



## **SPECIAL EDUCATION SERVICES AND TEACHING OF ENGLISH: EXPERIENCES OF INCLUSIVE EDUCATION IN A SCHOOL IN AUGUSTO CORRÊA-PA<sup>1</sup>**

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**ABSTRACT:** At the beginning of each school year, teachers encounter more and more students with special learning needs. Often, teachers are not able to receive this audience because they have not had continuing education in special and inclusive education. The purpose of this paper is to report on the teaching methods and practices used with a student with multiple disabilities, who studies in a public school in the municipality of Augusto Corrêa-Pará, focusing on the teacher of the specialized educational care room and the teacher of the regular English language classroom. The methodology of this research consisted of semi-structured interviews with the participants in order to report on the teaching practices used by this student's teachers in his educational process, starting from the care in the ESA room to his inclusion in the regular class. This work proposes reflections based on national legislation on inclusive education for people with disabilities.

**KEYWORDS:** Special and Inclusive Education; Specialized Educational Assistance; English Language Teaching.

**RESUMO:** A cada início de ano letivo, os professores encontram cada vez mais alunos necessidades especiais de aprendizagem. Muitas vezes, os docentes não estão aptos para receber este público, pelo motivo de não terem tido uma educação continuada sobre os conhecimentos da educação especial e inclusiva. Este trabalho tem o intuito de relatar os métodos e práticas de ensino utilizados com um aluno de múltiplas deficiências, que estuda em uma escola pública no município de Augusto Corrêa-Pará, tendo como enfoque a professora da sala de atendimento

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educacional especializado e a professora da sala regular de Língua Inglesa. A metodologia desta pesquisa consistiu em entrevistas semiestruturadas com as participantes a fim de relatar as práticas de ensino utilizadas pelas professoras deste aluno no seu processo educacional, partindo do atendimento na sala do AEE até sua inserção na turma regular. Este trabalho propõe reflexões tendo por base a legislação nacional a respeito da educação inclusiva de pessoas com deficiência.

**PALAVRAS-CHAVE:** Educação Especial e Inclusiva; Atendimento Educacional Especializado; Ensino de Língua Inglesa.

## **INTRODUCTION**

Support for people with disabilities is one of the subjects that has been dealt with a lot in the educational environment. The first known records of care for people with disabilities were at the end of the 18th century. There are few records of this in the period before the Middle Ages. It is known that in Sparta, where the socio-cultural organization was based on the ideal of a strong, athletic man, children with disabilities were considered subhuman and were therefore abandoned or eliminated. Society became aware of the need to provide support for people with disabilities at the end of the 18th century. It was, however, welfare support, in which they were offered shelter, food, medicine and some activity to occupy their time - backed up by the discourse that it was necessary to protect them. However, it is known that, in reality, they were considered a danger to society (Sassaki, 1997).

The theme of this work is support for people with disabilities. One of the relevant factors for choosing this topic is personal, as I have had a visually impaired uncle for over 22 years, who is part of my daily life and was one of the people who inspired me to decide on this topic. Just as there are thousands of other people with one or multiple disabilities, who have dreams of studying, working, living with a sense of security and equity within society, so that they can exercise their role as citizens within social communities, and share intrinsic moments with their family and friends. Knowing that there are many other people throughout Brazil, the state of Pará, cities and municipalities, makes us reflect a little more on whether we have enough qualified professionals to meet this demand, especially students who want to feel included in the classroom and in society. Another important factor in deciding on this topic was looking at the research and realizing that the number of teachers with training and practice in specialized

education is insufficient. According to the Ministry of Education (MEC, 2002), Around 94% of teachers have no continuing training in Special Education, an alarming figure that makes us reflect on how far we are from reaching the number of children with specialized educational needs who require a basic education that meets their needs. One of these children is José, who is in the ninth grade and studies at a public school in the municipality of Augusto Corrêa, in the northeast of the state of Pará. José has multiple disabilities, namely visual impairment, autism spectrum disorder and mental disability. These disabilities have not prevented him from being present in the school environment, and this was one of the reasons that led me to research the subject. Through a friend who works at the school where José studies, I had a first contact with his father, in which we talked about his son's presence in the school environment.

This research focuses on the importance of specialized care for students with special needs, carrying out specific research into the teaching practices carried out by the English language teacher and the specialized educational care teacher at the school where José studies, trying to ascertain how these practices impact on the teaching of this curricular component for the student taking part in this research. The aim is to provide an initial understanding of the care provided to students with special needs and the impact on English language teaching based on this teacher's experience.

