


## Teaching process in times of pandemic: A reflection on inclusive education

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### ABSTRACT

This study had as its primary objective the reflection of inclusive education in an educational context of the COVID-19 pandemic, based on educational, psychosocial and humanitarian principles, valuing democratic aspects and seeking a vision of respect for diversity and equality. From this perspective, it is known that it ensures access to regular education for students with special educational needs, including those who have had their right denied for ethnic and racial reasons. Therefore, the school must adapt to be able to receive students with all types of special needs possible. The effects of the pandemic, in a sense, will always be connected to education. The pandemic has resulted in substantial and noteworthy changes. There will no longer be a distinction between in-person and remote learning. Understanding of disability must advance, but more importantly, the voice and practices of people with disabilities must be taken into account and respected so that they are able to connect the possibilities of transforming their own lives to the political, cultural, and scientific spheres based on their experiences, feelings, and meanings.

**Keywords:** Inclusive Education, Specialized Educational Service, Covid-19 Pandemic.

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## INTRODUCTION

As of March 2020, the global educational scenario in Brazil required adaptation and the search for new educational opportunities in the face of the coronavirus pandemic, since social distancing was one of the main strategies to contain the spread of the disease (Dantas; Ferreira, 2024). Numerous challenges and obstacles are faced by special education, including the lack of resources — material, instrumental and human — and adequate training for the necessary adjustments involving the entire school community, among others. Similar to other teaching modalities, it was necessary to modify and rethink the way the proposed curriculum was conceptualized (Marcato; Fernandes, 2022). It also involved experimenting and experiencing new approaches that, despite the difficulties, showed how the family and the school could collaborate to ensure that inclusive education continued even in the face of the suspension of face-to-face activities (Alexandre, 2022).

Inclusive education is an educational action based on humanitarian principles, which values democratic aspects, expanding the vision of respect for diversity, equality, treating people as subjects of rights (Fonseca; Melo, 2019). In this perspective, it ensures access to regular education for students with special educational needs, including those who have had their right denied for ethnic and racial reasons. Therefore, the school must adapt to be able to receive students with all types of special needs possible (Peixinho; Kiefer, 2016).

Special education is a teaching modality that currently targets the following groups: students with global developmental disorders, giftedness and high abilities, as well as students with different levels of physical, intellectual, hearing and visual disabilities (Ferreira; Cruz, 2021). Therefore, the school must adapt its human and physical infrastructure by hiring specialists who can handle the wide range of scenarios that arise every day.

Therefore, this period was one of extensive difficulties in adapting to guarantee the rights to education of these groups served by the school. Based on this, this study had as its primary objective the reflection of inclusive education in an educational context of the COVID-19 pandemic. This investigative process is characterized as a bibliographic research with a qualitative methodological approach. The theoretical framework adopted is based on the dialectical-Marxist perspective that analyzes the object of study from the current conjunctural context. This work is structured as follows: The introduction brings the contextualization of the theme, as well as the justification and objective of the study. Then, the theoretical framework will be presented. And finally, I will present the final considerations, bibliographic references, appendices and annexes.



## A HISTORICAL RETROSPECTIVE: EXCLUSION, INTEGRATION AND INCLUSION

"Inclusive education is a theme that, in recent decades, has gained significant space in debates around the construction of quality education for all" (Bez, 2009, p. 16). For the author, however, the discussion about inclusive education implies a reflection "on public educational policies, on the models built to address the educational phenomenon and on the difficulties and obstacles that the school institution must overcome" (ibidem, p. 16).

Only in this way will the school, in fact, become a school for everyone." Inclusive education is an educational action based on humanitarian principles, which values democratic aspects, expanding the vision of respect for diversity, equality, treating people as subjects of rights" (Cartilha, 2013). Therefore, we begin our reflection with a historical retrospective around the issue.

When researching official documents, we realized that Brazilian education in its trajectory reveals that education was for the few. Leite (2014, p. 14), in a monographic work, states that those who were part of the elite of the time were the privileged, whose objectives were to integrate and maintain themselves in economic power and in the social domain. People with disabilities were totally excluded from society. As Mazzotta (2003) points out, historically, people with disabilities were treated in the eighteenth century as people linked to mysticism and occult sciences. Society in this period was greatly influenced by religious beliefs. With this, it was believed that people who were born with a disability suffered the consequences of some erroneous attitude on the part of their family members, and could present spiritual or demonic disturbances. As a result, this century is marked by negligence, in which people with disabilities were marginalized, abandoned, and in many cases, they were led to death.

