122 - INCLUSION: WHAT IS THIS?

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INTRODUCTION
THE COMMON SCHOOL ON MENTAL DEFICIENCY

When depararmo us with textbooks enriching for us professional education and, especially, turned to so-called "inclusion students" theme in this magazine for several historians, educators, health professionals, let us transcribe a known phrase of the last century, although necessary for our reflection: " You always hear voices in dissent, expressing opposition without alternatives, finding out wrong and never right, finding the darkness everywhere and seeking influence without accepting responsibility . " JFK . So in June 1994, in Salamanca, Spain, was drafted the Declaration of Salamanca, which maintains a global agreement on measures to be taken to ensure education for all. Until today there is great controversy surrounding this issue and the world are very different ways of understanding the politics of inclusion. Pacheco thus addressed: The movement toward inclusion has gained increasing momentum since the mid 1980s (Gaertner and Lipsky,1987) and has been called one of the major school reform movements in the twentieth century (Zoller et al. 1999) (Pacheco, 2007, p.15). Many problems encountered by teachers, administrators and the entire school community in trying to become successful inclusion, with certain expectations regarding student behavior. Well, we know it is a one-way described in several textbooks Vygotskian: "It is important to keep in mind here the most important premise of this thought ,yes, that the child's psychological development has the " flagship " social life " (Beyer , 2005 , p.106) .

A BIT OF HISTORY

Examining in detail each of the elements of the teachings of Ride - Inclusion Magazine, 2005 v1, Nº 1, p . 24 - with the title "THE HOUR OF UPSET, "we know of the necessity and urgency of the challenge of inclusive education and to put into action the means by which it truly is realized. "Therefore, we have to catch up, roll up our sleeves and promote organizational and structural reform in our common schools and special. The conservatism of these institutions need to respond with new proposals that demonstrate our ability to modernize to end protectionism and paternalism all arguments that attempt to justify our failure to live up to that every student deserves: a school capable of offer you a position to learn the differences in living with ensuring you understand the world and himself. { ... } ".In the same journal (p. 35 to 37), and Fernandes Glat assert Segregated Education on Inclusive Education, exegeting and brief reflection on the educational paradigms in the context of special education and Brazilian admit, despite numerous constitutional laws of that: "there are few researches, experiences and educational practices, scientifically valid, that show how to include students with special needs in the daily life of a regular class { ... } ".

Moreover, addressing the inclusion of people with disabilities in regular schools or private in Brazil, before the educational reality in which we find ourselves ("small steps"), you will need to go much further from the preparation or improvement of the individuals involved in this process and education professionals. The core of the proposal is the pedagogical formation of the human person with values, can have autonomy in learning. As for the host without distinction as the law requires in the country, Favaro highlights:

> "What is persecuted, especially at the stage of primary education is human development and preparation, including emotional and citizen, student to pursue studies. Do not neglect the matter, but this is no longer the main axis of the school that the Brazilian Constitution of 1998 predicted by adopting a global trend. Schools that follow this trend, modifying their teaching practices, successfully receive all pupils, including those with a disability including mental. "(Favero, 2004, p.20).