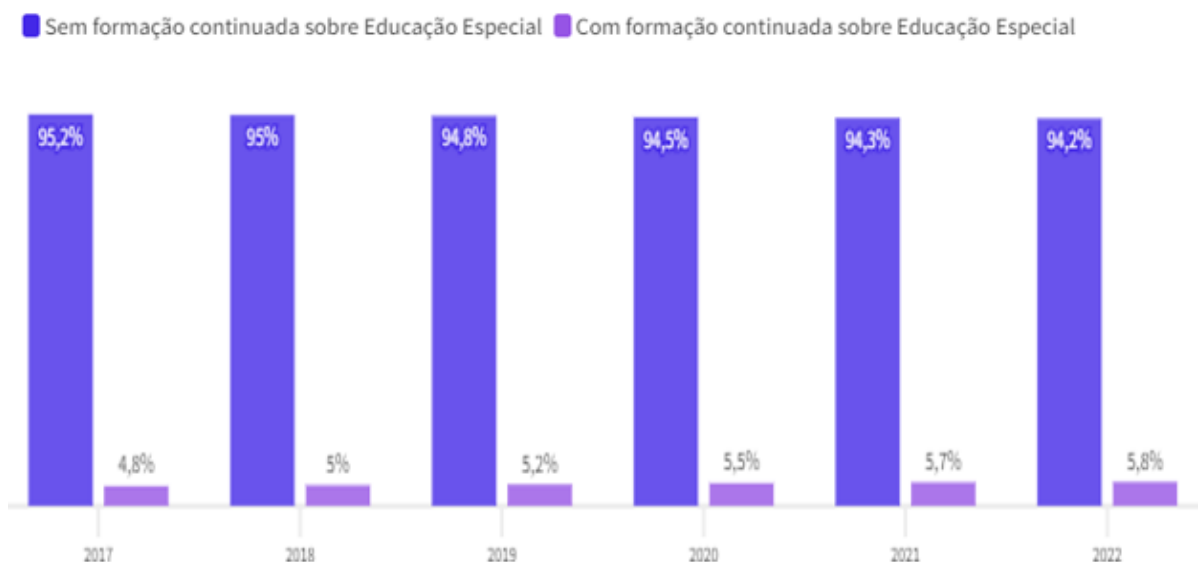
## **THEORETICAL BACKGROUND**

According to MEC, “In 1998, around 200,000 children who needed special education were enrolled in ordinary basic education classes. By 2014, there were almost 700,000, distributed in 80% of the more than 145,000 schools across the country. The number of special education students surpassed one million in 2017 and reached 1.18 million in 2018, an increase of almost 11% in just one year.” From this perspective, it is possible to see that there has been a massive increase in the number of students with special needs in schools, meaning that with each passing year, teachers are finding greater challenges to carry out teaching practice within institutions, mainly due to the lack of infrastructure and adequate knowledge to receive and help students with the appropriate teaching methodologies and strategies.

The number becomes higher when we look at public schools. In 2019, the total number of students with special educational needs enrolled in ordinary classes in public schools was 97.3% and 51.8% in private schools. With this in mind, we see the need for continuing education on special education, so that public school teachers can instruct and walk with

students in search of access to the development of their skills and competencies, so that they can be integrated into society. However, when we look at the reality, we see a number that is totally below expectations, as can be seen in Figure 1 below:

FIGURE 1- Graph on the number of teachers with continuing training



Source: Indicadores Educacionais - MEC/Inep - Diversa • Terra (2023)

When we look at the number of specialized teachers in schools, we see that there is a great demand for qualified teachers to meet the needs of the disabled. In addition to the regular class teacher being prepared to educate these students, it is also important for the school to provide the right infrastructure for the teaching and learning process of children and adolescents, as some have a greater degree of need. In this sense, the presence of a multifunctional resource room would be effective, helping specialized education teachers with the basic day-to-day procedures of the student's life.

Article 1 of the National Education Guidelines and Bases Law (LDB) highlights the importance of people's formative processes, which starts with the inclusion of the individual within society, with the help of the family. In this way, we can't exclude people with disabilities from regular classes at school, because living with other students is part of their formative process.

