19 - CONTINUING EDUCATION INTENDED TO EDUCATORS INCLUSIVE: AN INTEGRATIVE REVIEW

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INTRODUCTION

The educational inclusion is part of a larger movement of world level, called Social Inclusion, and its ultimate purpose to ensure the equal opportunity for all individuals, including those who, due to economic, cultural, racial, physical or intellectual They were deleted or placed on the margins of society in general (LEITE et al., 2011).

The World Health Organization believes that the ability to perform activities and participate in everyday situations is an essential component to be healthy. Thus, it is believed that the inclusion of children with special needs in regular schools would provide progress in its development and improvement in their quality of life (SANTOS et al., 2011).

The principle of inclusive education is that schools must recognize and respond to the diverse needs of students, ensuring them a quality education that provides learning through appropriate curriculum them, organizational, teaching strategies, use of special features, etc. . It should be ensured for children with special educational needs an effective education that they receive care according to their specific (LEONARDO, 2008).

Through education, you can maximize the conditions to people developing significant behavior to achieve social changes in value, interest or necessary for the improvement of human conditions. Maybe Education is the only or the most powerful institution able to educate people to better cope with a world that is becoming more complex, more unstable and more changed by means of information available (FORNAZARI, 2012).

Given this context, the objective of this article is to analyze the scientific production published in national journals and written in English on the continuing education aimed at inclusive educators.

METHODOLOGY

The research method was an integrative review. This method of research aims to map out an analysis of the knowledge already built on previous research on a particular topic. The integrative review allows the synthesis of several published studies, allowing the generation of new knowledge, guided by the results presented by previous research. The term "integrative" comes from the integration of opinions, concepts or ideas from the surveys used in the method. It is at this point that highlights the potential to build science. A good integrative review presents the state of the art on a subject, contributing to the development of theories. The integrative review method is an approach that allows the inclusion of studies that adopt different methodologies (ie, experimental and non-experimental research) (BOTELHO et al. 2011).

In integrative review the steps proposed are developed: the development of the study of the subject; bibliographical research; the organization of the data collected; the interpretation and evaluation of the results of the study; presentation and disclosure review.

In preparing the study topic broke the following question: what has been published in national journals and written in English on the continuing education of inclusive educators?

The search was conducted between August and October 2016, taking place the following electronic libraries of open access: SciELO (Scientific Electronic Library Online), Lilacs (Latin American and Caribbean Health Sciences), BVS (Virtual Health Library) , SEER Univali (Electronic System for Journal Publishing) and EBSCOhost. The key words were of Descriptors in Health Sciences (DeCS / Bireme), they are: Special Education; Continuing Education; Health Education.

The inclusion criteria for selecting articles were: articles related to inclusive education, between 2006 and 2016, that the issue relates to continuing education of inclusive educators, national and language in Portuguese, published as full texts available online and free access. Exclusion criteria were the official papers, book chapters, theses, dissertations, editorial news and not scientific texts.

From the search results and obeying exposed inclusion and exclusion criteria, there was the reading of the articles in their entirety in order to verify their suitability to the theme chosen initially. After this behavior, systematized some data that would lead to an approach to the characteristics of the academic production of knowledge stipulated area. The systematization was carried out through a summary table containing the following data: title, year of publication, author, keywords, an institution which belongs to the program where the work was developed, investigated theme, the research mode and participants.

RESULTS

In the above databases were found about 436 related articles, being the base Lilacs with 259 articles, SciELO 59, SEER of 28, 45 and BVS EBSCOhost 45. Of all these items included in the survey were used only 30 of them systematically presented in a summary table from the inclusion and exclusion criteria, he was that obey the criteria chosen and those who did not have them, they were eventually excluded from the study. The survey results can be seen in Table 1.

Table 1. Databases and quantity of studies found

Database	Deleted	Findings	Sample Final
LILACS	259	244	13
SciELO	59	51	08
SEER	28	27	01
BVS	45	40	05
EBSCOhost	45	43	02
Total	436	405	29

Source: The authors (2016).

