



**The challenges of the process of inclusion of people with disabilities:
a case study in a public school in the city of Porto Velho¹**

Os desafios do processo de inclusão das pessoas com deficiência:
um estudo de caso em uma escola pública na cidade de Porto Velho

Los desafíos del proceso de inclusión de personas con discapacidad:
un estudio de caso en una escuela pública en la ciudad de Porto Velho

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Abstract

The objective of this research was to analyze the challenges of including people with disabilities, with the purpose of rethinking inclusive education and seeking to consolidate the process of school inclusion. A Case Study was conducted at the Senador Darcy Ribeiro School, Porto Velho, RO, to investigate the difficulties of schooling for students with disabilities and the contributions of Specialized Educational Assistance (AEE), using the Focus Group technique, complemented by semi-structured interviews with school actors at the institution. The researched school is one of the pioneers in school inclusion in Rondônia. The progress identified in the students, for the most part, represents achievements from a personal and social point of view. It is concluded that the Darcy Ribeiro School contributed to overcoming prejudice and a different gaze of disability; however, there is a lack of public investment and adequate training for its employees, so that, in addition to socialization, it promotes the schooling of students with disabilities.

Keywords: School inclusion; Teacher training; People with disabilities.

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Resumo

O objetivo desta pesquisa foi analisar os desafios da inclusão das pessoas com deficiência, com a finalidade de repensar a respeito da educação inclusiva, buscando a consolidação do processo de inclusão escolar. Foi realizado um Estudo de Caso na Escola Senador Darcy Ribeiro, Porto Velho, RO, para investigação das dificuldades da escolarização dos alunos com deficiência e das contribuições do Atendimento Educacional Especializado – AEE, com uso da técnica de Grupo Focal, complementada por entrevistas semiestruturadas, com atores escolares da instituição. A escola pesquisada é uma das pioneiras na inclusão escolar, em Rondônia. Os progressos identificados nos alunos, em sua maioria, representam conquistas do ponto de vista pessoal e social. Conclui-se que a Escola Darcy Ribeiro contribuiu na direção da superação do preconceito e para um olhar diferente para a deficiência, contudo, faltam investimentos públicos e capacitação adequada para seus colaboradores, para que, além da socialização, promova a escolarização do aluno com deficiência.

Palavras-chave: Inclusão escolar; Capacitação de professores; Pessoas com deficiência.

Resumen

El objetivo de esta investigación era analizar los desafíos de la inclusión de las personas con discapacidad, con el propósito de repensar la educación inclusiva, buscando consolidar el proceso de inclusión escolar. Se realizó un Estudio de Caso en la Escuela Senador Darcy Ribeiro, Porto Velho, RO, para investigar las dificultades de la escolarización de los estudiantes con discapacidad y las contribuciones del Servicio de Educación Especializada - AEE, utilizando la técnica de Grupo Focal, complementado con entrevistas semiestructuradas a actores escolares de la institución. La escuela investigada es una de las pioneras en inclusión escolar en Rondônia. Los avances identificados en los estudiantes, en su mayoría, representan conquistas desde el punto de vista personal y social. Se concluye que la Escuela Darcy Ribeiro contribuyó para la superación de los prejuicios y para una mirada diferente de la discapacidad, sin embargo, falta inversión pública y adecuada formación de sus empleados, por lo que, además de la socialización, promueve la escolarización de los alumnos con discapacidades.

Palabras clave: Inclusión escolar; Formación de profesores; Personas con discapacidad.

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Introduction

The Brazilian Constitution (BRAZIL, 1988) establishes that education is a right for all. Therefore, it is necessary to fight against all forms of prejudice that exclude students with disabilities from regular education, so that education is offered to all equally.

The definition of the term disability was presented in the Guatemala Convention as “a physical, mental or sensory restriction, of a permanent or temporary nature, that limits the ability to perform one or more essential activities of daily living [...]” (BRAZIL, MEC, 1999, p. 3). The analysis of this concept allows for a better understanding of the relational networks established between the actors of regular education and the student with disabilities.

Due to the social stigma present in society towards people who are outside the standard of normality, regular schools are not prepared to deal with students with disabilities. Goffman (1988, p. 15) clarifies that: “By definition, of course, we believe that someone with a stigma is not fully human. Based on this, we make various types of discrimination, [...], we reduce their chances of life.”

People with disabilities are considered as lesser value and their abilities are not recognized by other people around them. Furthermore, they are considered incapable of learning, due to their disability, by health and education professionals. However, the level of intelligence is not determined exclusively by biological factors, as explained by Schwartzman et al. (1999), who also emphasize that social relations are decisive for promoting the cognitive and emotional development of children with disabilities. With this, it is possible to understand that the schooling process for students with disabilities presents great challenges.