It is of the utmost importance to validate the rights that permeate this student, so that they can be cared for according to their basic and specific needs in order to consolidate them with the minimum conditions to participate in ordinary mainstream classes. As referenced in article 58 of the LDB, in its paragraph 2, about special education: "2º Educational care will be

provided in specialized classes, schools or services whenever, due to the specific conditions of the students, it is not possible for them to be integrated into ordinary regular education classes" (Brazil, 1996). Therefore, in some cases it is necessary for the student's first educational processes to take place in the Specialized Educational Assistance (AEE) classroom.

According to the LDB, chapter V, it states:

Art. 58 - For the purposes of this law, special education is understood to be the type of school education offered preferably in the regular school system for students with disabilities, global development disorders and high abilities or giftedness.

§ Paragraph 1 - When necessary, there will be specialized support services in the regular school to meet the needs of the special education clientele.

III - teachers with appropriate specialization at secondary or higher level, for specialized care, as well as regular education teachers trained to integrate these students into ordinary classes;<sup>3</sup> (*our translation*).

Articles 58 and 59 section III makes it compulsory to offer specialized teaching and support accompanied by a qualified person to guide them according to their limitations.

A milestone for access to fundamental rights for people with disabilities was the creation of the Statute for People with Disabilities. This is Law 13.146/2015. According to Articles 1 and 2 of this statute:

Art. 1º The Brazilian Law for the Inclusion of People with Disabilities (Statute of People with Disabilities) is hereby established, aimed at ensuring and promoting, on equal terms, the exercise of fundamental rights and freedoms by people with disabilities, with a view to their social inclusion and citizenship.

Art. 2º A person with a disability is one who has a long-term physical, mental, intellectual or sensory impairment which, in interaction with one or more barriers, may obstruct their full and effective participation in society on equal terms with other people.<sup>4</sup> (Brazil, 2015, *our translation*).

Also according to chapter IV in article 28, item II of the aforementioned law, it is necessary to "improve educational systems in order to guarantee conditions of access,

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<sup>3</sup> Original Text: Art. 58. Entende-se por educação especial, para os efeitos desta Lei, a modalidade de educação escolar oferecida preferencialmente na rede regular de ensino, para educandos com deficiência, transtornos globais do desenvolvimento e altas habilidades ou superdotação.

§ 1º Haverá, quando necessário, serviços de apoio especializado, na escola regular, para atender às peculiaridades da clientela de educação especial.

III - professores com especialização adequada em nível médio ou superior, para atendimento especializado, bem como professores do ensino regular capacitados para a integração desses educandos nas classes comuns.

<sup>4</sup> Original Text: Art. 1º É instituída a Lei Brasileira de Inclusão da Pessoa com Deficiência (Estatuto da Pessoa com Deficiência), destinada a assegurar e a promover, em condições de igualdade, o exercício dos direitos e das liberdades fundamentais por pessoa com deficiência, visando à sua inclusão social e cidadania.

Art. 2º Considera-se pessoa com deficiência aquela que tem impedimento de longo prazo de natureza física, mental, intelectual ou sensorial, o qual, em interação com uma ou mais barreiras, pode obstruir sua participação plena e efetiva na sociedade em igualdade de condições com as demais pessoas (Brasil, 2015).

permanence, participation and learning, through the provision of services and accessibility resources that eliminate barriers and promote full inclusion" (Brazil, 2015).

Art.2 shows some of the characteristics found in the student taking part in this research. In this way, he falls within the areas that ensure his rights of access to equality and inclusion within society. It is known that each student has their own particular needs and challenges, and in this case where the student has multiple disabilities, there are specific needs that must be taken into account. Based on these needs, the teacher must adapt their activities and practices so that the student can progress in terms of knowledge.

It is important to emphasize that "learning is induced at the moment when a transformation or alteration takes place in the individual's conduct, transformations which continue for extended periods throughout the human being's life" (Gagné, 1980, p.91). According to the author, learning is a transformation, and it is the teacher's role to find the means that will lead the student to progress in their understanding and polish them to exercise their role as an individual in society. According to Art. 3 of the Statute of Persons with Disabilities, it is the right of persons with disabilities to receive education through educational materials, equipment and specialized spaces. Article 3 states: Art. 3 For the purposes of applying this Law, the following are considered:

I - accessibility: the possibility and condition of being able to safely and autonomously use spaces, furniture, urban equipment, buildings, transport, information and communication, including their systems and technologies, as well as other services and facilities open to the public, for public or private use, both in urban and rural areas, by people with disabilities or reduced mobility;