DISCUSSION

In the review, the issues identified as relevant to the review process was the year of publication, the area of concentration in healthcare, the search mode and theme.

The first perspective is the relationship between year of publication and the number of published articles. In the year that most articles was the 2016 (N-7) to the time of searching the databases, followed by the year 2011 (N-7), 2009 (N-4), 2008 (N-4) 2012 (N 3), 2014 (N 2), 2015 (N-1) and 2013 (N-1).

The School Census data collected by the National Institute of Educational Studies and Research (INEP) in 1998 and 2012, show the evolution of admission of students with disabilities in inclusive educational networks. The Census of Basic Education 1998 recorded 337,300 registrations of students with disabilities. Of these students, 13% were in common regular education classes. In 2012, the census showed 820,400 registrations and found that 76% of students were in regular classes of regular schools, representing growth of 143%. This growth of enrolled students with disabilities in mainstream education may have boosted the scientific production in the area.

The second perspective is the location of the work area of concentration. The area of psychology included the largest number of articles (N-11), followed by the Multidisciplinary area (including the areas of Physical Therapy, Occupational Therapy, Nursing, Psychology, Postgraduate Programs) (N-5), Occupational Therapy (N-2), PE (N-2), Education (N-2) Physiotherapy (N-1), Nursing (N-1) Speech (N-1), History (N-1) Medicine (N-1), Education (N-1) and Sociology (N-1).

The training of professionals in health and education requires the study of social needs which will meet and working conditions. The school psychologist historically focused on the student considered deviant from the norm, to improve the teaching-learning process and assist in the composition of homogeneous classes (MATTOS; NUERNBERG, 2010). In order to meet the social needs of the individual psychology develops more studies in the area.

The third perspective is about the mode of research. They found 13 articles and the qualitative type, 7 items of quantitative type, 7 items Mixed type (qualitative and quantitative) and 2 Bibliographical character articles.

Qualitative research is a social research. According to Minayo (2010, p. 47) social research can be understood as the various types of research that "dealing with the human being in society, their relationships and institutions, its history and its symbolic production." Being a social research increases the studies in the field of special education.

The fourth perspective is as the subject of research. He highlighted the predominance in the thematic teaching and learning axis (N-9), followed by the main theme conceptions of teachers on the inclusion (N-8), inclusive public policies (N-4), family interactions (N-3) continuing education (N-3), early intervention (N-1), teachers' behavior (N-1).

The thematic teaching and learning is related to the Declaration of Salamanca World Conference on Special Educational Needs in this document there is the report that schools should accommodate all children, including children with disabilities, gifted, street, working, populations distant, nomads belonging to marginalized minorities. For this to happen inclusion is suggested to develop a pedagogy focused on the relationship with the child, able to successfully educate all, meeting the needs of each, considering the differences between them (VEIGA et al., 2011).

The school must allow the student to develop their means so that it can then intervene in the socio-cultural process and innovate the society. Its function is to cause imbalances and make challenges, leading the student to work as independently as possible. Children should be encouraged to explore their environment and themselves, expressing through the various intelligent systems your perception of the world, ideas and actions. It is important to consider what to do to educate children within their culture and meet the expectations that the school where they are inserted proposes to develop. Should be created favorable conditions for cognitive development through learning processes, taking into account the mediation or sociocultural interaction in the teacher-child relationship and also in child-child relationship (LIMA; LAPLANE, 2016).

The main theme conceptions of teachers on the inclusion addresses the school in a dialectical process, that is, presents itself as a contradiction of space, and as expressed by Paulo Freire (2011), "if education can not do everything, something fundamental it can ". Thus, it is understood that an inclusive school is constituted as democratization of defense space of knowledge and the education of students with disabilities is presented as a challenge in this, that drives the school to change their structures to fight for achievement educational policies, claiming the conditions for its implementation at school. In this context, there emerges an opportunity to review the school in their views, so that it fulfills its main function: the emancipation of the subject (FUCK; CORDEIRO; RENGEL, 2016).

