

BÁRBARA SILVEIRA BAPTISTA DE OLIVEIRA

**MULTIPLE DISABILITIES AND LANGUAGE DIFFERENCE: A CASE STUDY
ABOUT INCLUSION IN A BRAZILIAN PUBLIC SCHOOL**

Thesis submitted to the Letters Graduate Program of the Universidade Federal de Viçosa in partial fulfillment of the requirements for the degree of *Magister Scientiae*.

Adviser: Ana Luisa Borba Gediel (DLA/UFV)

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For all people who do not fit the norm

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"The great generosity lies in fighting so that, increasingly, these hands, whether they are of men or of peoples, extend less in gestures of supplication. Supplication from the humble to the powerful. And more and more, human hands that work and transform the world are being made."

(Paulo Freire, 1987, p. 17).

ABSTRACT

BAPTISTA DE OLIVEIRA, Bárbara, SM.Sc. Universidade Federal de Viçosa, March, 2024. **Multiple Disabilities and Language Differences: a Case Study About Inclusion in a Brazilian Public School.** Adviser: Ana Luisa Gediél. Co-advisers: Jan Valle.

As per Brazilian inclusion laws, education must guarantee every student the legal right to cultivate their potential through quality education that recognizes their unique differences. This study delves into the inclusion process within a school facing the challenge of integrating a 7-year-old deaf girl with autism and Cornelia de Lange Syndrome. Drawing from disability studies, we assert that disability is a societal issue rather than an individual one. Critical perspectives, such as the pedagogy of Paulo Freire and decolonial studies, guide our argument that true inclusion requires disrupting traditional structures, challenging normative bodies, and embracing a decolonial standpoint. Employing a qualitative and exploratory case study approach, our research incorporates participant observations, interviews with school staff, and analysis of school documents. We emphasize the pivotal role of educational impact within the legal context. The school, succeeding the family, is the second social institution and plays a crucial role in the development of the individual as a social being. Within this context, we explore the significance of discussions on public policies, inclusive policies, and language policies, aiming to empower professionals responsible for inclusive education to offer holistic care for children with disabilities. While the inclusion process begins with teacher education, it would be unfair to exclusively assign them the entire responsibility. The school requires a strong foundation and comprehensive support to achieve this objective.

Keywords: Disability studies; Paulo Freire; decoloniality; inclusive education.

RESUMO:

BAPTISTA DE OLIVEIRA, Bárbara, SM.Sc., Universidade Federal de Viçosa, março de 2024. **Múltiplas Deficiências e Diferenças Linguísticas: um Estudo de Caso Sobre Inclusão em uma Escola Pública Brasileira.** Orientadora: Ana Luisa Gediel. Co-orientadora: Jan Valle.

De acordo com as leis de inclusão no Brasil, a educação deve assegurar a cada estudante o direito legal de desenvolver seu potencial por meio de uma educação de qualidade que reconheça suas diferenças únicas. Este estudo aprofunda-se no processo de inclusão em uma escola que enfrenta o desafio de integrar uma menina surda de 7 anos com autismo e Síndrome de Cornélio de Lange. Com base em estudos sobre deficiências, afirmamos que a deficiência é uma questão social, e não individual. Perspectivas críticas, como a pedagogia de Paulo Freire e estudos decoloniais, orientam nosso argumento de que a verdadeira inclusão requer a perturbação de estruturas tradicionais, o desafio a corpos normativos e a adoção de uma perspectiva decolonial. Utilizando uma abordagem qualitativa e exploratória de estudo de caso, nossa pesquisa incorpora observações de participantes, entrevistas com a equipe escolar e análise de documentos escolares. Destacamos o papel crucial do impacto educacional no contexto legal. A escola, sucedendo a família, é a segunda instituição social e desempenha um papel crucial no desenvolvimento do indivíduo como ser social. Dentro desse contexto, exploramos a importância das discussões sobre políticas públicas, políticas inclusivas e políticas linguísticas, visando capacitar os profissionais responsáveis pela educação inclusiva a oferecer cuidados holísticos para crianças com deficiências. Embora o processo de inclusão comece com a formação de professores, seria injusto atribuir a eles exclusivamente toda a responsabilidade. A escola necessita de uma base sólida e apoio abrangente para alcançar esse objetivo.

Palavras-chave: Estudos da deficiência; Paulo Freire; Decolonialidade, Educação Inclusiva.

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LIST OF ACRONYMS AND ABBREVIATIONS

CdLS- Cornelia de Lange syndrome

Libras - Língua Brasileira de Sinais

DS- Disability studies

DisCrit - Critical disability studies

DSE - Disability studies in education

ASD - Autism Spectrum Disorder

LDBEN - Law of Guidelines and Bases of National Education

UPIAS - Union of the Physically Impaired Against Segregation

ADA- Americans with Disabilities Act

INEP - Educational Studies and Research Anísio Teixeira

PDI- Individual Development Plan

SUS - Public healthcare system

APAE - Association of Parents and Friends of Exceptional Children

AEE- Specialized Educational Assistance

CRPD - International Convention on the Rights of Persons with Disabilities

HEI - Higher Education Institution

PPP- Pedagogical Political Project

ADHD- Attention Deficit Hyperactivity Disorder

AAC - Augmentative and Alternative Communication

UDL- Universal Design for Learning

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CHAPTER 1: INTRODUCTION

In Brazil, the social struggles for the rights of d/Deaf¹ people have occurred for approximately four decades. The historical Movement of d/Deaf people in the country had led and aligned their ideas to improve legislation through these years. Significant cultural, linguistic, and educational advances led to the enactment of laws that ensure the rights of d/Deaf people (Nora, 2017). An important mark for the movement is Law 10.436/2002 which recognizes Brazilian sign language (Libras²) as a legal means of communication and expression, highlighting it as the first language (L1) of d/Deaf people (Brasil, 2002); and Decree 5.626/2005, which ensures the insertion of Libras as a mandatory curriculum subject in teacher education³ courses in the undergraduate institutes (Brasil, 2005). The movement of d/Deaf individuals who have been fighting for the advancement of legislation and education is a group that considers itself culturally different from a political perspective, rather than disabled (Bisol & Sperb, 2010).

Most recently, there was the enactment of the Inclusion Law, No. 13.146/2015 (Brasil, 2015), which affirms the autonomy of people with disabilities to perform acts of civil life in matching conditions with others, including the educational sphere; and, Law No. 13.409/2016, referring to the reservation of vacancies for people with disabilities in Brazilian Federal Universities, ensuring access in the scope of Higher Education (Brasil, 2016). Despite these advances, Santos (2013) points out that the Brazilian public education system is not prepared to assist d/Deaf students because their practices focus on the hearing public. We highlight the need for teachers to learn to relate to this cultural diversity, which in this case must consider language, identity, and culture different from the listener, as characterized by Costa & Lacerda (2015). The situation is more challenging when d/Deaf students enroll in Brazilian schools that do not have this political and cultural recognition. It

¹ The choice of this nomination is to include all d/Deaf people regardless of the use of sign language as their first and official language and/or participation in the d/Deaf community (Padden & Humphries, 2006).

² In portuguese: Língua Brasileira de Sinais (Libras)

³ In this thesis, we employ the concept of "teacher education" as proposed by Grossman and McDonald (2008) and Grossmana, Hammerness & McDonalds (2009). They argue that teacher education programs should be designed around a core curriculum of teaching practices, with an emphasis on professional development centered on classroom instruction rather than fragmented or disconnected content . The learning of these core practices should be an integrated process, with knowledge, skills, and professional identity developed in conjunction with reflective practice. Teacher education should be viewed as a continuous, dynamic experience where teachers are encouraged to enhance their skills throughout their careers.

includes, students who are not literate or fluent in Libras, or even have intersectional disabilities⁴ such as autism and rare syndromes.

People with disabilities require a personalized educational approach that takes into account their individual needs, abilities, and limitations that are perceived in the process of teaching and learning (Viveiro & Bego, 2015). According to Brazilian legislation, the educational system is responsible for ensuring that students with special needs have "curricula, methods, techniques, educational resources, and specific organization to meet their needs" (Brasil, 1996, p.19). Based on this information, it is essential to promote a social and learning environment for all students, enabling their integral and integrated development. The National Policy on Special Education, in the Perspective of Inclusive Education, reaffirms the access and permanence of the target audience of special education in basic Education, highlighting the need for a support network for schooling that should be offered by professionals qualified in special education (Brasil, 2008).

Regarding inclusion, Sofia Freire (2008) explains the term as a social and political educational movement that defends the right of all individuals to participate in an active, conscious, and responsible way in society, being accepted and respected for their differences. Therefore, we take inclusion in the educational context as the right of every student to develop their potential and skills, exercising their right to citizenship through a quality education that values and considers their differences, needs, interests, and characteristics.

A genuine shift towards inclusive education can only materialize through a deliberate rupture in the conventional classroom organizational structure. This rupture challenges the hegemony of normed bodies and aims to create an educational environment that embraces diversity and individual uniqueness. That is, recognizing and valuing diverse cultural knowledge, languages, and ways of understanding the world. By interrogating the normalized dominant narratives and power dynamics, educators can actively engage in a process of co-constructing inclusive learning environments that resonate with the lived experiences and identities of every student.

In this study, we delve into the concepts of Paulo Freire (1987) and decolonial approaches (Quijano, 2005; Walsh, 2005; Maldonado-Torres, 2017; Mignolo, 2008,

⁴ In this study, the concept of "disability" is approached as a marker of identity rather than a medical model that seeks to achieve "normalcy" through a cure. According to this perspective, disability reflects a society that is resistant to reconfiguring itself in terms of removing barriers and restrictions that prevent individuals with disabilities from fully participating in all aspects of life. Instead of viewing disability as a problem to be fixed, it is important to recognize and celebrate the diversity of human experiences and work towards creating a more inclusive society. This approach is based on the concepts of Jan Valle and David Connor (2019), which will be further developed in chapter 2 of this dissertation.

Paraquett, 2021), creating a dialogue with inclusive education. In Freirean pedagogy (1987), education is a political act that contributes to social transformations. Education disseminates human values that govern the relationship of learners with liberating knowledge for a new reality, which changes not only the learners' worldview but also changes the entire society. Recognizing and embracing differences is decolonial. A decolonial approach to education that is humanizing, democratic, and comprehensive is inclusive.

1.1. Research question and objectives:

Considering the Brazilian d/Deaf education scenario, in 2019, a group of researchers from the states of Minas Gerais and Rio de Janeiro came together to develop a research proposal for a Lemann Foundation grant, obtaining approval of the proposal through the call "Researching Teaching and Learning - An Equity Imperative for Teacher Education/ 2019⁵". This thesis originated from this larger project. The study, called "d/Deaf Inclusion in Brazilian Public School Classrooms: Mapping and Understanding the Role of Teachers' Teaching Tools, Practices, and Approaches in Inclusive Learning," aimed to comprehend the reality of non-bilingual⁶ schools in southeastern Brazil, reflecting on teaching and learning equity for d/Deaf students in an inclusive classroom. A team of professors, teachers, and research groups from Brazil and the United States collaborated to document the reality of d/Deaf students in selected public schools.

Initially, the main objective of this master's research was to investigate d/Deaf students from two different public schools in a city in the up-country of Southeast Brazil, in a region called Zona da Mata Mineira. However, when we entered the field, we encountered a school facing an educational challenge: teaching a d/Deaf student with multiple disabilities – a rare syndrome that affects the neuromotor system and autism. At first, we tried to proceed with the first plan. However, during the fieldwork, we observed that this student could not be compared to another d/Deaf child who only has the cultural/linguistic barrier as a challenge.

In light of these considerations, our initial questions ignited a process of reflection on the complexities surrounding the inclusion of d/Deaf students with multiple disabilities. The

⁵ For more information consult the link:

<https://www.tc.columbia.edu/rtl/grantee-projects/deaf-inclusion-in-brazilian-public-school-classrooms/>

⁶ In Brazil, Education for the d/Deaf is structured into two models: Inclusive education, and Bilingual Schools. Inclusive Education has been implemented in all Brazilian cities since early 2000, spanning all educational levels. Bilingual Education for the d/Deaf is an independent teaching modality, previously included as part of special education (Brasil, 2021). In this approach, Brazilian Sign Language (Libras) is recognized as the first language; and written Portuguese as the second language. This implies that teaching, instruction, and communication take place in Libras, ensuring equal conditions of access and permanence as a language and culture for the d/Deaf.

journey began with pondering the general inclusion process and gradually evolved to more nuanced queries. How does the inclusion process of d/Deaf students with disabilities occur? How to think about the inclusion of a d/Deaf student with autism? More specifically, how to include a d/Deaf student with a rare syndrome that leads to a neuromotor dysfunction? The following paragraphs will delve into the reflections that these questions sparked, paving the way for the formal introduction of our research questions.

According to the results of Borges' research (2018), d/Deaf autistic children tend to learn in a visual and concrete manner. In this way, they can associate the concept with the image. It is important for the teacher to understand the characteristics of these students in order to identify their needs and apply effective strategies. It is common for children with autism to experience difficulties in learning and using words, which can affect their cognitive, motor, and social development (Ferraioli & Harris, 2011). In order to positive changes to occur in these areas, it is important for the autistic child to actively participate in class and for teaching to be adapted to their communication mode.

To achieve literacy, Albano (1990) points out that one basic and indispensable condition for a child's language development is the existence of at least one intact sensory-motor system (audiovisual or visuomotor). D/deaf children with motor dysfunction may have difficulty learning and using sign language due to physical challenges. However, they may still be able to understand sign language and use it to communicate.

For d/Deaf autistic students, it is essential that the teacher meet their specific linguistic needs and seek resources to support learning in sign language (Borges, 2018). It is crucial that this teacher has adequate training to address the specificities of these students and that the training goes beyond scientific knowledge, including experience, ethics, and responsibility. Some specific strategies that may be useful include the use of visual and gestural communication, such as sign language and the use of images and symbols (Quadros, 2003). It is also important to provide a calm and structured environment, with few sensory stimulation, to help reduce anxiety and sensory overload.

The process of literacy and its development is a dialogical process essential for individuals to interact in society. Interaction is a condition for literacy, while literacy builds individuals capable of accessing various interaction situations that occur in society. Therefore they can analyze critically and reflectively, becoming active individuals that can modify spaces (Soares, 2000).

Taking into consideration the points above and the context of this research, the main questions of this thesis are: In what ways do teachers meaningfully include a seven-year-old d/Deaf student with a rare syndrome and autism in a public school with minimal

governmental resources? What do these teachers say about how well their teacher education⁷ programs prepared them to include a student with multiple disabilities? To answer them, the main objective is to analyze inclusive processes in the school through the teachers' experiences and their methodological initiatives regarding the accessibility of one d/Deaf student with a rare syndrome and autism enrolled, based on decolonial theory and freirean perspective. To achieve this goal, we:

- Analyzed the possibilities of inclusion described by a teacher in a public school in southeast Brazil for a student with multiple disabilities;
- Investigated the role of teacher education in the inclusion process;
- Reflected on the discussions around resources in public inclusive education and how they impact educational equity.

This research respects the search for equity, expressed by the Brazilian legislation, aiming at educational inclusion. Directly and indirectly, the benefits of this research can help the scientific community to catalog the teaching and learning practices in the context of basic schools in the public system. In this sense, this study fits into the research line "Applied linguistics: teacher education and language teaching"⁸ of the postgraduate program in Letters at the Federal University of Viçosa.

We aim for the knowledge produced by this research to contribute to the direction of Public Policies about initial and continuing teacher education, from the perspective of an inclusive education, most specifically in situations with linguistic barriers. Furthermore, this research line seeks to establish dialogues with Applied Linguistics, in order to enrich the reflection on language teaching and teacher education, as it was carried out throughout this work.

1.2. Thesis organization:

This thesis performed a case study with a Brazilian elementary school from the region called Zona da Mata in the state of Minas Gerais. This school has a d/Deaf student with autism and a rare disability called Cornelia de Lange Syndrome enrolled. Methodological and inclusive initiatives of the school and the school staff who work with this student were very important to describe how students with disabilities and rare syndromes have access to different departments of the school and to knowledge. The thesis presented

⁷ In this work we use "teacher education" to address the process of teachers formation and training.

⁸ in portuguese "Linguística aplicada: formação de professores e ensino de línguas".

here unfolds across six chapters, each delving into distinct yet interconnected facets of Brazilian inclusive education and its broader implications. The journey begins with this introductory chapter, setting the stage for the exploration ahead.

It then progresses into the chapters that explore the theoretical framework. The second chapter dives into disability studies and explores the context of Brazilian inclusive education. This is followed by the third chapter, an examination of the theoretical framework encompassing Decoloniality and the Freirian perspective. This segment focuses on how these theories interact with the inclusion process in Brazil's educational landscape.

The fourth chapter outlines the research methods employed in this study. A case study was chosen to get a comprehensive sense of the school procedures for inclusion. For it, we used participant observations, field notes, semi-structured interviews with the school staff and document analysis of materials used in the classroom. It details the process of participant selection, data collection tools, and the ethical considerations integral to the research process. A case study is a research strategy that allows for an in-depth investigation of a specific phenomenon in its natural context (Yin, 1994).

The fifth chapter is where the research comes to life, presenting the findings that emerged from the data. Following this, the sixth chapter ventures into the realm of practical application, discussing the implications of these findings for educational practice.

The thesis culminates in its final chapter, which concludes the research and proposes recommendations for future studies in this field. Overall, this work aims to assess how the educational system supports teachers and schools in addressing challenges that go beyond the scope of existing legislation, hoping to contribute to the discourse on inclusive education in Brazil.

CHAPTER 2: INCLUSIVE EDUCATION AND THE CRITICAL TEACHER EDUCATION

The exploration of Disability Studies has embarked on a transformative journey, moving beyond the confines of the traditional medical model. This chapter intricately delves into the nuances of Disability Studies, underlining its evolution and highlighting the pivotal shift from the medical model towards a socially constructed comprehension of disability. Through a critical lens, the discussion navigates over the diverse landscapes of both medical and social models, providing a comprehensive overview of DS as an interdisciplinary field.

We want to contribute to the establishment of a more just and equitable education system, ensuring that all students can thrive to their full potential. Our focus extends to the perspectives inherent within Disability Studies in Education (DSE), aiming to empower individuals through a fundamental paradigm shift in education. We will also delve into Critical Disability Studies (CDS), the perspective that challenges societal norms, advocates for inclusivity, and ultimately strives for the empowerment of individuals with disabilities.

2.1 Discussions about disability:

In discussing disability models, two predominant perspectives have significantly shaped societal perceptions: the medical and social models (Taylor, 2007). The medical model, rooted in medical epistemology, views disability as a curable illness. Diniz (2009) notes that the definitions that are based on the medical model use the criteria of a considerable departure from normative standards to classify someone as disabled. In other words, defining disability may often refer to the loss of certain organs or functions, isolating characteristics and comparing them to established limits. Consequently, the medical model distinguishes between disease and disability by combining significantly subpar health conditions with persistent issues over time.

The medical perspective aimed at restoring individuals to a state of "normalcy" to better fit within societal standards (Foucault, 1975). The model often viewed disability as a problem residing within the individual, focusing on impairments or conditions that needed medical intervention. The emergence of the medical model of disability marked a significant shift in societal perceptions and approaches toward individuals with disabilities. Treatments and interventions were primarily geared towards adjusting the individual to align with prevailing social norms, reinforcing the idea that conformity to societal expectations was the desired outcome.

From a critical perspective, the medical model interprets disability through the lens of pathology—a condition akin to a disease or syndrome. Within this framework, disability is considered an internalized, individualized state subject to objective diagnosis by trained professionals. The diagnostic process involves rigorous medical examination, employing standardized instruments as outlined by Taylor (2007). It's important to note that the medical model played an important role in providing care and support, even though its approach tended to pathologize disability and prioritize normalization over embracing diverse abilities within society.

On the other hand, the theoretical foundation of the social model considers disability as an experience resulting from the interaction between an individual's bodily characteristics and societal conditions. In essence, disability combines bodily limitations imposed by the body with some form of loss or reduction of functionality ("injury") within a society insensitive to bodily diversity. For the medical model, injury leads to disability, whereas for the social model, exclusionary social systems lead individuals with injuries to experience disability (Silva, et.al, 2020). Originally, the definition of injury explicitly highlighted the effect of exclusion:

Injury: partial or total absence of a limb, organ, or existence of a defective bodily mechanism; Disability: disadvantage or restriction of activity caused by contemporary social organization that little or nothing considers those with physical injuries and excludes them from the main activities of social life (Upias, 1976, p. 3-4).

Diniz (2007) contends that disability is not merely a medical issue related to physical impairments; it also needs a sociological⁹ analysis that advocates for the autonomy and independence of individuals with disabilities. From Diniz's viewpoint, the oppression experienced by people with disabilities stems from capitalist ideology. This ideology dismantles social barriers, preventing individuals from being self-sufficient and from exercising their rights like any other member of society. The social model challenges the notion of "normalcy" as a societal construct that influences all aspects of life. This construct is used to categorize and label individuals in everyday cultural practices (e.g., "acceptable" ways of speaking, moving, appearing, and interacting), organizations (e.g., schools), and systems (e.g., social security disability insurance), significantly shaping societal structures and determining who is included or excluded in various spaces (Valle & Connor, 2014).

Barbosa-Fohrmann, (2016) points out that the medical perspective led people with disability into two different paths: exclusion or integration. Exclusion involves isolating individuals from social interactions, while integration requires individuals with disabilities to

⁹ Field in which the concept was created, with theoretical discussions focused on viewing disability as a social phenomenon (Goffman, 1981; Becker, 1928).

make personal efforts to adapt to the social environment, either among "normal" individuals or within specialized settings, allowing those with sensory, mental, or intellectual disabilities to interact solely with peers. Integration, therefore, results from individual desire and effort to adapt to society.

The concept of inclusion emerged from the social model of disability, focusing on the social environment rather than placing the burden on individuals to either adapt to or be excluded from it. The social model of disability, a political-theoretical perspective originating in the UK in the 1960s in reaction to biomedical approaches, has revolutionized traditional understandings of disability (Connor, Gabel, Gallagher & Morton, 2008). It shifts the source of inequality from the individual to the societal realm. This perspective shifts the responsibility to the environment, which must adapt to meet individual needs by eliminating accessibility barriers and redefining the notion of adaptation.

These discussions led to the roots of Disability Studies (DS) with early exploration by sociologists like Erving Goffman and anthropologists such as Robert Edgerton, who delved into the cultural meaning of disability using the social construct of stigma. The fundamental idea is that disability should not be viewed as an individual problem but as a fundamentally social issue. Recognizing a "disabled society" is equally, if not more, crucial for the discourse on public policies and disability than merely identifying a "disabled person."

The roots of DS traces back to 1972 under the influence of The Union of the Physically Impaired Against Segregation (UPIAS). UPIAS argued that because of their bodymind impairments, society actively disabled them to exist in its margins. Many of the first academic writings were published in a new journal launched in 1986 called Disability, Handicap, & Society, that subsequently changed its name to Disability and Society in 1993. This organization prioritized political objectives for individuals with disabilities rather than purely assistive ones, they sought to resist the medicalization of disability. In their subsequent publication, Fundamental Principles of Disability, UPIAS emphasized the social experiences of disabled people:

In our view, it is society which disabled physically impaired people. Disability is something that is imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society. Disabled people are therefore an oppressed group in society. It follows from this analysis that having low incomes, for example, is only one aspect of our oppression. It is a consequence of our isolation and segregation, in every area of life, such as education, work, mobility, housing, etc. Poverty is one symptom of our oppression, but it is not the cause (pp. 3-4).

In the following decades, medical sociologist Irving Zola demonstrated how the study of disability could effectively utilize social science methods and concepts to contextualize the personal experience of physical disability within a social framework. In 1982 Zola instituted the Section for the Study of Chronic Illness, Impairment, and Disability, which marked the establishment of the field, as it, four years later, renamed itself as the Society of Disability Studies (Valle & Connor, 2014).

Disability studies recognizes that disability is a key aspect of human experience, and that disability has important political, social, and economic implications for society as a whole, including both disabled and non-disabled people. Through research, artistic production, teaching and activism, disability studies seeks to augment understanding of disability in all cultures and historical periods, to promote greater awareness of the experiences of disabled people, and to advocate for social change. (Society for Disability Studies, n.d).

The description of disability studies adopted by the Society for Disability Studies comes, perhaps, as close as anything to an "official" definition of this interdisciplinary field of study. Disability Studies acknowledge that disability is a fundamental aspect of the human experience, as it is not a natural variation in human existence. DS emphasizes that everyone is likely to experience some form of disability, either temporarily or permanently, at some point in their lives. Therefore, disability is not solely an individual concern but holds significant political, social, and economic implications for society at large, impacting both individuals with disabilities and those without.

The approach of DS extends through research, artistic production, teaching, and activism, aiming to enhance the understanding of disability across various cultures and historical periods. DS seeks to raise awareness of the experiences of disabled individuals, challenging stereotypes and fostering empathy. By acknowledging the multifaceted impact of disability, the field aims to contribute to a more inclusive and equitable society. This transfers responsibility for the disadvantages faced by individuals with disabilities from the individual's bodily limitations to society's inability to anticipate and adjust to diversity (Barton & Oliver, 1990). The overarching goal is to advocate social change, addressing systemic issues and advocating for the rights and well-being of both disabled and non-disabled individuals.

2.1.1 Disability, normalcy and power

In the late 1990s, disability theorists began incorporating Foucault's ideas into analyses of institutional management of people's lives (Allan 1996; Davis, 1995; Shildrick

1997). Foucault's critiques of institutional power and normalization influenced disability theorists who, in the 1980s, began challenging the predominant medical model. This model perceived disability as an individual condition to be corrected, aligning with Foucault's notions of medicalization. Viewed through the social model lens, Michel Foucault's discourse illuminates the meanings of segregating (or excluding) individuals with disabilities during this period (Davis, 1995).

Simultaneously with the ascent of the social model and DS, Foucault was exploring the concepts of power, the body, and normalcy (Foucault, 1975; Foucault, 1976; Foucault, 1978). Through various writings, lectures, and public statements, Foucault encouraged critical reflections on the historical conditions leading to these formations, exploring how they might be perceived differently. Providing analytical tools of archaeology and genealogy, Foucault aimed to help people conceive new ways of understanding their relationships, embedded within power relations. From this perspective, disability isn't a minor issue for a select few; instead, it's part of a historically constructed discourse—an ideology shaping thoughts about the body under specific historical circumstances. Disability, seen as a social process, intimately involves everyone with a body, regulating bodies deemed "normal," akin to concepts of race, class, and gender.

Foucault's perspective argues that the discursive object called "impairment" is claimed to embody a natural deficit or lack, concealing the constitutive power relations that define and circumscribe this "impairment." An argument taking Foucault's approach on disability would aim to show a causal relation between impairment and disability, emerging to legitimize governmental practices. The subject, considered "disqualified" and hence "abnormal," was, for powerful institutions, a transgressor of the law. The legal system, lacking justifying foundations for disability, appealed to another reference system — ecclesiastical or medical — to justify law enforcement (Silva *et al.*, 2019).

An analysis on disability reveals that the juridical conception of disability within the social model's terms and most existing disability theory obscures the productive constraints of modern power (Tremain, 2005). For Foucault, this power positioning isn't an incident, failure, or mere historical coincidence, but intentionally produced by instances of political, medical, and judicial power control.

[A] power whose task is to take charge of life needs continuous regulatory and corrective mechanisms. . . . Such a power has to qualify, measure, appraise, and hierarchize, rather than display itself in its murderous splendor; it does not have to draw the line that separates the enemies of the sovereign from his obedient subjects; . . . it effects distributions around the norm. . . . [T]he law operates more and more as a norm, and . . . the juridical institution is increasingly incorporated into a continuum of apparatuses (medical,

administrative, and so on) whose functions are for the most part regulatory. A normalizing society is the historical outcome of a technology of power centered on life. (Foucault, 1978, p. 144)

Instead of relying on overt displays of dominance, this form of power operates through continuous regulatory and corrective mechanisms, discreetly influencing various aspects of life. It involves processes of qualification, measurement, appraisal, and the establishment of hierarchies, shaping elements of life without the need for overt displays of authority. Crucially, this power is characterized by its focus on creating and distributing norms within society. It doesn't merely dictate rules; it actively shapes what is considered normal or acceptable, placing individuals within predefined categories. In this context, the traditional role of law evolves to operate more as a norm, contributing to the establishment and reinforcement of societal normalcy (Dudley-Marling & Dippo, 1995).

We inhabit a world governed by norms, where the issue lies not in the disabled body but in the construction of normalcy. The hegemony of normalcy, as elucidated by Foucault (1978), exerts a pervasive influence on public perspectives. This dominance is perpetuated through intricate processes involving the construction and deconstruction of images that delineate the boundaries between normalcy and abnormalcy. Foucault's insights prompt a critical examination of the societal mechanisms reinforcing these norms. By delving into the nuances of his theories, we can gain a deeper understanding of how the majority is expected or compelled to align with a prescribed norm rather than an ideal. This exploration unveils the subtle, yet powerful, ways in which normative structures shape our collective consciousness and impact individual identity. This norm confines the majority under the arch of the standard bell-shaped curve.

In a society where the norm is operative, "abnormal" bodies, such as those with disabilities, are perceived as deviants. The implications of the hegemony of normalcy penetrate deeply into cultural production. Normalcy is portrayed as an objective category, emphasizing how norms are social constructs shaped by dominant power (Foucault, 1975). Society frequently establishes arbitrary standards of acceptability. Foucault argued to the contrary that power is not something that is exchanged, given, or taken back, but rather is exercised and exists only in action. Social norms, as instruments of power, stigmatize divergent experiences, including disability (Davis, 1995).