II - universal design: the design of products, environments, programs and services to be used by all people, without the need for adaptation or specific design, including assistive technology resources;

III - assistive technology or technical help: products, equipment, devices, resources, methodologies, strategies, practices and services that aim to promote functionality, related to the activity and participation of people with disabilities or reduced mobility, with a view to their autonomy, independence, quality of life and social inclusion;<sup>5</sup>

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<sup>5</sup> Original Text: I - acessibilidade: possibilidade e condição de alcance para utilização, com segurança e autonomia, de espaços, mobiliários, equipamentos urbanos, edificações, transportes, informação e comunicação, inclusive seus sistemas e tecnologias, bem como de outros serviços e instalações abertos ao público, de uso público ou privados de uso coletivo, tanto na zona urbana como na rural, por pessoa com deficiência ou com mobilidade reduzida;

II - Desenho universal: concepção de produtos, ambientes, programas e serviços a serem usados por todas as pessoas, sem necessidade de adaptação ou de projeto específico, incluindo os recursos de tecnologia assistiva;

III - Tecnologia assistiva ou ajuda técnica: produtos, equipamentos, dispositivos, recursos, metodologias, estratégias, práticas e serviços que objetivem promover a funcionalidade, relacionada à atividade e à participação da pessoa com deficiência ou com mobilidade reduzida, visando à sua autonomia, independência, qualidade de vida e inclusão social.

Article 3 refers to accessibility rights for people with disabilities or reduced mobility, and it is extremely important to have spaces equipped with multifunctional materials to better serve students with these rights. Assistive technologies are also present to assist students with special needs, to deliver products and services aimed at providing autonomy, independence, quality of life and social inclusion.

One point of great relevance is the need for teachers to have continuing education models to work with this audience. According to Art. 63, item III of the LDB, higher education institutes will maintain "continuing education programs for education professionals at the various levels" (Brazil, 1996). In this sense, we can understand that all teachers have the right to prepare themselves educationally so that in the future they can accommodate students with disabilities in the best possible way. Teachers should therefore supplement their knowledge and skills to facilitate the student's learning process in the classroom.

It is important to mention that inclusion is present in the most diverse spheres of society, because the context of life of people with disabilities goes beyond just the classroom, but also in the family, which is one of the main institutions for the care and relationships that the student has, it is also in the workplace, the circles of friends, the church in which they may congregate are some of the determining relationship contexts in this process. But when it comes to issues related to school education, we must reflect on the true meaning of inclusion for all, because what makes us mistaken about this challenge is believing that inclusion is only for people with disabilities in the classroom.

According to Booth and Ainscow (2002, p.5) "Inclusion is often associated with pupils who have disabilities or pupils who are considered to have special educational needs". According to these authors, school inclusion should be available to everyone, whether a child, adolescent, young person or adult, and not just restricted to people with disabilities or a specific group of people, so it is worth emphasizing that everyone within the educational process should feel included in the development of skills and activities.

we can reflect once again that every year a large number of students arrive at schools with various disabilities of the most varied cognitive levels. In this respect, we find the importance of having teachers who are prepared and equipped with the knowledge to achieve, together with the students, the necessary skills for the best learning performance for all, and also the inclusion of those who have a slower learning process, who without the teacher's mediation may feel excluded from the rest of the class. In this regard, Silva et al (2016) states that "the inclusion category refers to good interaction with colleagues, learning, non-

differentiated treatment by teachers, but also the annulment of differences" (Crochík apud Silva et al., 2016, p. 51).

As a public space of capital importance in the construction of citizenship, in order to fulfil this function, the school must be organized in such a way that it caters for the diversity of learners, configuring itself as a social institution that is open and aimed at everyone, with an integrative or inclusive sense.<sup>6</sup> (Mazzota; Sousa, 2000, p. 100, *our translation*).

The importance of the role of the educational environment in promoting the inclusion of people with disabilities is also highlighted by national legislation. The LDB, when dealing with special education, points out that:

Art. 59: Education systems shall ensure that students with disabilities, global development disorders and high abilities or giftedness are provided with:  
I - specific curricula, methods, techniques, educational resources and organization, to meet their needs.<sup>7</sup> (Brazil,1996, *our translation*).

