28 - INCLUSION OF CHILDREN AND TEENS WITH SPECIAL NEEDS: WHAT THE TEACHERS THINK

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INTRODUCTION

The process of teaching and learning does not always go smoothly and with the success that the teacher aims, due to a variety of situations that occur in the classroom as indiscipline, lack of teaching materials, excess of students in class, among others. When results are not achieved as per the wish of the teacher, a mixture of sadness and disappointment affects the professional who has never been as required as in the present times. With current educational policies, besides the teacher having to stay updated on the content of their discipline, it is also necessary to be constantly reviewing their teaching methodologies, in order to meet individual and collective needs of their students.

So that the teacher can envision the success in the teaching-learning process, he must be able to see the student as an individual endowed with both physical and intellectual characteristics. Thus the approach of teachers towards students with different learning disorders require a more specific attendance.

Within this perspective by mentioning the relevant issues to learning disorders there is a reference to students who have some frame changes in neuro-psychomotor development, changes in social interactions and communication. A repertoire of restricted, stereotyped and repetitive interests, which hinder monitoring of curricular activities. You can include students in the group with classic autism; Asperger syndrome; Rett syndrome; Childhood Disintegrative Disorder (psychosis) and Pervasive disorders not otherwise specified, global developmental disorder (GDD) among others (ALVES, 2011).

With the current policy of including these students, the school now has a social role of extreme importance because it ends up ensuring a social place for these students. Children with developmental disorders differ and deserve attention with regard to the areas of social interaction, communication and behavior. At school, even at different times of learning, these students should be included in classes with peers of the same age, as provided in the Law of Directives and Bases of Education - LDB 9394/1996 (BRAZIL, 1996)

To establish routines in groups and help students to incorporate rules of social life attitudes are extremely important to ensure development in school. Most of these children need help in learning self-regulation in order to meet whatever their difficulties, whether motor or intellectual

Students with global developmental disorder (GDD) often bond to people who they trust and who convey confidence, if they manage to find these people in school, the contribution to their adaptation and learning will be considerable. In Brazil, specifically, the debate gained momentum since the nineties, when official guidelines were elaborated documenting and legitimating education as a condition for promotion of social inclusion of people with special educational needs, people currently defined in three broad groups: people with disabilities, people with developmental disorders and people with high ability / gifted, and other needs (BRAZIL, 2011).

MATERIALS AND METHODS

It was a field survey with qualitative character, the instrument for data collection was a semi-structured interview with open questions previously developed. The questionnaire consisted of eight questions, four of these to profile the teacher and 4 open questions guiding the research.

O cenário da pesquisa foi um colégio público Estadual do Município de Cascavel, localizado no Oeste do Paraná com um total de 427 alunos no período da manhã. Os sujeitos que fizeram parte da pesquisa foram à totalidade dos professores do ensino fundamental e médio. Para a realização da pesquisa de campo, foram entregues questionários para 35 professores, que foram deixados livres para respondê-lo no horário mais adequado. Sendo assim, 32 questionários foram respondidos e devolvidos. O critério de inclusão na pesquisa foi ser professor do ensino fundamental e médio, concordar em participar da pesquisa e assinar o termo de consentimento livre e esclarecido (TCLE). Os professores que não enquadravam-se nos critérios supracitados foram excluídos da pesquisa. Coube ao pesquisar recolher os questionários respondidos com os professores participantes da pesquisa. A pesquisa ocorreu nos meses de Agosto e Setembro de 2013, sendo esse o período necessário para o recebimento dos questionários preenchidos.

The research scenario was a public school of the State Cascavel, located in West Paraná with a total of 427 students in the morning. The subjects who took part in the research were all the teachers of elementary and middle school. For conducting field research, questionnaires were delivered to 35 teachers who were left free to answer it in the most appropriate time. Thus, 32 questionnaires were completed and returned. The criterion for inclusion in the survey was to be a teacher of elementary and middle school, agreeing to participate and signing the informed consent form (ICF). Teachers who do not fit the above criteria were excluded. It was the researcher's role to collect the research questionnaires with the teachers participating in the research. The research took place in the months of August and September 2013, this being the time required for receipt of completed questionnaires.

