


CURRICULAR PRACTICES AND THE SCHOOLING OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN ELEMENTARY SCHOOL FINAL YEARS: REFLECTIONS FROM A CLASSROOM

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ABSTRACT

The purpose of this article is to analyze the data on curricular practices, based on the significance of teaching actions designed for students with special educational needs and the possibilities provided for these students in the schooling process in Elementary School Final Years. Based on the investigation of documents and experiences lived in the research field scenario, this discussion is organized in two moments: the first deals with the analyses from the documents accessed in the field and the second moment deals with the analyses that involve the perceptions and conceptions of the participating teachers and students, about the curricular practices, the focus of this study.

Keywords: Inclusive Education. Elementary School Final Years. Elementary School II. Special Education.

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INTRODUCTION

The information collected through documents and records was made available by the institution through the Pedagogical Supervision and Guidance Sector (SESOP) and the Center for Assistance to People with Specific Needs (NAPNE), the sector responsible for the organization and execution of special education practices, the school targeted by the research, in addition to its portal and official websites of the Brazilian government.

The focus of this qualitative and descriptive analysis comprised the organizational actions with the bias of data and information that explain the process of special education from the perspective of inclusion in the institution. The initial contacts with the field space indicated the need for a special look at the actions of the NAPNE, in particular, in the promotion of actions in the area of school inclusion. Such bias is valid from the possibility of observing a focus that, by generating data that details a context, can become a reference for analyses of other cases, as pointed out by Bogdan and Biklen (1994) and André (2005).

According to Ordinance No. 1887 (BRASIL, 2017), the NAPNE has its policy guided by the PNE (BRASIL, 2014) by the legal attributions of decree 6.571 (BRASIL, 2008) that provides for Specialized Educational Service, according to art.1 § 1, "the set of activities, accessibility and pedagogical resources institutionally organized, provided in a complementary or supplementary way to the training of students in regular education". This study is an excerpt from the dissertation entitled: Curricular Practices in Elementary School II for the Schooling of Students with Special Educational Needs (LOPES, 2018).

IMMERSION OF A SCHOOL CONTEXT FROM THE PERSPECTIVE OF INCLUSIVE EDUCATION

It is important to situate the physical space, the resources made available and the pedagogical practices of the NAPNE in order to understand the specificities of this nucleus. Located in the building exclusive to Elementary School II in the *campus*, the NAPNE room has an environment that houses equipment, furniture and didactic/pedagogical materials for the use of professionals and students. The guidance manual of the Program for the Implementation of Multifunctional Resource Rooms (BRASIL, 2010) lists and specifies in room I and room II the items necessary to offer specialized educational service. Next, we can analyze the items contained in the NAPNE and that are oriented to be made available by the SEA, according to the program mentioned above.

Table 1. Composition of items of the Type I Multifunctional Resource Rooms

EQUIPMENT	YES	NO	DIDACTIC/PEDAGOGICAL MATERIALS	YES	NO
02 MICROCOMPUTERS	X		01 GOLDEN MATERIAL		X
01 LAPTOP	X		01 BODY SCHEME		X
01 STABILIZER	X		01 RHYTHMIC BAND		X
01 SCANNER	X		01 MEMORY OF NUMERALS I	X	
01 LASER PRINTER	X		01 EMBEDDED ALPHABETIC MAT		X
01 KEYBOARD WITH HONEYCOMB		X	01 ALTERNATIVE COMMUNICATION SOFTWARE	X	
01 PRESSURE TRIGGER	X		01 CREATIVE BAG ASSEMBLES EVERYTHING		X
01 MOUSE WITH TRIGGER INPUT	X		01 PUZZLES - LOGICAL SEQUENCE		X
01 ELECTRONIC MAGNIFIER	X		01 DOMINOES OF ASSOCIATION OF IDEAS		X
FURNITURE	YES	NO	01 DOMINOES OF SENTENCES	X	
01 ROUND TABLE	X		01 ANIMAL DOMINOES IN LIBRAS		X
04 CHAIRS	X		01 FRUIT DOMINOES IN LIBRAS		X
01 PRINTER TABLE	X		01 DOMINO TATIL	X	
01 CABINET	X		01 BRAILLE ALPHABET	X	
01 WHITEBOARD	X		01 MANUAIS LUPAS KIT		X
O2 COMPUTER TABLES	X		01 INCLINED PLANE READING SUPPORT		X
02 CHAIRS	X		01 MEMORY TATIL	X	

Source: Documents accessed at the institution

Table 2. Composition of extra items from Type II Multipurpose Resource Rooms

DIDACTIC/PEDAGOGICAL EQUIPMENT AND MATERIALS	YES	NO
01 SMALL SIZE BRAILLE PRINTER	X	
01 BRAILLE DATILOGRAPH MACHINE	X	
01 TABLE RULER	X	
01 PUNCH	X	
01 SOROBAN	X	
01 SUBSCRIPTION GUIDE	X	
01 GEOMETRIC DRAWING KIT		X
01 SOUND CALCULATOR		X

Source: Documents accessed at the institution

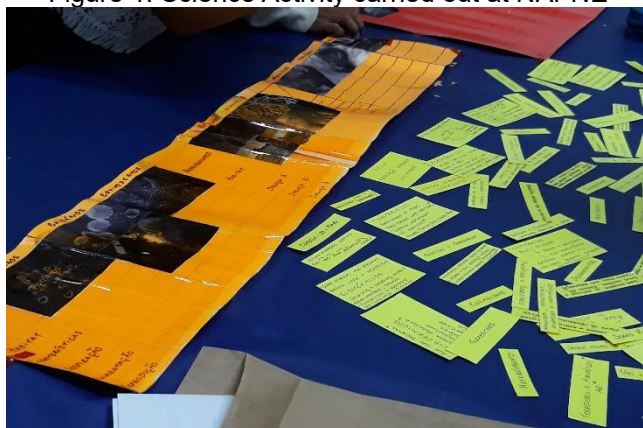
It is noteworthy that the guidance on the equipment of the type II room, in addition to contemplating the resources of room I, complements equipment and specific didactic/pedagogical materials for accessibility of students with visual impairments.