Over the past two centuries, a vast apparatus, established to ensure the well-being of the overall population, has brought the contemporary disabled subject into discourse and social existence. This expansive apparatus includes asylums, income support programs, quality of life assessments, workers' compensation benefits, special education programs, rehabilitation regimes, parallel transit systems, prostheses, home care services, telethons,

sheltered workshops, and prenatal diagnosis. These practices, procedures, and policies have classified, codified, managed, and controlled social anomalies, dividing and objectifying individuals as “physically impaired”, “insane”, “handicapped”, “mentally ill”, “retarded”, between other names (Davis, 1995).

In this sense, the various forms of disability could not be normalized, since, according to the legal system, they were considered infractors and violators of formal and existential classifications of what historically was deemed "normal." It was a subversion to be born and exist as disabled, contrary to natural, biological, cosmological, religious, and legal norms. Contemporary practices of division, classification, and norm-based ordering have become the primary means of individualizing people, scientifically understanding them, and even shaping their self-perception.

2.1.2 The social model of disability empowering diversity:

In Brazil, the d/Deaf and neurodiversity movements are an exemplary manifestation of the social model of disability. Within these communities, individuals are not merely recipients of advocacy but are actively engaged in political discourse, championing the notion of diversity over déficit. These communities embrace and celebrate the richness of neurodiversity and d/Deaf culture, emphasizing a paradigm shift from a deficit-based perspective to one that values and accommodates differences. This dynamic movement reflects a broader societal transformation, challenging traditional narratives surrounding disability and paving the way for a more inclusive and equitable understanding of diverse abilities in Brazil.

Studies point out two major definitions of d/Deafness: the clinical-therapeutic perspective, similar to the medical model; and a socio-anthropological point of view, closer to the social model (Bisol & Sperb, 2010). The clinical definition categorizes d/Deafness as a deviation from the norm, and, therefore, a disability. In this perspective, a d/Deaf person is marked as "less functional" than a hearing person needing to be cured to live in society. The disability is on the individual, not in the exclusive society, and, consequently, it is the d/Deaf person's responsibility to change to fit in.

In contrast, for the anthropological perspective, d/Deafness is a mark of cultural, linguistic, and identity differences (Gesser, 2009). In this approach, d/Deaf individuals are a minority group with their own unique identities, histories, and communities. The socio-anthropology relies on changes based on social movements that have demanded linguistic policies for the d/Deaf, resulting in the promulgation of laws and decrees (Quadros,

2003). It culminates into cultural and legislative transformations towards inclusion, as adaptation in all aspects of society.

In this same perspective, the neurodiversity movement celebrates the differences in cognitive function and neurological development of neurological or neurodevelopmental disorders – attention deficit-hyperactivity disorder, bipolar disorder, developmental dyspraxia, dyslexia, epilepsy, and Tourette's syndrome. The neurodiversity movement promotes the idea that these differences are variations of human neurology that should be recognized, respected, and accommodated (Jaarsma & Welin, 2011).

the neurodiversity movement is particularly well placed to bring together broader categories of marginalized people(s) into a (necessarily loose, but nonetheless potentially hugely important) solidarity network of movements fighting for radical acceptance of all types of human diversity, under a broad banner of 'anti-normalisation' and challenges to supposedly 'universal' assumptions about 'human nature' that privilege majority and historically dominant groups. (Graby, 2015)

This movement aims to understand people with autism based on their unique strengths and ways of understanding the world. The term "neurodiversity" was coined by the sociologist Judy Singer in 1999, in an article with the suggestive title "Why can't you be normal for once in your life? From a 'problem with no name' to the emergence of a new category of difference" (Singer, 1999). The profound understanding that neurodiversity is an inherent and constitutive aspect of individual identity, not a malady to be cured, underscores the critical perspective that emerges from the social model of disability.

The relentless pursuit of a cure for autism, in essence, signifies an attempt to erase the valuable tapestry of diversity and difference that each neurodivergent individual contributes to the societal fabric (Ortega, 2008). A concrete application of this principle is found in Augmentative and Alternative Communication (AAC), which provides support and strategies for the communication of individuals facing challenges in verbal expression (Cafiero, 1999; Cafiero, 2001). AAC recognizes the diversity of communication styles and aligns with the neurodiversity principle by offering tools tailored to the unique needs of individuals with autism. This contributes to the promotion of inclusion by acknowledging that there is no single "normal" way to communicate.

The neurodivergent ideals fosters a society that values diversity by celebrating the unique strengths and perspectives of individuals with autism. This paradigm shift recognizes the richness that neurodivergent individuals contribute to the broader spectrum of human existence, while also acknowledging the challenges faced by their families. It frames these

difficulties as societal issues that require collective support and systemic change to create an inclusive and appreciative environment for all.

2.2 Disability Studies in Education (DSE):

In the 1990s, following the World Conference on Education for All, held in Jomtien, Thailand, a new phase regarding the rights of individuals with special needs began, as articulated in the Salamanca Declaration of 1994 (Unesco, 1994). Its primary contribution centers on advocating for the principles of inclusive education and affirming the rights of individuals with disabilities to receive education in mainstream school environments alongside their peers without disabilities. The Declaration presents foundations grounded in sociological, philosophical, ethical, and political principles, explicitly highlighting the idea of recognizing the differences among individuals. Its central point revolves around the acknowledgment of the inherent diversity within any society. The declaration underscores that an individual's differences do not diminish their status as a valued citizen, emphasizing the equality of all individuals before the law. This declaration is regarded as the initial stride towards the positive recognition of differences (Gediel, 2010)

The Salamanca Declaration marked a crucial turning point by advocating for the integration of students with disabilities into mainstream educational systems rather than segregating them into separate institutions. However, these integrated spaces often reflect the presence of the medical model in their practices. The medicalized understanding of disability remains intrinsic to special classes, which have maintained the same structure over the years.

The “patient” (student) presents with “symptoms” (educational problems). The “scientific expert” (school psychologist) performs an “examination” (psycho-educational assessment) in order to conform or rule out a “diagnosis” (disability). Once a “diagnosis” (disability) is identified, a “prescription” (Individual Education Program, or IEP) is written with recommendations for a “course of treatment” (special education placement and individualized instruction) intended to “cure” (remediate) the “patient” (student). A “follow up appointment” (annual IEP review) is scheduled to evaluate the effectiveness of the “treatment plan” (special education services). (Valle & Connor, 2011, p. 41)

In other words, the special classrooms are a direct reflection of the medical model in education, perpetuating exclusion and marginalization. Traditionally, special education has relied on a deficit model framework that views student variation through a binary lens, dividing students into two categories of able and disabled or normal and abnormal (Baglieri,

et.al, 2011). Students with educational challenges are treated similarly to patients in a medical context, where school professionals act as the "scientific experts" conducting assessments to confirm or rule out disabilities. By framing educational challenges as "symptoms" and focusing on remediation, this model overlooks the importance of inclusive practices and the potential for systemic changes that accommodate diverse learning needs.

To challenge and transform the traditional education system, in 1999, the field of Disability Studies in Education (DSE) was created. DSE focuses on the application of DS theory to education (Connor, Gabel, Gallagher, & Morton, 2008). DSE is concerned with the educational experiences and opportunities of students with disabilities and how schools and educational systems shape and respond to disability. It offers a comprehensive and critical approach to understanding disability and its impact on individuals and society. Also, it provides important insights for improving educational opportunities for students with disabilities. In contrast to a traditional special education perspective and consistent with DS, DSE examines disability in social and cultural contexts (Valle & Connor, 2019).

Disability studies is an emerging interdisciplinary field of scholarship that critically examines issues related to the dynamic interplay between disability and various aspects of culture and society. Disability studies unites critical inquiry and political advocacy by utilizing scholarly approaches from the humanities, humanistic/post-humanistic social sciences, and the arts. When specifically applied to educational issues, it promotes the importance of infusing analyses and interpretations of disability, throughout all forms of educational research, teacher education, and graduate studies in education. (DSE, p. 1)

Collins & Ferri (2016) describe that the DSE approach emphasizes creating learning environments that are responsive to the needs of all students, regardless of their perceived abilities. DSE promotes breaking traditional structures and practices to support a full range of student learning needs within diverse and inclusive classrooms. Drawing from this perspective, DSE scholars argue that problematic issues in the education of students with disabilities are rooted in ableism, and that inclusive education is better understood as linked to issues of democratic principles, civil rights, and social justice (Ainscow, Booth, & Dyson, 2006). By promoting inclusivity and diversity, this approach helps to break down harmful stereotypes and biases and foster a more equitable and empowering educational experience for all students.

The DSE framework encourages open communication, mutual respect, and collaboration between educators, parents, and other stakeholders, fostering an environment where collective efforts strive towards creating an inclusive and supportive educational

experience for students with disabilities (Thigpen, Freedberg, & Frey, 2014). Beyond the classroom, DSE interrogates how the medical model of Special education impacts the capacity of parents and guardians of students with disabilities to collaborate with school professionals regarding their child's education (Valle, 2009). DSE recognizes the vital role that parents play in the educational journey of students with disabilities and emphasizes the importance of their active involvement in decision-making processes. Instead of viewing parents solely as recipients of information or passive participants in their child's education, the DSE approach promotes a model of partnership and shared responsibility .

In that regard, a DSE approach to teaching and learning goes beyond technical solutions. It requires challenging the status quo by rethinking the expectation of normalcy and homogeneity in classrooms and schools (Collins & Ferri, 2016). The DSE as a method encourages participation of people with disabilities and ensures physical and intellectual access (Gabel, 2005). The DSE perspective recognizes that the student struggle is not due to disability, but rather a condition created by norms in the instructional design or features of the educational system. This perspective is crucial because it asserts that all students have a place in the classroom. Consequently, this approach does not aim to "fix" students but rather recognizes and values their unique abilities and differences enabling full and meaningful participation for all learners

As DSE evolved as a discipline, a new and related branch, Disability Critical Race Theory (DisCrit), emerged from the work of scholars. DisCrit draws upon DSE and Critical Race Theory (CRT) to interrogate intersections of race, class, and disability toward the goal of social justice in education. Annamma (2016¹⁰), a key figure in the establishment of the field, underscores that DisCrit extends its utility beyond the realms of disability issues or special education, acknowledging their significance.

In Annamma, Ferri & Connor (2018), it is evident that bases on DS, individual experiences, social movements and intellectual productions fostered the emergence of DisCrit, which actively engages issues of identity, power, oppression, and social justice (Annamma, 2016). It also illuminates how the distribution and denial of ability are influenced by race through various policies and practices. Furthermore, the theory acknowledges the interconnected processes of marginalization that impact multiple facets of identity. Simply put, our active ability or disability is shaped by the amalgamation of our various identities (Annamma & Morrison, 2018).

¹⁰ We recognize the importance of the discussion on intersectionality that the author works, but we are not going to bring this field to this study.

2.3 Critical Disability Studies (CDS):

The DS exploration of experiences and challenges faced by individuals with disabilities extended to the creation of Critical Disability Studies (CDS), which can be defined as:

...an interdisciplinary academic field that expands the understanding of disability from a health science perspective to consider it as a civil and human rights issue, a minority identity, a sociological formation, a historic community, a diversity group, a category of critical analysis in culture and the arts (Garland Thomson, 2019, p. 12).

CDS exploration on disability transcends mere individualized perspectives and embraces a broader sociocultural context, laying the foundation for a critical examination of prevailing norms to foster a more inclusive and equitable society. It occupies and provokes a transdisciplinary space, breaking down disciplinary boundaries and decolonizing traditional medicalized perspectives of disability by incorporating socio-cultural notions of anti-ableism¹¹ (Thomas, 2007).

Meekosha, Shutterworth and Davis (2017) point out that CDS emerged in the discussion of the social model and critical theory, examining as it did the interrelations between the capitalist system of production, class and disability, as well as arguing for an emancipatory perspective within disability studies. CDS incorporates a more complex conceptual understanding of disability oppression that nevertheless still employs key ideas about disability that saw the light of day with the ascendance of the social model.

CDS signifies an implicit understanding that the terms of engagement in disability studies have changed. The idea is to engage in a reflective and analytical approach that goes beyond surface-level understanding, encouraging a deeper scrutiny of our individual and collective journeys across time. This critical lens invites a thoughtful evaluation of the factors that have shaped our past, influences our present, and may impact our trajectories moving forward. The aim is to foster a more profound understanding and awareness of the complexities inherent in our personal and shared narratives. The struggle for social justice and diversity continues but on another frame of development - one that is not simply social, economic and political, but also psychological, cultural, discursive and carnal.

CDS represents a deliberate shift away from those who have utilized DS merely for normalization purposes without addressing the deeper issues. This critical analysis of appearances is specifically meant to provide insight for the goal of social change towards a

¹¹ Ableism is a type of social oppression that involves imposing limitations on activities for people with impairments and undermining their emotional well-being (Thomas, 2007). This type of oppression intersects with other forms of discrimination, such as racism and sexism.

society in which individuals can discuss and debate the future of their institutions without the constraints imposed by power-relational mystifications. It identifies with critical race theory, critical legal theory, and the newly emerging critical criminology and critical queer studies. Intersectionality is the core of CDS, engaging theorists from such disciplines as feminist studies, queer studies, crip theory, black disability studies (including anti-blackness), and critical race theory. The goal of intersectionality “is to avoid a white, patriarchal, hetero-normative, ableist viewpoint that disguises itself as a universal point of view” (Davis, 2019, p.11).

The feminist theorists had a major role in CDS, reintroducing forgotten themes into the discourse. Due to the sexual division of labor, caregivers are predominantly women (Gubrium, 2008). Feminist arguments revealed disability is accompanied by familial arrangements geared towards the care of disabled individuals (Diniz, 2009). It is not solely individuals with physical restrictions who need attention from public policies. Individuals who experience disability through caregiving for children, nieces and nephews, parents, relatives, and even those without familial ties, such as nurses. Through this, they managed to underscore that disability should be part of the agenda for all egalitarian social movements and not confined to disability-specific movements (Diniz, 2007). When disability is viewed as a familial phenomenon, it takes on a gender bias.

Besides, the Feminists emphasize care, pain, injury, dependency, and interdependence as pivotal aspects of the lives of people with disabilities. They raised the banner of the subjectivity of the injured body, initiated discussions on the meaning of transcending the body through the experience of pain, and a new discourse emerged. The discourse surrounding disability began acknowledging that absolute independence is an impractical ideal that inevitably results in neglect for individuals with disabilities (Diniz, 2007).

The feminist critique was not just a proposition for a paradigm shift; there was a strategic insight behind it. In a society indifferent to the interests of people with disabilities, ensuring care was deemed easier than fundamentally altering the oppressive social and political order. A group of feminists introduced the notion of equity through interdependence as a more fitting principle for contemplating justice issues related to disability, asserting that all individuals are dependent at various life stages, whether in childhood, old age, or during illness.

This discipline not only seeks to raise awareness about the experiences of individuals with disabilities but also advocates for social change. In this perspective, disability is an issue of access and an equally valid aspect of identity and culture. It serves

as a foundation from which to contemplate a range of political, theoretical, and practical issues that are relevant to everyone (Goodley, 2011).

Through diverse forms of engagement, DCS aims to cultivate a deeper understanding of disability, emphasizing its importance in diverse cultural and historical contexts. Furthermore, the field positions itself as an active agent in promoting social change, striving to create a more inclusive society that is mindful of the experiences of individuals with disabilities. How certain groups divide 'normal' and 'abnormal' bodies is central to the production and sustenance of what it means to be human in society (Diniz, 2007).

2.3 Historical review of inclusive education in Brazil:

From 1970 onwards, Brazil began to integrate special education into its legislation. At this time, the 1971 Law of Guidelines and Bases, complemented by Federal Council of Education (Brasil, 1971) Opinion 848, strengthened a scenario in which specialized techniques and services became necessary elements to implement what was announced as 'care' for students that we currently understand as atypical (Brasil, 1971; Brasil, 2002). The legislation of the time indicates the distinction of a curriculum for children called "exceptional", as explained in the Federal Council of Education normative Opinion 1682:

Exceptional children are those whose behavior deviates so much from what is considered normal that classroom curricula become inadequate for their needs. Therefore, such children require specialized services (Brasil, 1974, p. 1).

The term "exceptional" is used to refer to individuals who present mental, physical, or social characteristics that deviate significantly from the norm of their group. These characteristics can create special challenges concerning education, development, and adaptation to the social environment. According to the statute above, education focused on exceptional individuals should be different from that offered to people considered normal, as it seeks to promote their inclusion in family, society, and the job market, as well as basic notions of reading, writing, and math. This is partly because it was believed that "the retarded child, in particular, does not have the capacity to learn written and verbal symbols" (Bemis, 1955, p. 91).

By the end of the 1970s, the Proposal for Curricular for Educable Mentally Handicapped (Brasil, 1979) defined special education as a service of supplementation and complementation of the basic program incorporating resource rooms and special classes, as

well as attendance with itinerant teachers, attendance in specialized institutions, hospital classes, and home attendance.

The Brazilian Constitution of 1988 also played a role in emphasizing the right to education for all citizens, including those with disabilities. This resulted in the modification of the educational approach that had been adopted regarding special education, where and how people with disabilities had been treated and educationally allocated. In 1994, the Ministry of Education and Culture released the National Guidelines for Special Education in Basic Education, under the principles outlined in the Salamanca Declaration.

This is a historical mark in Brazil, because the educational model for people with disabilities is reviewed – Special Education to Inclusive Education –, and the concept of inclusion has been introduced. Through this legislation, inclusive education was reformulated and there was a shift in the organization system in Brazilian education, such as: their basic education started to receive students with disabilities in basic education. Until this moment, all people with disabilities were part of special education.

This document was followed by the Law of Guidelines and Bases of National Education (LDBEN¹²) in 1996 (Brasil, 1996), which recognized special education as a public policy and special education as a teaching modality. The law recognizes the importance of providing an inclusive and accessible education for all students, regardless of their differences or special needs. This means not only ensuring physical access to schools but also adapting teaching methods and resources to meet the individual needs of each student. The law also emphasizes the role of schools in promoting the full participation of students in society. To achieve these goals, the Brazilian government has implemented several initiatives. Subsequently, multifunctional resource rooms were created, providing specialized support for students with disabilities, and the provision of continuing education for teachers to enhance their skills in working with diverse student populations.

The Convention on the Rights of Persons with Disabilities, adopted in 2006 by the United Nations General Assembly, represented a significant milestone for promoting the rights and inclusion of people with disabilities in Brazil. Ratified by the country in 2008, the Convention establishes fundamental principles to ensure equal opportunities, full and effective participation in society, and respect for the dignity of people with disabilities. In the Brazilian context, the ratification of the Convention was followed by the development and implementation of policies and legislation aimed at promoting inclusion and accessibility (Brasil, 2008).

¹² In Portuguese: Lei de Diretrizes e Bases da Educação Nacional (LDBEN)

The legislation brought a set of guidelines for teacher education, curricular organization, as well as some minimum didactic-pedagogical instructions to be developed. Teaching institutions must ensure continuous training for education professionals in order to improve their pedagogical practice and develop competencies to work with students with disabilities (Briant & Oliver, 2012; Rabelo, 2012; Pletsch, 2009). The minimum didactic-pedagogical guidelines established by the legislation, such as the provision of accessibility resources and the use of differentiated pedagogical strategies, also contribute to promoting a more inclusive and qualified education for all students.

CHAPTER 3.

DECOLONIAL AND FREIREAN THEORETICAL-PEDAGOGICAL REFLECTION

This chapter delves into a theoretical-pedagogical reflection from a decolonial and Freirean perspective. These theories offer a critical approach, aiming to challenge the prevailing structures and narratives within the field of education. Paulo Freire, a renowned Brazilian educator, is a key figure in critical pedagogy. His theory advocates for a liberating education that emphasizes dialogue, reflection, and active student participation in the learning process (Freire, 1987; Freire, 1989). The decolonial perspective emerged from a group of researchers in Latin America and North America, questioning the hegemony of Western-produced knowledge and seeking to value marginalized voices and knowledge often overlooked or suppressed by dominant educational systems (Quijano, 2005; Walsh, 2005; Maldonado-Torres, 2017; Mignolo, 2008, Paraquett, 2021).

The decolonial and Freirean theoretical-pedagogical reflection aims to foster an inclusive, critical, and transformative education that promotes the development of a more just and equal society. These pedagogical perspectives challenge the conventional notion of education as a one-way transmission of static and hierarchical knowledge. Instead, they advocate for a more democratic and participatory approach that values the experiences and perspectives of students, integrating them into the learning process. By doing so, these theories aim to empower individuals, promote critical thinking, and address social inequalities within educational systems.

In this chapter, we explore the potential interaction between the Freirean perspective and decoloniality in creating an inclusive pedagogy. We will delve into the following concepts and perspectives: decoloniality, Humanization by Freire, disabilities, and teacher education. To facilitate our discussion, the chapter is structured into three main sections. Firstly, we will present reflections on the possibilities of integrating these epistemologies collaboratively. Secondly, we will delve into the principles of critical pedagogy within the frameworks of both Freirian and decolonial epistemologies. Lastly, we will explore practical approaches to incorporating decoloniality concepts into the classroom, culminating in a proposed activity that integrates these two models. Through this chapter, we aim to highlight the potential of combining these perspectives to create an inclusive and transformative educational environment.

3.1 Decolonizing Inclusive Education: Reflections from Freirean Pedagogy.

Paulo Freire, the most influential Brazilian educator of the 20th century, is one of the main names that promote equity in education. He revolutionized the education field with his seminal works, particularly *Pedagogy of the Oppressed* (Freire, 1987). In this book, Freire delved into the dynamics of the oppressor-oppressed, proposing a pedagogical approach to empower the oppressed through education. He argued that education should be a practice of liberation, promoting critical thinking, humanization, and the development of a conscious awareness of social injustices. Freire (1987) emphasized the importance of engaging learners in a process of dialogue and reflection to facilitate their understanding of the world and their role in its transformation.

In our exploration of Paulo Freire's concepts, we will delve into the notion of critical pedagogy, *praxis*, and the concepts interconnected with them: education as a practice of freedom, humanization, critical thinking and transformative education. In this sense, Freire (1987) recognized the significance of class relations and economic structures as fundamental determinants of social inequalities and injustices. The author perceived Marxism as a crucial role in shaping his understanding of power dynamics and exploitation within capitalist societies. One of Freire's major contributions is the dialectical relationship in which the oppressor dominates and subordinates the oppressed. This relationship is characterized by a dynamic of domination that denies the freedom and humanity of the oppressed.

Freire's concept of education as a practice of freedom (1987) challenges the traditional view of education as a passive process of information transmission or conformity to existing norms. Instead, it empowers learners to become active agents of change and active contributors to the construction of their reality. The recognition and appreciation of individuals' unique experiences, cultures, and perspectives, promote the development of critical consciousness. This critical consciousness encourages individuals to question and challenge oppressive systems, and to actively work towards social transformation.

The concept of humanization (Freire, 1987) is deeply interlaced with the idea of freedom. Freire contends that oppression results in the dehumanization of individuals, stripping them of their agency¹³ and dignity. However, this dehumanization can be countered through conscientization, which involves raising critical awareness and engaging in the

¹³ The concept of agency, in this context, underscores the idea that individuals, including students, actively shape and navigate power structures within educational institutions (Foucault, 1975). Students, regardless of their communication differences, possess agency in expressing their needs, preferences, and unique ways of understanding and engaging with the learning environment.

practice of liberation. Humanization, therefore, occurs when the oppressed break free from oppressive structures, develop a critical consciousness, and actively participate in transforming their reality.

Central to the process of humanization is the recognition of the humanity of others, embracing diversity, promoting a non-deterministic view of the subject, and fostering relationships based on solidarity and dialogue. Freire (1987) emphasizes the importance of acknowledging the inherent worth and dignity of every individual, challenging the dehumanizing effects of oppression. By promoting humanization, individuals can transcend the confines of oppression and work towards building a more just and equitable society.

The critical consciousness empowers individuals to analyze and question the conditions of oppression and inequity in which they exist. It seeks to bring about social change and contribute to a more equal society. Critical pedagogy is a central pillar in Paulo Freire's philosophy – especially in *Pedagogy of the Oppressed* (Freire, 1987). By nurturing critical consciousness, individuals are empowered to examine and challenge the oppressive and unequal circumstances in which they find themselves. This process enables them to become agents of social change. Paulo Freire's philosophy places critical pedagogy at its core, emphasizing the importance of critical thinking as a fundamental element of decolonization.

In this sense, the role of the teacher is not simply to transmit knowledge but to facilitate and promote critical reflection and inquiry rooted in the students' real-life experiences. In this co-creative educational environment, both the teacher and the student learn from each other and contribute to a shared understanding of the world (Freire, 1989). Critical pedagogy, as advocated by Freire, encourages individuals to critically analyze the social, economic, and political structures that perpetuate oppression and inequity. Freire defends that genuine change can only be achieved when individuals come together in solidarity, challenging power structures and advocating for social justice. In this context, education becomes a powerful tool for nurturing a sense of community, promoting collaboration, and fostering collective mobilization.

Education revolves around political-pedagogical practices of denouncing the social exclusion of popular classes and groups. This approach encourages the creation of methodologies and theoretical references for social inclusion and respect for cultural diversities. Education represents a set of resistance practices to the formal model of education and a critique of the established society, encompassing some dimensions such as: political, contesting the oppressive social structure; and ethical, from the perspective of valuing, dignifying, and liberating the human being.

By integrating theory and practice through *praxis*, the process of critically reflecting on and transforming the world, education works as a platform for liberating interpretations of reality. It enables individuals to transcend the confines of the classroom and apply their knowledge and understanding to the struggle against oppression in all aspects of life. Through *praxis*, education becomes a catalyst for inclusive practices, guiding the pursuit of equity. The decolonial perspective was settled in this same process of struggling against oppression and searching for equity.

In this perspective, Walsh (2013) points out that decolonial studies are closely connected to social resistance movements, mirroring the inseparable relationship between politics and education in Freirean pedagogy. Consequently, the inclusion of diverse voices in the classroom and the promotion of literacy work as catalysts for critical reflections that guide students towards liberation from the oppressive margins of colonialism. These theoretical perspectives invite us to reconsider existing social and educational structures, seeking a critical, liberating, and decolonizing education. This entails creating spaces for dialogue and reflection, where all voices and perspectives are valued and recognized.

The concept of decoloniality emerged as a response to the ongoing effects of colonialism and the need to challenge the Eurocentric perspective that dominates knowledge production and power relations (Mignolo, 2008). It seeks to dismantle the legacies of colonialism and its continued influence on social, cultural, and political systems. The Eurocentric perspective in decoloniality refers to the worldview and knowledge produced from the privileged and centralized position of Europe and European colonizing countries.

One of the central aspects of decoloniality is the critique of the Eurocentric values. Eurocentrism refers to the dominance of European culture and knowledge systems as the standard against which all others are measured. It perpetuates a hierarchical and exclusionary worldview that marginalizes non-European cultures, histories, and epistemologies (Quijano, 2005). Decoloniality challenges this perspective by highlighting the importance of diverse knowledge systems and perspectives from non-Western cultures and regions.

Mignolo (2008) points out that the division between the Global North and the Global South is another key aspect addressed in the decolonial thought. This division is not just geographical but also reflects a power imbalance rooted in colonialism. The Global North, comprising predominantly Western countries, is associated with economic and political power, while the Global South, consisting of many formerly colonized regions, faces social, economic, and political challenges as a result of historical exploitation. Decoloniality seeks to

expose and challenge the structures that perpetuate this division and advocate for a more equitable global order.

In our exploration of Decolonial concepts, we will delve into the notion of critical pedagogy, the relation between colonizer and colonized, and the concepts interconnected with them: critical thinking and transformative education. In order to understand the concept of decoloniality, we must first comprehend colonialism and coloniality. Quijano (2005), defines colonialism as the political-administrative and economic exploitation of one nation over another, that is, the domination of one people beyond, and an institutionalized power that concerns the juridical-political forms that organize the relationship between metropolis and colonies. Coloniality, on the other hand, is a present movement in contemporary times, that permeates through the capitalist and liberal structure on a level of ideas, derived from the political and economic domination of colonialism, fueled by the ideas of superiority of a people, a culture, a gender, a sexuality, and a belief (Cadilhe & Leroy, 2020).

In other words, decoloniality acknowledges that the end of formal colonial rules did not lead to the eradication of unequal power dynamics. Instead, these dynamics were reconfigured within the contexts of capitalism and global coloniality (Cadilhe & Leroy, 2020). By recognizing and challenging these ongoing power imbalances, decolonial studies seek to deconstruct the legacies of colonialism and envision alternative ways of organizing society searching for equity and social justice. Decolonial studies focus on promoting diversity and confronting various forms of inherited oppression.

This movement plays a vital role in the quest for social change. They illuminate how colonial structures permeate social and economic relationships, shaping not only educational systems but also the very foundations of thought (Mota Neto, 2015). By challenging and resisting the oppressive and dominant systems entrenched in colonial power, marginalized individuals seek to create alternative spaces that foster justice, democracy, and inclusion (Cadilhe & Leroy, 2020). Advocating for an integrated understanding of the world and acknowledging the interconnectedness of culture, economy, social class, race, and gender, decolonial studies provide a framework for transforming oppressive structures and fostering a more equitable and just society.

Overall, decolonial critical thinking is a liberating force that empowers individuals to challenge and transform oppressive systems, cultivate social justice, and embrace a more inclusive and varied understanding of knowledge, identity, and society (Cadilhe & Leroy, 2020). It is a call to reject the constraints of colonialism and work towards a more just and equitable world. Decolonial critical thinking encourages individuals to engage in a critical analysis of the historical, social, and political contexts in which knowledge is produced,

acknowledging the inherent biases and power dynamics that shape it. It aims to confront and dismantle the inherent power imbalances and structural inequalities that persist within educational institutions and broader society.