Data collection was performed after approval by the UNIPAR's Ethics Committee considering the resolution 196/96 laying down guidelines and rules for research involving humans (BRAZIL, 1996), all research participants were asked to answer interview were informed about their goals for reading the Term of Free and Informed Consent Form (ICF) (Appendix 2), and only teachers who participated signed this term thereof, the present study was approved under protocol number 341 840 25/07 / 201.

Para analise dos dados coletados foi utilizada a técnica de análise de conteúdo categorial, definida como um conjunto de técnicas de análise das comunicações que utiliza procedimentos sistemáticos e objetivos de descrição do conteúdo das mensagens.

For the analysis of the collected data it was used the content analysis categorical technique , defined as a set of analysis techniques of communication that uses systematic and objective procedures to describe the content of the messages was used.

RESULTS AND DISCUSSIONS

Among the 32 teachers of elementary and middle schools that participated in this research, 75% are female and 25% male. We can see the predominance of female teachers in elementary school, perhaps because they have more dealings with students in this age group.

Regarding the age of the survey participants, we found 12.5% are between the age group 20-30 years; 25% between the ages 31-40; between the age group 41 to 50 years 28.12%; between the age group 51 to 60 years and 28.13% over 60 years 06.25% of the participants. We draw attention to age as 62.05% of the participants who are between the age group 41-60 years and more, if we consider the working time and age, we found that these teachers will be entering retirement process

These indexes may be the explanation for the difficulty in accepting the inclusion and hence the new responsibilities that come with it. Not that there is any prejudice regarding age of the teacher standing in the classroom, but commonly, younger professionals find it easier to adapt to the proposed changes. The novelty generates discomfort and not everyone is ready to get out of your comfort zone.

As for schooling all the participants have completed upper level and 90.62% have a graduate-level specialization; and 3.1% have master's and doctorate and a 3.1% (1) has no post graduation.

Continuing education aims to direct the educational activities for the institutional realities and the need for staff to provide professional development and consequently improving the quality of work of each. For this reason, continuing education seeks to encourage professionals through their basic instruments, considering that the exercise of making the teacher requires skills and competencies. It encouraged the use of observation, communication, application of scientific principles and methods, manual dexterity, assessment, planning, creativity, teamwork and use of community resources (Nishio; BAPTISTA, 2009).

We will present the result of issues related to the theme that has as main objective to know the views of teachers on the inclusion of students with special needs in regular schools of public education in a state school in a city in western Paraná.

Regarding the first question of the instrument with regard to the permanence and the difficulties of students with special needs in regular classrooms we highlight the following themes: it was found that 18.18% said that deficit occurs in the initial training; 9.09% answered lack of teacher / monitor to assist students included, 9.09%, report bias from colleagues, 63.64%, underscore the difficulty by the number of students in the classroom.

In the answers given for the first question, you can see that the teachers are not opposed to the inclusion of students with special needs process, they are against the way in which inclusion is being held. As can be seen in the excerpts taken from the responses, the anguish of the teachers is to realize that the inclusion is more with exclusive feature, unlike the proposal, and supplement the teacher's influence on the results of their work with students included.

When it comes from the teaching a vision focused on human rights and citizenship, it is possible to envision a more welcoming school, which may include people, and who has an interest and conditions to be inserted therein. In this context, Brazilian law has taken another important step towards the evolution of access to school, to meet the intellectual, physical, cultural, social and linguistic differences, among others, structuring the traditional model of education.

The Special Education Department appears with the aim of implementing public policies aimed at respecting differences and promoting human rights (BRAZIL, 2011).

Thus, the need to redesign the curriculum design shall be considered a collective work where a set of ideas are proposed to improve the teaching-learning (RAINBOW GREEN, 2004).

On the issue of the question related to the difficulty in planning differentiated lessons for students included, we list five thematics, where we obtained results of 43.47% citing lack of knowledge / unprepared professionals; 28.26% reported the difficulty of preparation and lack of differentiated materials; 15.21% said that the time-activity is insufficient; 6.52% indiscipline in the classroom hinders a differentiated service and lack of pedagogical support.

The teacher recognizes his difficulties as an active subject in the inclusion process, it is clear that self-assessment on the question two answers. The consequence of the lack of knowledge lies in other obstacle is that the development of differentiated materials for students included.