It was observed that the activities offered by the NAPNE in the Elementary School Final Years have a unique dynamic when the use of pedagogical/didactic materials of the SEA in the formulation of its activities is considered. The NAPNE promotes in the common

after-school shift, activities that correspond to the curriculum belonging to the disciplines in the common class, but designed with other strategies that correspond to the learning issues of the target audience of the center.

This conception of pedagogical activities of the NAPNE provides other possibilities of approaching a theme in the classroom or the expansion of the time of the activity carried out in the classroom. However, this form of teaching is problematized when the correspondence of SEA activities with the regular classroom is questioned (ALVES, 2006). Thus, the center's services are constantly provided by activities designed by the center's teacher, exploring the playfulness and creativity of the activities addressed in the regular class with other teaching strategies.

Figure 1. Science Activity carried out at NAPNE



Source: researcher's image archive

The activity on content in the area of science, presented in the image above, proposed the association of the definitions of each animal kingdom, classifying the specific characteristics of the *phyla*. The dynamics gained playful aspects and given the importance of playfulness in the teaching and learning process of the center, one of those responsible for the workshop expressed in her speech the understanding of this strategy: "it is important to explore playfulness, to think about the activity in a different way from that approached by the teacher, even understanding the challenge of the teacher presenting this proposal to 30 students". The meanings belonging to the use of play start from the conscious and reflective choice of the learning process and these multiple possibilities of teaching action demand knowledge of the work carried out. Like this

it is essential that the teacher has full mastery of what he is proposing and, for this, his training must provide that his knowledge is explored through the use of play, as well as familiarization with such an instrument (SANT'ANNA AND NASCIMENTO, 2011, p.31).

The NAPNE proposal has the characteristic of expanding the offer of service to the target audience of the AEE to contemplate the actions for students with special educational needs. This proposal was born from the demand of the campus to offer the service of the NAPNE in the current scenario, because as Farah and Silva (2017, p. 56) say:

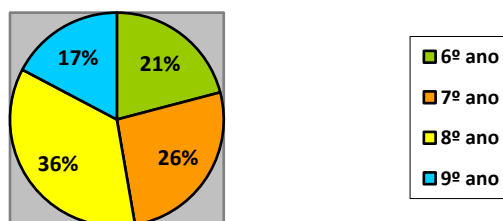
The NAPNE [...] gained strength and possibility of action from the appointment of a coordinator to articulate the actions of the nucleus and the 2014/2017 management project. Imbued with the struggle to democratize the *campus* in all spheres, the management encouraged, legitimized and equipped the performance of the nucleus. Likewise, SEE assigned employees from various backgrounds to the sector, who made the team diverse and multidisciplinary.

The center's performance incorporated the philosophy of the Learning Laboratory (AL) that promotes the care of students with learning difficulties and specific functional disorders in the institution, systematizing actions in parallel recoveries. In this case, the statement of the coordinator of the center (C1-AEE) explains how the idea of offering care at the center is put into practice: "[...] we brought the idea of the workshops of the Learning Laboratory of campus I, which would be to serve those who are on the margins of the law [...]". In this way, the idea of allocating workshops to this target audience, based on actions already offered in Elementary School I, will be implemented by NAPNE also for the reason given by the lack of professionals in organizing AL in Elementary School II.

It is a goal of the sector to implement the *Learning Laboratory*, a successful experience on *campuses I*, the more professionals are allocated to the sector, in order to guarantee more vacancies for this target audience, systematically expanding the possibilities of serving students with dyslexia, ADHD or any undiagnosed pedagogical disorders or lag (Ibidem, p.56).

Thus, as per the observations in the field of study, the NAPNE on this campus intends to use the terminology *bureaux* for the activities offered to other students who are not the target audience contemplated by the SEA policy, reserving the concept of *Calls* for students with disabilities, global developmental disorders, and high abilities/gifted. According to the data presented, the center includes actions between attendances and workshops for 110 students of Elementary School II.