Decoloniality in education encourages a critical reevaluation of curriculum, pedagogy, and power dynamics in the classroom. In that regard, decolonial education aims to foster a critical and inclusive approach that values cultural diversity, local knowledge, and different ways of being and knowing within various communities. It recognizes the intersectionality of gender and race that impact Latin American cultural variants, prioritizing individuals of different backgrounds, including men and women of various racial and indigenous identities. By prioritizing Latin American authors, decolonial education indirectly addresses issues of gender and race, while highlighting the importance of diverse perspectives (Paraquett, 2021).

The profound impact of colonial structures on education perpetuates inequalities, power imbalances, and the marginalization of certain knowledge and cultures. This necessitates transforming educational practices by adopting pedagogical approaches that consider the needs and potentials of each student. In this regard, Paraquett (2021) proposes intercultural decoloniality as a solution to comprehensively understand all voices in the classroom.

The proposition of the intercultural dimension emerges from the understanding that cultures, particularly in contemporary society, are in a constant process of interaction and (re)construction. Therefore, diverse groups of people with different interests, agendas, linguistic repertoires, and cultural backgrounds experience the formation of open and plural identities through their interactions and flows. It is essential to emphasize that interculturality “is not simply about contact between cultures but rather an exchange established on equitable terms and conditions of equity” (Walsh, 2005, p. 4). Intercultural demands a genuine commitment to fairness and equal opportunities for all. The integration of decolonial and intercultural approaches in education can pave the way for a more inclusive and just system, acknowledging and valuing the diversity and lived experiences of all individuals. These conceptions are the foundation for an education proposed by progressists and humanists since always, but it is still a goal to be achieved.

Critical pedagogy aims to provide the necessary tools and spaces for conscientization among the oppressed, enabling them to understand oppressive structures and challenge the impositions imposed by those in power (Freire, 1987). The connection between the concept of decoloniality and Freirean education lies in their critical potential to

expose and challenge the various power dynamics¹⁴ arising from the legacy of coloniality, including capitalism, racism, patriarchy, and prejudices against diverse subjects. They also highlight the importance of acknowledging other knowledge systems and cultures that deviate from hegemonic ways of being, thinking, feeling, and acting (Vieira *et al.*, 2021).

Considering the context of this research, it is important to highlight the marginalization and oppression experienced by individuals with disabilities. In colonial and colonialist narratives, disabled bodies were regarded as abnormalities that needed correction and cure, resulting in their marginalization and the loss of communal support (Diniz, 2007). Such narratives perpetuated the segregation and devaluation of disabled bodies, denying them their rightful heritage and identity.

Equipped with knowledge about disabilities and inclusive pedagogies, educators have the power to create inclusive learning environments that provide equal opportunities for all students to learn and flourish, regardless of their abilities. Furthermore, by critically examining the curriculum, we can dismantle hegemonic structures and promote linguistic and cultural diversity. Traditional curricula often reinforce dominant languages, cultures, and knowledge systems, perpetuating the marginalization and erasure of voices and experiences from marginalized groups.

3.2. Decolonizing and Humanizing Inclusive Education.

The framework of decolonial work and Freirean principles helped to introduce the key aspects of disability, teacher education, curriculum and inclusion through equity. From the merging of discussions and concepts in the Freirean perspective and decolonial discourse, we began to think about aspects that are cross-cutting for this dissertation. In this topic we will shed light on the importance of embracing inclusive pedagogies and dismantling linguistic and cultural hierarchies to create a more equitable educational landscape that respects and values the diverse linguistic and cultural backgrounds of all learners.

3.2.1 Disability

Disability is a social construct that emerged and was experienced in the colonial context, laying the foundation for the contemporary understanding of disability. Colonialism had a significant impact on the understanding and portrayal of disability, transforming it into a

¹⁴ In this perspective, the relation between the oppressor and the oppressed lies in the context of the power dynamic. The same person, depending on the context can be the oppressor or the oppressed. A white woman, for instance, has less value on our society than a white man; however she has more power than a black man, the male gender lost its “society value” when not caucasian (Kilomba, 2008). That means, the position of the oppressed is mutable depending on the dynamics.

condition associated with symbolic meaning and linked to the idealized body of the colonized. This shift was rooted in an increased emphasis on the body and it contributed to the construction of privileged narratives of normality. In the context of slavery, individuals with disabilities were often deemed less valuable as productive laborers, leading slave traders to conceal any illnesses or impairments to maintain their economic value (Equiano, 2001).

To fully comprehend the disability narrative in the global South (Mignolo, 2008), it is crucial to reposition and understand it as a global historical narrative. The influence of colonialism on the construction of narratives and the understanding of disability is an important aspect to consider in reflections on inclusive education. According to Grech (2015), the impact of colonialism on disability extended beyond physical changes and profoundly influenced how disability was perceived and addressed by the colonizers. Within the commodification of bodies, disability became an additional marker of difference among the colonized, rendering the body as a spectacle of abnormalities. The colonizers viewed physical, mental, and social disabilities as detrimental to society, resulting in the imposition of strict boundaries between individuals with disabilities and those deemed suitable for participation in the new social order (Grech, 2015).

Although Paulo Freire did not directly address special education, his works such as *Pedagogy of the Oppressed* (Freire, 1987) and *Pedagogy of Hope* (Freire, 1992) align with an inclusive perspective. His theory advocates for the transformation of the reality of the oppressed through education that prioritizes conscientization, autonomy, freedom, dialogue, and equal rights in all aspects of the educational institution. While Freire's focus is primarily on social class, it is important to note that the category of the "oppressed" allowed him to construct a theory that spoke to and encompassed a wide range of marginalized social actors (Alves *et al.*, 2021). Education, in this sense, is inherently political, and the role of the teacher is to liberate students through a methodology that integrates theory and practice, which forms the foundation of Freirean methodology (Freire, 1983).

In *Teaching to transgress* Hooks (2013) points out that, in Freire's perspective, disability was not seen as an inherent limitation of an individual, but rather as a social issue where social structures and relations create barriers that hinder the full and equal participation of people with disabilities in society (Hooks, 2013). In this regard, Society must take responsibility for removing these barriers and creating opportunities for development and participation of all. We understand that Freire viewed disability as a social issue, in which people with disabilities face challenges due to the barriers imposed by society.

Inclusive education should be a transformative force that dismantles barriers and creates an environment where individuals with disabilities can fully participate and thrive.

In this sense, how to make it possible for everyone to have equal educational opportunities? This will be discussed in the following topics. By recognizing the historical and social dimensions of disability, we take an important step towards building a more inclusive and equitable society. Disability is not solely a medical or individual issue; it is shaped by societal attitudes, structures, and norms. Working towards a more inclusive and equitable society that values the diversity and experiences of all individuals, it is possible to visualize a world where everyone has equal opportunities, respect, and dignity. It is a collective responsibility to challenge ableism and create a society that embraces and celebrates the unique contributions of every individual.

3.2.2 Teacher education

In the context of teacher education for inclusion, the Brazilian Council for Exceptional Children establishes international standards for the preparation, certification, and practice of education professionals working with diverse students (Nunes Sobrinho & Naujorks, 2001). It emphasizes the importance of valuing individual learning styles, promoting autonomy, and respecting each student's unique processes to build their self-esteem and enable them to act and grow in the world (Valle & Guedes, 2003). To effectively implement inclusive education, it is crucial to disseminate and facilitate discussions on practical and accessible approaches of inclusion for teachers.

Teacher education for inclusion guided by Paulo Freire's principles aims to prepare teachers who can effectively address the diverse educational needs of students without engaging in discriminatory practices. In this perspective, inclusive teacher education encourages students to engage in systematic analysis and introspection of their instructional actions, enabling them to identify strengths and weaknesses and continually enhance their pedagogical approaches (Freire, 1983).

The evolution of teacher education needs to break away from entrenched traditions, resistance to change, and externally imposed beliefs. Drawing on Freire's ideas of praxis and collaborative learning (1983), teachers embrace transformative practices by fostering reflective skills within a collaborative setting (Freitas, 2013). This paradigm fosters a genuine sense of shared professional autonomy, where educators actively participate in generating and sharing knowledge within the educational sphere. Consequently, there's a pressing need for a shift in attitudes and dynamics among educational professionals, recognizing the

vulnerability of isolated individuals amidst complex political, economic, and social landscapes (Imbernón, 2011).

In Decoloniality, teacher education encompasses a crucial dimension known as (un)formation (Paraquett & Bezerra, 2021), which is indispensable for effectively navigating the significant individual and collective challenges inherent in the field of education. The authors point out that the aim is to "un-form" individuals who may have been shaped by societal norms, disciplinary structures, and repetitive practices. The goal is to open avenues of exploration that transcend conventional boundaries, thereby fostering an inclusive environment that celebrates the coexistence of diverse perspectives and identities, which collectively shape us as social beings.

This reimagined approach to knowledge production assumes pivotal significance, embracing differences, and acknowledging, respecting, and embracing individuals in their unique subjectivities. It is through these subjectivities that essential characteristics emerge, facilitating the creation, maintenance, and reinforcement of truly equitable social relationships. By providing spaces for the amplification of their voices and epistemic contributions, as both educators and researchers, we actively contribute to the necessary (un)formation of teachers who recognize, nurture, and advocate for respect, complex relational dynamics, and consequent (un)formation processes within the fabric of society.

Both decolonial and Freirean approaches encourage teachers to critically examine their own prejudices, assumptions, and practices that may perpetuate inequalities, and to actively work towards dismantling them. This includes engaging in reflective and self-critical pedagogical practices that empower students, promote critical thinking, and foster a sense of agency and self-esteem. By incorporating these perspectives, teacher education programs can foster a deeper understanding and appreciation for students' cultural, linguistic, and experiential backgrounds.

3.2.3 Curriculum

Decolonizing the curriculum presents a significant challenge in the field of education, as it requires dismantling the colonial influence by incorporating diverse cultural perspectives and knowledge while honoring the narratives and histories of colonized populations. This effort involves critically evaluating educational content and instructional materials to counter the predominant Eurocentric and monocultural perspectives entrenched within colonial educational systems in Brazil.

In recent years, there has been a notable increase in the recognition of cultures that were long disregarded and suppressed within the curriculum. Ongoing social

transformations, both hegemonic and counter-hegemonic processes of globalization have given rise to an alternative cultural and societal dynamic, as well as political tensions surrounding knowledge and its societal and environmental implications. Consequently, there is a need for a renewed relationship between inequity, cultural diversity, and knowledge. Marginalized communities have responded in many ways, employing collective and individual strategies and forming networks. The concept of globalization, initially associated with breaking down barriers and fostering market integration, has been subject to critique, not only in terms of counter-hegemonic globalization movements but also through autonomous forms of resistance.

Gonçalves (1985) emphasized the pervasive influence of culture within educational institutions and classrooms, extending beyond its intangible essence and manifesting through gestures, language, and deliberate actions. This multifaceted nature of culture resists the homogenization of individuals and their experiences. Consequently, within the realm of curriculum, diverse values, ideologies, symbols, interpretations, and lived realities coexist, often leading to tensions and conflicts. In response to these dynamics, various social movements rooted in identity-based struggles, such as those representing women, Black individuals, indigenous peoples, LGBTQ+ communities, quilombolas¹⁵, and rural populations, have long advocated for schools and teacher education programs to adopt distinct positions, engage in theoretical reflections, and implement pedagogical practices that effectively address these social and political demands (Gomes & Vera, 2012).

By acknowledging and embracing the complexity of cultural dynamics, the curriculum can transcend its traditional limitations and become a more inclusive and transformative tool within educational institutions. This entails recognizing and valuing the diverse cultural backgrounds, perspectives, and experiences of students, as well as incorporating content and pedagogical approaches that reflect and respect the identities and struggles of marginalized groups. Through an inclusive curriculum, educational institutions can foster an environment that promotes social justice, challenges hegemonic narratives, and empowers individuals to critically engage with the world around them (Wang, Reynolds, and Walberg, 1995).

Within the realm of curriculum development, these demands have sparked critical inquiries into the boundaries and possibilities of constructing an intercultural curriculum that embraces diversity, acknowledges power dynamics in curriculum design (Gomes & Vera, 2012), and promotes inclusive education. It is essential to challenge the notion of a

¹⁵ Quilombolas are peoples from remaining regions of quilombos, which were communities formed by runaway slaves during the period of slavery in Brazil.

supposedly neutral curriculum that perpetuates passivity among students, preventing them from critically questioning and engaging with reality. Freire and Shor (2008) advocate for an emancipatory education that cultivates students' critical consciousness, empowering them to analyze the intricate political and historical fabric of their immediate context and contribute to the transformative reshaping of society.

In light of these perspectives, an inclusive curriculum should not only recognize and celebrate diverse cultures and perspectives but also actively challenge power imbalances and promote critical thinking and agency among students. By incorporating diverse voices, narratives, and experiences into the curriculum, educational institutions can foster an inclusive and transformative learning environment. This decolonial approach encourages students to engage critically with the curriculum, question dominant ideologies, and actively participate in shaping a more equitable and just society. It also emphasizes the importance of fostering students' awareness of their own power to challenge oppressive structures and contribute to social change (Freire & Shor, 2008). Thus, an inclusive curriculum, aligned with the principles of Freire and other critical scholars, plays a crucial role in the broader framework of inclusive education.

The curriculum is often perceived as an instrument of state control, where teachers and students are assigned passive roles. When teachers and students have a critical education, we can affirm that it is possible to have agency to subvert this predicament and assume active roles in the knowledge generation process within the classroom, though it is a process that goes against the proposed system. The hierarchical structure and quantifiable mechanisms of control embedded in the educational system contribute to the perpetuation of a transmission-based pedagogy that upholds authoritarianism and restricts the potential for critical inquiry among teachers and students (Freire & Shor, 2008).

For Freire, education is a political *praxis* that needs teachers to embrace its inherently political nature (Freire, 1987). This requires a departure from pedagogies based on repetition and alienation and the adoption of a liberatory pedagogical framework in which teachers and students collaboratively co-create the curriculum. Embracing this approach enhances teachers' professional development, enabling them to ground their pedagogical *praxis* in a critical understanding of education. By traversing these pathways, Paraquett & Bezerra (2020) point out to firmly uphold and empower the agency of students. Guiding them to comprehend and appreciate their legitimate roles as knowledge producers, encourages them to embark on research endeavors in diverse contexts that hold relevance to their local experiences while remaining interconnected with broader societal dimensions (e.g., regional, national, global).

3.2.4 Equity and inclusive education

Freire's theory and the decolonial perspective complement each other by offering a critique of the dominant educational model and seeking alternatives that promote inclusion, equity, and social transformation. Both emphasize the importance of dialogue, critical conscientization, and recognition of diversity as fundamental elements for an emancipatory and truly inclusive education. Both approaches recognize the need to break away from oppressive models of education and propose educational practices that are liberating, democratic, and humanizing.

Inclusive education aligns with the struggle against injustice and social imbalance by empowering individuals and fostering critical consciousness. It recognizes the transformative power of education in liberating individuals and promoting social change. Freire's work (1987) exposes the false generosity of oppressors as a strategy to maintain an unjust social structure that dehumanizes the oppressed. Genuine generosity, according to Freire (1987), involves empowering the oppressed to become active agents of change and assume the role of protagonists in constructing a fairer and more equal society.

By intertwining the fight against oppression with education as a practice of freedom, we highlight the importance of conscientization, equal rights, and challenging oppressive structures to create an educational environment that values diversity, promotes inclusion, and empowers students to be agents of change in their lives and communities. Inclusive education requires a critical understanding of oppressive social structures and a commitment to fighting for equity and freedom in all aspects of education.

3.3 Critical methodologies based on Paulo Freire's and Decolonial perspective.

Paulo Freire (1987), drawing upon critical social theories that influenced his intellectual development, formulated Critical Pedagogy as a conceptual framework and practical approach. He established a reciprocal relationship between theory and *praxis*, where theory informs and is refined by practical implementation. Critical pedagogy pertains to the theory and practice of human formation, encompassing not only the acquisition of knowledge but also the construction of ideas, concepts, values, and attitudes to foster the emancipation of individuals and challenge power dynamics in unequal societies.

According to Franco (2017), the logical underpinnings of Freirean critical pedagogy are grounded in the following fundamental principles:

- A. education aims to cultivate individuals who possess an awareness of their position within the world, capable of attributing meaning and significance to their experiences,

and resistant to being reduced as passive objects within an external educational process;

- B. education works as a resistance against the instrumental rationalization of educational practices solely for the purpose of economic advancement, rejecting market-driven approaches;
- C. knowledge is constructed through dialogic interactions and critical engagement, emphasizing the reciprocal relationship between theory and practice, and rejecting the transmission of decontextualized information that fails to connect with the realities of both learners and educators;
- D. the emancipation of individuals assumes a central role in pedagogy, achieved through an ongoing commitment to social transformation and the cultivation of a democratic and critical educational practice. This necessitates the rejection of any form of indoctrination or domestication that obstructs the pursuit of individuals' complete emancipation.

A crucial part of decolonial pedagogy is the development of critical thinking, self-reflection, and civic engagement, aiming to empower students as active participants in their education and agents of social transformation (Mota Neto, 2015). By encouraging students to challenge injustices and work towards social and political change, these methodologies foster a sense of agency and responsibility in them. Education is not only about acquiring knowledge but also about applying that knowledge to create positive societal change. Through critical thinking and self-reflection, students are encouraged to question the status quo, analyze power dynamics, and actively engage in addressing social injustices. By fostering a sense of civic engagement, these methodologies inspire students to become advocates for equity, justice, and inclusion in their communities and beyond.

In order to create a supportive learning environment, educators need to facilitate open and respectful discussions that center the voices of students (Holley & Steiner, 2005). By doing so, teachers can create a safe space where students feel comfortable sharing their perspectives, experiences, and concerns. Encouraging active listening and empathy among apprentices fosters an inclusive and respectful learning environment. This can be achieved through various strategies, such as establishing clear guidelines for respectful dialogue, promoting active participation from all of them, and providing opportunities for students to engage in reflective and empathetic discussions. By creating such an environment, educators can foster a sense of belonging and ensure that all students' voices are heard and valued.

Decolonial methodologies seek alternative ways of understanding and engaging with the world that are not necessarily Western or characterized by imposition (Batista, 2022). Incorporating marginalized voices in the classroom allows students to explore different perspectives, cultures, and experiences. Inviting guest speakers from marginalized communities, such as indigenous communities, local cultural organizations, or activists working on social justice issues, provides valuable opportunities for students to learn from firsthand experiences. They can ask questions, actively listen, and gain knowledge from these speakers.

Incorporating multiple forms of knowledge is an essential aspect of critical methodologies based on decolonial pedagogy. These methodologies point out that knowledge extends beyond formal academic disciplines and includes diverse forms such as cultural and experiential knowledge (Maldonado-Torres, 2010). By recognizing and embracing these different ways of knowing, these methodologies challenge the traditional hierarchy of knowledge in education and promote a more inclusive and diverse understanding of knowledge systems. This can be achieved by incorporating cultural examples, engaging with local communities, and valuing the unique perspectives and experiences that each form of knowledge brings to the learning process.

Based on this reflection, it can be inferred that the theories presented challenge traditional pedagogical approaches characterized by a rigid and content-focused structure. These theories require educators to adopt a new perspective and establish a different relationship with knowledge, recognizing their primary role in guiding the learning process. Consequently, embracing these theories entails acquiring new knowledge, developing fresh competencies, reshaping conceptions, and redefining the essence of the teaching profession, taking into account ethical and political dimensions.

Active methodologies have emerged as a pedagogical practice. The concept of active methodologies, when viewed through a critical lens, represent innovative approaches to teaching, and also work as a means to engage students in a critical and reflective manner throughout their learning journey (Diesel *et al.*, 2017). While active methodologies foster active student participation, encouraging them to construct knowledge and take ownership of their learning, the critical perspective seeks to interrogate the social structures and power dynamics within the educational context. By integrating these two elements, the implementation of active methodologies with a critical approach creates learning environments where students are motivated to question, analyze, and transform the social realities that surround them. The critical perspective can enrich the potential of active

methodologies, facilitating a more participatory, democratic, and emancipatory educational experience.

The ultimate objective is to cultivate autonomy and self-confidence in educational practices, with active methodologies placing a strong emphasis on student agency in the learning process. These methodologies challenge the passive model of instruction, characterized by teacher-centered oral presentations, content reproduction, and rote memorization, which, to some extent, still persists in contemporary education (Berbel, 2011). By employing active methodologies, students' autonomy is nurtured, unlocking their potential and igniting curiosity to explore concepts independently, enabling them to develop their own perspectives, distinct from those presented by the teacher, based on their unique and individual experiences.

Active methodologies are designed to empower students by fostering critical thinking skills and promoting the development of intellectual, emotional, personal, and communicational competencies (Silva & Paiva, 2020). In this approach, the teacher assumes the role of a facilitator, guiding students in their self-directed learning process, stimulating curiosity to explore, analyze, and reflect on various scenarios to make informed decisions and solve problems (Bastos, 2006). To accomplish this, teachers must devise strategies that cultivate students' creativity and proactivity through engaging exercises, tasks, and effective classroom organization, with the student at the forefront of the teaching process.

These methodologies contribute to a deeper appreciation of the diversity and individuality of each student. Active methodologies afford students greater freedom to explore their interests and abilities, enabling them to construct their own knowledge. Moreover, active methodologies support the development of socio-emotional skills and cross-cutting competencies such as communication, collaboration, critical thinking, and problem-solving. These skills are vital for fostering inclusion among students with special educational needs, as they promote greater independence and autonomy in the learning process (Diesel *et al.*, 2017). By placing students at the center of the learning process and encouraging collaboration and dialogue, active methodologies foster the creation of an inclusive and welcoming educational environment for all students.

3.3.2 Inclusive activity based on Paulo Freire's and Decolonial pedagogy.

To illustrate the discussion above, in this topic, we will present an activity proposed to be used in the classroom that aligns with the principles of active methodology. This activity was developed by the Author of this thesis, during a teaching research inside a classroom of

the subject of Brazilian Sign Language in 2021. This activity was implemented in the context of an inclusive classroom in a Higher Education Institution (HEI) for the subject of Libras, with the presence of a student with visual impairment.

In this activity the goal was to reflect on myths and beliefs about the d/Deaf and Brazilian Sign Language. The study of myths and beliefs surrounding d/Deaf individuals plays a crucial role in dismantling stereotypes and fostering a more accurate and inclusive comprehension of the d/Deaf community. Through a critical examination of the narratives and discourses prevalent in society, we can dispel misconceptions and harmful notions, such as the erroneous correlation between d/Deafness and cognitive or intellectual limitations (Gesser, 2009).

Despite the efforts of the d/Deaf community and the d/Deaf pride movements, we still have social discourses today that perpetuate beliefs of inferiority towards this group. Audrei Gesser (2009) compiled the book *Libras? What language is this?*¹⁶ to debunk popular discourses in society that promote the marginalization of d/Deaf individuals, Libras, and d/Deafness. By grasping the authentic essence of d/Deafness as a cultural and linguistic divergence, we can acknowledge the vast richness and diversity within this community, while valuing their language, such as sign language, and their unique experiences. Exploring myths and beliefs related to d/Deaf individuals urges us to confront deeply ingrained prejudices, facilitating the inclusion and appreciation of their identities and capabilities. Consequently, this effort contributes to the advancement of a more equity society.

Under the decolonial perspective, the study of myths and beliefs about d/Deaf Individuals involves the need to question and challenge dominant knowledge and power structures that perpetuate stereotypes and oppression towards the d/Deaf community. Decoloniality seeks to destabilize hegemonic narratives, decolonize knowledge, and amplify marginalized voices. In the context of d/Deaf Individuals, this implies dismantling discourses and beliefs that marginalize them, reject their identity and language, and promote a pathologizing view of d/Deafness. By studying myths and beliefs through the decolonial lens, we can denaturalize these ideas and recognize the agency and resistance of the d/Deaf community. This allows for the valorization of their perspectives, experiences, and knowledge, thus challenging epistemic hierarchy and promoting a more inclusive and equity approach to d/Deaf individuals in society.

To develop this activity, we used the Flipped Classroom method in the Sign Language class. According to Morán (2015), the Flipped Classroom is an approach that moves away from traditional lecture-style teaching and enhances student participation and

¹⁶ In Portuguese: *Libras? Que língua é essa?*

productivity. For the successful implementation of this methodology, students are encouraged to take the lead in the class. Therefore, they are expected to have prior access to the knowledge, and we instructed them to come prepared for the class having read the assigned text. The activity adhered to the principles of active learning, allowing students to practice and deepen their knowledge acquired from a text they had previously studied at home (Morán, 2015).

We divided the class into 5 groups, each consisting of 6 individuals, and each group raffled a document containing a statement about d/Deaf individuals. The statements were all printed on A5-sized paper with 24-point Arial font, as this is the recommended format for students with low vision. All the sheets were printed this way to ensure that the group, including the student requiring specialized assistance, could fully participate by randomly selecting a sheet just like the other groups.

Drawing upon the work of Gesser (2009), the students were tasked with identifying the presence (or absence) of thoughts and/or behaviors influenced by the propagation of myths and beliefs. This methodology aims to foster students' self-confidence, streamline learning through pre-class engagement and discussion of course materials with the facilitation of the teacher. It encourages innovative thinking about teaching processes, integrating methodologies with educational technologies, with the goal of enhancing knowledge dissemination and comprehension.

Before sharing their findings with the rest of the class, the students had the opportunity to engage in internal discussions within their respective groups. This small-group discussion empowered students to address questions in real-time, with the support of their peers and the teacher, creating a collaborative learning environment (Silva, Silva & Silva, 2021). Research, such as Kessler's study (2018), suggests that a more private environment for discussion and task completion increases students' confidence in the subject matter. Small groups, where students can discuss, validate, and collect each other's observations, enhance students' confidence in leading discussions in front of the teacher and the rest of the class. Additionally, these groups could help make the activity less oppressive, as there is an exchange among students while they work on the activity together.

After the small-group discussions, the students shared their thoughts about the statements they received with the class. At this point, students from other groups could also express their opinions and observations about the stories. During the discussion, students shared similar stories they were familiar with, referenced texts previously studied in the course, and raised questions that guided the development of the class, among other contributions. The discussions during the activity were highly enriching, with students

identifying the majority of the myths and beliefs present in the narratives, sharing personal experiences, and providing input on the stories from other groups.

It is important to highlight that during this moment, the student with low vision shared some of their experiences with myths and beliefs related to blindness and low vision. This moment was of great importance as it allowed for the introduction of new knowledge and facilitated dialogue among the participants. By sharing their experiences, the students contributed to expanding understanding and raising awareness about the issues faced by individuals with visual impairments. This dialogue enriched the activity, enabling the exchange of perspectives and mutual learning, thus strengthening the creation of a more inclusive environment and valuing the diversity of experiences and knowledge.

The Flipped Classroom is a powerful tool for promoting inclusive education, as it enables every student to learn actively. This activity was aimed at d/Deaf individuals due to the theme of the discipline, but in the classroom, this discussion can be extended to any other group or topic, as discussing different cultures beyond the given norm is always intertwined with decoloniality. By exploring myths and beliefs about d/Deaf individuals, we are challenging dominant knowledge and power structures that perpetuate stereotypes and oppression. This approach broadens our understanding of different cultural experiences and promotes a more inclusive view of human diversity. Therefore, reflecting on myths and beliefs can be applied to any context to challenge hegemonic narratives and seek greater appreciation for the perspectives and knowledge of marginalized groups, thus driving a broader decolonial movement.

CHAPTER 4.

METHODOLOGY:

Initially, our research focused on understanding the methodological practices employed by teachers working with d/Deaf students. However, during our fieldwork at the first school, we encountered a student who didn't fit the stereotypical profile of the d/Deaf students we had originally targeted. This particular student is not only d/Deaf but also has a rare syndrome and autism. As a result, we adapted our methodology to accommodate this unique case. The decision to use a qualitative method was driven by the objective of understanding the phenomenon being studied from the perspective of the individuals involved (Minayo, 1992).

We adopted the case study approach, which involved a comprehensive examination of the object of analysis as a single unit (Triviños, 1987). The methodology used in this study aligned with Yin's perspective on case studies (2001), enabling us to observe selected units from a specific standpoint through data collection for subsequent analysis, to obtain a deeper understanding. A case study aims to comprehend and investigate a particular phenomenon within a real-life context, delving deeply into a single unit of analysis, while considering the perspective of the individuals involved. This method is employed to acquire in-depth and valuable insights into the object of study, facilitating a comprehensive understanding of its characteristics, dynamics, and relationships.

Yin (1994) highlighted that this method can effectively incorporate various types of evidence, such as documents, artifacts, interviews, and observations. Taking this approach into account, it was crucial to choose data collection methods that would enhance the sources of this research. The wide range of evidence sources allowed for the preservation of essential characteristics of real-life situations and facilitated a thorough investigation of a specific phenomenon.

During the initial phase of conducting a case study, the selection of a specific case for examination is typically a crucial step. However, in the context of this research, as mentioned earlier, the case naturally presented itself to us at the outset, leading to an adjustment in the methodology. This adjustment was justified by our direct involvement in the fieldwork, where the case unfolded and revealed itself to be of particular interest and relevance to our study. According to Yin (1994), the unique circumstances of this research needed a flexible methodological approach, allowing us to adapt and refine our methods in response to the dynamic nature of the case and our evolving understanding of its complexities.

