



INCLUSION OF CHILDREN WITH DOWN SYNDROME IN REGULAR EDUCATION: A BRIEF REFLECTION

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ABSTRACT

This article sought to reflect on the inclusion of students with Down Syndrome in Regular Education. It aimed to reflect on the pedagogical practices that regular schools should implement with children with Down Syndrome in the school space. If worked properly from birth, people with Down Syndrome can lead an almost normal life, far from prejudices they grow up like any other child. Special people, if well accompanied, can overcome barriers imposed by the genetic anomaly. In order to have a deeper understanding about the carrier of Down Syndrome within the regular school, it is observed that in everyday life, the better the child is accepted by the family and the community, the greater their development will be. This study used qualitative and bibliographical research as a methodology in an attempt to analyze the development and improvement in the education of students with Down Syndrome from their initial steps to social adjustment. Inclusion constitutes connective growth in family life and in the classroom. How important is the presence of a trained teacher, making the appropriate referral with resources and physical space. The teacher is the main character for the formation of an inclusive society, as they contribute to the teaching-learning of these students. In the process of inclusion, the student with Down Syndrome in regular education faces great difficulties, with the lack of information, the challenges are even greater. The bearer of Down Syndrome is not a patient and we must be aware that we have to lose the fear of these children who have the difference stamped on their faces.

Keywords: Inclusion, Down Syndrome, People with Special Needs, Regular Education.

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INTRODUCTION

For many years, educators, parents and people with disabilities have been fighting for inclusion to happen in regular schools, in order to end segregation and that education for ALL really happens, not only on paper and in speech, but also in reality. practice.

The demand for and enrollment of students with disabilities in regular education has increased and is a reality in Brazilian schools. With this, the question arises about how inclusion is happening within the school and how this student's learning occurs.

The guarantee of inclusion and learning does not only happen in welcoming and enrolling students with disabilities, it is necessary to plan and seek knowledge, self-training, specific resources for each disability, guide the school community to receive this student.

Access to a real education that includes those people with some type of disability through reception and the offer of rights, opportunities, with learning practices is one of the obligations and social function of the school.

Therefore, the school is the place where this practice needs to be carried out, as we are living in an inclusive society where every citizen has their rights.

The child with special needs, in our case the one with Down Syndrome, which is a genetic anomaly, has its own characteristics, its development process is slow, but if done with care and attention we can have fantastic results. Like every so-called "normal" human being, people with Down Syndrome also have their differences and needs that can be identified and met in a short time, at least in part.

Thus, the objective of this work is to reflect on the pedagogical practices that regular schools should implement with children with Down Syndrome in the school space.



From the objective, we draw the following structure for this article: at first, we explain about the methodology, then, a reflection on inclusion in the school space to later present the results and discussions obtained through the bibliographical research and, finally, the final considerations.

METHODOLOGY

The methodology used is qualitative, with the aim of understanding the concepts addressed, in order to identify how the process of inclusion of these students occurs. According to Ludke and André (1986, p.13), “Qualitative or naturalistic research (...) involves the object of descriptive data, obtained from the researcher's direct contact with the studied situation, emphasizes more the process than the product and is concerned with portraying the perceptive of the participants.” This theme emerged to reflect and analyze the process of students with Down Syndrome in regular education.

It is a bibliographical research, seeking the contributions and ideas of some authors, providing support to deepen the theme, developing information.

In the words of Gil (1994, p. 73):

While bibliographical research fundamentally uses the contributions of different authors on a given subject, documentary research makes use of materials that have not yet received an analytical treatment, or that can still be re-elaborated according to the research objectives.

In this sense, it is important to carry out this research by contributing and deepening the proposed theme, based on existing studies to support this work.

THE SCHOOL INCLUSION PROCESS: A BRIEF DEBATE

Throughout history we are observing a process of exclusion of students with disabilities in the school space. In this sense, students with disabilities were seen in different ways according to the society, culture, religion of each historical moment.