Over the years, medical scholars have begun to recognize deficiency as a pathological factor. As pointed out in a document from the Ministry of Education (Brasil, 2004, p. 10), "as knowledge in the area of medicine was built and accumulated in the history of humanity, disability came to be seen as a disease, of an incurable nature, a gradation of a smaller amplitude of mental illness". In view of this, people with disabilities and people with mental illnesses were welcomed in asylums, total institutions and residences to be treated and cared for by doctors, due to their "abnormality", thus characterizing welfare. In this regard, Sanchez says:

Special education has traditionally been organized as a specialized educational service substitute for common education, evidencing different understandings, terminologies and modalities that led to the creation of specialized institutions, special schools, based on the concept of normality/abnormality, determines forms of therapeutic clinical care strongly anchored in psychometric theses that, through diagnoses, define school practices for students with disabilities. disability (Sanchez, 2008, p.9).



In a way, there was an advance in the conception of people with disabilities at that time, but this service did not contribute to the recognition of this group in society, persisting exclusion and total segregation, always faced with preconceptions and difficulties in dealing with this public.

In Brazil, the service to people with disabilities since the time of the Empire with the creation of the Institute of Blind Boys (1854-present), Benjamin Constant Institute (IBC) and the Institute of the Deaf and Dumb (1857-current), National Institute of Education of the Deaf (INES), both in Rio de Janeiro, where care for people with disabilities began. In 1926, the Pestalozzi Institute was created, an institution specialized in serving people with mental disabilities. In 1954, the first APAE - Association of Parents and Friends of the Exceptional - was founded.

Subsequently, the actions aimed at the educational service of people with disabilities were based on the provisions established by the first Law of Guidelines and Bases of National Education (LDBEN, n°4.024/61), which pointed out the right of the "exceptional" to education, preferably within the general education system. According to Mazzota (2003, p. 68), "Law No. 4,024/61 which, reaffirming the right of the exceptional to education, indicates in its article 88 that, in order to integrate them into the community, their education should, as far as possible, fit into the general education system". Following the thought of Mazzota (2003), we can deduce that if they are unable to adapt to common education, they will be directed to special education.

Law No. 5,692/71, already in the period of the military dictatorship, ensures "special treatment" to "students who have physical or mental disabilities, those who are considerably behind the regular age of enrollment and the gifted", according to what the State Councils of Education to define. Law 5.692/71 contradicts what was indicated in article 88 of Law No. 4.024/61, making it clear that the "exceptional" can fit into the "general education system" receiving the care that would be their right (Cf. Mazzota, 2003).

According to Richardson (2009, p.146), in the "1970s, the Integration movement emerged, with the concept of normalization, expressing that the disabled should be given conditions as similar as possible to those offered in the society in which they live". The school integration movement defended the inclusion of people with disabilities in the common rooms of regular schools, questioning the segregation and isolation in which the disabled were placed in special education centers. However, due to the confusing definitions of their own concept, little was known about the teaching-learning process they followed (Santos; Velanga; Barba, 2017).

According to Oliveira (2011), in the educational process, the person with disabilities, in order to be in a regular class, should present medium or common difficulties to remain in the regular school. Sanchez also observes "that a student could be integrated, spend a lot of time isolated in the support room, or be in the regular room, but without interacting with his companions" (2005, p. 15).



Still dealing with the issue of integration, Sanchez (2005) draws attention to another aspect, related to the type of evaluation that people with disabilities would be subjected to. For the author, it can be said that these are decisions guided by a vision of special education that interprets learning difficulties exclusively from the student's deficit, which promotes injustice and stops progress in this field.

Certainly, it also conditions the placement of students in common or special schools. Mantoan (2003, p. 22) states that the integration process takes place within an educational structure within which the student is offered the opportunity to move through the school system – from the regular class to special education – in all its types of services, which would be a conception of partial insertion, because the system provides for segregated educational services. Also according to this author,

In situations of school integration, not all students with disabilities fit into regular education classes, as there is a prior selection of those who are eligible for inclusion. For these cases, the following are indicated; the individualization of school programs, adapted curricula, special assessments, reduction of educational objectives to compensate for learning difficulties. In short: the school does not change as a whole, but students have to change to adapt to the demands in situations of school integration, not all students with disabilities fit into regular education classes (2003, p. 68).

Sasaki (1997, p. 34-35), speaking about integration, says that it occurred or still occurs in three ways:

For the pure and simple inclusion of those people with disabilities who are able, by professional and personal merits, to use the physical and social spaces, as well as their programs and services, modification by society (common school, common company, common club, etc.) For the insertion of those people with disabilities who needed or need some specific adaptation in the common physical space or in the procedure of the common activity in order to be able, only then, to study, work, have leisure, in short, to live with people without disabilities. By the insertion of people with disabilities in separate environments within the general systems (Sasaki, 1997, p. 34-35).