As a result, the article justifies the fact that special students have the right to learn through materials, methods and educational resources that will meet their peculiarities in order to achieve their goals in the educational process. The Statute of People with Disabilities calls the materials used in the education of people with disabilities assistive technology. In Article 74, the law guarantees disabled students access to these assistive technologies so that they can participate effectively in classes: "People with disabilities are guaranteed access to assistive technology products, resources, strategies, practices, processes, methods and services that maximize their autonomy, personal mobility and quality of life" (Brasil,2015).

As well as helping with teaching, assistive technology plays a part in improving the quality of life of special students, especially this one at the Alfredo Monteiro de Seixas School, who is visually impaired. products, resources and materials are essential for his educational autonomy. The next article in Chapter III of title III of Law 13.146 reads as follows:

Art. 75: The government will develop a specific plan of measures, to be renewed every 4 (four) years, with the aim of:

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<sup>6</sup> Original Text: Sendo um espaço público de capital importância na construção da cidadania, para cumprir essa função, a escola tem de ser organizada de modo que atenda a diversidade os educandos, configurando-se como uma instituição social aberta e destinada a todos, com sentido integrador ou inclusivo (Mazzota; Sousa, 2000, p. 100).

<sup>7</sup> Original Text: Art. 59. Os sistemas de ensino assegurarão aos educandos com deficiência, transtornos globais do desenvolvimento e altas habilidades ou superdotação:  
I - currículos, métodos, técnicas, recursos educativos e organização específicos, para atender às suas necessidades (Brasil,1996).

- I - facilitate access to specialized credit, including the offer of subsidized credit lines, specifically for the acquisition of assistive technology;
- II - streamline, simplify and prioritize procedures for importing assistive technology, especially issues relating to customs and sanitary procedures;
- III - create mechanisms to encourage research and national production of assistive technology, including by granting subsidized credit lines and partnerships with official research institutes;
- IV - eliminate or reduce taxation on the assistive technology production and import chain.<sup>8</sup>

It is remarkable how important assistive technology is today, where the number of special children has been increasing in recent years according to the MEC, so this article aims to facilitate access for special students to assistive technology, which according to Bersh and Tenolli (2006, p. 27, "Assistive technology is a still new term used to identify the entire arsenal of resources and services that contribute to providing or expanding the functional abilities of people with disabilities and consequently promote independent living and inclusion." With this, we can see the enormous relevance of assistive technology for people with disabilities, especially with the aim of learning and acquiring new skills.

Brazilian legislation provides for some specific issues about the PCD and their guarantee of universal rights, but it can be said that the right to an education that allows equality in educational processes is guaranteed, according to Chapter 4 of title II of Law 13.146, of July 6, 2015, which states that the right to education reaches all students, as highlighted below:

- Art. 27: Education is the right of people with disabilities, ensuring an inclusive education system at all levels and lifelong learning, in order to achieve the maximum possible development of their physical, sensory, intellectual and social talents and abilities, according to their characteristics, interests and learning needs.  
Sole paragraph. It is the duty of the state, the family, the school community and society to ensure quality education for people with disabilities, protecting them from all forms of violence, neglect and discrimination.
- Art. 28: The public authorities are responsible for ensuring, creating, developing, implementing, encouraging, monitoring and evaluating.<sup>9</sup> (*our translation*).

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<sup>8</sup> Original Text: Art. 75. O poder público desenvolverá plano específico de medidas, a ser renovado em cada período de 4 (quatro) anos, com a finalidade de:

- I - Facilitar o acesso a crédito especializado, inclusive com oferta de linhas de crédito subsidiadas, específicas para aquisição de tecnologia assistiva;
- II - Agilizar, simplificar e priorizar procedimentos de importação de tecnologia assistiva, especialmente as questões atinentes a procedimentos alfandegários e sanitários;
- III - criar mecanismos de fomento à pesquisa e à produção nacional de tecnologia assistiva, inclusive por meio de concessão de linhas de crédito subsidiado e de parcerias com institutos de pesquisa oficiais;
- IV - Eliminar ou reduzir a tributação da cadeia produtiva e de importação de tecnologia assistiva.

<sup>9</sup> Original Text: Art. 27. A educação constitui direito da pessoa com deficiência, assegurados sistema educacional inclusivo em todos os níveis e aprendizado ao longo de toda a vida, de forma a alcançar o máximo desenvolvimento possível de seus talentos e habilidades físicas, sensoriais, intelectuais e sociais, segundo suas características, interesses e necessidades de aprendizagem.