Graph 1. Students served by NAPNE-CSCII in the 3rd Certification of the academic year 2017

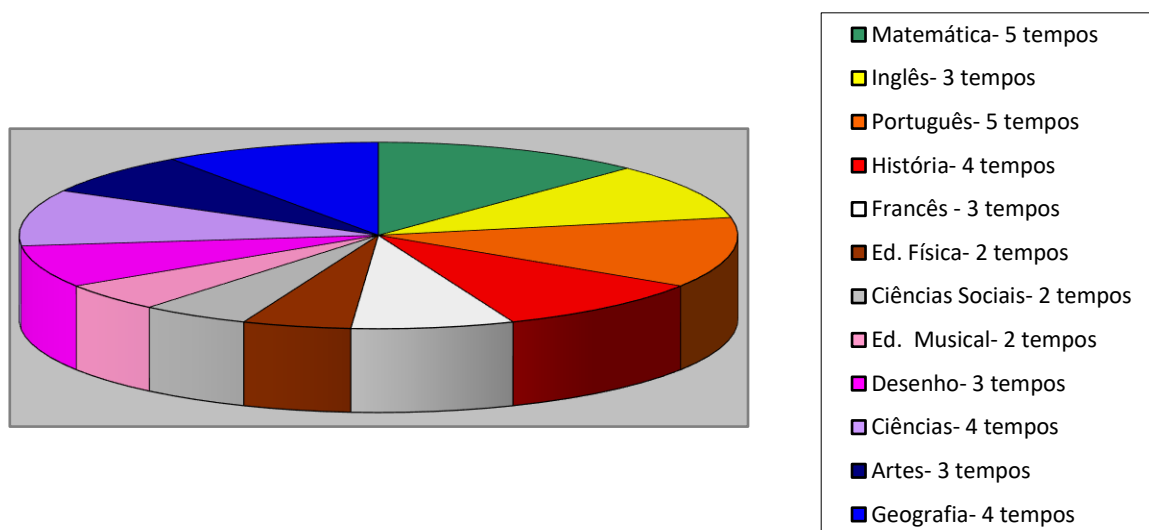


At the beginning of the 3rd Certification of Elementary School II, there were 110 students distributed in attendances and workshops offered by the center. This data, during the activities of the NAPNE, varied according to the distribution of students in the organization of the timetable. Taking as a reference the initial data of 110 students, 23 students were counted in the 6th year (21%); 29 students in the 7th grade (27%); 39 students in the 8th grade (36%) and 19 students in the 9th grade (17%). It is observed that there are more than twice as many students attended in the 8th grade compared to the 9th grade, expressing a concern of the teachers and the NAPNE team regarding this year of schooling. Thus, the demand for the questions belonging to the 8th grade and the curricular aspects of this phase of schooling was evidenced for this study.

By analyzing the already consolidated proposal of some points of the reformulation of the institution's Institutional Pedagogical Political Project (PPPI), the conception of the curriculum is guided by a critical view of school knowledge (BRASIL, 2017). The understanding of curricular criticality contained in the document is the result of the articulation of the knowledge understood in the disciplines.

The organization of the curriculum of Elementary School II is characterized by the segmentation of the disciplines in the institution. In the 8th grade, in the regular shift, time is distributed per subject in the week, in a total of 12 subjects, as shown in the graph below.

Graph 2. Number of subjects distributed in times per week in the 8th grade curriculum².



Even though a proposal for the articulation of knowledge is exposed, currently the configuration of the organization of the disciplines of the curriculum shows aspects that demand reflection. The structuring of the curriculum distributed in grades and disciplines in Elementary School II can be an impicator of the conception of integrated knowledge defended by the institution. Pacheco (2009) warns, in this sense, that the hierarchization and delimitation of knowledge are considered a Cartesian orientation in the construction of the curriculum and the method of instruction.

The organization of the work of the NAPNE in Elementary School II is configured in offering in the after-hours the content covered in the disciplines in the regular shift with new approaches. From this perspective, the work in this school context presents aspects that differ from the context of the generalist teacher of Elementary School, as stated by the coordinator of SEA (C-1): "the mathematics teacher will only teach mathematics [...] Here we have twelve different realities, twelve different contexts, twelve different ideologies when you are going to deal with the student on a daily basis in a class that needs to be included."

The reformulation of the school curriculum in this phase of schooling, by the institution, projects in the practices of the teaching and learning process new possibilities of approaching knowledge. According to Silva (2015), the document states that a socio-school vision demands actions that undertake pedagogical creativity. The social responsibility of

² The subjects of History, Geography, Arts, Science and Drawings have part of the workload allocated to Saturdays that alternate on Saturday I and II.

curricular practices with a critical approach must be proposed by considering cultural aspects and the possibility of respecting the difference between subjects.

The adjustments of the curriculum and the dialogue with socio-political and economic changes, under the bias of criticality, promote a clash with the vision of the technicality of knowledge and the organized production of curricular disciplines in a positivist orientation of education. The counterpoint of education between critical bias and positivism can be understood to the extent that:

Education influenced by positivist ideals lacks encouragement for the development of critical thinking. Technical education based on positivist ideals should not be reduced only to technical education, but should also be concerned with seeking the reason for the technical procedure itself. Accepting science as the only knowledge, as positivism wanted, is something reductionist that loses a considerable portion of knowledge that is not in the given, both creation and deduction are impaired (ISKANDAR AND LEAL, 2002, p.93).

The curricular organization and the forms of knowledge that are foreseen in its structuring are closely linked. The new possibilities of access to information and the construction of knowledge, with new technologies in a globalized context, are ways to provide discussions around the curricular proposal.

It is worth reflecting on the existing school model in the institution and the discussions contained in the concepts of the school's curriculum. The proposal of the preliminary document of the PPPI presents in its text the concepts of time and space as inseparable and essential to think about the curricular organization. The discussion seeks to present a conscious way of understanding the disputes that exist in the construction of the curriculum. The belief in the curriculum as a guide for narratives and pedagogical practices of the disciplines and content is the result of a conception defended by a project that guides such structuring elements (SANTOMÉ, 2013).