In the past, the education model intended for people with disabilities was to keep them segregated in special institutions and schools. In the 19th



century, people with disabilities were excluded from society, associating them with the disabled, they were abandoned or eliminated from society, and these attitudes were considered normal. The schooling of these people has undergone several changes.

In Brazil, in the 60s, segregated institutions began, separate environments, different from common schools.

At the end of that decade, the integration movement began, but this movement was more experienced in the 80s. This integration process was very strong, but these people were still segregated and had to adapt to society.

Despite their limitations, society and the school did not change to receive these students, they had to prepare and change to keep up with the school and society.

In the Salamanca Declaration (1994, p.23):

The fundamental principle that governs inclusive schools is that all children, whenever possible, should learn together, regardless of their difficulties and differences. Integrating schools must recognize and respond to the different needs of their students; adapt to the different learning styles and rhythms of children and ensure quality education for all, through an adequate study program, good school organization, judicious use of resources and engagement with communities.

After exclusion, segregation, integration, we finally arrived at inclusion, with the Salamanca declaration being a historic milestone for this educational model to be remodeled, strengthening the principle of inclusion and the recognition of the need to move towards a “school for all”.

In Brazil, special education is guaranteed by the Federal Constitution in “Art. 205. Education, the right of all and the duty of the State and the family.” (BRASIL, 1988), this article reaffirms the need for the inclusion process to be implemented and regularized in educational institutions in the country the right of EVERYONE to education.



It is observed that working with people with disabilities is challenging, for inclusion to effectively take place, it is necessary to change paradigms in relation to education, with curricular adequacy, with teacher training, with knowledge of the different syndromes and deficiencies, with support of adapted materials, with assistive technology, with materials that meet the needs of students with disabilities.

Those involved with education, from the Universities that train teachers, to the entire school community, need to walk in the same direction and speak the same language, in the sense of joining forces so that inclusive education is for all students, contemplating their needs for their development intellectual, motor and social.

Ferreira and Guimarães (2003, p.117) state that:

Inclusion is a cultural force for school renewal, but to succeed schools must become community aware. Without that sense of community, efforts to achieve meaningful results are important.

According to current laws, access, permanence and continuity of studies for students with disabilities must be guaranteed in regular schools. These students cannot be segregated in special schools, even though they present quite significant differences.

As described in the Salamanca Declaration (1994):

Schools must welcome all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. They should accommodate children with disabilities and gifted children; children who live on the streets and who work; children from distant or nomadic populations; children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized groups or areas. (UNESCO,1994).

Thus, it is observed that students with special needs have the right to education along with their peers of the same chronological age, so that they benefit from the school environment and learn according to their possibilities.

Special Education is a teaching modality that runs through, as a complement or supplement, all stages and levels of basic and higher



education, guaranteeing access to regular school for all students with disabilities, removing the barriers that prevent these students from attending to regular education.

Therefore, inclusion will happen when the entire school community is really committed to including the student, guaranteeing their right to learn, not necessarily emphasizing the student's disability, but the way that the inclusion of this student happens in the school context.

The school needs to stop focusing on the student's limitations, but give visibility to their abilities, providing resources that reduce these barriers. It is necessary to overcome the attitudinal barriers that prevent inclusion and use human resources to contribute to this new vision of education.

Voivodic (2004, p.29) reports that:(...) it is evident that it is not just the student, with or without a disability, who must meet the needs of the child for their real participation, that is, for their inclusion.

So, it becomes relevant to talk about inclusion, because even with all the legislation that defends the right of people with disabilities, there is still social and educational inclusion, meeting the needs of these students.

Therefore, we need to think and reflect on what it means to be or be included, or on who the excluded are and how we can change this reality, realizing how people are being excluded, respecting their difficulties and their rights.

It is necessary to redefine the concept of “education for all”, where everyone can really learn and not just be present in a space that is not adapted for this “whole”. For Montoan (2003, p.67) “inclusion does not foresee the use of specific school teaching practices for this or that disability and/or learning difficulty”. The teacher needs to take into account the limits of the students and offer quality teaching, exploring the possibilities and abilities of each one.