For Vasques and Baptista (2014), nowadays, Special Education is identified as an area of knowledge in changes of course, and the schooling processes of people with disabilities are at the center of these changes, boosting the changing ways of tenders, the implementation of policies, and even the reinvention of ways to understand who and how are these subjects. Articles on the subject public policy report that the discussions and theoretical guarantees about the international and national policies and government guidelines for inclusive education are fairly consistent. But still, it is considered that at this time, it is also investigate their way of implementation. In this perspective, to promote initiatives that seek to see how the law enforcement and public policies are ensuring the realization of inclusive proposals (MARINS; MATSUKURA, 2009).

The theme of family interactions reported that the birth of a child is a moment that involves changes and adaptations for all family members, especially when it comes to families of people with special educational needs (SEN), in particular the intellectual disability (DI). The quality of life in this microsystem is essential for the development of all, since it provides the basis for the current and future social relations of its members. Family members, especially parents, can experience in any dimension, feelings and reactions to the child's diagnosis: shock, fear, guilt, anger, denial, anger, rejection, sadness, among others (SILVA; ALMEIDA, 2014).

The theme early intervention the authors describe the benefits of this activity. Interventions can improve the identification of environmental factors that affect the severity of tics and provides support for the management of behavioral symptoms. Strategies used in the context of occupational therapy can also help, such as, the use of relaxation techniques, which can enable greater knowledge on the part of the individual, of his body and also the distinction between the body contracted and relaxed (TERRA; RONDINA, 2014).

And the last issue relates to the behavior of teachers on the inclusion scenario, it is important to discuss the behaviors that teachers must issue in order to promote the learning of their students and what skills he can take to deal with the specifics of each student. That for a teacher to be considered socially responsible, not just the issue of certain behaviors, but you need to consider the functional aspect, since the action of the teacher is to take effect, which probabilistically, generate changes in the repertoire of students (GUERRA, et al., 2015).

CONCLUSION

Given the initial objective of analyzing the scientific production on continuing education aimed at inclusive educators, we found the results the incidence of production in 2016 totaling 07 of the 29 items listed since 2006 to research, estimating

demand students with disabilities is increasing and thus boosting the scientific production in this area. That among the same 29 selected articles, 11 were produced by the field of psychology, to meet the special needs, 13 surveys and the qualitative type, which are social research, and 9 of them with thematic teaching and learning, emphasizing the inclusion as a whole and welcoming all children, enabling the development of their skills.

Despite their divisions, it was found that in any one of them, this process presents itself in constant development and improvement. Given the integrative review carried out, enabled by a summary on the production of scientific knowledge about the continuing education that is referred to inclusive educators.

Keywords: Continuing Education. Inclusive education. Health Education.

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CONTINUING EDUCATION INTENDED TO EDUCATORS INCLUSIVE: AN INTEGRATIVE REVIEW

Abstract: The principle of inclusive education is that schools must recognize and respond to the diverse needs of students by providing them quality education. The aim of this study was to analyze the scientific production published in national journals and written in English on the continuing education aimed at inclusive educators. The methodology was the integrative review. The databases consulted were SciELO, LILACS, BVS, SEER and EBSCOhost. In total were found 30 articles published between 2006 and 2016 stood out the predominance in the main theme teaching and learning, followed by the main theme conceptions of teachers about inclusion, inclusive public policies, family interactions, continuing education, early intervention, teachers' behavior. The area of psychology contemplated as many articles as the year with the largest publication was 2016. The search mode predominated qualitative items. Given the integrative review carried out, enabled by a summary on the production of scientific knowledge about the continuing education that is referred to inclusive educators.

Keywords: Continuing Education. Inclusive education. Health Education.