Another concern expressed in the document is that the proposal is not limited to formalities that will be of little significance in the daily school life for students. Thus, thinking about the curriculum is seen as a continuous and necessary exercise for the educational project to meet the students' desires and conceive the development of a society of equitable values.

The guidelines for Specialized Educational Service (BRASIL, 2009) recommend aspects to be promoted to the target audience of special education. Thinking about the curricular field, the proposal of the Individualized Development Plan (PDI) can establish strategies that favor the work of SEA when it is combined with the elaboration of academic

objectives for students targeted by inclusion and pedagogical resources that enable learning (PLETSCH; GLAT, 2013).

When analyzing the work of the NAPNE, it was not observed that there was an IDP or Individualized Teaching Plan (IEP), formalized and materialized in a document with individualized strategies. However, there is a proposal to systematize the organization of individualized plans for the 2019 school year, according to the statement of T3-SEA: "[...] because of the lack of professionals, we have not yet been able to organize [...] but for next year it is a primordial issue".

In addition to the promotion of the multifunctional resource room and the priority attendance of SEA in the after-hours, the document of the Guidelines (BRASIL, 2009) advises that there should be teachers for the exercise of SEA teaching, education professionals and other support networks. NAPNE serves with a multidisciplinary team and has Elementary School II teachers, with a specific workload to attend to the target students of the same. This structure provided a positive dynamism in the service to students, but also, because it revealed a significant number of students for such a proposition, the need to expand human resources was observed, as exposed by the NAPNE professionals. Nevertheless, it was evidenced that the dedication of the professionals provided a notability of the work of the NAPNE, in Elementary School II, in favor of curricular practices.

Through the analysis of the preliminary document of the PPP, the *campustarget*, the concept of evaluation understands and considers the implicative conditions for student performance, as an informative tool for the school community, that is, to "improve the process of knowledge appropriation by the student" (LEITE; KAGER, 2009, p.111).

It is observed that the PPP dazzles an integration of the learning result through the evaluation instrument with the teachers and the pedagogical team. Thus, three characteristics of evaluation present in the discussion are listed: continuous, cumulative and qualitative. Continuous characterization refers to procedural evaluation, privileging the stages of knowledge construction. The cumulative conception comprises the range of information about learning and the qualitative proposal focuses on the development of learning.

The NAPNE organizes the space for the evaluation of each certification in the Shared Knowledge Room, intended for students who require strategies to take the tests in a space other than the classroom. The evaluations are adapted to the students served by the same, carried out by the teacher of each subject together with the sector team.

Another important aspect is the referral from the class councils of students for evaluation by the NAPNE. In this case, the Communication and Language Laboratory screens the students to analyze the need for actions, which activities would be pertinent to serve them.

Evaluation anchored in tests and grades was observed in the institution as a challenge in the face of the traditional view of establishing evaluative concepts so that students reach the average for approval. The work of NAPNE is to assist teachers in the adaptation of evaluations and to think of strategies for pedagogical issues in Elementary School II. Given this interactivity, the professionals who make up NAPNE have aimed at changes in the evaluation criteria and curricular practices for students with SEN, in this context of schooling, because

The traditional model of school evaluation defines the classification of individuals as the main function of the act of evaluating. In this sense, value judgment aims to classify the individual according to a certain standard. [...] Such practices have contributed to producing many negative consequences, including prejudice and stigma. From this perspective, the classificatory evaluation can become an authoritarian instrument that slows down school development for many students (LEITE and KAGER, 2009, p.111).

From the access to the documentary records of the last class council of the 2017 school year, it is possible to observe and analyze some aspects of the curricular actions for the target students, in some disciplines. The following are the observations made about student L, in the class council:

History - Did not show up for the Final Verification Test (PFV) classes. The discursive questions were not developed by the student.
 Drawing: He arrived late, disturbing his organization in the classroom.
 Arts: The teacher tried to create other activities to help him with the grade, but the student did not turn it in.
 Drawing: I don't know what we can do for him.
 Social Sciences: He has stagnated in learning, he is in the room to socialize to feel included. He even reasons, but from the edges.
 Geography: I used to come to my classes, I sat in the front, but I didn't understand.
 Portuguese: He misses the absence of the mediator.
 Physical Education: This one didn't yield anything. He almost didn't take classes. I didn't even know I had proof.

On the occasion of the above record, the representation of the board, present in the council, raised questions about the curricular adaptation and school development of L. The

possibility of integrating the new class of the Age-Grade Adequacy Class (CAIS) project³ emerged as a possibility. This referral was considered by the Board of Directors because the student relates well with his classmates. The failure was contested by both the Board and the NAPNE. Finally, in addition to the approval for the 9th grade, the NAPNE forwarded the need for a professional to carry out school mediation and the adaptation of the curriculum. The student remained in the class with the same approved classmates from class 805. In relation to student Y, the following considerations were collected regarding her schooling process:

Drawing: Lack of commitment. Always sleepy, tired and willing to help student L. She accumulated doubts and difficulties. He is not able to do the 9th grade;
Geography: She confessed that she did not study. He left questions blank. The 8th grade is less conceptual and more objective;
Physical Education: Lack of commitment. He doesn't come to class. When it comes, it arrives late and without material;
Story: The student is lazy;
Science: The teacher congratulates the student for getting a good grade on the test.