Parágrafo único. É dever do Estado, da família, da comunidade escolar e da sociedade assegurar educação de qualidade à pessoa com deficiência, colocando-a a salvo de toda forma de violência, negligência e discriminação.

Art. 28. Incumbe ao poder público assegurar, criar, desenvolver, implementar, incentivar, acompanhar e avaliar.

According to these laws, every person with a disability has the right to education at all levels and lifelong learning. However, it is known that in reality, especially in public schools, where the number of PCD arrivals is higher, there are still several difficulties that are encountered throughout these educational processes.

## **METHODOLOGY**

The research approach of this work is qualitative, in which we looked at how the teaching process takes place for the student taking part in this research in the subject of English. We traced a panorama from his first days in the multipurpose room to his participation in the regular class, in which we reported on the practices used to teach this student about the meaning of the objects he felt. As well as his daily progress, which was noted and described by the multipurpose room teacher.

Data was collected through a semi-structured interview with the student's English teacher. To do this, the teacher read and signed a free and informed consent form, in which the essence and purposes of this research were explained so that the interview could be carried out with the aim of reporting in this work on her teaching practices within the regular class.

During the interview, the teacher was asked the following questions:

- What is your academic background?
- Do you have a postgraduate degree?
- What levels of education do you work in?
- How many schools do you work in?
- Do you have any other duties apart from teaching?
- What is your opinion on the participation of students with disabilities in the mainstream classroom?
- Have you had other experiences teaching English to people with disabilities?
- What types of disabilities have you worked with?
- What practices do you use to teach English to José?
- How did you start working with José and how are you doing at the moment?
- What challenges have you faced with José?

When deciding which direction this research would take, the student's father was first contacted so that we could obtain basic information about the student, the school he was

attending, what year his class was, whether he was already in the regular English class, and especially to find out what the student's disabilities were. We received information that he had three disabilities: mental disability, autism spectrum disorder and visual impairment (blindness). This is a case of a student with multiple disabilities.

## **RESULTS AND DISCUSSION**

The process of including José in the regular class had to be postponed due to the circumstances presented, as this teenager's multiple disabilities were the reason why he was first placed in the multipurpose room, where he had a very basic educational process, due to the fact that the student arrived at school with a very high level of aversion to touch, according to the teacher who accompanies him in the AEE room. This is why it has become essential for students to start school in the multipurpose room. This inclusion, although challenging, fulfills the fundamental rights of the students that are set out in Article 1 of the LDB. According to José's teacher, it would be a mistake to place him directly in the mainstream class, because he didn't yet have the necessary behavioral conditions for the classroom environment. These challenges were encountered based on prior observation of the student's disabilities and mental conditions, in which the aversion to touch was first analyzed, since "the student couldn't hold objects with shapes different from those he had around his house..." which were provided by the teacher in the specialized classroom, in other words, he would throw away materials that didn't make him feel comfortable. With this in mind, we wondered how the teacher of the regular class would work with physical instruments to teach English, at the risk of an accident occurring in the classroom.

The answer can be found in article 58 of the LDB, which deals with the possibility of a specialized support service, in which the student mentioned in this paper has specific conditions to be attended to first in the specialized classroom, according to their rights. For this reason, it is essential to report on the student's first educational processes in the AEE classroom.

Another reason for José not being able to attend the regular class in the first place was his aversion to noise, as reported by the teacher, because when the student entered the classroom and heard the loud conversations, the noises, the everyday noises perceived in a 9th grade class, he put his hands to his ears and asked to leave immediately. From that first attempt to include him in the regular classroom, it was clear that the initial learning process would have to be different, in a different place.

This is how the basic teaching methodologies began in the school's multipurpose room, i.e. José's day-to-day routines, such as holding objects with thicknesses that he didn't yet know, recognizing objects, because as he is visually impaired, there are still many materials that he doesn't know. In these activities, the teacher gave him the artifacts to hold. If he didn't recognize it, the teacher would give him hints as to what it was, until he could describe which item it was, in other words, basic learning tasks that make all the difference for a student with multiple disabilities.

All of these basic practices become fundamental to the process of this student's evolution, because, given that he is autistic and has a mental disability, every step he takes is a big step forward. "When José arrived here, the first thing he asked for was to leave, he wasn't used to the school environment and the new rhythm of coming to school. In this case, the fact that he is able to enter the multipurpose room, carry out the object recognition activities and begin to experience this new routine in his life, is something to celebrate to the point of jumping for joy," said the AEE teacher.