FORMATION CONTINUE DESTINEE A EDUCATEURS INCLUSIVE: UN EXAMEN INTÉGRATIVE

Résumé: Le principe de l'éducation inclusive est que les écoles doivent reconnaître et répondre aux divers besoins des élèves en leur fournissant une éducation de qualité. Le but de cette étude était d'analyser la production scientifique publiée dans des revues nationales et écrite en anglais sur la formation continue destinée aux éducateurs inclusifs. La méthodologie a été l'examen d'intégration. Les bases de données consultées étaient SciELO, LILACS, BVS, SEER et EBSCOhost. Au total ont été trouvé 30 articles publiés entre 2006 et 2016 se distinguent la prédominance dans l'enseignement du thème principal et l'apprentissage, suivi par les principales conceptions thématiques des enseignants au sujet de l'inclusion, les politiques publiques inclusives, les interactions familiales, la formation continue, l'intervention précoce, le comportement des enseignants. Le domaine de la psychologie envisagée autant d'articles que l'année avec la plus grande publication était 2016. Le mode de recherche prédominait éléments qualitatifs. Compte tenu de l'examen d'intégration réalisée, activée par un résumé sur la production de connaissances scientifiques sur la formation continue que l'on appelle les éducateurs inclusifs.

Mots-clés: Formation continue. L'éducation inclusive. Éducation à la santé.

FORMACIÓN CONTINUA PREVISTO PARA EDUCADORES INCLUIDO: UNA REVISIÓN INTEGRADORA

Resumen:

El principio de la educación inclusiva es que las escuelas deben reconocer y responder a las diversas necesidades de

los estudiantes, proporcionándoles una educación de calidad. El objetivo de este estudio fue analizar la producción científica publicada en revistas nacionales y escrita en Inglés en la formación continua dirigida a los educadores de todo incluido. La metodología fue la revisión integradora. Las bases de datos consultadas fueron SciELO, LILACS, BVS, SEER y EBSCOhost. En total se encontraron 30 artículos publicados entre 2006 y 2016 se destacó el predominio en la enseñanza y el aprendizaje del tema principal, seguido de las principales concepciones de los profesores sobre el tema de la inclusión, políticas públicas inclusivas, las interacciones de la familia, la educación continua, la intervención temprana, comportamiento de los maestros. El área de la psicología contemplado tantos artículos como el año con la publicación más grande era 2016. El modo de búsqueda predominó elementos cualitativos. Teniendo en cuenta la revisión integradora llevado a cabo, habilitado por un resumen en la producción de conocimiento científico acerca de la formación continua que se refiere a los educadores incluido.

Palabras clave: La educación continua. La educación inclusiva. Educación para la Salud.

EDUCAÇÃO CONTINUADA DESTINADA AOS EDUCADORES INCLUSIVOS: UMA REVISÃO INTEGRATIVA

Resumo: O princípio da educação inclusiva consiste em que as escolas devem reconhecer e responder às diversas necessidades dos alunos, assegurando-lhes uma educação de qualidade. O objetivo deste estudo foi de analisar as produções científicas publicadas em periódicos nacionais e escritos na língua portuguesa sobre a educação continuada destinada aos educadores inclusivos. A metodologia foi o de revisão integrativa. As bases de dados consultadas foram SciELO, LILACS, BVS, SEER e EBSCOhost. Ao total foram encontrados 29 artigos publicados no período de 2006 a 2016. Destacou- se o predomínio no eixo temático ensino e aprendizagem, seguido do eixo temático concepções dos professores sobre a inclusão, políticas públicas inclusivas, interações familiares, formação continuada, intervenção precoce, comportamento dos professores. A área da Psicologia contemplou o maior número de artigos e o ano com maior publicação foi o de 2016. Quanto a modalidade da pesquisa houve um predomínio de artigos qualitativos. Diante da revisão integrativa realizada, possibilitou-se uma síntese sobre a produção do conhecimento cientifico acerca da educação continuada que é referida aos educadores inclusivos.

Descritores: Educação Continuada; Educação Inclusiva; Educação em Saúde.