Therefore, the inclusive school proposes a rupture not only with the practices, but mainly with the values of the traditional school. This inclusive school breaks with the idea of a standard student, with the idea of teaching as transmission and with the school model as a reproduction structure.

Children with Down Syndrome can learn and develop, especially in environments where their potential is encouraged and are also stimulated in collaboration with the school, where there is information for teachers about pedagogical methods suited to their needs.

Therefore, it is expected that the school, when opening its doors to such students, informs and orients itself with education and health professionals about the specificities and appropriate instruments so that every student finds an adequate environment at school, without discrimination. and that provides you with the greatest and best learning possible.

The teacher needs to change his thinking and saying that he is not prepared and start thinking about what to do to prepare. Inclusive education will make advances when the teacher understands that he needs to give everyone the opportunity to learn, respecting the time and rhythm of each one. Think of practices that enable inclusion, through the construction of flexible curriculum proposals that make learning possible for everyone.

The Salamanca Declaration (1994) establishes “within inclusive schools, children with special educational needs should receive any extra support they may need, in order to ensure an effective education [...]” and not just an education that prioritizes the cognitive aspects.

According to Novais (2010, p. 187):

Exclusion within the school is understood as a supposed lack of the subject; the school continued to be celebrated as a place of educational practices based on cognitive ability, where evaluation processes took place sustained by the idea of personal merit [...].

Therefore, it is the school's role to overcome exclusion, creating alternatives to overcome prejudice and discrimination, and inclusive



education recognizes the challenges that education systems face in order to include students. From the references, the construction of inclusive educational systems arises, regular and special schools are reorganized, providing the inclusion of all students in regular education so that their specificities are met.

RESULTS AND DISCUSSIONS

According to the National Policy on Special Education from the Perspective of Inclusive Education, students have the right to be together, learning and participating, without any type of discrimination.

In inclusive education, people with disabilities are not expected to adapt to the school, but that it is transformed to include the student.

Inclusion is the recognition and appreciation of human differences and for it to happen in the school context, adapted resources, teacher training and accessibility are necessary. Just because the student is enrolled is not enough to say that inclusion is happening, the equity process must be sought.

It is necessary to accept and respect differences, as educators we need to do more, that is, contribute to student learning, plan and set goals, adapt the school curriculum and the objectives to be achieved, thinking about concrete actions to put into practice and contemplate students with Down Syndrome.

Education must have the ultimate goal of improving regular education, so that all students with special needs are met, thus respecting their differences and difficulties, without discrimination, overcoming barriers and focusing on their skills.

Change is needed in the teaching-learning process, in pedagogical practices, thus guaranteeing the right to learn and be included in regular education. Students need differentiated teaching, curriculum adaptation, technological resources, trained teachers and Specialized Educational Assistance (AEE) so that their right to learning is fulfilled.



The inclusion of students with Down Syndrome in regular education requires an inclusive curriculum and educational system and this has a much broader scope: actions within schools must involve all professionals, students and the school community, changing the culture of school, changing the ways of being and being, the rites and practices existing in these spaces.

Considering the studies in this research, on inclusive education of students with Down Syndrome, the inclusion process is challenging, as it has been over the years and still today, always in search of guaranteeing their right to learn and to include the student. according to special needs.

CONCLUSION

Inclusive education must be of quality and ensure student learning. The school must carry out its social function by providing educators with pedagogical practices that implement the implementation of current legislation in the field of inclusive education, so that not only children with Down Syndrome, but that all can be respected within the specificity of their disability in the school space.

The right to learn and also to develop as an individual who is inserted, being part of society must be provided by those who help to provide education. It is essential to ensure equality and provide opportunities for each individual, according to their needs, to guarantee their rights as citizens.

We understand that the access of children with disabilities to regular schools still has a long way to go, as what they present is still not enough to serve students with special needs, which is everyone's right. The school and everyone who is part of it must commit to inclusion, with respect, dedication and without prejudice, so that students develop, making our society more just and humane.

Therefore, students with special needs need a different look so that they are included in a concrete way, and for this to happen it is necessary that everyone has the same objective, which is to include.



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