Sasaki (1997) observed that, currently, some people use the words integration and inclusion, already in accordance with the modern terminology of the inclusion paradigm. In other words, with different meanings: integration representing "insertion of the person with disabilities prepared to live in society", and inclusion meaning "modification of society as a prerequisite for the person to carry out their development and exercise citizenship" (Sasaki, 2005, p. 22).

Before talking about inclusion and understanding this timeline about the evolution or transitions of paradigms in the struggle that the social group represented by the disabled has been waging for rights and seeking its place in society, it should be noted that throughout this period, a public policy of universal access had not yet been put into effect, the conception of "special policies" to deal with the education of "people with disabilities" remained. According to a document from the MEC:



In mid-1973, the Ministry of Education created the National Center for Special Education (CENESP), responsible for the management of special education in Brazil, which, under the aegis of integrationism, promoted educational actions aimed at people with disabilities and people with giftedness, but still configured by assistance paths and initiatives isolated from the state". (Brasil, 2010, p. 12).

It is important to emphasize that, within the emergence of social movements that claimed social equality, we have the disabled, their parents who sought rights and improved living conditions for this segment (Silva; Nogueira, 2024). As a reference, we have the Universal Declaration of Human Rights, of 1948 in article 85, which reports on social security protection. "Every man has the right [...] subsistence in circumstances beyond his control" and also states that "every man has the right to education" (art. XXVI). According to Mazzota:

It was mainly in Europe that the first movements for the care of the disabled, reflecting changes in the attitudes of social groups, were materialized in educational measures. Such educational measures were expanded, having been first taken to the United States and Canada and later to other countries, including Brazil" (Mazzota, 1996, p. 17).

It is in this scenario that the ideal of equal rights and education for all takes a new direction, as Melo (2011, p. 1) points out:

From the twentieth century onwards, social movements began to fight for equality for all. Little by little, the educational system sought ways to integrate students with disabilities into the regular education system. School inclusion aims to build a society for all, without taking into account differences, thus valuing human diversity, developing the principle of solidarity, thus making a society just and egalitarian.

The twentieth century was marked by the great advance of the struggles in search of equal rights and access to education for all, which represents a change in the positioning of society in which the concept of inclusion is intrinsically related to transformations in the social, cultural, technological and educational spheres, in view of both today's society and the one that is still aspired to achieve (Pereira; Saraiva, 2017; Silva Neto et al., 2018; Lisbon, 2020).

For many, the meaning of inclusive education consists only of the enrollment of these students in regular school, but, according to the Federal Constitution of 1988, this change in the school environment means granting education to all students, both those found in regular classes and students with special educational needs (Mendes, 2019)

These constitutional provisions alone would be enough for no one to deny any person with disabilities access to the same classroom as children or adolescents without disabilities, but it is also worth highlighting the provisions of the **Inter-American Convention** on the Elimination of All Forms of Discrimination against Persons with Disabilities, signed in Guatemala, ratified by Brazil and promulgated by Decree No. 3,956/2001 (BRAZIL, 2005).



## INCLUSIVE EDUCATION IN TIMES OF PANDEMIC

Brazil has had difficulties in putting into practice the inclusion of students with diseases, disabilities and syndromes, as well as in making the necessary accommodations for this inclusion. It is evident that improvements are needed for a number of issues, including: inadequate school transportation, which results in students missing school days; dilapidated physical structures of institutions, which causes school dropout; and a scarcity of technology and internet access for all students, which hinders access to information and equal access to culture, among many other imperative adjustments (Fernandes, 2002).

In addition to the fact mentioned above, the difficulties associated with inclusion were further intensified in 2020 with the introduction of the SARS-COV-2 virus in Brazil. Because of this fact, government authorities and the Ministry of Education (MEC) need to take measures to prevent the spread of the virus, which is transmitted by physical contact. The main step that was implemented was the implementation of remote learning to extend the school year. However, the actions taken highlighted the isolation of children with disabilities and learning challenges and presented new concerns to the educational scenario (Ferrando; Rosário, 2022).

Public schools have been forced to quickly adapt to the remote learning environment since the pandemic began in Brazil in March 2020. As a result of this new educational environment, the MEC did not grant any project to help students with disabilities; Instead, schools should allocate initiatives and projects to make accommodations for these students in this new environment in which global education finds itself. For this reason, and because everything happened so fast, little was done to effectively implement the right to education for all without differences, putting the social and cognitive development of this group at risk in the process (Marinho, 2023).

The loss of social connection, noise, physical contact, bodily movement, interactions, socialization processes, and more fruitful community engagement has become apparent to us as a result of school closures. This absence indicates that the social role of the institution — particularly its importance for human development — is recognized. As long as this is recognized, schools are established as a community of political and educational resistance against an ideology that seeks to undermine the creation of knowledge, especially in the human sciences (Souza; Daianez, 2020).