As explained by Sassaki (2011), the use of the term disabled person, which began in 1981, caused reactions of surprise and astonishment, considering that the condition of these people as human beings had gone unnoticed, since until the 1980s, the terms crippled, defective, incapacitated and invalid were frequently used. The term “person with a disability” was applied later and, from the second half of the 1990s to the present day, the term “people with disabilities” was adopted. Furthermore, in the past, the word “normal” was often used to describe people without disabilities, proving the misinformation and prejudice of society, which believed that people without disabilities were normal. As Sassaki (2011) explains, when it comes to people, normality is a questionable and outdated concept.

In the human civilization history, the access to schooling or instruction was offered to students with disabilities through private institutions of a welfare nature and not belonging to the regular education system, with a focus on the development of activities of daily living and not on school knowledge, based on therapeutic pedagogy, as explained by Kassir (2011).

According to the fundamental principle of inclusive schooling, all children should learn together, regardless of difficulties and differences, as per the Salamanca Declaration (UNESCO, 1994). Students with disabilities must feel like they are part of the educational institution in inclusive education. Therefore, the school must have adequate physical and pedagogical conditions, and staff who can meet their educational and accessibility needs, ensuring that they are part of the group and learn school knowledge (EMÍLIO; CINTRA, 2008; SANT’ANA, 2005). Furthermore, it is not enough to invest in materials and physical structure; professionals must not see these students as disabled, that is, incapable, but rather as people with disabilities and with the potential to learn.

The implementation of inclusive education requires boldness and courage, but also prudence and common sense, as Bueno (2011) warns, for school organization and pedagogical work, or for studies and investigations that seek to explain, equate, criticize and propose alternatives for Special Education, from an inclusive perspective.

1. Special Education

In ancient times, people with disabilities were ignored and forgotten by most of society. During this period, the survival of people with disabilities depended on human charity, and these individuals were killed for abandonment, and their elimination was not considered an ethical or moral problem. At this time, people with disabilities were considered sub-human (ARANHA, 2001).

With the Christianity advent, the extermination or abandonment of people with disabilities was abolished. As a result, in the Middle Ages, people with disabilities were protected by charity, due to the strengthening of Christian ideas, which brought the concept of divine paternity to all people (PESSOTTI, 1984; ARANHA, 2001).

In the 16th century, the Institutionalization Paradigm, which is identified by the isolation of people with disabilities, being removed from social life through their removal from communities to institutions for protection, treatment or education. This is the first of the three paradigms that describe the development of Special Education throughout history. In this paradigm, disability began to be understood as a disease, being considered a medical problem, as explained by Aranha (2004).

The second paradigm of Special Education is the Service Paradigm, which enables the qualification of people with disabilities to live in society, which predominated between the 60s and 70s, driven by the Universal Declaration of Human Rights. During this period, there was a change in the model of treatment of people with disabilities, who were isolated and were returned to social life. In this principle, different people could be normalized, so that they became qualified to live in society (ARANHA, 2004).

In Brazil, the Service Paradigm began, following the example of Europe, with institutes that offered vocational training through workshops for learning any profession (BUENO, 2011). These institutions characterize the Service Paradigm, in which the student is prepared to participate in society, through teaching methods and specific techniques, which characterize the concern with learning to adapt to social life.

In the 1960s and 1970s, there was a significant expansion of the private care system for people with disabilities, due to the importance achieved by these institutions in Special Education. Bueno (2011) highlights, in this same period, the organization at the national level of the *Sociedades Pestalozzi* and *Associações de Pais e Amigos dos Excepcionais* – APAE, and other entities that provide care for people with physical, hearing and visual disabilities, and rehabilitation centers and private clinics with a high level of technical sophistication, to care for children.

The third paradigm of Special Education, the Support Paradigm, is characterized by school inclusion, that is, by Special Education from an Inclusive perspective.

1.1. Special Education from an Inclusive Perspective

At the end of the 20th century, UNESCO - the United Nations Educational, Scientific and Citizenship Organization, chose education as the axis that articulates social development, promoting discussions about the importance of education for all, considering human diversity (ABENHAIM, 2005). In this context, the World Conference on Education for All (1990) and the World Conference on Special Needs Education (1994) stand out.