Upon entering the school, we found ourselves searching for new questions, and our main concern shifted. It was no longer just about including d/Deaf students whose rights are guaranteed by legislation. The study started to address the needs of d/Deaf students who belong to an even more marginalized group, those with comorbidities. We decided to focus our study on the school's actions with this student, specifically examining the dynamics of the professionals assigned to work with her. To achieve this, we employed three instruments to collect data: participant observation, semi-structured interviews, and document analysis. These methods were chosen to provide a comprehensive understanding of the situation and match with the study case as a method.

Godoy (1995) highlights the importance of capturing the essence of reality and focuses on comprehending and explaining the dynamics of social relationships. This research has an exploratory nature and takes a descriptive/explanatory approach. The author states that "descriptive research primarily aims to provide detailed characteristics of a specific population or phenomenon, or to establish relationships between variables" (Godoy, 1995, p. 42) and its purpose is gathering information about a particular object, delineating a field of work and mapping the conditions of its manifestation (Severino, 2010).

To enhance comprehension and organization of the methodology used in this study, the current chapter will be divided into three primary subsections. The initial subsection will explore the applied methods of data collection, elaborating on the techniques and procedures employed. The second subsection will focus on the participants' profiles, offering pertinent details regarding the individuals engaged in the study. The third subsection will be about data collection methods, elucidating the strategies and tools employed to gather information pertaining to the research subject. Lastly, the fourth subsection details the analysis process. This structured framework will enable a systematic and lucid approach to the adopted methodology, thereby fostering improved comprehension of the research process.

4.1. Data collection

In this study, our objective was to examine the inclusive practices within a school by exploring the experiences of teachers and their methodological approaches to the accessibility for a d/Deaf student who has a rare syndrome and autism. To achieve this goal, we conducted a case study divided into three main actions: participant observation, which played a central role in this research; document analysis, utilized to access information about the phenomenon being studied; and interviews to gather detailed information about the firsthand experiences of the individuals involved. This methodology allowed for an

immersive perspective into the activities of the school and facilitated a deeper understanding of the interactions between students and school staff.

Resolution No. 466/2012 of the National Health Council establishes guidelines and regulatory norms for research involving human subjects (Brasil, 2012). Although this resolution primarily applies to health-related research, it emphasizes the importance of conducting all research involving human participants in accordance with fundamental ethical principles. These principles include respecting the dignity and rights of the participants, ensuring benefits to society, minimizing risks, and obtaining informed and voluntary consent from the participants, among other considerations.

According to this ethical commitment, the research was submitted to the ethics committee of the subproject "Libras, teacher education, and teaching strategies: investigating inclusion from Basic Education to Higher Education"¹⁷ approved by the ethics committee of the Federal University of Viçosa under the number 58898422.7.0000.5153.

Participants signed the informed consent form, which clearly and objectively explained how they would collaborate with the research. In this consent form, there was a clause about photographs, which permitted taking pictures of the school, students and didactic materials. Therefore, we included 10 images in this work, of our database that has a total of 20 images.

The first contact with the school happened through a telephone call in September 2023. The researchers scheduled an appointment to talk to the supervisor. In the school, there was a meeting between the researcher, the adviser, the principal and the coordinator of the school. The professionals welcomed the research into the school and signed the documents giving consent to its development.

Participant observation, as described by Correa (2009), entails the researcher's active involvement in the school environment, classroom, and daily experiences of the participants. This approach allows for direct and extensive engagement, providing valuable insights into the context of the school and the presence or absence of inclusive activities. The selection of this method was motivated by the close connection between the researcher and the research subject, enabling the collection of diverse data and a deeper understanding of the context as the researcher becomes an integral part of the process. This methodological choice enhances the richness and authenticity of the research findings.

The participant observation in this research was conducted by closely monitoring the actions involving the student Sofia. We used cameras, pens and a notebook field to

¹⁷ This project encompasses all the work under the guidance of Professor Ana Gediél in the field of linguistics, specifically in the area of applied linguistics, language teaching, and teacher education. This dissertation falls within the specific objectives of the project, which has a duration from 2021 to 2025.

document the data. The journey of the participant observation of the first semester started on 11/20/2022 and ended on 12/15/2022, during this time the researcher wrote 10 diaries in the Field Notebook, and the observation lasted on average 4 hours per day. In the second semester, we also had 10 diary entries on the Field Notebook between the days 02/07/2023 and 03/21/2023, with an average of 4 hours of observation per day.

Board x: participant observation

Semester	Start and end date	Number of diaries
First Semester	11/20/2022 - 12/15/2022	10
Second semester	02/07/2023 - 03/21/2023	10

Source: Made by the authors

During the observation phase, the researcher actively accompanied the support teacher and observed the interactions with the student. The researcher diligently recorded their daily perceptions and reflections in a field notebook. Immersing oneself in the routines of a school environment and fostering connections is a time-consuming and careful undertaking for researchers, demanding the practice of caution, ethical behavior, and determination. It entails navigating the complex dynamics of gradual progress and occasional setbacks, with resistance being an intrinsic component of this transformative path (Jesus & Correia, 2009).

About the collected data for the documentary research, the documents that we accessed are:

- School Pedagogical Plan;
- Individual Development Plan from Sofia's previous school;
- Individual Development Plan from the years 2022 and 2023;
- Sofia's school records;
- Medical statements;
- Documentation of enrollment in the school;
- Medical prescriptions.

The selection of documentary research as a method in this study aimed to explore and analyze the adaptations implemented in Sofia's learning process. The researcher delved into the school's Pedagogical Political Project (PPP)¹⁸ and historical learning documents to gain a comprehensive understanding of how Sofia's educational journey was structured prior to the researcher's involvement, as well as during the challenging period of

¹⁸ In Portuguese: Plano Político Pedagógico (PPP)

the pandemic.

By thoroughly examining these existing documents, a broader perspective on Sofia's learning process emerged, allowing for a deeper insight into the continuity and changes in the educational support provided to her over time. This multifaceted analysis enriched the research findings, providing valuable insights into the dynamics of inclusive education for students with special needs like Sofia.

According to Gil (2002), the documentary research method is a stable source of data, since it does not need a wealthy budget, and the information doesn't change by momentary circumstances between people, which fits perfectly to the post-pandemic scenario and the constant adaptations undergone by education. In the case of this project, this type of research is crucial for the critical reconstruction of the data, which allows for inferences and conclusions (Helder, 2006).

After the collection of the documents and the participant observation journey, we had one last contact with the participants through semi-structured interviews. During this stage we made some pre-structured questions, approved by the ethical committee, and we also had the opportunity to clear doubts and align points that appeared in the observation process. Semi-structured interviews give the researcher the possibility of creating new questions from data collected during the interview and the practicality of previously developed questions to meet the objective of the search (Duarte, 2004).

The interview is an important step as we could understand some of the teachers' perspectives. They were taken in the school environment, because every participant chose to be interviewed in the work environment. The sessions lasted approximately 40 minutes with each professional, they all happened individually and were recorded and transcribed for the data analysis. The table below shows the participants of the interviews:

Chart 1: Interview information

NAME	POSITION	INTERVIEW SPOT	INTERVIEW DURATION
Alice	Classroom Teacher	Empty classroom	30 minutes
Beatriz	Classroom Teacher	Empty classroom	40 minutes
Carol	Classroom Teacher	Teacher's office	20 minutes
Daniela	Support Teacher	Empty classroom	40 minutes
Emily	Support Teacher	School cafeteria	40 minutes
Fernanda	Basic Services	Classroom	20 minutes

	Assistant		
Gabriela	Coordinator	Coordinator's office	50 minutes
Helena	Vice Principal	Principal's office	50 minutes

Source: made by the author¹⁹

In our data analysis and discussion section, all the excerpts we used are attributed to participants using pseudonyms. These pseudonyms are accompanied by the initials of the data collection instrument from which the excerpt was derived: I for Interview, FN for Field Notebook, DN for Documental Research. The Documental Research data are from the documents of the school, just as the project and regiments of the school and Sofia's historic scholar. Also, the interview excerpts contain the month and year of data collection and the Field Notebook contains the diary entrance data. It is important to note that all the excerpts were originally in Portuguese and have been translated into English by the author.

4.2. The Context

- The school

The field under this study is a public elementary school that offers non-bilingual education located in a small country city in Southeast Brazil. Elementary education is the longest phase of Basic Education and is divided into cycles, k-12 and final years, or Elementary School I and Elementary School II as it is recognized in Brazil (Brasil, 2010). The early years correspond to Elementary School I, which attends to students from 1st to 5th grade, usually with ages between 6 to 10. The final years refer to Elementary School II, accommodating students from 6th to 9th grade, including the ages between 11 to 14.

The school is situated in an economically vulnerable neighborhood, only a few minutes from the city center. Accessibility to the school is highly favorable, with a bus stop located just steps away from the institution's gates. The street where it is situated runs parallel to the main street of the neighborhood, where a hospital, a market, and various commercial establishments are located. Nevertheless, the street where the school is located is less busy, surrounded only by residential buildings.

Image 1: School gate

¹⁹The names of the participants were randomly chosen in alphabetical order according to the organization: classroom teacher, support teacher, school staff. In the next subsect we will delve into more details of the participants.



Source: Internet bank images

The school has a well-structured environment with ample space, good ventilation, and accessible features such as stairs and ramps. Its facilities include a cafeteria, a covered courtyard, a sports court, a playground, a Computer Lab, a library and a teacher's room. The cafeteria is spacious, and the school provides balanced and high-quality meals.

Image 2: Sports court



Source: Internet bank images

Image 3: Library



Source: Internet bank images

Image 4: School playground

Image 5: Classroom



Source: Internet bank images



Source: Internet bank images

Image 6: Computer Lab



Source: Internet bank images

Image 7: Cafeteria



Source: Internet bank images

The morning drop-off time at the school is at 7:00 am, and dismissal happens at 11:25 am. In the afternoon, students enter at 12:50 pm and leave at 5:10 pm. Additionally, the school offers full-day education, which extends from 7:00 am to 4:35 pm. Late arrivals are allowed for 10 minutes during the first class period. Beyond this time frame, a justification is required.

Students can only be released upon request from parents or guardians. Wearing the school uniform is mandatory to facilitate student identification in other settings. Student attendance is compulsory and closely monitored. If a student is absent for 5 consecutive school days or 10 alternate school days, the school will contact the student's family to request their return. If the number of unexcused absences reaches 15 consecutive or alternate school days, the school administration will notify the Child Protection Council, the competent district judge, the respective representative from the Public Prosecutor's Office, and the relevant authority – especially, if the student's family benefits from federal government assistance programs tied to school attendance.

- The Classroom

The classroom comprises around 20 students, the majority of whom come from economically vulnerable backgrounds and are either black or of mixed race. They are all approximately 7-years-old. Additionally, there are three students with specific diagnoses – a white boy with attention deficit hyperactivity disorder (ADHD), a black girl with autism, and Sofia, the protagonist of this research, with multiple disabilities.

4.3. Description of Participants

- The student:

Sofia is a non white 7-year-old girl diagnosed with autism (F840) and Cornelia de Lange syndrome²⁰. The student requires constant support for concentration, interaction, and socialization. Sofia began attending the Association of Parents and Friends of Exceptional Children (APAE²¹) school at the age of 4. She needs to receive ongoing medical care from specialists, including a neurologist, psychiatrist, otolaryngologist, and pediatrician. As part of her treatment, Sofia takes the medication Risperidone to reduce irritability associated with autism.

Even though Sofia is enrolled in an inclusive school, she is non-literate²². She presents poor motor coordination and is not familiar with sign language. She also does not know oral language. At school she usually does not interact with her classmates, and does not participate in class activities within her colleagues, preferring the company of teachers and auxiliars. Her favorite activities are to walk around the school and eat in the cafeteria. She enjoys playing with her toys, especially the ones that are yellow (her favorite color), and always has a doll in her hands.

²⁰ According to Santos *et al.* (2022) the Cornelia de Lange syndrome (CdLS) is a rare genetic disorder, caused by mutations in genes that have a structural or regulatory role in the cohesin complex. The syndrome is characterized by multiple congenital anomalies, which include distinctive facial features, prenatal and postnatal growth deficiency, neuro and psychomotor delay, gastroesophageal reflux disease and upper limb malformations. Also, the syndrome is characterized by an intellectual disability and can lead to the formation of other disorders, being very common to be accompanied by d/Deafness or hearing loss, in about 80% of the cases (Santos *et al.*, 2022). The incidence of the syndrome is one case per 10.000-50.000 live births (Tekin & Bodurtha, 2008), moreover, there are only a few studies about it, and more information about CdLS can be found in the medical field. According to Bez & Passerino (2012) the most affected area by this syndrome is language, being mostly characterized by the absence of speech or speech with reduced vocabulary (SCdL UK, 2009).

²¹ In portuguese: Associação de Pais e Amigos dos Excepcionais (APAE)

²² Her communication lies in body language that we will delve in section 5.4

Sofia is raised by a single mother who works two school shifts. Her family is of low socio-economic status; her mother is a teacher in inclusive education and specialized in this area after her daughter was born to better provide for the child. However, due to her extensive weekly work hours, Sofia's grandmother is responsible for her care during the week. At home, the child has her own designated spaces, objects, and attachment habits. She enjoys having the freedom to do what she wants, whenever she wants. However, Sofia struggles to comprehend and follow rules and agreements, and she has food selectivity.

- The teachers and school staff

The selection of research participants was based on their availability and their interaction with the student. Therefore, the professionals who had direct involvement with Sofia were chosen to participate. Initially, four professionals were selected: the classroom teacher Beatriz; the support teacher, Emily; the physical education teacher Carol; and the basic services assistant, Fernanda. Through participant observation, it was observed that during the first semester, the school coordinator, Gabriela, played a significant role and showed constant concern for Sofia, therefore she was also invited to be part of the research.

This research took place over the course of two semesters during fall 2022 and winter 2023. Consequently, some members of the team working with Sofia changed between semesters due to the end of their contracts with the school, the completion of the academic period, and the need for students to progress to the next grade. Thus, Alice became the new classroom teacher for Sofia's class, and Daniela was hired as the support teacher. Similar to the process in the first semester, participants were asked during the interview if they would recommend another professional for further interviews, and the vice-principal Helena was suggested.

Due to the busy schedules of the professionals, the interviews were conducted at the school during their working hours, including snack breaks, recess, physical education, or between meetings. Since the researcher was present at the school throughout the day, the participants approached her when they were available.

With this process explained, we can now move on to the participants' profile:

→ Alice is a black, middle class, 60 years old woman who holds a degree in Teaching and Pedagogy from a private and in person college²³. During the first semester of the

²³ In the Brazilian educational context, the differences between public and private higher education institutions are significant. Public universities, typically government-funded, are known for their rigorous student selection process through exams and offer free education. They are often recognized for their academic research and play a key role in the production of scientific knowledge in the country. On the other hand, private institutions, which rely on tuition fees paid by students, tend to

research, she worked as a substitute teacher for Sofia and also filled in for the support teacher when needed. In the second semester, Alice became Sofia's classroom teacher. She has a specialization in coordination, supervision, and inspection, and approximately 30 years of teaching experience. During this period, she has had contact with only two students with specialized needs²⁴: Sofia and another student with ASD.

- Beatriz is a white, middle class 50 years old woman, she has a degree in Teaching and Pedagogy from a private and in person college. During the first semester, she was Sofia's classroom teacher. She has a specialization in psycho-pedagogy and special education, and approximately 27 years of teaching experience. During this period, she has had only one other student with specialized needs besides Sofia.
- Carol is a white, 40 years old, middle class woman who graduated in Physical Education from a Public and in person university and holds a postgraduate degree in special education. She works as a physical education teacher in the afternoon for the basic education program. Carol has 6 years of teaching experience.
- Daniela is a black, 30 years old, and economically disadvantaged woman who holds a degree in Pedagogy from a private and online college, and a postgraduate in special education, also from a private and online school. Daniela worked as a support teacher for Sofia during the second semester of the research. She has had experiences with four other students with specialized needs.
- Emily is a white, 30 years old, middle class woman, who has a degree in Pedagogy from private and in person college and in special education from a private and online school. Additionally, she holds a postgraduate degree in special education. She was hired as a support teacher for Sofia during the first semester of the research. Emily

have less competitive admission processes and are more accessible to a larger number of students. They also offer a variety of courses tailored to specific job market demands. As for teaching modalities, face-to-face classes are traditional in Brazilian universities. However, with technological advancements, distance learning has gained ground, providing greater flexibility and access to education for people in various regions, including those who cannot regularly go to campus due to geographical or time constraints.

²⁴We would like to offer a brief reflection on this information: Is it possible that the teacher encountered only two students with disabilities in 30 years of teaching? Similarly, the following participants reported having very little contact with children with disabilities. This suggests a possible misconception among teachers regarding the identification of their students' needs. This issue may stem from gaps in teacher education and a lack of resources for accurately identifying disabilities.

has extensive experience, having worked as a support teacher for students with disabilities for 3 years.

- Fernanda is a black, 40 years old, economically disadvantaged woman, who works as a basic services assistant. She was hired by the school when Sofia enrolled. Although she does not have formal training in the field, she had previously worked as an assistant in another school for 8 years. When she was not directly working with Sofia, she was a school janitor.
- Gabriela is a black, 50 years old, middle class woman, who holds a degree in Teaching and Pedagogy from a public and in person college and is currently studying special education at a private and online school. She has several post-graduate qualifications, including psycho-pedagogy (from a private and in person college), and educational media (from a public in person college), special education from UNOPAR (from a private and online school), and management from the Pitágoras network (from a private and in person college). Gabriela has 23 years of teaching experience and worked as a coordinator during the first semester of this research.
- Helena is a white, 40 years old, middle class woman, who graduated in Pedagogy from private and in person college and has a postgraduate degree in special education at a private and online school. She holds specializations in special education, autism, supervision, and guidance. Helena worked as the vice-principal of the school during the research period.
- The researcher is a 25-year-old white woman from a middle-class background who graduated in Language from a public in-person university. She is conducting this research by observing, taking notes, and participating in the daily life of the school. It is important to understand that this research is influenced by her personal experiences and perspectives.

4.4 The analysis process

The content analysis methodology was employed for data analysis. This approach encompassed a series of techniques aimed at objectively describing the content of messages found within the analyzed data. Bardin (1977) asserted that content analysis enables the search for meaning in discourses by interpreting the explicit content expressed

by participants. This technique also allowed the researcher to make inferences about the individuals conveying the analyzed messages. It was used in the organization of data from interviews, which were read and organized into thematic categories for analysis. According to the author, content analysis consisted of three essential stages: pre-analysis, material exploration, and treatment of results and interpretation. The following paragraphs will discuss each stage in detail.

1) Pre-analysis: In the initial stage, with the interviews already transcribed and the field notebook and digitally scanned documents in hand, a preliminary reading was undertaken. This allowed for an initial engagement with the data and its inherent messages. This phase was essential for the researcher to become receptive to the various impressions, representations, emotions, knowledge, and expectations tied to the analyzed content. We immersed ourselves in the data, examining it through the lens of the theory applied in this study. During this process, the data were meticulously categorized to pinpoint information pertinent to the study's interpretation. For this purpose, we identified and selected the most relevant information segments that would aid in understanding this research and facilitate a dialogue with the theoretical frameworks

2) Creation of Categories for Analysis: The second stage entailed a more detailed examination of the documents, culminating in the formation of categories for analysis. To deeply understand the data, it was organized into categories aligned with the research objectives. This approach provided a comprehensive analysis of the collected material, allowing for the identification of patterns, themes, and pertinent issues. Thus, the categories served as units of analysis, clustering the data based on their common features.

- Teacher Education: This includes data that outlines the educational journeys of the professionals working with Sofia. It covers aspects such as where and when they completed their education, their major fields of study, any additional courses they have taken, and their ongoing professional development.
- Challenges in Sofia's Socialization and the School Environment, Involving Professionals and Classmates: This category focuses on the daily challenges encountered in Sofia's interactions. It includes information about her favorite places, the people she is most comfortable with, and the efforts made by teachers to engage with her.
- Communication Challenges in the Process of Inclusion: This section presents data related to the primary modes of communication used by and with Sofia.

It also discusses the methodological approaches proposed for fostering inclusive actions

3) The third stage marked the final phase, where data categorization and analysis were conducted. During this stage, inferences and interpretations were drawn using predefined categories. The primary goal of this phase was to uncover relationships within the data, identify emerging trends, and reveal deeper underlying meanings. At this point, we initiated the comparison of the collected data with our selected theoretical framework, namely critical education informed by decolonial and Freirean perspectives, alongside disability studies. The process of content analysis in this stage was instrumental in extracting pertinent information, recognizing patterns, and gaining a more profound comprehension of the material analyzed.

Similarly, the initial stages continued to be relevant in the final phases of the study, such as the literature review. Throughout the analysis and interpretation of the data, the need for theoretical references that might not have been covered in the preliminary phases of the research became apparent. Thus, it was essential to seek such references from additional sources in order to produce a comprehensive interpretation of the content, while also connecting and sharing all the research development to address the objectives outlined in this project.

At this point, we revisited the previously established categories and realized that the data, when viewed alongside the theory, pointed to different directions. Consequently, we proposed a restructuring of the analysis categories:

Chart 2 - final analysis Categories

<p>1) Policies of inclusion</p> <p>This category delves into the documents of the school that point to inclusivity within the school environment. It questions the authenticity and success of these strategies. Are they truly inclusive? Were they effective? It also examines the guarantees of Brazilian legislation in this context and investigates any shortcomings. Furthermore, the section probes whether these initiatives are in line with critical and Freirean educational philosophies</p>
<p>2) Teacher education</p> <p>This category investigates the educational backgrounds of the participants involved in this research. We examine the pre-service education each teacher received and their reflections on it, and the data about in-service teacher education.</p>

3) Environmental socialization:

This category concentrates on the data that highlight various concerns the school had regarding Sofia's socialization challenges. These are characterized by the school's preference for Sofia to remain in the classroom as opposed to Sofia's own desire to spend time outside of it.

4) Communication

In this category, we have compiled data concerning communication aspects. It addresses several key questions: What does the data reveal about Sofia's communication abilities and methods? How do teachers interact with her, and what approaches do they use? Additionally, how do her classmates and school staff communicate with Sofia?

Source: made by the authors.

In this final framework of categories, these topics are identified for further development as data analysis points out. The data analysis chapter is structured into four subsections, each utilizing the categories outlined in the chart. The initial section, titled "Getting into the school gates," predominantly explores data from category 1, exploring the school policies for inclusion. In the second section, "Analyzing teacher's education for inclusion," we delve into both pre-service and in-service teacher education, utilizing data from category 2. The third section, "Exploring socialization challenges across environment and classmates," highlights the data from category 3, focusing on understanding the dynamics of school environments and individuals in the inclusive process. Finally, the last section, "Navigating communication barriers," emphasizes data from category 4, specifically addressing communication challenges.

CHAPTER 5.

DATA ANALYSIS

This chapter embarks on a comprehensive analysis of Sofia's school journey, focusing on the promotion of inclusion. To facilitate a systematic and insightful discussion, we will explore key aspects contributing to Sofia's inclusive educational experience. The chapter unfolds through four distinct sections:

- Section 5.1, entitled "Getting into the School Gates", delves into the initial step of Sofia's educational journey, encompassing the entry into the school gates. This section scrutinizes various factors and processes associated with her admission, including pertinent policies, procedures, and challenges encountered during this crucial phase;
- In Section 5.2, "Analyzing Teacher's Education for Inclusion", we critically examine the educational background, training, and professional development opportunities provided to teachers involved in Sofia's education. The focus lies in understanding how well-equipped educators are in addressing the diverse needs of students, with a specific emphasis on those with unique requirements, such as Sofia;
- Section 5.3, "Exploring Socialization Challenges Across Environments and Classmates", we will explore the extent to which the school fosters a supportive and inclusive social environment for all students;
- Finally, Section 5.4, "Navigating Communication Barriers", analyzes the communication dynamics within the school context. This exploration encompasses potential barriers that Sofia faces being a deaf non-literate kid;

By dissecting Sofia's educational journey through these specific lenses, this chapter aims to provide a comprehensive understanding of the challenges and opportunities in promoting her inclusion within the school setting. Each section contributes a unique perspective, thus contributing to a holistic analysis of the factors influencing Sofia's educational experience.

5.1 Getting into the school gates

The enrollment process for a student with a disability in a public school in Minas Gerais follows an inclusive procedure in compliance with current educational laws. Initially, the guardians get in touch with the school of their choice and request information about the necessary documents, which usually are:

1. Identification Document of the parents or guardians: Can be RG (Identity Card), CNH (Driver's License), or another official document with photo identification;

2. CPF (Individual Taxpayer Identification) of the parents or legal guardians;
3. Proof of Residence: Can be a water, electricity, telephone bill, or another document verifying the address;
4. Vaccination Card: Especially for school-age children, it is important to present an updated vaccination card;
5. Medical report or psycho-pedagogical assessment: In the case of children participating in Specialized Educational Assistance (AEE²⁵), it may be necessary to present a medical report or psycho-pedagogical assessment confirming the need for this special assistance;
6. School records or declaration from the last school: If the child is changing schools, it is common to be asked for school records or a declaration from the last educational institution;
7. Document confirming participation in AEE: If the child is already participating in AEE, it is important to provide documentation confirming this participation.

However, not only do the students have to provide documents for the school, but also, the school has a set of documents dissertating about their pedagogical structures. In Brazil, every school has a PPP (Pedagogical Political Plan), following LDB articles 12, 13 and 14 (Brasil, 1996). This document addresses the school's reality and the actions implemented to ensure the inclusion and quality of education for all students. Every school is guided to develop its Pedagogical Political Project (PPP). The PPP is supposed to be a document that reflects the identity, objectives, and specific educational practices of a school. It is collectively built by the school community, involving administrators, teachers, staff, parents, and often students.

The PPP encompasses aspects such as the school's mission and vision, its pedagogical principles, educational goals, teaching strategies, learning assessment, participatory management forms, among other elements. The idea is that it works as a guiding framework for the school's actions, providing a solid foundation for educational development and the construction of a cohesive school community. It promotes an education focused on developing skills and competencies for the formation of conscious and respectful citizens. This document describes, among other things, the inclusive politics adopted by the school.

At the core of the school's inclusive education are the following aspects:

²⁵ In Portuguese: Atendimento Educacional Especializado (AEE).

1. Respect for oneself and others;
2. Understanding of the constitutive Brazilian reality and the ethnic-racial issues that permeate it;
3. Development of empathy through knowledge;
4. Attention and care for the surrounding environment.

The school curriculum²⁶ is structured to promote the development and deepening of students' knowledge. This is achieved through actions that involve historical and scientific reflection on these themes, which are considered important for the exercise of citizenship and the proposition of effective actions for societal improvement. Students are made aware that they are unique individuals and, therefore, should respect and be respected regardless of differences. They also understand that there are different aptitudes, and each person has their own abilities and difficulties that should be respected.

Those goals corroborate with Critical studies as they emphasize the importance of fostering an inclusive and respectful learning environment that recognizes and values the diversity of individuals, including those with disabilities. This goal aligns with DSE principles by promoting respect not only for students with disabilities but also all individuals in the educational community. The stated goals demonstrate a commitment to creating an inclusive and respectful educational environment. The emphasis on understanding diverse realities, fostering empathy, and caring for the environment reflects a holistic approach that resonates with the inclusive values promoted by DCS (Goodley, 2011).

Moreover, the PPP also points out that the school has a Specialized Educational Assistance (AEE²⁷), which is a special education service designed for students with specific needs that require specialized support. This service identifies, develops, and organizes pedagogical and accessibility resources with the aim of eliminating barriers to the full participation of the student. The service should be primarily provided in the multifunctional resource room of the school itself or another regular school (Brasil, 1996). The activities carried out in specialized educational assistance differ from those in the regular classroom; however, they do not replace regular schooling. Instead, this assistance complements and/or

²⁶ These issues are addressed in the school's hidden curriculum through the teaching and learning process. The hidden curriculum refers to the unwritten, unofficial, and often implicit norms, values, and behaviors that are conveyed to students in a learning environment but are not explicitly taught in the formal curriculum. It includes the social and cultural aspects of education that contribute to students' understanding of the broader world, socialization, and the development of certain attitudes and behaviors. Understanding the hidden curriculum is essential because it can significantly influence students' perceptions, attitudes, and socialization experiences in ways that may not align with the formal educational objectives.

²⁷ In portuguese: Atendimento educacional especializado (AEE).

supplements the education of students, aiming for autonomy and independence both within and outside the school.

In the case of the school in this study, which lacks a multifunctional resource room, participant observation revealed that students in need of this support must seek the APAE school to use the room outside regular school hours. It becomes the responsibility of the child's parents to organize this time, including transportation to the location.

The school that offers AEE usually needs to maintain specific records for students participating in this program (Brasil, 2011). These initiatives aim to provide tailored educational support and accommodations to meet the unique needs of students with disabilities. These documents align closely with the principles and focus of DSE on social justice and equity (Ainscow, Booth, & Dyson, 2006), diversity and individual differences (Collins & Ferri, 2016), participation and collaboration (Baglieri et.al, 2011) and accessible learning environments (Gabel, 2005). Considering the discussion about DS, DSE and CDS, we organized the following chart of how these documents can be interrelated with DSE lens:

Chart 3: AEE documents

Document	Description	View through DSE leans
Specialized Educational Assistance Plan (PDI)	A document detailing strategies, goals, and specific activities to meet the educational needs of the student (Brasil, 2008).	The PDI is in line with DSE principles as it emphasizes individualized strategies and goals to meet the educational needs of the student. DSE emphasizes moving away from a one-size-fits-all approach to education, promoting tailored plans that recognize and accommodate diverse learning styles and needs (Collins & Ferri, 2016).
Assessment Reports:	Documents describing the academic, social, and emotional progress of the student in the AEE. They may include assessments of specific skills, curriculum adaptations, and performance observations (Brasil, 2008).	Assessment reports in the context of DSE serve as tools for understanding and documenting the student's academic, social, and emotional progress. DSE encourages a comprehensive view of disability that goes beyond medical models, incorporating social and emotional dimensions (Baglieri et.al, 2011).
Medical Report or Psycho-Pedagogical Report:	If necessary, the school may create or maintain medical or psycho-pedagogical documents justifying the student's participation in the AEE (Brasil, 2008).	Even if DSE criticizes overly medicalized perspectives of disability (Baglieri et.al, 2011), such reports can still be relevant if they focus on providing a holistic understanding of the student's needs, including psycho-pedagogical aspects. DSE encourages a shift from a deficit-based medical model to a more inclusive and empowering social model.