It's important to reflect on this description by the specialized teacher: we can't compare advances in the education process of a child with multiple disabilities with another who doesn't have this type of learning limitation. In this sense, the way in which we instruct classes in which these audiences are present is of total importance if we take these points into account, so that everyone can feel included in the classroom.

It is known that each student has particular challenges, especially in this case where they have multiple disabilities, so it is based on these difficulties that the teacher must adapt their activities and practices, so that the student can progress in terms of knowledge.

Something worth remembering is the practice used by the ESA teacher when the student heard the bell ringing and felt sick, because as has already been said, the student also has an aversion to deafening noise. Faced with this situation, the solution found was to associate the ringing of the bell with something he likes, such as eating. With this association, over time he was able to live normally with the sound of the bell, as he understood that this noise was the signal that he could go out to eat. "Nowadays José shares snack time with his friends at school," says the ESA teacher.

It's important to mention that the student this research is aimed at is visually impaired, so the activities he takes part in are geared towards his sensory sense. Consequently, the presence of educational objects is necessary so that the student can familiarize himself with the name of these materials and get to know those that have never been touched before. This is how

his specialized teacher conducts the teaching practices and directs him so that he can associate the names of each artifact present, for example the various shapes and sizes of ball, cylindrical objects, letters that are cut out by the teacher in a larger size, papers in various thicknesses so that he knows each one, dice, modeling clay, among others that are part of the lessons, and some others that the teacher brings for him to get to know.

With regard to the teacher who teaches English, during the interview for this research we obtained some information about her background: she has a degree in Languages from the Federal University of Pará, and has a postgraduate degree in Clinical and Institutional Psychopedagogy. According to the teacher, these specializations are based on studies of skills that seek to meet the needs of students with special needs. In this sense, we can see that the teacher has training that can help her in situations where students with disabilities need more attention and knowledge from the teacher in the classroom, especially as it is a subject in which the study is focused on another language. In this way, we can see that the English teacher didn't put an end to her training at the end of her degree, but sought to improve herself in specific areas so that she could serve different audiences. Following the conversation with the English teacher, she told us that she works in primary and secondary schools in three schools, with a total of 14 classes. In other words, we can now see the extent of the diversity we can find in classrooms, with all kinds of different personalities, and every teacher must be prepared to welcome all students, whether they have a disability or not.

When we asked the teacher about the participation of students with disabilities in the regular classroom, we noticed that there are different cases in which some students manage to feel included in the classroom, but others are far from being able to participate effectively in activities. As the teacher said: "It's very relative because there are situations in which the student can actually be included in the educational process, there are other situations in which unfortunately they just become a person who occupies a space there, but unfortunately they don't belong to that educational process. Unfortunately there are some activities that fail to include the PCD student".

Reflecting on the teacher's speech, we can see that sometimes, depending on the activity, the PCD student can feel excluded from the educational process, for example, the student José is easily at risk of not understanding the colors that are being presented by her in the classroom. In other words, as has been said, there are activities that will not reach everyone's understanding.

The teacher was then asked about her past experiences teaching English to students with disabilities, and she reported that she had only had students with Down Syndrome, Autism

Spectrum Disorder, blindness, deafness and multiple disabilities in the municipality of Augusto Corrêa. In this sense, we can reflect once again that every year a large number of students arrive at schools with various disabilities of the most varied cognitive levels. In this respect, we find the importance of having teachers who are prepared and equipped with the knowledge to achieve, together with the students, the necessary skills for the best learning performance for all, and also the inclusion of those who have a slower learning process, who without the teacher's mediation may feel excluded from the rest of the class.

It is important to highlight the practices used by the English teacher to include students with multiple disabilities in the class and in the process of learning and developing their skills. As a result, according to the teacher, because the student has a more delicate situation due to having multiple disabilities, the use of tangible materials is what helps in carrying out school activities, for example, as has been said, the student when studying English about school materials, it was of great importance that there was the presence of objects that would symbolize for him the word in English that was related to that object, such as; a pencil; pen; eraser; or some other that could be present in that place.

Once again, we highlight the presence of the school, because at this point the presence of materials that will tangibly represent the meaning of each object for this student becomes essential. As has already been said, the student who is having his learning process reported in this work has a visual impairment, so the institution needs to be present to provide the appropriate materials so that this student can participate in the activities, in which it is his right to have these benefits available, corroborating what is presented in article 59 of the LDB regarding Special Education.