Why, despite so many teachings and clamor of this population, the school of this still walks geared to the past, since its organization, management , educators, community. Thus we see in terms of studies Uniasselvi Group, Special Education on the Warnock Committee London 1978 gave "support for the principle of integration for students with special educational needs", warning that it was the time (since 1978), "School be molded to suit the needs of each student. "However, this is not what we see happening, still persists in spite of everything, segregation and lack of care on the part of some educators, perhaps called or titled "traditional" and also of the school community, such as speech Werneck (2008) in interview with the Educational Portal, brought to fore the same notebook studies p. D6-36 , which explains why disability is highlighted when we talk about school inclusion: { ... } I have a great concern when I talk in school. It is an institution that we all , including myself , helped build and that has to change, because it is not good for anyone. But on the day that it is good for a child with disabilities, it will be good for everyone, that's the end of the line { ... }. (bolds mine). Following this line, we find the explanation of LIMA (2005 p.86/97): "An inclusive education implies the existence of a direction leading Faced with this challenge the management team has three options, "take pretend to assume, or take ". However, without the full support of managers, educators, teachers and staff are always stepping on "eggs", there is a "sine qua non" teamwork or network. Leaning on this, we revise our concepts as teachers to reaffirm faith in the existence of our profession. Write or accompany a student with mental disorder, ADHD or Oppositional for example, leads us to people with disabilities who have been throughout history of mankind marginalized or put your own luck by society. This is an important topic to be discussed in building an inclusive education. Historical victims of discrimination, prejudice and even cruelty, children and youth with special needs are seen today as people are able to make an important social contribution and enrich the experiences of those with whom they interact. It is true that we are still crawling and inclusion, as described in the previous phase is coming, "the half-assed, anyway" in every way". However, nowadays, the school has a role in helping these young people to include in society. There were times, however, she herself segregated and discriminated against those who showed different. It was along the way to join in the school designing inclusive education, in order to reframe the educational practice by recognizing the need to respond indiscriminately to all students. Today the challenge is to provide a quality school for all students to consider in their diversity and enjoy the wealth that differences can bring to build a space not just learning of curriculum content, but also

respect and citizenship. Adds FANTIN MENDES (2011) "Education is given in the context of relations between people and such relations are decisive factors in the learning process, both for success and for failure" (italics and bold added). In a historical well described by Fantin, the first records that we know about care provided to people with disabilities of any date from the eighteenth century, however, there are few reports on the subject in the previous period to the Middle Ages. Before that time it was considered normal practice infanticide when observed abnormality in children. It is known that in Sparta whose socio-cultural organization was founded on an ideal of strongman and athletic. Children who had a disability were considered subhuman, thus legitimizing their abandonment or disposal. In terms of studies aprofundamo us in the history of segregation of people, bringing the fore the question: "who were then excluded those who had to be respected in their specific conditions , jesters? Because the company had two groups: those who dominated and had the power and producing for this nobility which were property. "It delves too since the Christian era in the early Church, where the story gives an account of the reform of the Church by MARTIN LUTHER, where everyone had to be considered children of God, though Luther was persecuted. The company became aware of the need to provide support to disabled people in the late eighteenth and early nineteenth century . It was however a supporting character with care, or offered to them shelter, food, medicine and some activity to occupy their time, supported the discourse that was necessary to protect them. It is known, however, that they were considered a threat to society (Sassaki, 1997). Rodrigues (2003, p.14) points out that "it was the movement of universal schooling, known as "mass schooling", which highlighted the elitist character and class of the traditional school as an instrument in the service of dissemination and inculcation of interests and values of the ruling class. "Bautista Jiménez (1997, p . 24) states that it is from this phenomenon that " applies to the division of labor education and pedagogy is born so different in special education institutionalized , based on the levels of intellectual ability and diagnosed in terms of IQ ". Do not forget that Binet creates a method or instrument to be able to remove the regular school the weak and backward. To this, the company starts seeing the inclusion and integration movement, (I mean by social exclusion every situation or social grace, difficult access, segregation, discrimination, vulnerability and precariousness in any context), as the Declaration of SALAMANCA, 1994. However, integration and inclusion are not synonymous, as each of these terms refers to divergent theoretical and methodological positions. Integration and inclusion is a movement in defense of the interests of people who have certain disabilities.

However, the former is more restricted since only the disabled person responsible for its insertion or not in the company and at school, while the second divides this responsibility to all comunidade.Sassaki (1997) asserts that "integration movement referred to the inclusion of people with disabilities in the educational context, since they were able to meet the academic challenges charged. "From this perspective, it is considered that needed to be treated and cured to adapt to society and the school." Therefore advocated a unilateral move in that effort was the only person with disabilities. The school and the teachers as well as the entire community did not have any movement to get that student and often remained as spectators of his answers, in order to criticize it and label it, remembering that it was derived from a class special or other special education services.