Record of Participation in AEE Activities:	A record documenting the student's participation in specific Specialized Educational Assistance activities (Brasil, 2008).	This record aligns with DSE principles by emphasizing the importance of documenting and recognizing the student's active participation in Specialized Educational Assistance activities (Gabel, 2005). It acknowledges the agency of the student and their contributions to their own learning experience.
Curricular Adaptations:	Documents describing adaptations made to the regular curriculum to meet the student's needs, if applicable (Brasil, 2008).	The curricular adaptations are in line with DSE's call for inclusive practices, recognizing that traditional curricula may need adjustments to meet the diverse needs of students (Gabel, 2005). DSE promotes an inclusive curriculum that values diversity and ensures equitable learning opportunities for all.
Communication with Parents/Guardians:	Records of communications between the school and parents or guardians, including meetings, progress reports, and other relevant information (Brasil, 2008).	Open and collaborative communication is a cornerstone of DSE. Involving parents or guardians in the educational process is consistent with DSE principles, recognizing the importance of partnerships between educators and families to support the student's holistic development (Thigpen, Freedberg & Frey, 2014).
Transition Plan:	For students moving between different educational levels, a transition plan may be created to ensure a smooth and continuous transition (Brasil, 2008).	A transition plan aligns with DSE principles by acknowledging the importance of a seamless and continuous educational experience for students with disabilities. DSE emphasizes the need for planning that considers the unique challenges and opportunities during transitions between different educational levels (Gabel, 2005).
Documentation of Resources and Supports	Records of technological resources, adapted educational materials, or any other support used to facilitate the student's learning (Brasil, 2008).	This documentation resonates with DSE's emphasis on providing necessary support to facilitate learning (Collins & Ferri, 2016). It aligns with the social model of disability, which focuses on removing barriers and providing resources to create an inclusive learning environment.

Source: Made by the author.

The first document on the chart, known as PDI (Individualized Educational Assistance Plan), is designed to aid teachers in decision-making regarding students with disabilities within the educational process (Brasil, 2013). This assistance is provided through periodic assessments that gauge the student's developmental level. The PDI is closely linked with the curriculum, functioning as an inclusive tool. During the research, we had the opportunity to get in touch with Sofia's PDI. The information of the document is summarized on the chart below:

Chart 4: PDI

Subject	Sofia's PDI	Class development plan
Portuguese	Development of orality, reading, writing, and interpretation.	Development of orality, reading, writing, and interpretation.
Mathematics	Development of writing, recognition of numbers, quantities, and measures.	Development of writing, recognition of numbers, quantities, measures, geometry, problem solving.
Geography	Work on the subject and its place in the world.	Work on the subject and its place in the world.
History	Development about personal world, my place in the world.	Development about personal world, my place in the world.
science	Development of learning about everyday science.	Development of learning about everyday science.
Religious Education	Development of learning and recognition of values, respect for differences and individualities.	Development of learning and recognition of values, respect for differences and individualities.
Art	Development of learning in visual arts, dance, music, and creative processes.	Development of learning in visual arts, dance, music, and creative processes.
Physical education	Development of learning related to body and movement.	Development of learning related to body and movement.

Source: Sofia's Individualized Education Plan, DR, 2022.

As we can observe, the school's curriculum covers a wide range of subjects including language, math, science, arts, and more, demonstrating a holistic approach to education. Every subject has its specific goals and objectives for every student in the classroom, and for the student that has special education needs.

The alignment of Sofia's PDI with the Class Development Plan reflects an inclusive approach to education. DSE emphasizes creating inclusive environments that accommodate diverse learning needs. Sofia's education seems to recognize and address her unique requirements across different subjects. The emphasis on orality, reading, writing, interpretation, values, and respect for differences in Sofia's PDI aligns with DSE's goal of fostering a well-rounded educational experience (Ainscow, Booth & Dyson, 2006).

In DSE, the focus extends beyond conventional educational approaches to

encompass a holistic understanding of individual needs and abilities (Collins & Ferri, 2016). The emphasis on orality suggests a recognition of diverse communication styles, accommodating those who may excel in verbal expression. Reading and writing, fundamental skills in conventional education, are acknowledged within Sofia's PDI, indicating an inclusive approach that values varied modes of expression and learning.

Moreover, the incorporation of interpretation implies a willingness to explore and appreciate different perspectives, fostering critical thinking and cognitive flexibility. The inclusion of values underscores the ethical dimension of education, aligning commitment to promoting a socially just and inclusive learning environment (Ainscow, Booth & Dyson, 2006). The consideration of not only academic skills but also personal, social, and emotional growth is also an important point to note on her PDI. The comprehensive approach to various subjects and aspects of learning in Sofia's education plan reflects a commitment to holistic development.

Sofia's PDI and the Class Development Plan explicitly mention the recognition of values, respect for differences, and individualities. Foucault's concept of individualization in education, which involves tailoring education to individual needs, could be reflected in her PDI (Foucault, 1975). The recognition of individualities and personal worlds aligns with Foucault's idea of tailoring education to the unique characteristics of each student (Tremain, 2005).

In Sofia's PDI report, written at the end of the pre-school year, there are also some observations about her development over the school year, as we can see in the excerpt below:

The student maintained a constant need for exclusive attention throughout the year, facing challenges with rules and agreements, as well as using diapers. She understands the sign "no," but still tends to be quite insistent in getting what she wants. At times, she still experiences crying spells and nervous breakdowns, hitting her head against the wall and biting her fingers. She easily gets distracted, has low concentration, and poor motor coordination. However, there have been improvements. She can now flip through books and handle pieces of puzzle toys, which she couldn't do at the beginning of the year. She still struggles to identify quantities, numbers, letters, and symbols. She continues to have significant difficulty with routine. The student is not yet literate. She requires constant support. She has been socializing more with others, accepting touch, and sharing toys, still in progress. The planning of the student's routine is flexible, as the day is shaped by the student's demands, as her behavior and emotions are quite variable (Sofia's Individualized Education Plan, DR, 2021).

Upon analyzing this fragment, it is evident that the teacher considers that Sofia has demonstrated commendable progress, particularly in terms of heightened participation in

classes. There is a strong belief that this progress is likely attributed to the adaptable planning implemented by teachers in her routine based on the emphasis on sensory and visual materials. There is an effort to foster Sofia's development in a personalized manner, harmonizing with her unique learning style and requirements. These approaches are only possible due to teachers' observations on Sofia's reality and the efforts to find ways for her to have contact with materials. It is evident that even with a linguistic barrier, there were efforts to dialogue with the student and consider her interests in the teaching process.

This exemplifies an adaptive and responsive teaching strategy, in line with DSE principles, customized to meet her distinct needs and emotional fluctuations. Within this context, the curricular planning flexibility mentioned in the text can be viewed as a strategy allowing for the adjustment of teaching to the specific needs of each student. DS advocates for an educational approach that honors the individuality, culture, and experiences of each student (Collins & Ferri, 2016).

Even though there were efforts to elaborate materials that fit Sofia's needs, we question if the plan the school made is actually being effective as the report constantly indicates the need for ongoing assistance and support in daily activities and limited autonomy of the student. We express concern about the similarity of Sofia's education plan to the other students, as they have the same goals but not the same priorities. Sofia's priorities (learning to communicate effectively with teachers, improving motor skills and acquiring bathroom independence), are vital for her development, yet they are not explicitly outlined as objectives in the official documents²⁸.

One of the main documents that the school used to create Sofia's plan of action was the School Accompaniment Form in Early Childhood Education from her previous school. This document is part of the PDI, it is characterized as the school monitoring form in early childhood education, it also serves as a record-keeping and communication tool between the school and the family, aiding in the individualized monitoring of children and the planning of educational interventions tailored to their needs (Brasil, 1996). This report works as a crucial resource for educators, enabling them to develop targeted interventions and personalized support strategies that cater to the unique requirements of the student.

Based on the document School Accompaniment Form in Early Childhood Education and the PDI, we developed a chart with the description of the student:

²⁸ Here we have a contradictory scenario. The school must adapt to the student and include them as part of the collective body. The teacher alone does not have the power or the conditions to do so, because they also work in response to norms and direct their activities toward an abstraction, "the class," an imaginary construct of what would be the primary recipient of their work.

Chart 5: Sofia's profile

Diagnosis	<ul style="list-style-type: none"> • Cornelia de Lange syndrome (Q87. 12); • Unspecified pervasive developmental disorders (F 84.9).
Neurodevelopment	<ul style="list-style-type: none"> • Lower cognitive level; • Difficulties in receptive and expressive language; • Learning difficulties; • Delay in neuropsychomotor development.
Language and communication	<ul style="list-style-type: none"> • She does not speak, but emits some sounds (grunts); • Profound d/Deafness; • Gestures and body expressions; • Facial expressions.
Symptoms	<ul style="list-style-type: none"> • Attention and concentration deficits; • Restless and repetitive behaviors; • Crying without apparent reason; • Stereotypical movements; • Impairments in the areas of language and social interaction.

Source: Made by the author

Given that special education is grounded in the medical model (Valle & Connor, 2019), it is not surprising that Sofia's symptoms are described using "the language of pathology" (or deficit language). Medical terminology, while necessary for accurate communication among professionals, can inadvertently construct a child as the sum of his or her deficits. The use of medical terminology in the educational context can inadvertently contribute to stigmatization in its exclusive framing of disability as deficits without also acknowledging strengths inherent in every child.

We call attention to the intricate dynamics surrounding the language used in special education. We see, in this excerpt, medical terms that submit the value of "deficit" and "disease" for Sofia. The tension between the entrenched medical model and the evolving discourse of inclusion calls for a critical examination that aims to shed light on how these contrasting paradigms impact educational practices, policymaking, and the overall experience of individuals with disabilities within the educational system (Davis, 1995).

Inclusive language seeks to emphasize the abilities, strengths, and potential of all learners, irrespective of their medical conditions. Inclusion must be built on the foundation of understanding, empathy, and collaboration. Language plays a pivotal role in achieving these goals by ensuring that all stakeholders are equipped with the knowledge and tools necessary to support students with medical conditions effectively. By fostering awareness,

promoting inclusivity, and enabling clear communication, educators can create an environment where every student can thrive, regardless of their individual health needs.

Inclusive education is not only a professional responsibility but a testament to our commitment to providing equitable opportunities for all learners. The concept of power (Foucault, 1975) indicates that language is not a neutral tool, but a deliberate instrument used by authorities to accomplish specific aims. In this case, the medical model language perpetuates the power of society over people with disabilities. Language, when not consciously considered, can inadvertently perpetuate existing societal disparities. When discussing students with disabilities, it is essential to be cognizant of the potential harm that may arise from the language used, and to strive for alternative discourse that promotes inclusivity and respect.

This highlights the need to scrutinize how language is employed in educational contexts, especially concerning students with disabilities. Inclusive education currently is part of the capitalist order, in which some bodies are more valuable than others. The persistence of the domination of certain bodies over others occurs through the colonization of the imagination of the dominated. By reevaluating and redefining medical terminology, we embark on a transformative journey towards a more critical education.

This shift challenges the entrenched norms and perceptions surrounding disabilities, paving the way for a more equitable and inclusive learning environment. Alternative discourse not only empowers students with disabilities by fostering a sense of belonging and self-worth, but it also encourages a shift in societal perceptions (Davis, 1995). This, in turn, contributes to a more inclusive and accepting community. By seeking alternative discourse and reconceptualizing medical terminology, we not only challenge established norms but also foster a more inclusive, empowering, and equitable educational environment.

Sofia is a non-literate Deaf student, despite being formally enrolled in a school for five years. The lack of initiative to teach her sign language is attributed to her limited motor skills. However, we are left to question: What measures is the school taking to enhance her motor skills? How are they working to facilitate her communication? To what extent are the teachers addressing her immediate needs such as using the bathroom or dealing with hunger? Most importantly, why is addressing these needs not considered a priority in her learning process? Why is the emphasis on developing writing skills deemed more crucial than enabling effective communication for Sofia within the school? These questions will be addressed in the following section.

5.2 Analyzing teacher's education for inclusion:

In this subsection, we will examine the impact of teachers' education on the quality learning of the student. The education received by teachers plays a crucial role and has a direct consequence on students' development. The preparation of educators is a determining factor for the quality of education and student success (Valle & Guedes, 2003). Through education, teachers acquire theoretical knowledge, pedagogical skills, and practical tools necessary to create effective and inclusive learning environments. They are equipped to understand the individual needs of students, adapt their educational approach, and employ different teaching strategies.

5.2.1 Pre service teacher education:

During the two semesters of school monitoring, there was a teacher transition between academic years. In the first semester, Sofia was enrolled in the first grade, and her education was under the responsibility of the classroom teacher, Beatriz, and the support teacher, Emily. In the second semester the classroom teacher was Alice and the support teacher was Daniela.

Chart 6: teachers profile

Name	Period of service	Position	Education	Teaching time	Specialization
Alice	2022	Classroom Teacher	Teaching and Pedagogy	30 years	coordination, supervision, and inspection
Beatriz	2023	Classroom Teacher	Teaching and Pedagogy	27 years	psycho-pedagogy and special education
Emily	2022	Support Teacher	Pedagogy and Special Education	3 years	special education
Daniela	2023	Support Teacher	Pedagogy and Special Education	3 years	special education
Carol	2022/ 2023	Physical Education teacher	Physical Education	6 years	special education

Source: Made by the author

As we see in the chart, each semester Sofia had a classroom teacher and a support teacher. In Brazil, the team of teachers responsible for working with students requiring specialized support consists of a classroom teacher and a support teacher (Brasil, 1996). The support teachers have the responsibility of ensuring the inclusion of students with disabilities, global developmental disorders, and high abilities, enabling their active participation in the learning process at all levels of basic education (Brasil, 2008).

Brazilian legislation (Brasil, 2015) requires these professionals to provide student access to knowledge and curriculum content by adapting the didactic and pedagogical activities, including the provision of necessary accessibility resources. They collaborate with the classroom teacher in planning, working together with a shared commitment in the classroom.

Legally, there is no requirement for the classroom teacher to be specialized in inclusive or special education. As the chart shows, Beatriz had no specialization in inclusive education. We recognize that specialized professionals play a crucial role in the education of students with special educational needs. The classroom teacher is still the teacher responsible for the education of the student, therefore, the education of the classroom teacher should also prioritize inclusion, as they bear the primary responsibility for the student's educational process.

On the other hand, to become a support teacher, specific qualifications are necessary. This includes holding a degree in special education or related fields, as well as pursuing additional studies or postgraduate education in specific areas of special education (Brasil, 2001). Having specific qualifications to support teachers in special education is crucial for ensuring the effective and equitable education of students with disabilities. It provides the necessary expertise, legal compliance, and collaborative skills to create an inclusive learning environment that addresses the diverse needs of all students.

Ensuring that support teachers possess specific qualifications, such as holding a degree in special education or related fields and pursuing additional studies in specific areas of special education, is crucial for the effective education of students with disabilities. These qualifications provide support for teachers with specialized knowledge and skills, enabling them to implement tailored instructional strategies and accommodations (Valle & Guedes, 2003). Furthermore, the expertise acquired through specific qualifications ensures compliance with legal and ethical guidelines governing special education, fostering collaborative teamwork and facilitating the development and implementation of PDIs. This

aims to ensure that support teachers are equipped to maximize the academic and social development of students with disabilities, enabling their access, retention, participation, and learning within educational institutions (Brasil, 2015).

- Internship on pre service teacher education:

About the significance of practical experiences and mentorship in strengthening the application of theoretical knowledge in real-world educational contexts, Emily points out:

The education already prepares you, well, in theory, and then when you go into practice, like when I interned at APAE, which is a place that has people with various disabilities, you can use, make that connection with a lot of things I learned, some techniques, some things in practice, right?! And since I interned there with two experienced teachers, it helped me a lot to have methods, like how to communicate with someone with autism, for example, or with someone with another disability, what works, the techniques (Emily, I, 12/22)

As we can see, Emily considers that this internship was crucial for her education as she gained more practice and confidence. The mandatory internship is seen as a crucial component that allows students to immerse themselves in professional practice and gain exposure to the practical realities, both concrete and contradictory. The internship enables future teachers to develop a critical and reflective mindset, making it a significant milestone in their professional growth, as outlined in the LDBEN (Brasil, 1996). It is recommended that educational programs offer more opportunities for practical engagement with children with disabilities, such as internships in inclusive classrooms and direct interaction with these individuals. It highlights the transformative impact of immersive internships, where educators can develop essential skills and acquire valuable insights that contribute to their effectiveness in inclusive classrooms.

In the realm of special education internships, the Freirian concept of *praxis* holds particular significance. *Praxis*, in this context, involves the seamless integration of theoretical knowledge gained through academic learning with practical experiences in a real-world educational setting. Through a special education internship, *praxis* is manifested in many ways, enhancing the intern's ability to effectively support students with diverse learning needs. A core aspect of *praxis* is reflective practice, where interns critically analyze their teaching methods, assess the effectiveness of interventions, and contemplate the impact of their actions on the learning experiences of students with disabilities. This reflective approach allows interns to refine their teaching strategies continuously (Freire, 1987).

Navigating ethical considerations is inherent to *praxis* in special education internships. Interns learn to apply ethical principles in decision-making, ensuring the provision of equitable and inclusive educational opportunities for all learners. *Praxis*, as advocated by Paulo Freire, refers to the transformative and reflective process of combining theory and action (Freire, 1987). Additionally, *praxis* encourages ongoing professional development, prompting interns to identify areas for growth, engage in continued learning, and refine their skills based on feedback received during the practical application of their knowledge.

In an interview with Carol (physical education teacher), she described her preparation for inclusion:

We only had the theoretical discipline. In practice, for us to experience and to seek something that can help, is different. We have the theory, but when it comes to practice, it's different. So, the professional goes after it if they want to evolve with the student, if they have that opportunity, then they will somehow specialize themselves (Carol, I, 11/22).

As we can observe in Carol's interview, she did not experience practice in her pre-service teacher education. According to her, not exploring practice made it more difficult to handle this challenge in her work. We consider the internships in the teacher education process to be of crucial importance, particularly in the case of special education. Each student in this context has a unique profile and specific needs that require a different approach. It is crucial for teachers to recognize this early on and develop strategies that facilitate individualized and tailored educational plans for each student. The internships provide valuable opportunities for teachers to gain hands-on experience, to understand the diverse needs of students, and to enhance their ability to differentiate and categorize students' educational profiles. The earlier teachers can understand this concept and implement effective strategies, the better they can support the educational journey of every student.

Collaboration and adaptation are key components of *praxis* during special education internships. Interns collaborate with special education teachers, general education teachers, parents, and other specialists. This collaborative effort facilitates the daily instructional techniques, interventions, and accommodations to meet the unique needs of each student, fostering an inclusive and supportive learning environment.

In the realm of working with marginalized populations, particularly individuals with disabilities, the importance of *praxis* takes on profound significance within the framework of

Freirian pedagogy (Freire, 1987). In the context of people with disabilities, *praxis* is crucial for moving beyond a deficit-based approach to education. Freirian *praxis* encourages educators to recognize the unique strengths, abilities, and potential of individuals with disabilities. By actively involving individuals in the educational process and adapting teaching methods to suit diverse needs, educators can create an environment that respects and values the inherent dignity of every learner.

By engaging in the internship, Emily pointed to a deeper understanding of the unique challenges and strategies involved in supporting and communicating with individuals with disabilities. While her education provided her with theoretical knowledge, it was through her hands-on experience at APAE, working alongside experienced teachers, that she was able to apply and integrate that knowledge in real-life scenarios.

Moreover, *praxis* aligns with Freire's emphasis on conscientization, or critical consciousness. Educators engaging in *praxis* are not only focused on providing technical solutions but also on raising awareness about the systemic issues that perpetuate marginalization. This reflective approach empowers both educators and individuals with disabilities to become agents of change, advocating for inclusive policies and challenging societal norms that contribute to the exclusion of marginalized groups.

5.2.2 In service teacher education:

During the process of participant observation, it became evident that teachers, despite their education and specialization in inclusive education, faced numerous challenges in finding an appropriate methodology for Sofia. Given the specific nature of her educational profile, the teachers encountered multiple instances of trial and error throughout the teaching process. Additionally, they frequently expressed concern about the lack of materials pertaining to SCdL and the difficulties they encountered in adequately preparing for the student's reception and education.

Paraquett's & Bezerra's (2021) perspective on decolonial teacher education points out that teaching practice should not be confined solely to the mandatory internship or other pedagogical experiences. It should be an integral part of the entire teacher education journey. In this regard, in-service education plays a crucial role as it provides teachers with opportunities to learn in their work environment, supported by experienced colleagues and trainers. This approach is widely recognized as one of the most effective measures for teacher preparation. Hence, ongoing practice and continuous education are indispensable elements for developing teachers who are well-equipped to address the multifaceted demands of inclusive education.

Alice, Sofia's classroom teacher, calls attention to such difficulties in her interview:

We have been trying to read, even for reading purposes, but there's very little, you know, very little available. So, what we have been doing is seeking guidance from anyone who can offer it. All the reading recommendations and orientations that they can provide us with, we are following them to help her development. It's because it's really a very restricted and new thing, from what I understood. I don't think I have ever seen anything like this before, where someone says, "Oh, we can do this, and it will work," but no one can really do it (Alice, I, 02/23).

Integrating a student with a disability into inclusive educational settings can present substantial challenges, especially when there is a lack of associated research. The absence of specific knowledge or established guidelines makes it difficult for educators to anticipate the student's needs and plan appropriate interventions (Valle & Guedes, 2003). Without access to relevant research and resources, teachers may struggle to understand the nature of the condition, its impact on the student's learning abilities, and effective strategies to support their educational journey. Educators will face challenges in acquiring the necessary knowledge and skills to address the unique requirements of the student with the disability, which impacts in an unprepared school to meet the needs of students.

Consequently, it is likely that educators experience a sense of uncertainty and apprehension as they navigate uncharted territory, requiring them to rely on their creativity, adaptability, and collaboration with colleagues, specialists, and the student's support network to develop tailored approaches and provide the necessary support (Sobrinho & Naujorks, 2001). The process of accommodating and meeting the unique needs of a student with a rare condition requires a commitment to ongoing learning, professional development, and a willingness to explore innovative practices to ensure an inclusive and effective educational experience.

Briant & Oliver (2012) point out that the feeling of insecurity is very common in inclusive teachers. The responsibility of providing an inclusive and supportive learning environment can be scary, as teachers struggle to meet the individual needs of every student. Inclusion requires adapting instructional strategies, materials, and assessments to accommodate a wide range of learning styles and abilities. Teachers may feel unsure about how to effectively address specific disabilities or how to navigate complex social dynamics within the classroom.

Before students with disabilities arrive at the school, there is a preparation process for the teachers, and the school organizes themselves to better foster the student. Emily, Sofia's support teacher, described this preparation as follows:

When we arrive at the school, we request a report that is already available for the student. For example, in her case, it came from APAE. We study that report, and when there isn't one, we usually have a meeting with the mother or family to gather information about the child. We already have some preliminary knowledge, but we truly get to know the child through practical experience. On the first day, there was an adjustment period for her, where she got to know the environment. I observe what she likes and I make suggestions. For example, I took her to the playroom to see what she would enjoy. Gradually, we learn how to communicate with her through practical experience. However, she already brought a very comprehensive report from APAE. If you want, you can ask Maria to see it. It's quite detailed, about five pages long. That's why I mentioned that experience is important; I gained a lot of valuable information from that report (Emily, I, 12/22).

To ensure an appropriate and inclusive reception for students with disabilities, it is essential for teachers to be prepared and organized. Teachers with specialized education have the necessary knowledge to comprehend the specific needs of students and are better prepared to establish a welcoming and inclusive educational environment. Receiving a student with a disability at the school underscores the significance of integrating both practical experience and comprehensive reports to enhance understanding and support for students with disabilities. Emily's description of the preparation process helps us understand that by combining these two approaches, educators can make necessary adaptations to welcome the student in the learning environment, ensuring that the student's educational experience is enriching and inclusive from day one.

This approach aligns with the transformative goals of inclusive education while it goes beyond the traditional educational system. It is necessary to transform pedagogical practices, promote diversity and respect for differences, and to acknowledge the multiple forms of knowledge and student experiences. A critical, liberating, and decolonizing approach to education empowers students to develop critical consciousness, to question oppressive structures, and to become agents of change in their lives and communities. By fostering this approach, we contribute to the construction of a more inclusive society where all students have equal opportunities and value. This interconnected strategy ensures that the foundational principles of teacher preparedness and inclusive education work together to create an environment that recognizes and values the diversity of each student.

In the end of the statement, Emily, as Sofia's support teacher, emphasizes that her capacity to conduct this preliminary research and gather relevant information was possible through the knowledge and practical experience she acquired during her education. This highlights the importance of a well-rounded preparation for educators in welcoming students with disabilities to the school. In the process of literacy, teachers need to be aware of the

diversity and specificities of children with ASD, as it is necessary to seek different practices and methodologies so that they have better performances.

In this context, drawing inspiration from Paulo Freire's transformative pedagogy, Pletsch (2009) proposes an approach to teacher education that transcends the conventional boundaries of inclusive education courses. Freire's emphasis on *praxis*, the integration of theory and practice, resonates with the idea of weaving inclusive teaching principles throughout diverse disciplines within teacher education programs. By embracing a Freirean perspective, teacher education can move beyond a compartmentalized understanding of inclusivity, fostering a holistic and interconnected approach that permeates various facets of teaching and learning.

Freire (1987; 1992) advocates for education that engages with the lived experiences of both educators and students, encouraging a dialogical and participatory process. Pletsch's (2009) recommendation aligns with this perspective by emphasizing the importance of practical experiences in teacher education programs, particularly with children who require specialized support. Freire's notion of conscientization, or critical consciousness, finds resonance in the idea that direct engagement with individuals in inclusive settings can catalyze meaningful experiences and discussions.

In this perspective, Emily also emphasizes the importance of accepting the limits of students with disabilities and respecting their unique ways of expressing themselves. Rather than expecting these students to conform to the school's routine, she advocates for creating a personalized routine that caters to their specific needs. Emily acknowledges that teachers without specialized training may struggle with this adaptation process, as they often prioritize content delivery, routine adherence, and curriculum adherence.

It also involves accepting their limits and respecting that what may not seem normal, like staying outside the classroom, for example, may be their way of expressing themselves. It's not about forcing them to conform to the school's routine; rather, it's about creating a routine that is tailored to the child's specific needs. That's why I believe it can sometimes be challenging for teachers without specialized training in special education. They often focus on delivering the content, following the routine, and adhering to the curriculum framework. But special education teaches you that you need to adapt to meet their needs; it's not about expecting them to adapt to the school environment. The school should be the one to adapt and include them (Emily, I, 12/22).

Emily's perspective about adapting the learning to the students' comfort and needs engages with Freirean concepts of dialogue in the teaching-learning process and the integration of students' realities (Freire, 1987).

As a support teacher, Emily is in a privileged position to "see" Sofia. She also has the opportunity to give Sofia individualized attention. However, where is the conversation between Emily and the main teacher? By embracing dialogue, teachers could establish a collaborative relationship with their students, recognizing their individual experiences and perspectives. This approach leads to a deeper understanding of students' realities and provides opportunities for meaningful learning experiences. Through dialogue, teachers can address the challenges faced by students with disabilities and co-construct knowledge that is relevant and meaningful to their lives.

Emily advocates for the school to take responsibility for adapting and including students with disabilities. Similar to decolonial education, this perspective highlights the transformative nature of inclusive education, challenging traditional teaching approaches and emphasizing the need for an inclusive and accommodating educational environment. By fostering dialogue and mutual respect, teachers can create an inclusive and transformative educational environment that empowers all students to actively participate in their own learning journey.

In this context, teachers are urged to adapt the materials and pedagogy to meet the needs of students with disabilities, rather than expecting them to adapt to the school environment. Within this context, guided by the principles of Paulo Freire's transformative pedagogy, educators are encouraged to transcend traditional approaches. Freire's philosophy emphasizes a student-centered and participatory educational model, aligning with the notion that teachers should adapt materials and pedagogies to accommodate the diverse needs of students with disabilities.

5.2.2.1 The collaborative teaching as a in service teacher education:

About collaborative teaching, Helena, the vice-principal, remarks on Alice's and Daniela's partnership:

Alice and Daniela are doing such exceptional work... Oh, this makes a difference, the partnership between the support teacher and the classroom teacher, it makes a difference in the life of the student with special needs in the classroom, incredible. Without this partnership, it doesn't work, and then there's the management team, which includes us, the principal and vice-principal, the supervisor, and even the kitchen staff, that we also asked for help because when Sofia passed by, they would give her a cookie, thinking it would make her happy (Helena, I, 03/23).

Helena's statement highlights the importance of the partnership between the support teacher and the classroom teacher in the education of students with special needs. She

acknowledges the exceptional work done by Alice and Daniela, emphasizing the positive impact they have on the student's life. The collaboration between these two teachers is crucial for creating an inclusive learning environment.