NAPNE stressed that the student has great potential in the area of dance. The Board of Directors took a stand for the student's approval, considering that family issues and her difficulty in being at school, due to the fact that she lives far away, puts her in a condition that demands more sensitivity from the institution. The presentation of the artistic ability, by the council, induced considerations about its approval, which was granted by the teachers, because according to them the curricular requirements set for the 8th grade did not have a degree of importance for their functional life. In this sense, it is observed that, for the approval on the agenda, little consideration was given to the structuring of actions that systematized curricular practices to meet the student's learning demands. But given the approval to the 9th grade, there was a referral to carry out an adapted curriculum. The student was also invited to be at CAIS, but she herself chose not to participate in this proposal.

Students M and A did not have any prominent consideration in the class council and their approvals for the 9th grade were obtained. It is noteworthy that student A, for health reasons, did not perform any evaluation in the 3rd certification.

Thus, by establishing contacts and observations in the field of research, the information and experiences of the work performed at the institution composed a special look

³ The CAIS project seeks to implement a differentiated learning environment serving students with a history of age-grade distortion in the schooling process. The Project is in force on *the campus* [...] serving students in the 8th grade (students aged 15 or over) and the 9th grade (students aged 16 or over). Available at: <www.cp2.g12.br >. Accessed on: 28 jul. 2018.

at the 8th grade, and more attentively, at the number of students served by the SEA policy in a specific class. With this, the investigation continues with the analysis of the curricular practices of the observed class, in the following discussion.

THE CONTEXT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN THE 8TH GRADE CLASS AND THE CURRICULAR STRATEGIES OBSERVED

The choice of class 805 was thought of as a prism that reproduced a common scenario found in other school realities in Elementary School II. This field of study made it possible to encompass different aspects that touch on the conception of schooling of students with SEN in E F II. After consultation with the NAPNE team, it was found that the indicated class had a number of students served by the SEA policy, considered by the nucleus, high in relation to the other classes and grades of EF-II. Four students were identified as the target of NAPNE's actions in class 805.

Among the aspects that guided the analysis of curricular practices in the target institution, the following were considered: the relationship of the school curriculum in the regular class with students with SEN and the actions carried out in the after-hours by NAPNE, for schooling in the context of inclusive education.

CURRICULAR PRACTICES DEVELOPED IN THE SCHOOL FOR THE STUDENTS TARGETED BY THE SEA: THE RELATIONSHIP OF THE CURRICULUM IN THE COMMON CLASS

Guided by the schooling of students with SEN, the curricular practices carried out in the context of the NAPNE and in the classroom gained essential aspects for the analysis of the field of study. The performance of teachers was observed and investigated with the purpose of understanding the relevant context of didactic strategies designed and carried out in the school space.

Regarding the importance of teaching action in inclusive education, we have as differentiated curricular practices those that point out strategies that are suitable for a specific target audience identified in the schooling process, with some demand in learning. The scenario of the school institution observed suggests that curricular flexibility becomes relevant from the perspective of presenting alternatives to the current curriculum for the common class. It is emphasized that the need for curricular flexibility/adaptation envisions a restructuring of the curricular proposal for all students (PLESCHT, 2009).

By considering the curricular practice in school inclusion as the concreteness in the act of teaching, this conceptualization provides an opportunity for an observance of individual and collective actions and in the school context. Thus, the core in question is in the rethinking of the school space to provide curricular content that meets the singularities of the student, engendering possibilities of access to so-called formal knowledge. For Marques and Freitas (2017, p.1099), "the knowledge learned and taught in formal education is valued, and therefore has a high status".

In the specific case of the possibility of students with SEN having access to knowledge oriented from the curriculum, it is significant for the conception of school inclusion in the target institution of the study to understand what value assigned to such curricular competencies were required for the formation of these students. For the target subjects of the research, it is important to highlight that schooling is organized in favor of differentiated teaching practices and guided by the curriculum planned for the common class.

The teachers' claim for an Individualized Educational Plan (IEP) or any document that materialized the curricular strategies for students with SEN belonging to the research was not identified.

The relevant number of Elementary School II teachers in the regular shift with a workload destined to attend the NAPNE in the after-hours suggests that the engagement of teachers in the discussion of curricular strategies for students with SEN can be provided by the existing structure in the institution.

However, the curricular strategies designed for each student served by the SEA policy were identified with a view to the full permanence of these students in the regular shift in classroom activities, concomitantly with the theme addressed for the rest of the class. The field diary served to capture this moment in the classroom.

Note from the field diary (05/02/18):

The teacher (P-3) starts the class by asking to put away the Portuguese material and get the French material. A (P-3) informs that the class will be a review for evaluation. The teacher distributes an activity sheet and asks student L to put the material away. The teacher observes a disorganization on his desk. The student usually leaves his backpack on the table. The teacher begins the explanation on the activity board for the class, paying attention to students L and Y to carry out the worksheet by asking questions directed to both. Student M is drawing in a notebook. Then, the teacher discusses with the class the concern of not leaving backpacks and coats on the table. Student M obeys and then sends his attention to the exercise sheet to perform it. The teacher mediates the revision for pairs Y and L, placing them next to her desk in pairs, while the rest of the class performs the same activity. The questions come up for the rest of the class and the teacher goes out of her way to answer them. Student L asks to leave the room and takes his time as usual. The teacher walks around the room and asks if student M is understanding the revision. In this case, the teacher seeks

to balance the attention needed by L and Y, who are right next to her desk, with the rest of the class. The class is very dispersed and the teacher calls attention to the performance of exercises all the time. During the class, the teacher recalls that M's pair did not help him in the group work carried out previously⁴. Student L is warned for inappropriate behavior for playing excessive games with Y. The teacher tries to find out if L and Y did the activity. In the correction in the chart, (P-3) identifies that both have identical answers. While the teacher attended to the other students, Y quickly answered the missing questions and student L just copied. The correction is carried out with student M paying attention from his desk.