Stainback and Stainback (1999, p. 44) state that: (...) the gradual end of exclusionary educational practices of the past gives all students an equal opportunity to have their educational needs met within mainstream education. The distancing of segregation facilitates the unification of special education in a regular single system. Despite the obstacles, the expansion of the inclusion movement, toward a broader educational reform, is a visible sign that the school and society will continue walking towards the practice increasingly inclusive. Thus, the inclusion of students with mental retardation (...) "is not a challenge and the success of your treatment requires an effective partnership of competence among health care professionals, family and school." Going further, because all health professionals and education are inserted in this context, neuroscience is a reality, health and education walking together in school.

FINAL

("Fernando Pessoa) "There is a time where you have to leave the clothes, which already has the shape of our body and forget our ways, we always lead to the same places. It's the time of crossing: and if we dare not do it, we have stayed forever, outside of ourselves. "Inclusion of children with special educational needs in mainstream classrooms remains a major challenge. If you do not dare, as well as Fernando Pessoa wrote, this process will continue to move at idl. Though we have a framework seems positive to observe the interaction between students, we teachers still get anxious not knowing how to serve students with learning difficulties. stayed lost in wondering how to adapt the assessments, activities and more flexible curriculum. most of the time, although we agree in theory with the inclusion not believe in students with atypical development. this is worrisome, based Coutinho (2011), as these learners have difficulty believing in themselves and this has resulted in the demotivation of them: from a psychological perspective , research indicates that students with learning difficulties have distorted disbelief as his own ability to perform academic tasks successfully (Chapman, 1989). On the one hand, these negative perceptions soem generate motivational problems can also be seen as precursors of learning difficulty, since motivational patterns tend to be dysfunctional present even in very bright students. (Boruchovitvh, 200, p.47).

For the last, we are moving towards this important step for society. We suggest you watch the movie "How on earth star, every child is special."

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INCLUSION: WHAT IS THIS?

ABSTRACT

From literature analysis grounded in psychoanalytic perspective, one can notice the impact of the production of schooling in subjects that require a careful and often a sense production as significant marks of this process, the difficulties that students with disabilities mental feature in their overall development, it is necessary to offer them a learning environment that helps them to abandon this stance passive receivers of knowledge. An environment where they are valued and encouraged their creativity and initiatives, allowing them greater interaction with people and the environment they live in, not leaving their limitations and difficulties, but the emphasis on the development potential of each confined and investing in their abilities, aspirations, growth and integration into the community. In an inclusive school children with global developmental disorders " TGD 's ", should receive the extra support needed to ensure them a real education. Soon the school implications consist in the payment of equal value and rights, and the consequent taking action at all levels (political, governmental, social, community ,individual), reflecting consistency between what is said and what is speech. The common school should consider reviewing their policies pedagogical practices, changes in conceptions and reframe their role to actually be an education for all, recognizing and valuing individuality and need for each.

KEY WORDS: School Inclusion; Ressignificao Common School; Serious Disorders In Development.

INCLUSION: QU'EST-CE QUE C'EST?

RÉSUMÉ

De l'analyse de la littérature fondée sur la perspective psychanalytique, on peut remarquer l'impact de la production de la scolarité chez les sujets qui nécessitent une production d' un sentiment prudent et souvent sous forme de points importants de ce processus,les difficultés que les étudiants handicapés fonction mentale dans leur développement global, il est nécessaire de leur offrir un environnement d'apprentissage qui leur permet d'abandonner cette position récepteurs passifs de connaissances. Un environnement où ils sont valorisés et encouragés à leur créativité et initiatives, ce qui leur permet une plus grande interaction avec les gens et l'environnement dans lequel ils vivent ne pas laisser leurs limites et difficultés , mais l'accent sur le potentiel de développement de chaque confiné et en investissant dans leurs capacités, ses aspirations, la croissance et l'intégration dans la communauté. Dans une société inclusive enfants de l'école avec des troubles du développement global "de TGD ", devrait recevoir le soutien supplémentaire nécessaire pour leur assurer une véritable éducation. Bientôt, les implications de l'école consistent dans le paiement de valeur égale et des droits, et l'action qui en découle à tous les niveaux (politique, gouvernemental, social, communautaire, individuel), ce qui reflète la cohérence entre ce qui est dit et ce qui est discours. L'école commune devrait envisager de revoir leurs politiques en matière de pratiques pédagogiques, les changements dans les conceptions et recadrer leur rôle d'être réellement une éducation pour tous, la reconnaissance et la valorisation de l'individualité et la nécessité pour chacu.