The collaborative perspective has become an important approach for the development of Special Education, as well as for the relationship between this modality and mainstream education (Freitas, 2013). It is highlighted in various legal documents, such as the National Curriculum Guidelines for the Initial Education of Teachers for Basic Education (Brasil, 2002), which, in Article 2, emphasizes the importance of welcoming and addressing diversity (Clause II) and fostering collaboration and teamwork skills (Clause VII) as aspects to be considered in teacher education. Additionally, the National Guidelines for Special Education in Basic Education, Article 8, Clause IV (Brasil, 2001), indicate that one of the specialized pedagogical support services in basic classrooms is the collaborative work of a specialized teacher in Special Education.

For the establishment of meaningful inclusion, it is important to change the traditional practices in transformative collaboration. Transformative collaboration is a cornerstone of the decolonial approach. Rather than fostering a passive-aggressive working community, schools aim for active engagement and cooperation. By working collectively to understand and address challenges across various environments, a collaborative *ethos* can be cultivated, promoting a culture of mutual support and shared responsibility.

A shared commitment to decolonizing beliefs and practices enhances the overall educational experience, particularly for those with unique conditions such as Sofia. Establishing mutual trust among team members and within the meaning-making process is essential (Freitas, 2013). This mutual work enables teachers to openly recognize their professional learning needs and collaboratively engage with fellow team members, fostering continuous development of their expertise and understanding.

In collaborative teaching, both the general educator and the special educator share the responsibility of planning, instructing, and evaluating the instruction for a diverse group of students. In the Freirean perspective, collaborative teaching is based on a dialogical relationship between teachers, where the fundamental principle is the idea that humans educate each other in communion (Freire, 1987). In this context, education does not occur individually but through discussions, debates, and dialogues where cultural and daily experiences are shared. These interactions shape students' understanding of reality and promote critical thinking based on their lived experiences.

Teacher Alice's contact is excellent, she shows care, she's always there to help, she demonstrates her interaction, showing concern for

what she [Sofia] needs. If she's a little nervous or agitated, she's concerned and tries to find the best way for us to overcome that situation and stay calm. She also helps the student, Sofia, to stay calm in those moments, you know?! It's really helpful, and we always sit down and talk about the activities to adapt them for her. We always ask and communicate a lot (Daniela, I, 02/23).

Collaborative teaching aligns with the intersection of knowledge in decolonial pedagogy, aiming for a contextualized understanding of the topics being addressed (Machado & Almeida, 2010). Teachers are encouraged to explore different perspectives and forms of knowledge that have been historically marginalized. In this approach, colleagues view each other as partners and work together to create a shared pedagogical experience within the school and classroom context (Rabelo, 2012). By adopting collaborative teaching, teachers become active participants in the teaching-learning process, engaging in collective knowledge construction (Freire, 1987). The dialogical relationship among teachers allows for the integration of different knowledge and experiences, enriching the educational environment and fostering the holistic development of students.

A radical shift that we want to call attention in this work is the proposition of seeing the support teacher as a “teacher educator”. As previously highlighted, the “support teacher” or “special education teacher” is a professional that has superior expertise in the inclusive field. This nomenclature change acknowledges the expertise that special education teachers possess and recognizes their role as leaders in shaping inclusive practices across the entire educational system. In this evolved model, special education teachers would take on a dual role — continuing to work directly with students with disabilities in the classroom while also serving as educators who share their expertise with their peers (Brasil, 1996; Brasil, 2005).

Nowadays the support teacher is seen as a “teacher assistant”, more than a prepared professional to deal with challenges of the classroom while helping the classroom teacher to provide a better education for a student with specific needs. Inclusive teacher education underscores a critical distinction between the roles of an inclusive teacher and a general classroom teacher. Contrary to this perception, the inclusive teacher is recognized as a highly trained and prepared professional. This distinction is essential to address the unique challenges of the classroom while actively supporting the primary classroom teacher in providing enhanced education for students with specific needs.

Teacher education for inclusion takes a deliberate approach to prepare educators with specialized skills and knowledge tailored to meet the diverse educational needs of students. It emphasizes that inclusive teachers are not just assistants but professionals equipped to navigate the complexities of inclusive classrooms (Brasil, 2008). Encouraging inclusive teacher education involves guiding educators through a process of systematic

analysis and reflection on their instructional methods. This deliberate approach enables them to identify strengths and weaknesses in their teaching approaches, fostering a continuous enhancement of their pedagogical strategies, which aligns with the transformative educational philosophy advocated by Paulo Freire (Freire, 1983).

This approach recognizes that special education teachers have a unique understanding of various learning needs and effective strategies to support students with disabilities. This transformation would not only leverage the expertise of special education teachers but also elevate their professional status. It aligns with the broader goal of fostering a more inclusive educational system that values diversity, promotes collaboration, and ensures that every student, regardless of ability, receives the support and instruction they need to succeed (Valle & Guedes, 2003).

Implementing such a model requires a commitment to ongoing professional development, collaboration, and a shift in the traditional roles and structures within the educational system. Special education teachers would be role models for inclusive teaching within their schools. By demonstrating effective practices in their own classrooms, they inspire and guide their colleagues toward creating inclusive learning environments. In their capacity as teacher educators, they actively engage in advocating for policies that support inclusive education. The potential benefits for students with disabilities, as well as the educational community as a whole, make it a compelling and forward-thinking approach to inclusive education (Rabelo, 2012).

By intertwining the transformation of “special education teachers” into “teacher educators” the goal is not just inclusion, but also empowerment. When considering special education teachers as educators for inclusive practices, cultural competence becomes paramount. It aims to create educational spaces that validate the unique identity of the students, fostering an environment where they can thrive academically, socially, and culturally. The emphasis is not only on accommodating differences but on celebrating and embracing the richness of diversity within the broader framework of inclusive education.

This approach also encourages teachers to question their own conceptions and practices, critically reflecting on the impact of their actions on students' formation. This creates a conducive environment for horizontal dialogue, where the voices of all participants are valued and respected. Teachers are encouraged to promote the exchange of experiences and knowledge among different communities, strengthening students' identities, fostering mutual respect, and creating more inclusive and equitable learning spaces.

When I did this Special Education, I thought, "Oh, we, the children, the reality is changing, we need..." I did it with that intention, to the

point that I have the training, but I never got a job [as inclusive teacher] like Emily (Breatiz, I, 12/21).

It is evident that Beatriz' specialization in inclusive education did not adequately prepare her for a collaborative approach with the support teacher. By working together, teachers can develop inclusive approaches, adapt materials, and provide appropriate support, thereby promoting the full development and learning of students. Collaborative education not only recognizes the importance of teacher education but also values continuous exchange of ideas and collective knowledge construction, creating an enriching and inclusive educational environment.

Because of this context, it is crucial to emphasize that the work of teachers in inclusive education necessitates an ongoing process of adaptation and flexibility. Through a series of trials and reflections over their practices, teachers discern what approaches are effective and what aspects require adjustment in order to cater to the unique needs of each student. This movement integrates with the concept of *praxis* (Freire, 1987). In in-service teacher education, *praxis* goes beyond passive absorption of knowledge. It encourages teachers to take purposeful and informed actions based on their understanding of educational theories. This action-oriented approach allows teachers to experiment with new strategies, adapt to diverse student needs, and continually refine their instructional methods.

Praxis in in-service teacher education refers to the integration of theory and practice, emphasizing the dynamic and reciprocal relationship between these two elements. It involves educators not only acquiring theoretical knowledge but also actively applying and reflecting on that knowledge in real-world teaching situations. *Praxis* is a transformative process that encourages teachers to critically engage with their experiences, challenge assumptions, and continually refine their teaching practices. This experimental and reflective approach plays a pivotal role in delivering high-quality inclusive education, as highlighted by Gabriela, the coordinator:

Well, I think that teachers cannot learn about every disorder, every disability. So, they need to have ongoing training, but in the form of study teams. Because often, continuous training is focused on paying for a course or passing some process, and that ends up delaying it. Now, when you maintain a serious study group, like gathering every weekend and spending 3 hours studying, that's a different story (Gabriela, I, 12/22).

Continuing education plays a fundamental role in the training of inclusive education teachers, as they face a lot of challenges when seeking appropriate methodologies to meet the needs of their students. Education is not a static endeavor but an ongoing process of

praxis. In the realm of inclusive education, this dynamic perspective suggests that teachers must continuously update their knowledge and refine their methodologies to effectively address the multifaceted challenges of diverse learners. The idea of ongoing education parallels Freire's call for educators to engage in a conscientization process, fostering a critical awareness of the evolving educational landscape and the diverse needs of their students (Freire, 1987).

In this way, continuing education becomes a constant journey for education professionals, empowering them to become holistic individuals and authors of their own development. The challenges faced by inclusive education teachers echo Freire's critique of traditional educational models. Rather than adhering to fixed methodologies, Freire advocates for an approach that encourages educators to be flexible, responsive, and adaptive (Freire, 1983). Continuing education becomes a tool for inclusive teachers to stay abreast of innovative strategies, emerging research, and evolving best practices, aligning with Freire's belief in education as a liberating force that empowers both educators and learners.

As Gabriela notes, one strategy is the formation of groups and teams, where teachers and school administrators collaborate to provide support and mutual assistance throughout the inclusion process. The ongoing education that Gabriela refers to is not an activity that she or the other school professionals do, it is a desire that she has, what she considers a right in-service teacher education. This collaborative approach allows for the sharing of knowledge, resources, and experiences, enabling educators to address the diverse needs of students and create an inclusive learning environment. By working together, they can develop effective strategies, implement inclusive practices, and ensure that all students have equal opportunities to succeed and thrive in the school setting. (Briant & Oliver, 2012).

These aspects could emerge through the creation of spaces for listening and support within the school, which would allow teachers to reflect on their practices and experiences, and exchange insights regarding inclusion (Briant & Oliver, 2012). By providing these spaces, educators can engage in meaningful discussions, share challenges and successes, just as also collaborate on finding effective strategies for inclusive education. These forums for reflection and exchange enable teachers to deepen their understanding of inclusion, learn from one another's experiences, and collectively work towards creating an inclusive and supportive school environment for all students.

The collaborative approach endorsed by Gabriela enables the sharing of knowledge, resources, and experiences among educators. By coming together, they can effectively

address the diverse needs of students and establish an inclusive learning environment. The emphasis is on collective efforts to develop strategies, implement inclusive practices, and ensure equal opportunities for all students to thrive in the school setting (Briant & Oliver, 2012).

Aligning with Gabriela's perspective, Paulo Freire's concept of collaborative development resonates with the vision of liberating and participatory education (Freire, 1987). Freire's pedagogical approach rejects the traditional "banking education" model, wherein knowledge is passively deposited into students without considering their experiences or actively involving them in the learning process.

In the spirit of Freire's collaborative development, active dialogue and interaction are integral to the teaching-learning process. Students are active collaborators, the encouragement of dialogue ensures their voices are heard. This participatory approach fosters interactions between students and educators, forming the foundation for knowledge construction and creating a more inclusive educational environment. In essence, both Gabriela's strategy and Freire's concept converge in promoting collaborative efforts, active engagement, and ongoing education as essential elements in advancing inclusive education.

5.3 Exploring socialization challenges across environments and classmates:

One of the main concerns of the school is the socialization challenges characterized by the school's need for Sofia to stay in the classroom *versus* Sofia's desire to stay outside the classroom, as reflected in the first passage of a field note:

The first thing I noticed when I arrived at the school was a student sitting at a table for six, while the rest of the cafeteria was empty. My mentor immediately pointed out, "That's her." The student wasn't alone; she was accompanied by a teacher. (FN, 10/20/22).

During her first year in school, Sofia showed a notable preference to stay outside the classroom and resistance to staying inside. Once she spent more than fifteen minutes in the class, she expressed the need to leave the room and walk around the schoolyard. If the teachers insisted and didn't let her leave the class, she started to have meltdown episodes. This led to methodological approach changes as Emily, Sofia's support teacher, explained in her interview:

What's the point, you know, if it's supposed to be a pleasant and enjoyable environment, a place where she wants to stay, but if she's crying and having a meltdown, it's clear that she doesn't want to be there. So, I didn't insist too much. This was also a major challenge because the school, or rather, those who are outside, think that she

should stay in the classroom. But all I wanted was for her to stay if she felt good and happy there, not crying (Emily, I, 11/22).

Emily's respect for Sofia's comfort aligns with the DSE concepts as she listened to Sofia's need to choose the best spot for their educational exchanges (Collins & Ferri, 2016). In listening to Sofia's needs and adapting the environment to make education a comfortable place for the student, Emily chooses to turn against the idea of school as primarily geared towards the standardization of children. By acknowledging and responding to Sofia's unique requirements, Emily engages in a subtle act of resistance against the disciplinary mechanisms often embedded within the educational system.

The notion that inclusion solely occurs within the confines of the classroom and among other students is not universally applicable. For Sofia, remaining inside the classroom proved to be a trigger for anxiety and mood fluctuations, manifesting in frequent meltdown episodes. Emily's decision to provide an alternative environment for Sofia reflects challenging the notion that every student should have identical scholarly backgrounds and experiences. Inclusive education is designed to accommodate cases that deviate from the norm, and attempting to force a student into a standardized mold can be inherently exclusive. Emily's approach acknowledges the need for flexibility and individualized support, aligning with the fundamental principles of inclusive education.

However, not all school professionals agree with Emily's choice. The classroom situation became a conflicting point between the professionals designed to Emily's education, and the school staff. Gabriela, the coordinator, expresses her frustration in the interview:

The issue... from the public, from the school community... how they perceive Sofia. They have uninformed perspectives, we understand that. But often it's incomprehensible because her routine is very structured. Taking her out of that routine without knowing how this syndrome affects her emotionally is very complex. So, I think we first need to understand this syndrome, what the relevant and irrelevant aspects are, what the consequences of forcing her to do something are, of maintaining a certain routine that she often disagrees with, and what the consequences of that would be. The fact that we have limited knowledge about this syndrome restricts our work, and this limitation creates misconceptions about her. It's like people think the teacher is letting her wander around, eat whenever she wants, and we know that's not the case (Gabriela, I, 12/22).

Gabriela's interview reflects a lack of unity within the school community regarding the promotion of equity. She highlights the existence of misconceptions surrounding Sofia's situation, leading some school staff to mistakenly believe that the teacher allows her to wander and eat at her will. Rather than collaboratively seeking new solutions for Sofia's

socialization challenges, teachers tended to pass judgment on the efforts of the specially trained professionals handling Sofia's education.

The dominant adherence to a specific educational model is inherently intertwined with the medical paradigm of disability (Baglieri et al., 2011). This alignment poses a threat to inclusive education, manifesting in a notable absence of inclusivity. Instead of accommodating diverse needs, the approach is geared towards assimilating disabled bodies into the established norm. Within this educational framework, the expectation placed upon students with disabilities is to adhere to the behavioral standards set by their non-disabled counterparts in the classroom.

This conventional education model reveals a power dynamic where the normative expectations marginalize and pressure individuals with disabilities to conform. It operates within a disciplinary framework that reinforces societal norms at the expense of embracing diversity and accommodating the unique requirements of students with disabilities. Advocating for an alternative educational paradigm, informed by a Foucaultian critique, involves challenging these ingrained power structures to foster a more inclusive and empowering environment for all learners (Davis, 1995).

Another critical point in Gabriela's speech is about the availability of resources for their work. The absence of sufficient scientific knowledge and research on Cornelia de Lange syndrome directly impacts inclusive practices. Professionals face challenges as they lack a comprehensive understanding of how this condition affects the brain and the potential consequences of adopting a more radical approach. This limitation is perceived as a substantial barrier, hindering efforts to correct misconceptions and develop a deeper understanding of Sofia's situation.

Gabriela's statement brings attention to the unpreparedness of teachers in handling children with multiple disabilities, a challenge intricately linked to shortcomings in teacher practice. As education strives for inclusivity, there's a pressing need for teacher education to evolve. This evolution is essential to equip educators with the skills and knowledge required to establish genuinely inclusive learning environments. By proactively addressing these challenges through targeted professional development and curriculum adjustments, educators can effectively address the diverse needs of every student, thereby fostering an inclusive and supportive educational landscape.

Annamma's (2016) DisCrit framework provides a critical lens by emphasizing the intersectionality of identities, recognizing the simultaneous experiences of various forms of marginalization. This perspective aligns seamlessly with the principles of inclusive education, which inherently values diversity and stresses the interconnected nature of social identities.

Both frameworks underscore the significance of acknowledging and addressing these interconnected identities to comprehend and rectify prevailing inequities. Annamma & Morrison (2018) articulate that DisCrit's goal is not to fragment identity but to expose how ability distribution is influenced by race through policies and practices. This recognition of interlocking marginalizing processes targeting multiple dimensions of identity is crucial. It highlights that everyone is actively abled or disabled based on their multiple identities.

In the context of teaching, understanding the complex interplay of identities becomes imperative. This ensures that educators are equipped to respond effectively to the diverse experiences of students, including those with disabilities and intersecting identities. The absence of comprehensive lessons on inclusive education within teacher education programs represents a glaring gap. Inclusive education demands specific knowledge, skills, and attitudes beyond traditional teaching methods. It necessitates catering to the individual needs of all students, including those with disabilities, a task that goes beyond conventional educational approaches.

The DCS frameworks focus on intersectionality aims to highlight how social structures and discriminatory practices differentially affect marginalized groups. This theoretical foundation becomes a powerful tool for developing effective strategies in promoting social justice and creating truly inclusive environments. By considering the intersectionality of abilities and capacities, DCS provides a more comprehensive understanding of the experiences of people with disabilities. This contributes to an informed and sensitive approach to diversity, emphasizing the need for policies and practices that consider the totality of individuals' identities. The critical discussion led by Annamma (2016) underscores the importance of a reflective analysis of intersections of power and discrimination to achieve genuine equity and inclusion.

The school conflict reflects a power dynamic in institutional structures that dictate the knowledge and skills disseminated to educators. This indicates a broader tendency to prioritize conventional approaches, possibly reinforcing existing power structures that marginalize certain groups. The journey toward inclusive education needs teachers, despite information gaps, to embrace experimentation and flexibility (Collins & Ferri, 2016). The willingness to try different methods is critical for improving each student's learning experience. By fostering an environment that encourages innovation and adaptability, educators significantly contribute to the creation of an inclusive educational landscape that values and accommodates the diversity of every student.

Alice, the classroom teacher, weighs in on the issue during her interview:

They were very concerned about Sofia staying outside the classroom, very concerned. It was always because they didn't want her to miss out on interacting with her peers. She only stayed there with the support [teacher] and the girl who helps her with eating. Sofia's life revolved around that. They were very worried about it because they knew it wasn't inclusion, no matter how much people tried, they couldn't make it work because she cried a lot. Every time they tried to put her in the classroom, she cried a lot, excessively. We were even worried that she might become unwell due to how much she cried. So, this year, they embraced the cause of making her feel comfortable in the classroom with her classmates (Alice, I, 03/23).

Sofia had different teachers in her second year, which led to several changes in her educational approach. The main change was the intense focus on putting her inside the classroom. For this to be possible, they restructured her routine. Sofia arrives at school at 12:50 p.m.; she has an early lunch at 1:00 p.m.; she has her first snack at 2:00 p.m.; she has her second snack and recess at 3:00 p.m.; and at 4:50 p.m. she leaves school. With this routine, Sofia has marked times to eat and to walk around the school. However, most days Sofia expressed resistance to staying inside the classroom as we can see in this field note:

Sofia started crying a lot and insisting on leaving the classroom. But the teachers wouldn't let her leave, and her crying escalated with each attempt. It seemed like Sofia was having a meltdown. She cried and hit herself, but the teachers didn't allow her to leave (FN, 07/02/2023).

This decision was a deliberate one, driven by their intense focus on shaping her behavior to align with the established norms of the other students. We understand that, for the school members that comply with this insistence, inclusion is the process of fitting bodies into normalized expectations (Tremain, 2005). That is assumed because Sofia had several meltdowns and mood changes during her adaptation period in staying inside the classroom. Despite her needs, Sofia is obligated to respond to the same behavior rules as the other students.

For the school, a successful day was determined by Sofia's capacity to remain inside the classroom, even if it meant encountering meltdowns. On days when Sofia didn't experience meltdowns but couldn't stay inside the classroom, it was considered a challenging day. Inside the classroom, Sofia frequently experienced crises marked by loud crying episodes, often triggered by her desire to roam around the school or have access to a more open space. Initially, her peers were uncertain about how to respond to these situations. However, influenced by the teacher's reaction, they gradually adopted a strategy of ignoring these episodes and refocusing on their work.

Sofia's reluctance to enter the "inclusive" classroom serves as a poignant critique of the current state of inclusion, offering valuable insights that can contribute to the critical analysis of inclusion practices within DSE, as discussed by Connor, Gabel, Gallagher, and Morton (2008). DSE, inspired by Sofia's positioning, raises fundamental questions about the efficacy of existing approaches to inclusion, recognizing the need for a thorough examination.

In response to Sofia's stance, DSE advocates for a paradigm shift towards more student-centric approaches that actively engage individuals like her in shaping their educational experiences, aligning with Gabel's (2005) perspective. DSE contends that inclusive education should be a platform for empowering students to play an active role in their own learning journey. It also endeavors to strengthen its critical analysis of inclusion practices and contribute to the ongoing discourse on fostering genuinely inclusive educational experiences. This approach emphasizes the importance of recognizing and valuing the agency of students with disabilities as active participants in their educational journey.

Eventually, Sofia got used to staying in the classroom, and the crisis decreased – but never stopped. However, there was a clear mark of segregation even inside the classroom. Sofia was always in the back of the class laid on a mattress surrounded by her toys. To make the classroom more comfortable for her, the school provided a carpet and mattress. She also had a table and a chair to sit and eat in the back of the classroom. She spent most of her classroom time lying on the mattress surrounded by her toys, while her classmates were doing literacy exercises.

Image 8 and 9: socialization



Source: author's gallery

We wonder if Sofia's education is actually being adapted for her needs to live a

quality and more independent life, or if she is just being forced to fit in a space expected for her level of education.

However, a positive point in Sofia's staying inside the classroom is the contact between her and her classmates, as Helena, the vice-principal, highlights in her interview:

The boys take care of her now. They see her as part of the group, and they take care of her. They know that Sofia doesn't do certain things and, when she cries, they no longer get scared because they know her crying will pass (Helena, I, 03/23).

This observation suggests a positive shift in the social dynamics involving Sofia. The kids seem to have embraced Sofia as part of their group, demonstrating a sense of inclusion and camaraderie. Their awareness of Sofia's differences, such as her not doing certain things, indicates an understanding and acceptance of her unique needs. The fact that they no longer get scared when she cries implies a growing familiarity with Sofia's communication style and emotions, fostering a supportive environment where they can respond appropriately to her expressions. This evolving relationship highlights the potential for social integration and empathy among peers, contributing to a more inclusive atmosphere within the group.

Socialization is a fundamental aspect of the educational experience, contributing significantly to the holistic development of all students. For students with disabilities, positive social interactions play a crucial role in fostering a sense of belonging, self-esteem, and overall well-being. Autism is part of a family of early-onset and chronic socialization disorders that have a variable impact on multiple areas of development. These areas include the establishment of subjectivity and personal relationships, language and communication, learning, and adaptive abilities (Cafiero, 2001)

Image 10: Physical education class



Source: author's gallery

This image shows a physical education class. In this picture, all of Sofia's classmates are sitting on the ground playing a game to pass the ball. On this day, Sofia wanted to sit next to her teacher. Engaging with classmates provides opportunities both for students with and without disabilities to practice social skills, communication, and cooperation. It contributes to the development of empathy and understanding among their peers, breaking down barriers and dispelling misconceptions about disabilities. Through socialization, students learn to appreciate diversity and differences, promoting an inclusive and supportive school culture. As Alice, the classroom teacher, highlighted in her interview:

Not every child is prepared for this, the world around us, so-called normal people. In fact, they are not accustomed; I talked a lot with them before. Last year they were already with her, they had been with her, right, and when I realized that, I said, "Look, you have to understand that she's a child, she doesn't know...". Like, for example, if they take something of hers, they immediately pull it back. Then I said, "You have to understand that she won't ruin it," so they understand that she needs it. (Alice, I, 03/23)

This process catalyzes fostering understanding and acceptance among children. Through shared experiences and interactions, typical children become integral contributors to the narrative of inclusivity, gaining valuable insights into the richness of diversity. The dynamic social context created allows children not only to embrace differences but also to recognize the shared humanity that unites them all. A child with a disability within this social sphere becomes an avenue for cultivating empathy, compassion, and an appreciation for the unique strengths that each individual brings.

Recognizing that ableism roots traditional education approaches towards students with disabilities, the understanding of inclusive education is better framed as connected to democratic principles, civil rights, and social justice (Ainscow, Booth & Dyson, 2006). This perspective emphasizes that inclusive education goes beyond individual accommodations; it is a collective commitment to dismantling stereotypes and addressing systemic barriers. Ultimately, this socialization process becomes a powerful force in shaping a generation that not only values diversity but actively works to overturn conventional standards, laying the foundation for a more inclusive and harmonious society.

Alice's statement reflects the nuanced dynamics of introducing a child with a disability into a social environment, highlighting the need for understanding and communication among peers. The phrase "Not every child is prepared for this" underscores the unfamiliarity and potential discomfort that typical children may experience when

interacting with someone perceived as different. Alice's proactive approach, engaging in open conversations with her peers before the inclusion, indicates a deliberate effort to bridge gaps in awareness and comprehension.

It is the teachers' job to make the classroom comfortable and inclusive for every child, not only for those with disabilities (Gabel, 2005). Especially in an inclusive classroom, where all kids share the space, there must be discussions to mitigate potential misunderstandings and facilitate a smoother integration process. Proactive communication has a big influence on empathy-building, and on dispelling preconceived notions, which will create an inclusive social environment for children with disabilities. It also underscores the transformative potential of such interactions in shaping attitudes and fostering genuine acceptance among peers (Annamma, 2016).

Annamma's (2016) work suggests that these interactions go beyond mere inclusion; they hold the power to challenge stereotypes, dismantle ableism, and contribute to a more inclusive and harmonious society. By engaging with the transformative potential of peer interactions, informed by the DisCrit framework, educators and researchers can work towards fostering environments where attitudes are shaped positively, and genuine acceptance among peers becomes a cornerstone of inclusive education. The intersectional lens provided by Annamma's DisCrit allows for a more nuanced understanding of how peer interactions can be transformative in addressing the complex layers of identity, race, and disability within educational contexts.

Sofia's classmates now consider her part of the classroom community as we can see in Alice's interview:

Did you know that one of her classmates said, "Hey, teacher, the classroom is happier when Sofia is here." As professionals, you know how it feels to hear that from a child, that when she's here, the classroom is happier. And we really notice it, you know, when she walks around, gets close to someone, the girl noticed that when she's not here, the classroom feels different. It means she realizes how much Sofia is missed (Alice, I, 03/23).

Alice's anecdote illustrates the social and emotional benefits of inclusive education, highlighting how the presence of a student with a disability can positively shape the overall classroom environment, fostering a sense of belonging and joy among peers. The fact that a peer noticed and vocalized this feeling is significant. It suggests a heightened level of awareness among the students, recognizing not just Sofia's absence but also the difference she makes in the overall mood of the classroom. The phrase "the classroom feels different" when Sofia is not present conveys a nuanced understanding among the students of the unique contribution Sofia brings to the social fabric of the class.

This observation speaks to the true potential of inclusive education. Sofia's presence is not only acknowledged but celebrated, contributing to a sense of happiness and positive energy within the class. It reflects a shift in the perception of diversity from a potential disruption to an enriching element that enhances the collective experience of the students.

5.4 Navigating communication barriers:

In this section, we will explore the challenges of communication between the school and the student, with a particular focus on the inclusion of a student who is d/Deaf and has not acquired any language. We will delve into the specific challenges that arise in the communication process for the inclusion of a d/Deaf student with no language acquisition. Successful inclusion of students with diverse needs in mainstream educational settings necessitates effective communication between the school and the students. However, the absence of language acquisition poses unique difficulties in the communication process as pointed in this field note:

Sofia has a specific way of communicating, similar to home signs. I am concerned about how her cognitive development is being affected by the lack of more complex communication (FN, 1/12/22).

In Sofia's case, we need to consider two factors: her deafness and a nonverbal autism. A delay in language acquisition may impact cognitive development by limiting access to crucial cultural tools, impeding the progression of self-directed speech, and constraining the potential for sociability. Recognizing and addressing language delays in early stages is essential to providing appropriate support and fostering optimal cognitive development (Gesser, 2009).

Deafness can create significant barriers in social communication when considering a child with no contact with sign language and deaf culture. The lack of a language impacts interaction and participation in meaningful dialogues. If there is a delay or a lack of access to sign language, this can significantly impact the richness of cognitive tools available to the individual (Gesser, 2009). While nonverbal autism introduces unique challenges on expressive language, social cognition, and sensory processing, it also intertwines with deafness to shape Sofia's cognitive and communicative experiences.

Emily, Sofia's support teacher, describes what she sees as communication challenges:

We can communicate some things through gestures, like wait signals with our hands, but not in Libras because she doesn't have the

coordination for it. She has a lot of difficulty with both fine and gross motor coordination and concentration (Emily, I, 12/22).

In this passage, we understand that the school attributes the student's performance to her non-normative body. The historical attribution of academic failure to the student's disability is historical (Baglieri et al., 2011). This paradigm overlooks the critical role of the school environment, pedagogical practices, curriculum, accessibility, and institutional support in promoting academic success for all students, regardless of their abilities or characteristics.