According to Cornachini (2012), the teacher must understand the universe of students with learning disabilities and developmental disorders overall and then tailor their teaching practice. Therefore, if the teacher can not understand the specifics of its students, it is almost impossible to achieve the inclusion satisfactorily.

Brazilian law has evolved with respect to inclusion and human rights, recognizing the importance of this process for individuals with disorders (Paulon; SIMONE; MAIERES, 2005). On the other hand, the traditional model still keeps very present in schools, and this, plus a possible cause for the change in the teaching-learning process.

Regarding question three that approached about training received by teachers, shows a very worrying given: 51.28% of the teachers surveyed mentioned that they have no knowledge of special and inclusive education. This index shows how inclusion can be being held improperly. Other 20.51% has knowledge on the subject, conducted a specialization in special education so as to supply the information on inclusion.

Paulon, Simone and Maieres (2005) mention in his research the constant changes that the Brazilian education suffers, lying in evolution. The social and educational inclusion, can be considered important for some, unnecessary for others. The important thing is that the school and teachers give all the host that this student needs. Although there are still many obstacles for anyone who is not within the standards set by society.

As for suggestions for inclusion of special students in schools, 43.18% of respondents suggest the continuing education of teachers; then 13.63% emphasizes the permanence of monitor and / or assist teacher in the classroom; 11.36% mentioned the need for proper physical structure; 4.54% suggested the appropriate number of students per class; changes in initial training 4.54%; improvement in the educational system structure 4.54%, support for professional development of differentiated learning materials 4.54%, providing adequate and free the student 4.54% material, awareness acceptance of other students 2.27%, time off the classroom to work with students 2.27%, adequate training for professionals 2.27%.

Above data that represent the conscience of the teacher in relation to their lack of knowledge on the subject and the need to provide it.

We observe significant numbers of data obtained lack of knowledge and specific training, and teachers report that moments for the continuing education were also to teacher qualification with relevant thematic inclusion. Another point mentioned is that teachers often do not have access to reports and information about the difficulties, thus hampering the time to prepare student activities, thereby teaching staff is responsible for that information.

According Paraná (2008) Students with Pervasive Developmental Disorders are entitled a Support Teacher in the Classroom - ST. Support Teacher is an expert professional, who operates in the context of the classroom, in the establishments of Elementary School, High School and Adult Education. By identifying the need to request this professional, the school must comply with the procedures referred to in the resolution in question to receive this teaching support.

CONCLUSION

Through research on the social and educational inclusion of students with Development Disorders, it was possible to highlight some limitations of teachers against the way that the inclusion occurs in schools. Since the teacher has the role of being the mediator between the student and the knowledge and pedagogic practices.

It is necessary to emphasize that the teacher performs a vital role and very important in a student's life, in this context occurs exchanges of experiences, influences due to social interaction, affection between them, suffering from both parties when learning does not happen significantly.

Thus when discussing the thematic inclusion of special students is observed through the survey data that the teacher is aware of their obligations and their limitations in dealing with students, as well as the need for change in many respects, is the lack suitable materials for the ineffective physical structure or failure of the system itself.

Inclusion is a right of the student, the teacher should be aware that each student is unique in abilities and difficulties, however it is difficult to predict this individuality to teach the classes. Thus it can be concluded that the inclusion is not often effectively, since the same problems mentioned in general.

So there is an advance towards inclusion a number of important actions of the education system, in inclusive practices and management teams, can not transfer to the teacher isolated responsibility for failure or success of inclusion is needed.

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ABSTRACT

For the process of teaching and learning to be successful several factors must be considered and planned. The inclusion of people with special needs in mainstream schools is reality and it is up to the teacher-conductor one of the main roles for inclusion to occur satisfactorily. This field study aimed to know the views of teachers on the inclusion of students with special needs in school; identify the type of access that these students have the common learning; meet the offer of educational services and specialize check for problems by the teacher in performing activities with these students. After conducting literature survey, the questionnaire for teachers of Basic Education expose your opinion on the subject in question was applied. It was found that the teacher is aware of their important role in the inclusion process, but the lack of real knowledge about the types of learning disorders and the number of students in class are the factors that most contribute to the student's attendance does not is realized in the most appropriate way to your need.

KEYWORDS: Learning disorders, social and educational inclusion, education.