Students should be included in the creation of instructional materials. Report cards written in their native language should be distributed to students so that they and their families are aware of the circumstances they are in and how to avoid contracting the virus. During this time, it is crucial to regularly assess the target audience for special education. In addition, there needs to be a direct line of communication with the family based on each individual's needs, allowing for brief periods of one-on-one mentoring (Cury et al., 2020).





A crucial component is communication between the home, the school and the children. Since there is no direct communication between the instructor and the student, it becomes problematic when the teacher does not receive feedback from the families. This is because it is one of the few methods to observe the results (Bezerra; Rue; Silva, 2020).

From this perspective, the study by Fanchinetti, Spinazola and Carneiro (2021), in relation to the pandemic and the challenge of special and inclusive education, resulted in a compilation of pedagogical strategies and practices in the context of remote teaching, formulated from the reports of experiences of education professionals, as can be seen in Chart 1:

Chart 1 - Pedagogical strategies and practices in the context of remote teaching

Categories	Description
Category 1: Establishment of links	The basis of the ongoing activities was to build relationships with the students and, for this to happen, it was necessary to determine the technical resources available to maintain contact with the students and/or guardians. Although WhatsApp groups have been established, certain problems have been found and fixed over time.
Category 2: readaptation of the curriculum	The curriculum had to be adjusted to maintain the flow of activities. This involved striking a balance between engagement—which kept the student interested and engaged in the remote teaching effort or suggestion—and ongoing management, which confirmed how often the student participated. The environment and the interactions of the students with their parents and/or guardians were taken into account when designing the activities of social, conceptual and practical domain. The following tactics were employed: telephone calls to establish communication and obtain teaching materials; exercises and printed resources in the educational unit; interactions and transmission of activities via WhatsApp.
Category 3: diversification of methods	Activities have been created in a variety of ways that have led to the widespread use of remote learning with synchronous (teachers and students participate online at the same time and place) and asynchronous (students complete activities during class but are not online at that time); Both types of activities are connected to various platforms and tangible resources. The creation of a workbook with daily tasks was an attempt to provide information that was easily accessible, allowing everyone to contribute to the content. The workbook was printed by the school, and parents and guardians picked it up in person at school or sent it home.
Category 4: partnership with families	Anxieties for family and school were evident in the use of remote instruction. However, instructors' evaluations of this collaboration are favorable. When contemplating the routines and realities of the family and putting themselves in their shoes, teachers need flexibility and empathy, particularly when working with students who are the target audience of special education (PAEE).

Source: Adapted from Fachinetti, Spinazola and Carneiro (2021)

Cury et al. (2020) state that the pandemic disrupted daily routines and exposed social, educational, and technological disparities in access to information. To create inclusive distance education, solutions to school closures have been explored.

Simões (2020) draws attention to the challenge that deaf students have in "fitting in" into this emergency remote learning environment. They were the most impacted in the author's research





because they did not have access to technology. The social, linguistic and cognitive conditions of these students were not further assessed. These students were "made" to fulfill this new style of instruction.

Fachinetti, Spinazola, and Carneiro (2021) address the challenges associated with special education, including inadequate teacher training, shortages of material, equipment, and human resources, and these issues provide a foundation for improvements involving the entire school community. Due to the interruption of face-to-face classes, inclusive special education has to adapt, as well as the rest of the student body, to reach the school and the family.

## **FINAL CONSIDERATIONS**

Parents/guardians, government, schools, and teachers must consider that universal and equal education must ensure an inclusive education system at all levels so that everyone can develop their skills according to their characteristics and learning needs, whether in face-to-face classes or, in times of pandemic, online classes.

As a result, the school has full responsibility to organize inclusive activities that offer these students equal opportunities, in collaboration with its faculty. This is due to the importance of collaboration with the SEA instructor, a crucial expert in this process.

The effects of the pandemic, in a sense, will always be connected to education. The pandemic has resulted in substantial and noteworthy changes. There will no longer be a distinction between in-person and remote learning. Consequently, it is critical to take into account the student's unique needs for inclusive education. Instead of having "one school" for every student, the goal is to give equitable access to high-quality education, where the uniqueness of each person is recognized and recognized.

Understanding of disability must advance, but more importantly, the voice and practices of people with disabilities must be taken into account and respected so that they are able to connect the possibilities of transforming their own lives to the political, cultural, and scientific spheres based on their experiences, feelings, and meanings. This will allow them to affect the changing lives of those who have not yet had the chance to confront their normalcy. More research on this era and its connections to school inclusion is therefore needed.



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