today the view of this situation is changing and in an emerging way that they are more active and that inclusive and special education occurs.

We saw that throughout the process until the present day, not only cultures, families society had little knowledge about rights and duties, but the reality we have today is

knowledge, although some mishaps still happen, but that it has improved in all aspects, seen the past situations, today, even with great demand, difficulties, we see professionals understanding, Improving and walking together with inclusion and special education, not only education professionals, but health, law, social and even families who previously kept their children isolated from society and today the scenario is different, are all actively participating in educational progress, society.

It is hoped that this article can subsidize knowledge not only for education professionals, but for parents, families, society as a whole, because there is only inclusion when everyone understands that inclusion is a right and duty of all

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