It was observed in the classroom that the teacher tried a different approach in the presentation of the activity by formulating in a more didactic way the explanation to students L, Y and M, the target of the NAPNE actions, with L and Y identified with more accentuated SEN. The proposal to place them near their desk was a strategy to help them and seek in mediation an adaptation to the specificities of these students' learning. However, this attention needs to be shared with the rest of the class who also need support in the teaching and learning process.

As a result, the more directed attention that these students demanded could not be effective, generating the fact that student L copied the answers that were missing from his pair to complete the exercise. It is noted that student Y who provided the answers did not have specific knowledge to help him, resulting in the production of answers different from the teacher's correction. Student M who can keep up with the learning pace of the class demands punctual mediations, just like the rest of his classmates in the help of some activity. The intern⁵ who would support him with mediations was not present at the beginning of 2018. In relation to student A, her health condition prevented her from guaranteeing her attendance. NAPNE presented the use of the institution's Moodle as an alternative for access to knowledge⁶.

In order to understand the curricular aspects organized in the school, the information obtained in Elementary School II shows the willingness of teachers and the NAPNE team to think about the adequacy of the instruments and knowledge established in the standardized curriculum for the common class.

⁴ Episode portrayed by the field note (12/15/2017) in *item 3.4 - Research instruments and techniques*.

⁵ The intern performed in the class actions concerning what the NAPNE called school mediation. The NAPNE understood that the strategy should create specific strategies for students Y and L.

⁶ Moodle (Modular Object Oriented Distance Learning) is a free software that provides a learning space collaboratively through a virtual community. The platform provides the formation of study groups, online courses, among other educational functions. Available at: <www.moodlelivre.com.br>. Accessed on: XX May 2018. (specify access day)

The disputes between a curriculum designed for students with SEN and the possible curriculum is triggered by the conflicting possibilities between the institution's evaluation procedures and the specificities in the teaching and learning process, according to the statement of (P-2): "[...] As interesting as it is (curricular adaptations), formal evaluation is a pillar of the school." What interferes in this problematization is not the support for the student to carry out an evaluation such as tests and tests, but which knowledge validated by the institution is transformed into requirements that are not effective in a meaningful learning for the schooling of these subjects. The document formulated by the Ministry of Education *in Diversity* (BRASIL, 2006) conceptualizes the realization of meaningful learning.

Meaningful learning implies an internal and personal representation of school content, establishing substantive relationships between the new learning content and what is already known. In this process of construction, previous knowledge and schemes are modified and a new representation or conceptualization is created. From this perspective, learning is not a linear process of knowledge accumulation, but a new organization of knowledge that concerns both "knowing how to do something" (conceptual schemes) and "knowing what to do" and, also, "with what one knows" (scheme of procedures) and "knowing when to use it" (knowledge about in which situations to use what one knows). (BRASIL, 2006, p.172).

The prior planning designed for students belonging to the NAPNE is in the order of discussion at the beginning of the school year with the explanation of the nucleus team to the teachers about the special educational needs of each student. In the discussions of each department, the disciplines also organize at the beginning of the school year strategies directed to the specificities of the knowledge addressed, also having the possibility of meetings in the weekly pedagogical meetings (RPS) with the presence of someone from the center team.

This planning is adapted after the end of each certification, when the teachers gathered in class council think, together with a representative of the NAPNE, the actions carried out in the school period evaluated and possible referrals of students identified with special educational needs. In the statement presented below, it is possible to perceive an advance in the attitude of teachers in the class councils in relation to the issues that articulate the work in the regular shift and the actions of the NAPNE.

[...]Our advice has evolved a lot. I see that nowadays, teachers have a much more integrated view. They don't see the student anymore by the grade. The student does not represent just one number. I see that nowadays there is a tendency for the teacher to better understand what the student presents, what is the best form of access that is most appropriate for that student, what that student needs, the social

conditions that the student presents [...] I see from 2014 to 2017, a very big change in the thinking of our teachers in the class council and this has contributed a lot to the growth of the nucleus [...] For example, because the student does not have a report, if the teachers in the class council think that a student needs differentiated pedagogical support, they insert the student themselves into the NAPNE (T-5).

It was explicit in the field observations that, in the initiatives of each teacher, the relationship with the student and school experiences in the classroom are established in a relevant way in the regular shift. Teacher P-5's strategy of providing moments of recapitulation of the knowledge addressed in the classroom was an action designed in the context of the inclusion of students L and Y.