MOTS CLÉS: Inclusion Scolaire; Ressignificao école commune, des troubles graves dans le développement.

RESUMEN

Desde el análisis de la literatura basada en la perspectiva psicoanalítica, se puede observar el impacto de la producción de la escolarización en los sujetos que requieren una cuidadosa producción de sentido y, a menudo como signos significativos de este proceso, las dificultades que los estudiantes con discapacidades función mental en su desarrollo integral, es necesario ofrecerles un ambiente de aprendizaje que les ayude a abandonar esta postura receptores pasivos de conocimiento. Un entorno en el que se valoran y se anima a la creatividad y la iniciativa, lo que les permite una mayor interacción con las personas y el medio ambiente en que viven, no salir de sus limitaciones y dificultades, pero el énfasis en el potencial de desarrollo de cada confinado e invertir en sus capacidades , aspiraciones , el crecimiento y la integración en la comunidad. En una escolares inclusivos con trastornos del desarrollo mundial " del TGD ", debe recibir el apoyo adicional necesario para garantizar una educación real. Pronto las implicaciones escolares consisten en el pago de igual valor y los derechos , y la acción que tiene como consecuencia a todos los niveles (político, gubernamental, social, comunitario, individual), reflejando la coherencia entre lo que se dice y lo que es discurso. La escuela pública debe considerar la revisión de sus políticas prácticas pedagógicas, los cambios en las concepciones y replantear su papel a ser en realidad una educación para todos, el reconocimiento y la valoración de la individualidad y la necesidad de cada uno.

PALABRAS CLAVE: la inclusión escolar; Ressignificao Escuela Comum, Transtornos Graves en Desarrolo.

INCLUSÃO: O QUE É ISTO?

RESUMO

A partir de analise bibliográfica alicerçada na perspectiva psicanalítica, pode-se notar a repercussão da produção da escolarização nos sujeitos que necessitam de um cuidado e, muitas vezes, de uma produção de sentidos como marcas significativas desse processo, pelas dificuldades que os alunos com deficiência mental apresentam em seu desenvolvimento global, considera-se necessário oferecer-lhes um ambiente de aprendizagem que os ajude a abandonar essa postura passiva de receptores do conhecimento. Um ambiente, onde sejam valorizadas e estimuladas as suas criatividades e iniciativas, possibilitando-lhes uma maior interação com as pessoas e com o meio em que vivem, partindo não de suas limitações e dificuldades, mas da ênfase no potencial de desenvolvimento de cada um, confinado e apostando nas suas capacidades, aspirações, crescimento e integração na comunidade. Na escola inclusiva as crianças com transtornos globais de desenvolvimento “TGD's”, deveriam receber o apoio extra, necessário, para assegura-lhes uma educação efetiva. Logo as implicações escolares consistem no recolhimento da igualdade de valores e de direitos, e na consequente tomada de atitudes, em todos os níveis (politico, governamental, social, comunitário, individual), que reflitam uma coerência entre o que se diz e o que se fala. A escola comum deve levar em consideração a revisão de suas praticas politicas pedagógicas, mudanças de concepções e ressignificar seu papel para realmente ser uma educação para todos, reconhecendo e valorizando a individualidade e necessidade de cada um.

PALAVRAS CHAVES: Inclusão escolar; Ressignificao da Escola Comum; Graves Transtornos No Desenvolvimento.