In the hearing society, there is resistance to acknowledging the existence of Deaf culture, which is visually based and differs from how hearing individuals organize and communicate (Quadros, 2003). Sign language challenges traditional norms, fostering inclusivity by providing an alternative means of communication that transcends linguistic and cultural hierarchies. From a Foucaultian perspective, our society is based on power struggle, where one group exercises influence over another (Foucault, 1975). In this case, the non-recognition of deaf individuals as a cultural group equally capable as hearing individuals perpetuates the oppressive relationship of the hearing group over the deaf group.

Regarding attempts to communicate with Sofia through gestures, Emily points out in her interview:

As she is d/Deaf, I think she has developed some understanding of those signals, including wait signals, which her mother also uses with her. So, there are signs she understands, and, also, when it's time to leave, someone needs to get her backpack for her. She used to take my hand and lead me there, so it's a gestural communication (Emily, I, 12/22).

Sofia has a strong and notable visual perception and can understand some combined gestures. This insight into her communication methods sheds light on the adaptability and effectiveness of non-verbal cues in her interactions. The use of gestures and the shared understanding of these signals between Sofia and her teacher demonstrate the development of a unique and meaningful mode of communication that accommodates Sofia's Deafness (Gesser, 2009). This observation emphasizes the importance of recognizing and respecting diverse forms of communication, particularly in the context of individuals with sensory differences.

However, the teachers' lack of emphasis on non-verbal communication with Sofia aligns with Foucault's (1975) theories on power and knowledge. In this context, the school's reliance on cochlear implant surgery reflects a disciplinary power dynamic, where the institution seeks to normalize Sofia's communication through a medicalized intervention. Foucault's notion of the "medical gaze" comes into play, illustrating how institutions, in this

case, the school, view certain deviations from the perceived norm as requiring correction or normalization.

Sofia has various motor problems that are not being addressed in her curriculum and daily activities. The teacher says that she is not able to learn sign language. The school claims to be waiting on news about the cochlear implant. They point to this surgery as their biggest hope on her communication skills improvement (FN, 1/12/22).

By prioritizing the cochlear implant as the primary solution, the school perpetuates a bio-power structure, reinforcing the idea that Sofia's Deafness needs fixing to align with a predetermined standard (Foucault, 1978). This approach overlooks the potential richness and effectiveness of non-verbal communication methods that could better cater to Sofia's unique needs.

The critical examination of power dynamics within educational institutions, informed by Foucault's (1975) theories, prompts educators and policymakers to reconsider traditional disciplinary approaches. Instead, there is a call for fostering inclusive environments that empower students, regardless of their communication differences, and promote a more equitable distribution of power. By embracing diverse forms of communication, educational institutions can create spaces where all students feel seen, heard, and valued, contributing to a more inclusive and enriching learning experience.

Sofia's motor situation is mentioned, indicating a physical aspect that requires attention and accommodation in her curriculum and daily activities. The teacher's statement that Sofia is not able to learn sign language raises questions about the approachability and inclusivity of the educational environment. Has the school chosen the best communication option for Sofia or the easiest for them? Sign language is a crucial communication tool for individuals with hearing impairments, and the resistance or inability to teach it may limit Sofia's means of expression and understanding within the school community.

The emphasis on a surgical intervention overshadows other potential strategies and interventions that could be implemented to enhance Sofia's communication skills in the interim. The school's reliance on the cochlear implant surgery as their "biggest hope" for improving Sofia's communication skills suggests a significant dependency on a medical intervention. Through the lens of disability studies and the anthropological view of d/Deafness, the cochlear implant is convenient for the idea of d/Deafness as an injury that must be fixed, instead of a mark of difference (Gesser, 2009). Even though she could pass by the process to get the cochlear implant, it isn't a contrast by learning sign language and

using other body communication to express herself and interact with her according to the settings she is offering as a way to develop a language.

Cochlear implants can be beneficial, but it's essential to recognize that they may not be a universal solution, and their success can vary among individuals (Gesser, 2009). The emphasis on waiting for news about the surgery raises questions about the proactive measures taken to address Sofia's current communication needs. They are assuming that this implant would not cause any disturbance in a child who is not only deaf but also neurodivergent and particularly struggles with the agitation of social environments, such as being in a classroom.

A more inclusive approach would be to work on Sofia's motor skills. The improvement of motor function would be good not only for sign language, but also for the best development of body consciousness. That strategy would consider various aspects of her needs, both immediate and long-term, and would contribute to a more supportive educational environment. However, even with limiting motor skills, the professionals closer to her can understand some of her needs and desires, as Fernanda, Sofia's basic services assistant, pointed out in her interview:

She knows what we want, and as we spend time together, we already know what she wants. So when she needs to go pee, she grabs the diaper and gives it to me, and vice versa, it's the same thing. When I feel she needs to pee, I just show her the diaper, and she knows it's time to pee. So we have this lovely connection, a mutual understanding of what the other is asking for because a child asks you with their eyes, with affection and attention (Fernanda, I, 12/22).

A profound and intuitive form of non-verbal communication is evident in her interaction with the child. The relationship between Fernanda and the child transcends verbal language, relying on a nuanced understanding built through shared experiences and mutual attention. The child effectively communicates her needs by retrieving or presenting the diaper, and Fernanda reciprocates by using visual cues to convey the timing for certain activities, like going to the bathroom. It is also important to note that the work of custodians in basic education falls within the sphere of care (food, safety, hygiene) rather than educational-curricular activities. This, in a way, frees them to provide a level of care that is not always easy for teachers to manage.

Non-verbal communication in individuals with ASD encompasses a diverse array of behaviors and expressions distinct from spoken or written language. From a DSE perspective (Collins & Ferri, 2016), a child should be observed as a whole, beyond their

speech, verbalizations, or manifestations, as language encompasses not only vocal production but also gaze and gestures. They further emphasize that, even if stereotyped, these gestures carry a particular meaning within the enunciative context. Therefore, the child should be interpreted by the interlocutor, considering all their enunciative expressions, fully including them in the universe of language.

With this in mind, we started to catalog Sofia’s behaviors trying to understand the meaning behind her acts of communication:

Chart 7: Translation board

Action	Meaning
Walks directed for the door	Wants to get out of the classroom
Grunts	Calm/joy
Loud grunt with laugh	Happiness
Takes the pencil and gives to someone	wants the person to color (usually her book or her skin)
Sits and lifts the foot	wants the teacher to take off and put on her shoe
Cries around lunch time	hungry
Cries without apparent reason	hungry or asking for diaper change
Takes someone by the hand	asking to get out of the classroom and walk on a direction that she will guide
Makes a “bee sound”	comfort
Looking for the diaper	change the diaper
Takes her bottle of water	thirsty, asking for water
Shakiness	happiness, asking to continue
Coughs	celebration/ happiness
Hand in front of the mouth	thirsty, asking for water
Rubs her hand around the belly	full

Source: Made by the author

According to this table, we observe that Sofia communicates and interacts presenting her feelings aligned with specific body language to transmit each intention.

Through direct observation and precise measures, an in-depth understanding of both her communicative weaknesses and strengths is gained. Sofia exhibits a unique ability to navigate communication using non-verbal cues, creating a rich tapestry of interaction that goes beyond traditional linguistic boundaries. Her agency in expressing needs and understanding contextual signals underscores the complexity of communication in the context of ASD. This nuanced exploration allows a more comprehensive appreciation of Sofia's communicative repertoire, shedding light on the multifaceted nature of communication within the ASD framework.

The development of a non-verbal language could offer significant advances in the language barrier challenge present in the classroom environment. Language development in non-verbal individuals with autism poses unique challenges and requires a comprehensive understanding of communication beyond spoken words. Individuals with non-verbal autism often face difficulties in expressing themselves through traditional verbal language (Ortega, 2008). However, this doesn't imply a lack of communicative abilities.

Interventions and support strategies often focus on enhancing nonverbal communication skills, providing individuals with tools to express themselves effectively. This may involve visual support to promote understanding and expression. Fostering a supportive and inclusive environment is vital for the language development of non-verbal individuals with autism. Encouraging patience, active listening, and recognizing the validity of non-verbal forms of communication contribute to creating a communicatively rich and inclusive space. Additionally, interventions like speech therapy, occupational therapy, and applied behavior analysis may be tailored to address the specific needs of individuals with non-verbal autism, aiming to enhance their overall communication skills.

This linguistic barrier was often a challenging point as Sofia's inclusive teacher, Emily, points out:

So, with the other students I consulted, except for one severely autistic student, I was able to make agreements with them. For example, we would make a deal like, "Let's do an activity with the teacher here in the classroom, and then we can go to the computer room." So every time he would shout, "Computer!" I would say, "Later", and he would understand. Now, with Sofia, it's different. We would play a little game, and then he would go to the computer room. After finishing, he would say, "Now let's go to the computer room." So, with her, we didn't have that kind of communication because, in addition to being d/Deaf and not hearing, she is also very insistent about what she wants. We couldn't reach an agreement with her, you know (Emily, I, 12/22).

Sofia's actions are her primary form of communication. If she wants water, she grabs the bottle; if she wants to leave, she goes to the door. There is a strong homology between the symbols used by Sofia and her actions. Sofia's agency combined with the communication barrier lead teachers to often claim about her being "very insistent" as Emily pointed out. The construction of resistance within the realms of discipline, body control, and the quest for standardization unveils a nuanced dynamic between individuals and systems of control (Foucault, 1978). Resistance acts as a powerful mechanism, providing individuals with escape routes and showcasing their remarkable capacity to elude, adapt, and redefine themselves in the face of imposed control. Inherent within the concept of resistance is the assertion of autonomy and individual agency, as individuals navigate and negotiate the constraints imposed by external structures.

Together with the restricted use of non-verbal symbolic communication forms, the limited communicative intentionality in ASD leads to reduced possibilities to control, understand, and participate in the social world. This intricate dance between control and resistance sheds light on the complexity of human agency and the persistent drive for autonomy, even within environments that seek to regulate and standardize everything (Foucault, 1975).

Sofia's resistance is connected with the necessity of communicating her desires. The school pointed it out as "bad behavior". With this chart, we understand that what they called "crying for no apparent reason" was actually Sofia expressing some of her needs. In ASD, the development of communicative intentionality appears to follow a sequence from behavior regulation and social interaction to joint attention (Davis, 1995). Communicative intentions can be expressed in several ways, differing in quality from very primitive forms (such as pulling one's hand) to more conventional forms (such as spoken language).

In this sense, Sofia interacts and has been developing as much as she can according to the offers she receives to advance in her learning journey.

CHAPTER 6: DISCUSSION:

This chapter is dedicated to discussing the results of our research. A thorough analysis of the data has allowed us to identify patterns in the education system. Key findings from the data analysis include challenges related to teacher education, curriculum strategies, and government support in inclusive education. These issues are closely tied to public, inclusive, and linguistic policies. The interplay of these policies forms an educational system that not only meets the needs of individual students but also fosters an environment that values and respects diversity. This is crucial for building a more inclusive and equitable society where every child and young person has the opportunity to reach their full potential.

The preceding chapters have unveiled the multifaceted landscape of Disability Studies, exploring its evolution, critical perspectives, and applications in the Brazilian educational context. As we delve into the discussion chapter, our focus sharpens on two pivotal aspects that warrant distinct attention: "Inclusion and Language: Augmentative and Alternative Communication" and "Beyond School Boundaries."

Section 6.1 sheds light on the integral role of language in fostering inclusion, specifically delving into the realm of Augmentative and Alternative Communication (AAC). Language is not merely a tool for communication; it also serves as a gateway to inclusion, enabling individuals to express themselves, participate in educational activities, and engage meaningfully in the learning process. The exploration of AAC within the context of inclusion unveils the potential for transformative impacts on diverse learners, transcending traditional communication barriers.

In Section 6.2, the narrative expands beyond the confines of the school environment. This section contemplates the challenges and possibilities that arise when inclusion extends beyond the structured educational setting. As governmental support may vary or be limited, individuals with disabilities often confront barriers in various facets of life outside school. "Beyond School Boundaries" aims to uncover these challenges, envision possibilities for societal inclusivity, and propose considerations for fostering an inclusive environment beyond formal education.

6.1 Inclusion and language

Educational policies are the cornerstone of an inclusive educational system, ensuring schools are equipped with appropriate resources, adaptable curricula, and teaching methods suitable for all. These policies encourage the incorporation of pedagogical practices

aimed at fostering inclusion and equity, making sure that students with special needs, disabilities, or from diverse cultural and linguistic backgrounds have access to quality education. Special Education directs its actions towards meeting the specific needs of students in the educational process and, within a broader scope of action in schools, guides the organization of support networks, ongoing training, identification of resources, services, and the development of collaborative practices (Brasil, 2008). According to UNESCO:

Within inclusive schools, children with special educational needs should receive any extra support required to ensure effective education. Inclusive education is the most effective way to build solidarity between children with special educational needs and their peers. The referral of children to special schools or special classes or special sessions within the school on a permanent basis should be exceptions, recommended only in those infrequent cases where it is clearly demonstrated that education in the regular class is incapable of meeting the educational or social needs of the child or when required in the name of the well-being of the child or other children. (Unesco, 1994)²⁹.

However, this research pointed to a noticeable shortfall in political action to assist schools in complying with these standards. Even though there were teachers trained in inclusive education and an accessible environment and community for Sofia's needs. The challenges of access to resources were very present in her life and education. The pro-inclusion laws and guidelines, ensuring educational rights, and implementing adaptive and flexible pedagogical practices to support the needs of children with disability, cannot be ensured without governmental available resources that can guarantee equality.

The government's role in the allocation of resources is of utmost importance. Inclusive education demands significant investment in school infrastructure, adapted teaching materials, assistive technologies, and teacher education. Without sufficient funding, schools struggle to meet the diverse needs of all their students adequately. Students with disabilities demand educational specificities that are not necessarily compatible with the actual type of education offered.

Education is political not only because it is an act of liberation (Freire, 1987), but also because it does not occur outside the context of a city within a state within a country that has

²⁹Original: Nas escolas inclusivas, os alunos com necessidades educativas especiais devem receber o apoio suplementar de que precisam para assegurar uma educação eficaz. A pedagogia inclusiva é a melhor forma de promover a solidariedade entre os alunos com necessidades educativas especiais e os seus colegas. A colocação de crianças em escolas especiais – ou em aulas ou sessões especiais dentro duma escola, de forma permanente – deve considerar-se como medida excepcional, indicada unicamente para aqueles casos em que foi claramente demonstrado que a educação nas aulas regulares é incapaz de satisfazer as necessidades pedagógicas e sociais do aluno, ou para aqueles em que tal seja indispensável ao bem-estar da criança deficiente ou das restantes crianças.

laws to be followed and leaders who write and approve these laws. Therefore, talking about public education also involves discussing the resources that are available for the school to make education possible. Those resources are always provided by someone in power. The decision regarding the amount of money and attention a school receives is always a political choice.

Enhancing the education of individuals with disabilities transcends mere academic considerations; it can catalyze comprehensive inclusion within society (Ainscow, 2005). As we saw in Freirean theory, education has the power to shape lives, however, it is important for one layer of the society that the social barriers continue to exist. By ensuring that these individuals receive a high-quality education, we empower them with the essential tools needed to unfold their full potential and assume active, engaged roles within the community.

The decision to educate Sofia as a regular student proves ineffective because she is not like other children. Integrating children with and without disabilities in regular classrooms is crucial. However, this integration must be conducted appropriately, with adequate financial support, specialized teachers, and accessible resources. Individuals with disabilities require an environment conducive to their education and integration with peers. As observed, despite the teachers' efforts to keep Sofia in the classroom, she did not integrate with her classmates as the school professionals expected. In reality, what ensued upon entering the classroom was a division between her and her peers concerning subjects, responsibilities, education, and treatment, leading to segregation despite being in the same classroom.

Sofia's reality, being a non-white kid with disabilities in an economically unfavorable scenario, introduces distinct complexities to the dynamics of the school that are supposed to promote inclusion. The intersection of her identities presents additional challenges, as she faces obstacles not only related to her disability but also encompassing racial and socioeconomic dimensions. Sofia's position in the world directly influences the school's capacity to address her context inclusively (Annamma, 2016).

This intersectionality of identities amplifies the barriers Sofia may encounter in her educational journey. The school, in acknowledging these complexities, should embrace inclusive approaches that go beyond traditional curricular adaptations. This involves considering social, economic, and racial issues that may affect her access to educational opportunities and her development as an individual integrated into society at large. True commitment to inclusion requires a holistic approach, taking into account not only the school environment but also external factors shaping Sofia's educational experience.

In analyzing Sofia's context, it becomes evident that her established routine lacks dedicated time or space for the development of essential skills. The absence of a structured

framework to foster skill-building hinders her progress. Furthermore, a notable challenge is the lack of offering her a language system that allows Sofia to express herself and effectively communicate her needs. This communication barrier poses a significant obstacle to her overall development. Instead of focusing on the elements crucial for enhancing her quality of life, the current approach seems to neglect these vital aspects. It underscores the importance of reevaluating and reshaping strategies to ensure that Sofia's routine and communication abilities are addressed comprehensively for a more holistic and enriching life experience.

The concept of inclusive practices in this school actually contributes to the isolation of Sofia's body as they presume that the best education for her would be of a normal (one-size-fits-all) curriculum and set of teaching practices (Dudley-Marling & Dippo, 1995). Inclusive classroom practices represent a cornerstone of modern education, aspiring to create learning environments that embrace diversity and cater to the individual needs of all students. It involves personalized learning plans, accessible resources and technology to facilitate learning for students with diverse needs. This may include assistive technologies, adapted materials, and a variety of resources that cater to different learning modalities.

One approach that could help Sofia's teacher to plan strategies that could be more helpful in improving her life and educational quality is the use of Universal Design for Learning (UDL). According to Baglieri *et al.* (2011), UDL offers a conceptualization of planning, teaching, and learning, which presumes that all students possess unique sets of strengths and needs. UDL encourages learning opportunities, encompassing cognitive, social, and emotional dimensions within the curricula and teaching practices. It urges adaptability in considering how learners may choose or need to interact with the curriculum and the physical space of the classroom or school to derive maximum benefit. Importantly, UDL advocates for dismantling educational practices that delineate separate roles and responsibilities for general and special educators in inclusive settings.

AAC plays a crucial role in supporting individuals with autism in their communication needs. AAC input uses visual graphic symbols that can be pictorial, text-based, or a combination of pictures and text. In the simple exchange model, the student is taught to exchange a visual symbol representing an item for the desired item. According to Cafiero (2001), practitioners for students with multiple disabilities, including autism, have used this method.

Image 11: ACC example



Source: (Slp Carrie, 2014)³⁰

Visually Based communication strategies are currently being explored as a viable medium for children with autism in classrooms, at home and in vocational environments (Cafiero, 1999). These communication strategies, employing visually-based media, are being used not only to augment expressive language for individuals, but, even more importantly, to provide comprehensible language input (Cafiero, 2001).

6.2 Beyond School Boundaries

Inclusive education is not confined only to the walls of schools; instead, it extends beyond, with families serving as essential partners in the educational journey. The work initiated in schools is a continuous process that can and should be applicable at home. This dynamic collaboration between schools and families underscores the holistic nature of inclusive education, fostering a seamless and supportive learning experience for students with diverse needs. Gabriela, the coordinator, references Sofia's mother in her interview:

We noticed that the family struggles with Sofia's routine, which should be exclusive. The mother would have to take care of it, practically. And we know that doesn't happen. But how can you criticize a mother who needs to work? So, it's a dilemma, you know (Gabriela, I, 12/22).

Sofia's mother is consistently labeled as a 'single mom' in both interviews and certain sections of the field notes. The professionals frequently characterize her as incapable of actively supporting the school due to her work schedule. Gabriela's interview illustrates the

³⁰<https://www.speechandlanguagekids.com/how-to-make-a-communication-board-out-of-a-cookie-sheet-for-autism-apraxia-and-aphasia/>

school's judgment around her mother's priorities. The implicit judgment from the school regarding her work routine hints at a potential shortfall in the institution's acknowledgment of its role in contributing to Sofia's holistic development.

Historically, women have been construed as dependent entities, tasked with the responsibility of caring for others, fulfilling familial duties, and engaging in unpaid labor. This perception of caregiving finds its roots in the "cult of domesticity", an ideal that emerged in the 19th century concurrent with the entrance of middle class men into the capitalist workforce and the exclusion of women from paid employment (Gubrium, 2008). The cult of domesticity not only elevated the moral and emotional sensitivity of middle class women but also placed it in stark contrast to the physical labor expected from domestic workers.

Helena, the vice-principal, points out the struggles Sofia's mother has:

Sofia can no longer attend the resource room because the mother claims she doesn't have time to take her and doesn't have her own car. Because Sofia is quite heavy, it's not possible to carry her around. She was building a house for themselves because they were living with the grandmother. She says that this year she will be able to provide better treatments for Sofia (Helena, I, 03/23).

This excerpt reinforces the pressure of caregiving on the mother as it reinforces the notion of caregiving as a duty. This ideal, when viewed through the lens of decolonial theory, reveals deeper complexities. It exposes how colonial influences shaped and perpetuated gender roles, further entrenching women in caregiving roles while restricting their access to remunerative work (Diniz, 2009). The cult of domesticity accentuated the dichotomy between the duty to care, attributed to women, and the right to compete and express individual interests, traditionally associated with men. This analysis underscores the deeply entrenched and colonial-influenced nature of gendered expectations, emphasizing the inherently private character of caregiving in opposition to public affairs and market pursuits (Gubrium, 2008).

The labor of caregiving frequently remains invisible and underappreciated. In the spirit of Paulo Freire's pedagogical philosophy, we can draw parallels by acknowledging the societal responsibility for care provision, aligning with Freire's emphasis on collective action and shared responsibility (Freire, 1987). The State, akin to Freire's notion of a liberating education system, bears the primary role and financial burden, funded through equitable means like taxes and fees (Freire, 1987). Freire's ideas on dialogue and mutual understanding resonate here: both the school and the government should engage in a collaborative dialogue with mothers, striving to comprehend and respect their perspectives. In the Freirean sense, this approach rejects the imposition of predefined communication

norms, fostering a more democratic and inclusive exchange where all voices, especially that of the caregiving mothers, are valued.

The discernible struggles within the family to adhere to Sofia's established routine suggest that the prescribed regimen may prove impractical or unattainable for them to implement effectively. The multifaceted examination of Sofia's situation invites contemplation on the need for more flexible and supportive societal structures that can accommodate the diverse circumstances faced by families, particularly for those managing the care of individuals with unique needs.

One of the primary concerns raised by the school regarding Sofia revolves around the support expected from her family. Professionals frequently express dissatisfaction with Sofia's reported non-attendance of crucial medical appointments and follow-ups, attributing this to her mother's failure to take her. These appointments encompass vital aspects such as physiotherapy, geneticist visits, and speech therapy, as revealed in Gabriela's interview:

First, as I told you, we need a geneticist... and the family doesn't arrange it... doesn't prioritize it... or maybe they don't have the resources (Gabriela, I, 12/23).

In the ideal world, families act as linchpins in ensuring seamless communication between different facets of the child's support network, including educators, therapists, and medical professionals. This collaborative approach helps in devising comprehensive care plans that integrate medical and educational interventions. However, how does a non-normative family deal with an "exclusive routine"? How can a single mother provide caregiving while having to deal with the demands of capitalism?

In this regard, Bentes, Souza-Bentes & Costa (2009) emphasize the importance of the injury being coupled with the necessary medical attention and rehabilitation procedure. It seems that these essential elements have not been explicitly considered in existing policies regarding inclusive education and in the predominant societal outlook. The absence of compassionate policies for individuals with disabilities disproportionately burdens families with low socioeconomic statuses, creating unattainable standards.

The "exclusive routine" that Sofia needs is not operable for people in low socioeconomic levels. Gabriela's inquiry into how to criticize a mother who is compelled to work unveils a complex tapestry woven from the threads of societal expectations, economic necessities, and the inherent challenges interlinked with caregiving responsibilities. This dilemma not only highlights a sophisticated understanding of the intricate difficulties faced by families but also prompts a reflection on the delicate balance required when juggling the

demands of work and caregiving. In the case of Sofia's mother, her reality resonates as a familiar narrative within Brazilian society, shedding light on broader societal patterns.

Recognizing the intricate challenges confronted by caregiving mothers, schools are poised to play a pivotal role in cultivating an inclusive and supportive environment. In acknowledging the diverse responsibilities shouldered by mothers in their caregiving roles, schools can implement an array of measures to alleviate burdens and nurture a community valuing the contributions of all parents.

Integrating Freirean perspectives into this discourse infuses a transformative layer into the educational context. Dialogue seamlessly aligns with the imperative for flexible school policies. In a Freirean-inspired educational setting, learning transforms into a dynamic exchange, accommodating the diverse needs of caregiving mothers (Freire, 1987). This approach transcends conventional educational structures, fostering a community where the voices of all parents resonate, fostering an atmosphere of mutual respect and understanding.

As we delve further into Freirean principles, subsequent exploration will unveil additional strategies enabling schools to actively support caregiving mothers, fostering a more equitable and participatory educational experience. This multifaceted approach aims to enhance the educational journey for both students and their caregiving mothers, promoting a collaborative and empowering community within the school environment.

It is also crucial to reflect on the level of governmental support for similar cases. Collaborative efforts between schools and the government are essential for a deeper and more effective work on kids with disabilities. Araóz and Costa (2015) address this issue: families in more favorable economic conditions pay for these healthy interventions, but this is not possible for the overwhelming majority of other Brazilian families. In order to individuals with multiple disabilities truly and rightfully have their development guaranteed, it is necessary for the State to provide material and human resources, and, above all, early and qualified pedagogical interventions.

This is not a family-school issue, but a social challenge that urges public policies. Policies must encompass flexible work arrangements, paid family leave, subsidized child care, mental health support, and targeted employment assistance for caregiving mothers. Legal protections against discrimination and initiatives to promote societal awareness are also integral components of an effective policy framework. The development and implementation of comprehensive measures will not only alleviate the burdens faced by caregiving mothers but also contribute to a more equitable and progressive society.

What we propose in this work is the reconstruction of inclusive education from a perspective that values differences. Therefore, it is necessary to have a policy that, while maintaining an inclusive directive, does not fix essential identities for its target audience but recognizes that there is a spectrum in each disability and each ontogenetic condition. Consequently, providing a single educational response for everyone in the same space becomes counterproductive. This calls for a non-reductionist epistemic approach to inclusive education, one that is attentive to diversity and diversified in terms of support and services (Bezerra, 2020).

Wang, Reynolds, and Walberg (1995) propose three distinct educational program types for Special Education:

1- General Education Program: Targeting about 75% of Special Education students, this program is designed to prevent learning difficulties. It benefits students with mild disabilities or learning challenges and requires adjustments in teaching methods and intensity;

2- Specialized Teaching Practices: For 20-25% of Special Education students with specific needs like auditory or visual impairments, this program demands teachers with specialized skills and unique curriculum components;

3- Program for Severe Difficulties: A minority of Special Education students with severe, multifaceted difficulties need this program. It involves a curriculum distinct from the standard one and requires coordination with various community services and strong family involvement.

We believe that Sofia would be better addressed in the last program. It would be possible to explore it within a partnership between school, APAE and the government. The school would have to provide a different curriculum for her, aiming to develop motor coordination, body awareness and sign language. In APAE, Sofia could be literate to have access to the school curriculum. The government would act with a social assistance program to give the family assistance, facilitating Sofia's attendance at APAE, school, and medical appointments.

Advancing inclusive education in Special Education policy requires expanding access to public education and improving its quality, creating a network of support centered around regular schools, and flexibly utilizing various support provisions. However, adopting these inclusive policies does not mean dismantling existing specialized services and resources, as

maintaining the current infrastructure is essential to avoid exacerbating access and support issues for special education students.

CHAPTER 6.

FINAL CONSIDERATIONS

This study was guided by the research question on how teachers meaningfully include a seven-year-old d/Deaf student with a rare syndrome and autism in a public school with minimal governmental resources. By exploring the inclusive practices of these educators, we provided valuable insights into the application of legislation in the context of inclusive education for the deaf. The justification for this research lies in the need to understand and improve the inclusion of d/Deaf students with multiple disabilities in challenging educational environments. The results obtained are expected to provide tangible subsidies for the improvement of public policies and teacher education.

This study aspires to contribute significantly to the realization of the rights of students with disabilities, thus promoting the enhancement of the quality of inclusive education in public schools. Improving education for individuals with disabilities goes beyond academic aspects and holds the potential to foster broader inclusion in society (Ainscow, 2005). By guaranteeing that these individuals receive a quality education, we equip them with the tools necessary to develop their full potential and become active and engaged members of the community.

In this study, we delved into the inclusive processes within a school by examining the experiences of teachers and their methodological initiatives aimed at improving accessibility for a d/Deaf student with a rare syndrome and autism. The data analysis from this research illuminates the structural challenges faced by teachers and school practices as they strive to foster inclusiveness for this particular child. The significance of case studies, such as this research, lies in the exploration of inclusive education in public schools, considering existing legislation. It also seeks to understand if these guidelines effectively support educational equality in practice while identifying any potential gaps or obstacles that require attention.

Public education is intrinsically intertwined with the political landscape. Brazilian public policies play a crucial role by establishing guidelines and fundamental rights to guarantee access to quality education for all students, irrespective of their abilities or disabilities (Brasil, 1988). A closer examination reveals that professionals involved in inclusive education are grappling with significant challenges. Teachers need training in sign language; there is a lack of spaces for discussion and collective problem-solving, and specific goals for Sofia need to be established. Besides, we also shed light on the inadequacy of resources, which becomes a central focus in our discussion, shedding light on the structural issues within the framework of Brazilian inclusive education.