They have a very subjective register. The idea is, this is being kind of difficult because we are not having many classes, that at the end of the class I ask to make a narrative record of what happened, a kind of diary, this helps. [...] All of this will be translated into language, into the most palatable format for them to study from this material (P-5)

The strategies thought out, even sporadically, gained prominence, for example, by the planning of an activity with simplified challenges and corresponding to the content given to the class. Another factor observed was the spontaneity of the teaching practice in a given explanation carried out in a more didactic way during the class or an adaptation of the proposed activity according to the student's performance at the time of its completion. The following proposal made in the classroom by teacher P-1 describes an exchange of experiences with student M, in the activity called *Impressionist photography*:

[...] To do this photography work with him, I with my camera had the experience of focusing with my hand to the point that he would like to take the photograph with his good hand and he would click, [...] but this was not yielding good photos. We were trying to make this partnership, but the result was frustrating for me and for him [...] until at a certain point M surprised me and he got out of his chair and had the idea of taking a photograph involving the wheel of his wheelchair. He took the chair, took off the wheel and told me to put the wheel against a ladder and this would be his photo. So there he totally surprised me. I found out that he could get out of the chair that was information I didn't have, he surprised me by what he was already connecting with the concept of the shape of the photo, and that ended the collaboration with me that I played the role of putting the wheel where he wanted[...] (P-1)

The moment above was provided by several aspects that involve the teaching and learning process. Student M, because he had muscle atrophy, had the support of the teacher who sought to assist in the realization of the photograph. The idea presented by the student to create an unusual scene with his wheelchair provided a surprise on the part of the teacher, both because of the originality of the proposal and because the teacher did

not have the information that the student could get out of the wheelchair. This relationship between teacher and student, which establishes a network of knowledge, can only be achieved if there is a horizontalization of the curriculum (FELÍCIO; OLIVEIRA, 2006). During the schooling process observed, it was found that the relationship between the Elementary School II curriculum and the target audience of the SEA seen by the teacher caused some difficulty in approximating the content given to the class to the learning pace of some students. Some reflections made by the teachers reveal aspects about this context:

I think what the school offers in terms of formality of the school, the way the content is taught, I think it makes very little sense to some students. I think that the school had to rethink itself, regular education [...] being more democratic (P-5). We are moving more and more towards reflection, to review the concept of curriculum, of content evaluation because we see that all students are different, have singularities in their differences and that in fact if we had to make an adapted curriculum it would be for everyone (P-4). Could it be that this curriculum that we have today for this student who needs special education does not also end up generating practices that are already common at school for other students, end up reinforcing the image that we have of them who do not have the cognitive capacity to understand certain subjects? (P-2).

The dissatisfaction of this educational logic present in the curricular production and its referenced knowledge is accentuated in the conception of the curriculum from the perspective of inclusive education. Thus, the articulation of the knowledge offered in Elementary School II with the demands observed in a SEN implies difficulties in access to the student by the level of challenges that rise before the approval of the next grade/year in the schooling process.

Therefore, the curriculum that could be the guide to organize knowledge designed for the specificities of the student is seen as a mere formal convention of contents that do not substantiate the life of these subjects. In other words, the curriculum is seen as something static, with little room for changes that interfere with the educational proposal and the offer of knowledge by the institution. For Young (2014), the so-called specialized curriculum needs to make knowledge "teachable" and "learnable". This specialized knowledge is organized, according to the author, in two ways:

(i) In relation to disciplinary sources: knowledge produced by specialists in the areas of knowledge – history, physics, geography. Disciplinary experts do not always agree or get it right, and although their purpose is to discover the truth, they are sometimes influenced by factors other than the pursuit of the truth. However, it is hard to think of a better source for "the best available knowledge" in any field. There is no country with a good educational system that does not rely on its disciplinary experts as

sources of knowledge that should be in the curricula. (ii) In relation to different groups of learners: every curriculum is designed for specific groups of learners and has to take into account their prior knowledge. (YOUNG, 2014, p.199).

In the field of study, the analysis of the belonging of the student with SEN to the school curriculum permeates the learning conditions materialized in the curricular developments in the classroom, with the activities performed in the NAPNE. These school inclusion actions are the result of teaching practices validated by everyday experiences. To understand how the articulation of the knowledge of the discipline addressed in the regular shift, to be taught by the NAPNE, the statement of teacher P-6, from the regular class, explains the existing partnership with the NAPNE teacher, from the same discipline:

We exchange a lot of information through *Zap* and email [...] we try to schedule everything in advance. So the quarter will start, we schedule everything for the quarter. So I exchange all the information with her. How about doing a study directed to such a day for such a subject? Then I prepare something, she prepares something else and with an exchange of information with the student we set it up. [...] I prepare the directed studies, the practical classes, the tests, I send them to them and they make the necessary adjustments and do the adapted part (P-6).

The scenario presented about the communication between the teachers of the regular shift and the NAPNE, for the realization of adjustments for students with special educational needs, differs when the service proposal is offered by someone who is not part of the discipline department. This case can be elucidated by the speech of T-4 who offers a mathematics workshop at NAPNE and is part of the nucleus team with the position of Technician in Educational Affairs:

I have contact with the discipline coordination, the school's mathematics coordination, at the beginning of the year I get their planning for the year, I talk a lot with the students too and we see: what is being given in the week? What did you see last week? What part of the subject are you in now? And according to this, with the development of the content in the classroom, and I work in the workshops (T-4).

The problematization present in the teachers' narrative, in relation to the lack of academic training in the area of inclusive education, is an important aspect for understanding these research subjects. It is important to understand that there is a need for collaboration between teachers' knowledge, from the perspective of each teacher. Therefore, the training of each teacher becomes essential so that this exchange of experiences and knowledge with the pedagogical team and with other training can be effective for the learning needs of each subject. In order to understand this educational

reality, the expectations of teachers in relation to the training of the teaching work demand a reflection that contemplates the school context as a whole, as the authors highlight.