According to the teacher at the public school that serves this special student, objects are part of the main technique used to help the student learn, which begins in the multipurpose room, where he gets to know the objects by touching each one of them, and which is also done in the regular classroom, where these materials are taught in English and then touched by the special student to understand and associate the object in hand with its name in English, which is being said by the teacher.

We can also see the enormous importance of using assistive technology for people with disabilities, especially with the aim of learning and acquiring new skills, in the same way as with José: from the moment he takes part in activities in the multifunctional room to the regular class, assistive technology is essential for the basic teaching of his daily practices in the ESA, and in his learning English with his friends in the regular classroom.

In a conversation with the English teacher, she was asked how activities were carried out with him in the classroom. According to her: "In the classroom, at least in English, he's only been there a few times, and when he is, he's got a box with objects in it, so he spends a lot of the time managing those objects". According to the teacher, she doesn't know if this is really called inclusion for the educational process, but taking into account the social context, this student is being included in an environment, but in the development of English learning for the student with multiple disabilities, the teacher believes there is still a gap.

It's important to highlight the great efforts being made within this school environment to promote the inclusion of PCD. However, we can still see a gap, as the teacher said, in the process of learning English for this student, where there is still a lack of materials that can improve his understanding of the foreign language. However, we can't help but notice that there is progress in this process, because at the beginning of the activities in the regular classroom, this same student used to tear up the sheets of paper given to him by the teacher.

There are still various difficulties encountered during these educational processes. In the case of the student reported in this article, the materials for English class are just objects in a box for him to handle during class, and consequently the teacher teaches him about each one. But, as the English teacher of this student's regular class said, the biggest challenge she faces is still catching up with him.

## **FINAL CONSIDERATIONS**

In this research, it can be seen that student José has made progress in his learning, according to the reports presented. The student had difficulties when he first started going to school, because he wasn't used to another routine in his daily life. However, over time, he managed to include the habit of going to school in his life.

With the ESA teacher's strategies, the student was able to reconcile the sound of the canteen bell with the act he loves, which is eating, meaning that he has now adapted to this sound. As well as his progress when it came to touching objects that were unknown to him, where he would throw them away and refuse to pick them up again; over time, according to the teacher in the multipurpose room, this student connected with all the objects present in that space and used them for activities normally.

As the teacher said, and it should be discussed here again, these simple acts of adapting to new habits, with new practices within his daily life, are already a reason to celebrate, because

with all the difficulties of a person with multiple disabilities, every step like these is huge in the search for the evolution of this student's learning.

It is important to mention that the evolution of this educational process was not only within the ESA classroom, but also within the regular class, where according to the English teacher, the student was unable to stay inside the classroom because of the great noise from the other students talking loudly, which led to the student screaming and having both hands in his ears. As time went by and the teachers persisted with their strategies, this problem was solved until he was able to stay within the social environment in the classroom.

It is important to mention the various discoveries about the practices used with the student reported in this work, the way in which this student can adapt to new challenges, in which he overcomes all difficulties to achieve autonomy in the learning process.

The great importance of everyone in this process is notable, such as the presence of the family, which is the fundamental basis for overcoming all barriers for this student, as well as the great experience and wisdom of the ESA teacher, who is present in the teaching routine and has managed to achieve the student's access to the regular class, with her strategies that have been carried out on a daily basis.

According to the teacher in the multipurpose room, this whole journey with the disabled student was very slow, and it should be that way, because as she said, the case of this student is more delicate and each stage of the student's acceptance of the new challenges he would encounter needs to be worked on gradually, because he has never been in a regular class before and is a person with multiple disabilities, difficulties are inevitable and the process he goes through on a daily basis is difficult.

With this, we can see the great effort made by the entire school environment in which this student is part, because without this union between family and school, nothing would be possible in this process. It is important to highlight the school structure that covers the space of this PCD student, in which within the multifunctional room, there are several materials that can and are worked with this student, in which because he is blind, the use of artifacts becomes fundamental so that the process can be carried out. In a country where the school infrastructure is below what is expected, the school attended by this student is carrying out a slow but continuous process of including PCD students and is moving towards improving the reception of all.

We realize that more and more of these issues are being dealt with in public schools, and that the process needs to have the eyes of everyone around it, so that the practices carried

out on a daily basis in the social and school environment can include all students. However, for all the effects to become apparent, the state also needs to be present to guarantee the right to education for those who have historically been excluded from the teaching-learning process.

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