In addressing the limitations of this study, we acknowledge that there are nuances not fully captured, given the restricted scope of our investigation. However, we believe that the findings presented here open paths for future research and continuous improvements in inclusive educational practices. We conclude this dissertation with the hope that its contributions can positively impact teacher education, educational policies, and, consequently, the educational experience of d/Deaf students in inclusive environments in public schools.

Throughout the research, several limitations and barriers that need to be taken into consideration were identified. Firstly, one aspect that could not be thoroughly examined was the student's language acquisition process. At the time of the research, Sofia communicated only nonverbally through gestures and crying when she needed something. Due to time constraints and her current stage of development, it was not possible to explore in detail how she could effectively develop her verbal communication skills. Also, we couldn't explore the development of her communication during the period of research.

Another area that could not be fully addressed was the improvement of Sofia's motor coordination. While it was observed that she required assistance with activities involving fine motor skills, such as holding a pencil and making subtle gestures, specific strategies to enhance this ability could not be extensively investigated. This issue needs ongoing monitoring and the involvement of specialized professionals to develop an appropriate intervention plan.

Additionally, the process of literacy for Sofia also presented challenges that were not fully explored in this research. Considering that the rest of the class already possessed reading and writing skills, it would have been relevant to investigate how the teachers would facilitate Sofia's learning in that context. However, due to time limitations, this aspect could not be further investigated.

Nevertheless, it is imperative to underscore the key findings that have emerged from the comprehensive exploration conducted in this research, with particular emphasis on the communication chart and the adoption of collaborative teaching methodologies.

The communication chart provides profound insights into Sofia's unique communication style. Through meticulous observation, it became evident that she adeptly uses specific body language cues to express her feelings and intentions. This insightful tool, the communication chart, plays a pivotal role in not only deciphering but also tracking the intricate nuances of Sofia's emotional expressions and communication approaches. By offering a systematic method to document and analyze her interactions, the communication

chart stands as an invaluable resource for educators and support staff seeking a deeper understanding of the student's communicative dynamics.

Turning attention to collaborative teaching, it emerged as a beacon of effectiveness in the realm of inclusive education. The research findings unequivocally demonstrate that collaborative teaching practices have a profound impact, working as a cornerstone for inclusive education strategies. The collaborative teaching approach allows educators to engage in a dynamic exchange of information pertaining to the specific needs and requirements of students, with a particular focus on individuals like Sofia. This collaborative synergy among educators fosters a holistic understanding of the student's academic and developmental needs, enabling the formulation of tailored and effective teaching strategies.

Moreover, our research has brought to light critical aspects that warrant heightened attention within the domain of inclusive education. The inadequacy in teacher education emerges as a pressing concern, particularly regarding the preparation of educators to navigate the challenges presented in inclusive classrooms. The current landscape reveals a shortfall in the training and readiness of teachers to effectively address the diverse needs of students within inclusive settings.

Another consideration on that matter is that the insufficiency of resources dedicated to inclusive education demands urgent consideration. The shortage of resources impedes the implementation of inclusive practices, hindering the ability of schools to provide optimal support for students with diverse learning needs. It is imperative to underscore the necessity for increased investment in resources, encompassing educational materials, assistive technologies, and additional support staff to enhance the inclusivity of educational settings.

Furthermore, we underscore the collaborative nature of inclusive education, emphasizing that schools cannot address these challenges in isolation. A multi-agency approach is paramount, involving various stakeholders such as medical professionals, governmental bodies, families, and other relevant entities. Collaboration with medical professionals is crucial to ensure that the health and well-being aspects of students with disabilities are adequately addressed. Governmental involvement is pivotal in providing the necessary policy framework and financial support for inclusive education initiatives. Family engagement is equally vital, as the support and understanding of families play a central role in the success of inclusive practices.

In essence, our research highlights the intricate interplay of factors influencing inclusive education, emphasizing the need for a decolonial and liberating approach that encompasses teacher education, resource allocation, and collaborative endeavors with

various stakeholders. The results indicate the need for policies and practices that promote the inclusion of students with special needs.

Based on the research findings and field experience, several areas were identified for future studies. These areas involve a deeper understanding of the development of students with special needs, as well as the enhancement of educational practices and teacher education focused on inclusion. Some suggested research topics that could be developed include:

1. Language acquisition in d/Deaf individuals with autism: Conducting a more in-depth investigation into how language acquisition occurs in d/Deaf individuals with autism, exploring specific strategies and interventions that can facilitate the development of verbal communication in this group;
2. Neuroscience and interdisciplinary approaches in working with different disabilities: Exploring how each type of disability affects the brain and how it can be addressed through interdisciplinary and collaborative approaches, integrating knowledge from neuroscience, psychology, education, and related fields;
3. Continuing teacher education for inclusion: Investigating the effectiveness of ongoing teacher education programs aimed at inclusion, identifying specific needs of teachers, and proposing capacity-building strategies that promote inclusive pedagogical practices;
4. Impact of agencies on the educational development of students with disabilities: Analyzing how different agencies, such as legislation, schools, and families, impact the educational development of students with disabilities. Understanding how the interactions and influences of these agencies can provide valuable insights to promote more effective inclusive education;
5. Integration of health in the education of people with disabilities: Investigating how professionals from the health field, such as therapists, speech-language pathologists, and psychologists, can collaborate and work together with educators to promote the overall development of students with disabilities, identifying integrative practices and strategies for mutual support between professionals in educational and health sectors.

The research conducted in this study contributes to the field of inclusive education by providing insights and evidence regarding the importance of improving the education of people with disabilities in schools. The findings and reflections obtained can serve as a

foundation for future research, expanding our understanding of the social impact of this issue and emphasizing the significance of effectively implementing educational legislation.

We expect that the results of this research will encourage greater attention and investment in promoting inclusive and quality education for people with disabilities. By raising awareness about the challenges faced and proposing potential solutions, we can make progress in building a more equitable and accessible educational system that ensures the full participation of all students, regardless of their abilities or disabilities, in an inclusive society.

CHAPTER 7. REFERENCES

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PARECER CONSUBSTANCIADO DO CEP

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: Inclusão de Surdos nas salas de aulas das escolas públicas brasileiras: Mapeando e compreendendo o papel das ferramentas didáticas dos professores, práticas e abordagens na aprendizagem inclusiva

Pesquisador: Ana Luisa Borba Gediel

Área Temática:

Versão: 3

CAAE: 25579419.4.0000.5153

Instituição Proponente: Departamento de Letras

Patrocinador Principal: INSTITUTO LEMANN
Teachers College, Columbia University

DADOS DO PARECER

Número do Parecer: 3.911.463

Apresentação do Projeto:

O presente protocolo foi enquadrado como pertencente às seguintes Áreas: Grande Área 8. Linguística, Letras e Artes Educação, Sociologia e Antropologia.

Conforme resumo apresentado no formulário online da Plataforma:

1. Introdução: As formas de comunicação e as estratégias de ensino têm sido identificadas como o maior desafio das escolas públicas brasileiras que trabalham com estudantes surdos e ouvintes na mesma sala de aula. No contexto das escolas públicas brasileiras a presença do bilinguismo (LIBRAS e Língua Portuguesa) e a prática bicultural é escassa (RIBEIRO & SILVA, 2016). A partir dessa realidade este estudo objetiva documentar e compreender o contexto da inclusão na sala de aula de escolas públicas de ensino regular. Especificamente, nós pretendemos documentar ferramentas, práticas e abordagens utilizadas na inclusão de pessoas surdas. Esse material didático pedagógico será catalogado e evidenciado conforme planejamento e percepção dos professores, assim como o entendimento em relação às experiências dos alunos surdos. Ainda, teremos o ponto de vista dos pesquisadores (via ferramentas etnográficas) em relação à documentação e às observações de acordo com a realidade vivenciada. A pesquisa será desenvolvida em duas pequenas cidades do Sudeste brasileiro - contexto com provavelmente

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menos recursos que centros urbanos. Através da pesquisa qualitativa multicêntrica, realizaremos entrevistas com professores e alunos Surdos, observações em sala de aula e análise dos artefatos pedagógicos como, por exemplo, planos de aula, materiais de apoio e atividades dos alunos. A pesquisa busca oferecer conhecimentos sobre os tipos de ferramentas de ensino, práticas e abordagens que apoiem a inclusão e a aprendizagem dos estudantes surdos, levando em consideração os contextos específicos. Esperamos que esta pesquisa possa refletir, divulgar e contribuir com os processos de inclusão e de ensino e aprendizagem de alunos surdos em escolas públicas brasileiras.

2. Metodologia: Perspectiva e ação dos professores; Uso de entrevistas semi-estruturadas e aprofundadas (registradas em áudio), uso no Nvivo (software) para análise; documentos como planos de aula e planos de ensino; observação participante durante as aulas; experiências e percepções do aluno s/Surdo; Uso de entrevistas semi-estruturadas e aprofundadas em Libras (registradas em vídeo), uso do ELAN (software) para análise; observação participante em sala de aula; registro visual desenhos e fotografia produzidas pelo aluno; registros e percepções dos pesquisadores; Uso de roteiros de entrevistas e de observações participantes; blocos de anotações e diários de campo; uso de gravadores e câmeras filmadoras; observação participante.

3. Hipóteses: Acreditamos que um conjunto de estratégias pedagógicas já vem sendo experienciadas no ensino regular, baseando-se no uso de materiais concretos e no visual, oportunizando acesso aos conhecimentos, conforme exposto por Quadros & Karnopp (2004). No entanto, faz-se necessário documentar os materiais que estão sendo utilizados em sala de aula e entender como os mesmos podem apoiar os processos inclusivos a partir de diferentes perspectivas, ou seja, a partir do olhar dos professores, dos alunos e demais agentes escolares. Para a documentação e análise desse material, contaremos com a colaboração de professores da Teacher College, da Universidade de Columbia - NY, e com um grupo de pesquisadores brasileiros, tendo em vista a aprovação do Edital Researching Teaching and Learning: An equity imperative for Teacher Education , que se desenvolverá entre os anos de 2019 e 2021.

4. Critérios de inclusão/exclusão:

Critério de Inclusão:

1. Professores que trabalham diretamente com o aluno surdo na escola selecionada/convidada para a pesquisa;
2. Estudantes surdos que estão matriculados diretamente na série e ou classe (sala de aula) a ser pesquisada; Os estudantes ouvintes que estão matriculados na mesma sala selecionada;
3. Intérprete da LIBRAS que trabalha junto ao aluno na classe/sala selecionada;

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4. professor ou profissional que trabalha com o aluno surdo na Sala de Recurso (AEE).

Critério de Exclusão:

1. Professores que não trabalham diretamente com o aluno surdo;
2. Os estudantes ouvintes que não estão matriculados na sala do aluno surdo participante da pesquisa;
3. Pais do aluno surdos e dos alunos ouvintes.
4. Demais funcionários da escola como cantineira, cozinheira, diretor, supervisor pedagógico, porteiro, faxineiros;
5. Funcionários da secretaria da educação a qual a escola está vinculada.

Objetivo da Pesquisa:

De acordo com os pesquisadores,

Objetivo primário: Compreender o contexto de duas escolas regulares de ensino público no Sudeste brasileiro em relação às ferramentas pedagógicas, aos métodos de ensino e às abordagens (e estratégias) didáticas utilizadas para a inclusão de alunos s/Surdos, a partir da perspectiva dos professores, experienciados pelos alunos e documentado pelos pesquisadores.

Objetivo secundário:

- Mapear as escolas regulares de ensino público em duas cidades no interior do Sudeste brasileiro, sendo uma no estado de Minas Gerais e outra no Rio de Janeiro, e verificar os alunos s/Surdos matriculados;
- Averiguar os agentes envolvidos no processo de inclusão escolar e de interação com os alunos s/Surdos;
- Documentar, descrever e analisar as ferramentas pedagógicas, as práticas de ensino e as abordagens didáticas utilizadas no contexto de sala de aula para a inclusão de alunos s/Surdos.
- Compreender a percepção dos professores em relação às possibilidades de inclusão dos alunos surdos em sala de aula, levando em consideração a descrição das atividades desenvolvidas, os planos de aula e os materiais concretos elaborados;
- Entender a concepção dos diferentes agentes educacionais envolvidos no contexto de inclusão física dos alunos s/Surdos, como os profissionais tradutores e intérpretes de Libras/Português, no que se refere às práticas pedagógicas que favorecem o ensino e aprendizagem de forma significativa.
- Evidenciar e descrever as experiências de ensino e aprendizagem dos alunos s/Surdos envolvendo os materiais didático pedagógicos utilizados pelos professores para mediar a construção de conhecimentos.

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Avaliação dos Riscos e Benefícios:

Os pesquisadores apresentam no formulário online da Plataforma os seguintes Riscos: Em pesquisas qualitativa de cunho exploratória, investigativa e interpretativa sobre contextos sociais institucionais como é o caso das escolas, o risco de constrangimento é passível de ocorrer. Além disso, a exposição do pesquisador e a interação deste com os interlocutores de pesquisa podem impactar a própria realidade social investigada correndo o risco da tomada de consciência pelos próprios agentes pesquisados, podendo estes intervir positiva ou negativamente em sua própria realidade social.

e os seguintes Benefícios: Diretamente e indiretamente os benefícios desta pesquisa vão de encontro as práticas de ensino e aprendizagem de alunos Surdos nos contextos das escolas de ensino regulares da rede pública. O principal benefício é evidenciar e diagnosticar os processos de inclusão experimentados ou não pelos alunos surdos, bem como também, o conhecimento produzido pela pesquisa pode contribuir para o direcionamento de Políticas Públicas voltadas para a formação inicial e continuada de professores na perspectiva de uma educação bilíngue.

Comentários e Considerações sobre a Pesquisa:

Os(as) pesquisadores(as) propõem, com base nesses pressupostos, construir a metodologia, as técnicas e instrumentos necessário para o desenvolvimento da pesquisa, com o fim de conseguir responder aos objetivos da pesquisa, em especial, para compreendermos o contexto escolar, as ferramentas.

Considerações sobre os Termos de apresentação obrigatória:

Os pesquisadores acostaram no formulário online os seguintes termos:

- TCLEs para os seguintes grupos: intérpretes, professores e pais;
- TALE para participantes com menos de 18 anos;
- projeto de pesquisa;
- roteiro de entrevista semi-estruturada para professores, alunos surdos e alunos ouvintes;
- roteiro de observação participante;
- carta de apoio institucional (autorização) da secretaria municipal de educação do município de Ponte Nova;
- folha de rosto;
- cronograma;

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Recomendações:

Aprovado

Conclusões ou Pendências e Lista de Inadequações:

Protocolo provado

Considerações Finais a critério do CEP:

Ao término da pesquisa é necessário apresentar, via notificação, o Relatório Final (modelo disponível no site www.cep.ufv.br). Após ser emitido o Parecer Consubstanciado de aprovação do Relatório Final, deve ser encaminhado, via notificação, o Comunicado de Término dos Estudos para encerramento de todo o protocolo na Plataforma Brasil.

Projeto aprovado autorizando o início da coleta de dados com os seres humanos a partir da data de emissão deste parecer.

Este parecer foi elaborado baseado nos documentos abaixo relacionados:

Tipo Documento	Arquivo	Postagem	Autor	Situação
Informações Básicas do Projeto	PB_INFORMACOES_BASICAS_DO_PROJETO_1457512.pdf	05/03/2020 11:08:22		Aceito
Outros	CARTA_RESPOSTA_CEP_modificada.pdf	05/03/2020 11:02:37	Ana Luisa Borba Gediel	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_PROF_modificado.pdf	05/03/2020 11:01:38	Ana Luisa Borba Gediel	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_PAIS_modificado.pdf	05/03/2020 11:01:01	Ana Luisa Borba Gediel	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TALE_ALUNO_modificado.pdf	05/03/2020 11:00:48	Ana Luisa Borba Gediel	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_TILSP_modificado.pdf	05/03/2020 10:58:16	Ana Luisa Borba Gediel	Aceito
Solicitação registrada pelo CEP	CARTA_RESPOSTA_CEP.pdf	27/02/2020 15:40:21	Ana Luisa Borba Gediel	Aceito
Declaração de concordância	Carta_de_Apoio_Institucional.pdf	27/02/2020 15:34:43	Ana Luisa Borba Gediel	Aceito

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Outros	ROTEIRO_OBSERVACAO_PARTICIPANTE.pdf	27/02/2020 15:15:59	Ana Luisa Borba Gediel	Aceito
Outros	ROTEIRO_ENTREVISTA_INTERPRETE.pdf	27/02/2020 15:15:00	Ana Luisa Borba Gediel	Aceito
Outros	ROTEIRO_ENTREVISTA_ALUNOS_OUVINTES.pdf	27/02/2020 15:09:54	Ana Luisa Borba Gediel	Aceito
Outros	ROTEIRO_ENTREVISTA_ALUNO_SURDO.pdf	27/02/2020 15:09:28	Ana Luisa Borba Gediel	Aceito
Outros	Roteiro_Entrevista_profes.pdf	27/02/2020 15:08:28	Ana Luisa Borba Gediel	Aceito
Declaração de Instituição e Infraestrutura	Termo_compromisso_instituicao_infraestrutura.pdf	11/02/2020 18:20:29	Ana Luisa Borba Gediel	Aceito
Declaração de Instituição e Infraestrutura	Declaracao_institucional_infraestrutura.pdf	11/02/2020 18:12:18	Ana Luisa Borba Gediel	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_alunos.pdf	11/02/2020 18:08:57	Ana Luisa Borba Gediel	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_pais.pdf	11/02/2020 18:08:07	Ana Luisa Borba Gediel	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_professores.pdf	11/02/2020 18:06:58	Ana Luisa Borba Gediel	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_interpretes.pdf	11/02/2020 18:06:01	Ana Luisa Borba Gediel	Aceito
Cronograma	cronograma_pesquisa_atualizado2021.pdf	11/02/2020 18:01:04	Ana Luisa Borba Gediel	Aceito
Projeto Detalhado / Brochura Investigador	Projeto_detalhado_brochura_investigador.pdf	11/02/2020 17:59:47	Ana Luisa Borba Gediel	Aceito
Folha de Rosto	FOLHADEROSTO.pdf	31/10/2019 09:43:35	Ana Luisa Borba Gediel	Aceito

Situação do Parecer:

Aprovado

Necessita Apreciação da CONEP:

Não

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Continuação do Parecer: 3.911.463

VICOSA, 11 de Março de 2020

Assinado por:
Maria da Conceição Aparecida Pereira Zolnier
(Coordenador(a))

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TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO - TCLE

O Sr.(a) professor (a) está sendo convidado(a) como voluntário(a) a participar da pesquisa **“Inclusão de Surdos nas salas de aulas das escolas públicas brasileiras: Mapeando e compreendendo o papel das ferramentas didáticas dos professores, práticas e abordagens na aprendizagem inclusiva”**, sob coordenação do pesquisador da Universidade Federal de Viçosa (UFV), Ana Luisa B. Gediel, cujo objetivo é compreender o contexto de duas escolas regulares de ensino público no Sudeste brasileiro em relação às ferramentas pedagógicas, aos métodos de ensino e às abordagens (e estratégias) didáticas utilizadas para a inclusão de alunos s/Surdos, a partir da perspectiva dos professores, experienciados pelos alunos e documentado pelos pesquisadores.

Sua participação se dará por meio de entrevistas, de observação participante, gravação de áudios e vídeos. Para participar deste estudo o(a) Sr.(a) não terá nenhum custo, nem receberá qualquer vantagem financeira. Apesar disso, caso sejam identificados e comprovados danos provenientes desta pesquisa, o Sr.(a) tem assegurado o direito à indenização.

Em pesquisas qualitativas, de cunho exploratório, investigativo e interpretativo de contextos sociais institucionais, como é o caso das escolas, o risco de constrangimento é passível de ocorrer. A exposição do pesquisador e a interação deste com os interlocutores de pesquisa podem impactar a própria realidade social investigada, correndo o risco de compreensão dos problemas escolares e intervindo positiva ou negativamente na própria realidade social. Em casos de cansaço ou constrangimento diante de alguma pergunta durante a coleta de dados você poderá pedir para parar, agendar outro dia ou até mesmo desistir da pesquisa, sem necessidade de comunicado prévio e sem qualquer prejuízo.

Diretamente e indiretamente os benefícios desta pesquisa vão ao encontro da catalogação das práticas de ensino e aprendizagem no contexto das escolas regulares da rede pública de ensino. O principal benefício é evidenciar e diagnosticar os processos de inclusão experimentados ou não pelos alunos s/Surdos, bem como o conhecimento produzido pela pesquisa pode contribuir para o direcionamento de Políticas Públicas voltadas para a formação inicial e continuada de professores, na perspectiva de uma educação bilíngue.

A sua participação é voluntária e a recusa em participar não acarretará qualquer penalidade ou modificação na forma em que o Sr.(a) é atendido(a) pelo pesquisador. Os resultados da pesquisa estarão à sua disposição quando finalizada. O(A) Sr.(a) não será identificado(a) em nenhuma publicação que possa resultar. Seu nome ou o material que indique sua participação não serão liberados sem a sua permissão.

Este termo de consentimento encontra-se impresso em duas vias originais, sendo que uma será arquivada pelo pesquisador responsável, e a outra será fornecida ao Sr.(a).

Os dados e instrumentos utilizados na pesquisa ficarão arquivados com o pesquisador responsável, no Departamento de Letras, da Universidade Federal de Viçosa, em ambiente protegido, durante o período de 5 (cinco) anos após o término da pesquisa, e depois desse tempo serão destruídos. Os pesquisadores tratarão a sua identidade com padrões profissionais de sigilo e confidencialidade, atendendo à legislação brasileira, em especial, à Resolução 466/2012 do Conselho Nacional de Saúde, e utilizarão as informações somente para fins acadêmicos e científicos.

Eu, _____, contato _____, fui informado(a) dos objetivos da pesquisa “Inclusão de Surdos nas salas de aulas das escolas públicas brasileiras: Mapeando e compreendendo o papel das ferramentas didáticas dos professores, práticas e abordagens na aprendizagem inclusiva” de maneira clara e detalhada, e esclareci minhas dúvidas. Sei que a qualquer momento poderei solicitar novas informações e modificar minha decisão de participar se assim o desejar. Declaro que concordo em participar. Recebi uma via original deste termo de consentimento livre e esclarecido e me foi dada a oportunidade de ler e esclarecer minhas dúvidas.

Viçosa, _____ de _____ de 20____.

Assinatura do Participante

Assinatura do Pesquisador

Ana Luisa B. Gediel
Departamento de Letras da UFV
Tel: (31) 612-7191. E-mail: ana.gedielufv@gmail.com

Em caso de discordância ou irregularidades sob o aspecto ético desta pesquisa, você poderá consultar:

CEP/UFV – Comitê de Ética em Pesquisa com Seres Humanos
Universidade Federal de Viçosa
Edifício Arthur Bernardes, piso inferior
Av. PH Rolfs, s/n – Campus Universitário
Cep: 36570-900 Viçosa/MG
EMAIL: cep@ufv.br
TELEFONE: (31) 3612-2316
Site: www.cep.ufv.br

Roteiro de entrevista com a professora:

1. Qual seu nome?
 - 1.2. Qual seu tempo de docência?

2. Nos conte um pouco sobre a sua formação e suas experiências acadêmicas no ensino superior ou na formação de professores:
 - 2.1. Qual foi o seu percurso formativo?
 - 2.1.1. Onde e em qual instituição?
 - 2.1.2. Durante a formação (superior), você teve contato com questões relacionadas à inclusão de alunos surdos e/ou uma perspectiva bilíngue? Se sim, pode nos contar como foi? () não. () sim, como foi?
 - 2.2. Da sua formação, o que você pôde trazer para aplicar em sala de aula?
 - 2.2.1. Por exemplo, você utilizou em sala de aula algum material didático pensado ou elaborado durante sua formação na universidade?
 - 2.2.2. Se sim, quais?
 - 2.3. Em relação aos cursos de extensão ou capacitação, quais você teve a oportunidade de realizar?
 - 2.3.1. Realizou algum curso voltado para a Libras ou para a inclusão de alunos surdos? Se sim, qual?
 - 2.3.2. E houve contribuições para a sua prática pedagógica? Se sim, quais?
 - 2.3.3. E nesses cursos você teve a produção de algum material didático? E você conseguiu utilizá-los em sala de aula?
 - 2.4. Você acredita que a sua formação/ a ausência dela afeta a sua interação com o estudante? De quais formas?
 - 2.4.1. Você tem alguma sugestão de como você reestruturar a formação de professores para que eles possam lidar melhor com desafios como este que você enfrenta diariamente?

3. Qual(is) a(s) experiência(s) com alunos surdos/deficientes você já teve no ensino regular?
 - 3.1. Conte um pouco sobre a sua experiência em sala de aula envolvendo o(a) aluno(a) surdo:
 - 3.1.2. Havia Libras como meio de comunicação? De que forma?
 - 3.1.3. Você criou algum material didático específico para esse aluno?
 - 3.2. Durante a sua trajetória, quais outros alunos com deficiência além dos alunos surdos você ministrou aulas?

4. Quais estratégias didáticas e metodológicas que você utiliza em sala de aula que inclui todos os alunos, surdos e ouvintes?
 - 4.1. Houve alguma alteração ou modificação realizadas nos planos de aulas ou na forma de ministrar os conteúdos a partir da presença de um aluno surdo? Quais?
 - 4.1.1. Em caso afirmativo, como isso aconteceu, você desenvolveu sozinho ou teve apoio de outros colaboradores da escola?
 - 4.2. Dos materiais que você costuma utilizar em seu trabalho você adequou algum para que o aluno surdo tivesse acesso ao conteúdo?
 - 4.2.1. Se sim, de que forma foi a adequação dos materiais que foram alterados?
 - 4.2.1.1. Como isso aconteceu, você desenvolveu sozinho ou teve apoio de outros colaboradores da escola?
 - 4.2.1.2. Teve algum material didático que foi adaptado em Libras? Como?
 - 4.2.2. Quais foram os resultados na aprendizagem dos alunos surdos?

5. E sobre as avaliações, você elabora elas sozinho/a ou tem ajuda de algum outro profissional da escola?
 - 5.1. Quais são os tipos de avaliação que geralmente você desenvolve?

- 5.1.1. Como são aplicadas as avaliações?
 - 5.1.1.1. E como acontece esse processo com o aluno surdo?
 - 5.1.1.2. A avaliação no caso do surdo em que momento é usado a Língua Portuguesa e em que momento é utilizada a Libras?
- 5.3. Você tem algum apoio ou ajuda para realizar as correções das avaliações? Se sim, de quem?
- 5.4. Como é feita a correção da avaliação do seu aluno surdo?
- 5.5. E, como você percebe o desenvolvimento do aprendizado deste aluno surdo em comparação com os demais alunos da turma?

6. Como é a sua interação com o aluno surdo em sala de aula?
 - 6.1. Como é sua relação com o aluno surdo dentro e fora da sala de aula?
 - 6.2. Conte-nos uma situação que você interagiu com ele, como foi?
 - 6.3. Em um grau de 0 a 10, qual a interação dos alunos ouvintes com os alunos surdos?
 - 6.4. E como acontece a interação do aluno surdo com o intérprete/mediador?
 - 6.4.1. Conte uma situação que exemplifica essa interação entre o intérprete/mediador e o aluno surdo:

8. Você acha que deveria mudar alguma coisa no atendimento aos alunos surdos?
 - 8.1. E no sistema educacional de ensino, o que você considera que deveria mudar para garantir a inclusão dos alunos surdos/os?

9. A escola oferece cursos/ oficinas de formação voltados para a inclusão ou Libras?
 - 9.1. Se sim, como eles acontecem?
 - 9.2. Como é feito o planejamento das atividades?
 - 9.3. Você acha que a escola está preparada para atender os alunos surdos, oferecendo as mesmas possibilidades do que para os ouvintes? () Não, por quê? Se sim, pode nos contar?

10. Em relação ao contexto da pandemia Covid-19 como foi a interação com o aluno surdo?
 - 10.1. De que maneira você desenvolveu as aulas?
 - 10.1.1. Quais foram os principais recursos digitais ou tecnológicos utilizados?
 - 10.1.2. E o aluno surdo, como ele participou?
 - 10.2. Quais as atividades que tiveram de ser repensadas?
 - 10.2.1. De que forma?
 - 10.2.2. Você pode dar alguns exemplos de atividades que está desenvolvendo que considera que o aluno surdo esteja aprendendo?

11. Em relação ao período pós pandêmico, como foi a adaptação do aluno surdo?
 - 11.1. Você observou lacunas nos aprendizados dos estudantes surdos como consequência da pandemia? Se sim, quais? E como você pretende reverter as novas dificuldades dos alunos surdos?
 - 11.2. Você acredita que os alunos surdos foram mais afetados pela pandemia do que os ouvintes? Se sim, por que?
 - 11.3. Você teve que elaborar materiais de reforço para os estudantes após a pandemia? Se sim, como elaborou para os alunos surdos? Podemos ver?
 - 11.4. Você pode dar alguns exemplos sobre a adaptação do estudante no período de volta às aulas presenciais?
 - 11.5. Como você vê a motivação do estudante surdo nesse período de adaptação? Houve evasões?
 - 11.6. Como está a participação do aluno surdo nesse período?
 - 11.7. Como está a aprendizagem do aluno nesse período? Ele está apresentando mais dificuldades? Se sim, quais?

12. Narre como é um dia comum na escola.

12.1 Como é a rotina do estudante? Qual é o seu horário de chegada? E o seu horário de saída?

13.1 Quais são as suas maiores dificuldades em relação à educação do estudante em questão?