Public policies for inclusion should be implemented in the form of training and continuous monitoring programs, which guide the teaching work with a view to gradually reducing school exclusion, which will benefit not only students with special needs, but, in general, school education as a whole (GLAT; NOGUEIRA, 2003, p. 140).

The exposure of the lack of academic training in the rhetoric almost always present in the discourse of the EF-II teacher can pay attention to important issues for the analysis of curricular practices from the perspective of school inclusion. The teacher claiming a broader education, which encompasses more academic training for school practice, is something legitimate. However, such statements can conceal some aspects that exist in the teaching and learning process involving students with SEN.

The complexities that exist in the achievement of a certain objective thought in the learning of subjects with SEN can expose challenging situations in the school routine. The concepts based on school performance, referred to as a standard in Elementary School II, when faced with the condition of students with SEN, are capable of causing disappointment in some expectations in the scope of education. Therefore, it is necessary to situate which curricular conditions can imply anguish on the part of teachers, in the relations of the teaching and learning process for school inclusion.

Reflections on the conception of school curriculum, from the perspective of inclusive education, obtained, in most of the analyses collected in the research instruments, a connection between situations experienced in the classroom. The demands observed in the teachers' statements were related to personal frustrations in not achieving quality school inclusion. It is observed that there is no appropriation, in the statements of the participating teachers, of concepts of curricular adaptation or flexibility, but the claim to do something to meet the learning demands of these students is, primarily, the need exposed by them. The work of NAPNE is seen by teachers as an essential support for the proposal of school inclusion. The workload allocated, by most of the teachers of the disciplines, to attend the NAPNE in the after-hours, contributes to the bond of the teachers between the practices of SEA and the classroom.

The support requested in the teachers' statements is oriented to the activities carried out for and in the regular class. That is, the work of the NAPNE encompasses the demands of students with SEN in EF-II, privileging the knowledge organized in the curriculum of the

common class and presenting adaptations in the contents offered by each subject in the after-hours.

Among the most significant actions, in the curricular scope, observed in the NAPNE, in the regular shift of class 805, the following were identified:

[A] Professional performing a function called by the institution as School Mediation: With a workload of 20 hours per week, carried out by a pedagogy intern, oriented to provide pedagogical support for two students served by the center, considered to have significant special educational needs, in relation to the other students targeted by the AEE;

[B] Adapted assessments: NAPNE provides teachers from each subject to make the adaptations of the assessments, when necessary, and a space called the Shared Knowledge Room so that the students targeted by the SEA have a place with the support planned for the learning demands of each student.

[C] NAPNE pedagogical support: The departments of each discipline have the availability of the NAPNE team for pedagogical consultations of activities to be carried out in the regular shift and the presence of someone from the nucleus team in the class councils to evaluate the learning performance of the students targeted by the AEE, in the certification in question.

The action of school mediation, so named by the institution, was characterized by the performance in the classroom helping students Y and L, according to the demands presented in each discipline in the learning process. For the choice of these two students, it was considered that they needed a differentiated teaching support in the context of schooling.

The practice of mediation performed by the intern, in this case, was based on helping the class teacher to access the contents and on the support of basic commands for the performance of activities by the students. The following is a practice considered successful by the intern (T-6) involving the practice of school mediation:

The French subject is very complicated for the whole class, but the teacher makes adapted material [...]. We are in the third certification, we have already had two tests, and in both tests their grades were great in French. They thought the subject was easy, but I told them no, it was because the material was all adapted and the test was consistent with everything she had given. So she would practice the verbs with them, she would always give me a sheet and another to them, we would go down or do it with them in class. So she always brought adapted things so on the day of the test it was easy for us to do it (T-6).

FINAL CONSIDERATIONS

It was found in the field of study that the teacher of the regular class in the institution has supports that seek to guarantee access to knowledge in the regular shift. However, the objectives and strategies concerning the curriculum designed for the students attended at the NAPNE demand joint actions that meet the specificities of each discipline. In the daily classroom, most of the actions to think of strategies that meet the singularities of the students targeted by the actions of the nucleus came from the spontaneity of the teacher in trying to adapt something in an improvised way, for the understanding of a given content, for students with SEN, without a previous organization or appropriation of the curriculum.

The emphasis given to alternative pedagogical activities, which favor the approach for students with SEN in the after-school period, at times, distances itself from the reality observed in the curriculum offered to the regular class. A common narrative can be observed in the teachers' speeches about the need for curricular flexibility to favor the teaching and learning process in school inclusion. This awareness becomes important for the pedagogical work and responsibility of classroom teachers is translated into efforts that do not fall only on social insertion dissociated from the pedagogical importance of access to knowledge.

The observation related to compliance with the SEA policy gains a specific condition when the provision of care is thought of by the curricular aspects present in the implementation of this action. It is observed that the structure of service in the after-hours is respected, providing activities that a priori are organized to meet the demands of the content addressed in the classroom with a differentiated teaching strategy. The space allocated to NAPNE activities and human resources guaranteed in the presence of teachers from each EF-II subject, together with the NAPNE team, constitute a unique scenario observed and, in our perception, very advantageous for the implementation of inclusive curricular practices.

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