INCLUSION DES ENFANTS ET ADOLESCENTS AYANT DES BESOINS PARTICULIERS: CE QUE LES ENSEIGNANTS À L'ÉGARD

RÉSUMÉ

Pour que le processus d'enseignement et d'apprentissage soit un succès plusieurs facteurs doivent être pris en compte et planifiés. L'inclusion des personnes ayant des besoins spéciaux dans les écoles d'enseignement régulier est une réalité et il appartient à l'enseignant-régent l'un des rôles principaux pour que l'inclusion soit produite de manière satisfaisante. Cette étude vise à connaître les points de vue des enseignants sur l'intégration des élèves ayant des besoins spéciaux à l'école; identifier le type d'accès que ces étudiants ont à l'apprentissage commun; connaître l'offre de services éducatifs et de se spécialiser et vérifier s'il y a quelque difficulté de l'enseignant en réaliser des activités avec ces élèves. Après avoir mené l'enquête de la littérature, le questionnaire destiné aux enseignants de l'Éducation de Base pour exposer leur opinion sur le sujet en question a été appliquée. Il a été possible constater que l'enseignant est conscient de son rôle important dans le processus d'inclusion, mais le manque de connaissance réelle sur les types de troubles d'apprentissage et le nombre d'élèves en classe sont les facteurs qui contribuent le plus pour que le traitement de l'étudiant ne soit pas réalisé de la manière la plus appropriée à ses besoins.

MOTS-CLÉS: troubles d'appren

INCLUSIÓN DE NIÑOS, NIÑAS Y ADOLESCENTES CON NECESIDADES ESPECIALES: LO QUE LOS MAESTROS PIENSAN

RESUMEN

Para el éxito del proceso de enseñanza aprendizaje es necesario que varios factores sean previstos y considerados. La inclusión de persona con necesidades especiales es realidad en las escuelas regulares y compete al profesor dirigente uno de los principales papeles que es lo de mediador de esta acción. La presente investigación de campo tuvo por objetivos, al principio, conocer las opiniones de los profesores acerca de la inclusión de alumnos con necesidades especiales en la escuela; identificar el tipo de acceso que esos alumnos tienen respecto al aprendizaje común; conocer la oferta de atención educacional

especializada y verificar si hay alguna dificultad por parte del profesor en realizar actividades con esos alumnos. Trás estas acciones y el levantamiento bibliográfico, fue aplicado a los profesores de Educación Básica, un cuestionario sobre el tema para que expusiesen sus opiniones. A partir de ello fue posible comprobar que el profesor está ciente de su importante función en el proceso de inclusión, sin embargo la falta de conocimiento real sobre los tipos de transtornos de aprendizaje y la cantidad de alumnos en sala de clase son los factores que más contribuyen para que no se concretice el atendimiento adecuado a cada necesidad.

PALABRAS CLAVE: trastornos del aprendizaje, la inclusión social y educativa, la educación.

INCLUSÃO DE CRIANÇAS E ADOLESCENTE COM NECESSIDADES ESPECIAIS: O QUE PENSAM OS PROFESSORES

RESUMO

Para que o processo de ensino-aprendizagem tenha êxito é preciso que vários fatores sejam previstos e considerados. A inclusão de pessoa com necessidades especiais é realidade nas escolas regulares e, cabe ao professor-regente um dos principais papéis para que a inclusão ocorra de forma satisfatória. A presente pesquisa de campo teve por objetivo conhecer a opinião dos professores sobre a inclusão de alunos com necessidades especiais na escola; identificar o tipo de acesso que esses alunos tem ao aprendizado comum; conhecer a oferta do atendimento educacional especializar e verificar se há dificuldades por parte do professor em realizar atividades com esses alunos. Após realizar levantamento bibliográfico, foi aplicado o questionário para que professores da Educação Básica expusessem sua opinião sobre a temática em questão. Foi possível constatar que o professor está ciente de sua importante função no processo de inclusão, mas a falta de conhecimento efetivo sobre os tipos de transtornos de aprendizagem e a quantidade de alunos em sala são os fatores que mais contribuem para que o atendimento do aluno não seja concretizado da forma mais adequada com sua necessidade.

PALAVRAS-CHAVE: Transtornos de aprendizagem, Inclusão sócio-educacional, Ensino.