The World Conference on Education for All, held in Jomtien, Thailand, from March 5 to 9, 1990, recalls that education is a fundamental right of all and it is indispensable for personal and social progress (UNESCO, 1998, p. 2 and 3). This conference was held with the aim of contributing to ensuring that all people, of all ages, have access to basic learning content that favors the development of their skills, the acquisition of knowledge and values, and the adoption of attitudes that allow the development of their potential and a life with dignity (UNESCO,

1998). It is worth noting that people with disabilities require special attention to meet their basic learning needs, in addition to needing measures to guarantee equal access to education (UNESCO, 1998).

The World Conference on Special Needs Education, held in the city of Salamanca, Spain, in 1994, resulted in a document called the Salamanca Declaration, which emphasizes the inclusion of people with special educational needs² in the common education system (ABENHAIM, 2005; MACHADO, 2005; PRIETO, 2005). This declaration constitutes an important milestone for Special Education and school inclusion, as it legitimizes education for all and the inclusion of the minority group of people with disabilities in the regular education system, contributing greatly to the implementation of the Support Paradigm. According to this Declaration, inclusive schools must adapt to the students' needs (SANTOS; VELANGA and BARBA, 2017).

According to Nunes, Saia and Tavares (2015), the fight for the humanization of all human beings involves the acceptance of diversity in inclusive education; thus, when children with and without disabilities do not interact, we fail in their education, which may reflect on their future behavior. The authors argue that coexistence with different ways of being makes life easier for everyone, by making the world more flexible and overcoming the logic of prejudice.

The movement resulting from the Salamanca Declaration laid the foundation for the third paradigm of Special Education. According to Aranha (2004), the Support Paradigm, which emerged in the 1980s, values human diversity as a factor that enriches society. Thus, people with disabilities began to have the right to access regular schools and the knowledge offered to other students (ARANHA, 2004).

In the 1990s, as Aranha (2004, p.12) points out, "[...] in light of the defense of human rights, it was possible to see that diversity enriches and humanizes society when recognized, respected and served in its peculiarities." Thus, the need arose to build "[...] social spaces organized to meet the set of characteristics and needs of all citizens, including those with special educational needs." (ARANHA, 2004, p. 13).

In Brazil, students with disabilities were directed to regular classes in regular education through the National Policy for Special Education, published in 1994 (BRASIL, 2008). In 2003, the Ministry of Education created the Inclusive Education Program, with the aim of transforming education systems, organizing *Atendimento Educacional Especializado* (AEE) and enabling accessibility, to guarantee everyone the right to access schooling (BRASIL, 2008; SEMED-PVH, 2013).

The objective of the AEE is to promote school inclusion, using a Multifunctional Resource Room (SRM) to develop activities in order to assist the students with disabilities who study in regular schools in the learning process (BRASIL, MEC, 2010).

The SRM aims to promote the inclusion process, offering adequate material and pedagogical resources and specialized teachers for students with disabilities, with services outside of regular classes. Students with disabilities can seek services at the SRM in their regular school or in another institution.

The AEE aims to complement the student's education (BRASIL, MEC, 2009). Thus, Decree No. 6,571/2008, implemented by Resolution No. 4 of October 2, 2009, establishes that students with disabilities must be enrolled in regular education classes and in the AEE.

The pedagogical practice of the AEE in the resource room enables communication and the exchange of information between SRM teachers and other teachers in regular education

² The term people with special educational needs refers to people with some form of disability, high abilities or autism spectrum disorder. In this article, the terms *necessidades educativas especiais* e *necessidades educacionais especiais* have been used interchangeably.

The same terms in English correspond to "special educational needs" (Translator's note).

classes (BRASIL, MEC, 2009). Thus, the AEE seeks to minimize the barriers that prevent the full participation of students with disabilities, the target audience of special education from an inclusive perspective, in society, and also contribute to the formation and development the student's potential and learning (BRASIL, MEC, 2009). From the moment the student appropriates the knowledge produced historically, he or she will be able to act in society consciously, changing himself or herself and society.

Teachers play a fundamental role in the educational process, and the students' academic performance is directly affected by the professionals' training. Therefore, they must receive specific training to meet the special students' needs (UNESCO, 1994; NUNES, 2013; LIMA, 2024). The special education teacher at the SRM, who is responsible for organizing and planning the AEE, plays a key role in the learning process of students with disabilities, as explained by Pasian, Mendes and Cia (2017).

It is worth noting that inclusive education requires the specialization of regular education teachers, in addition to expanding the perspectives of the Special Education teacher, resulting in the concrete expansion of educational opportunities for each and every child, with or without special educational needs. In this context, Silveira, Enumo and Rosa (2012) and Lima (2024) emphasize the need for teacher training, explaining that the lack of specialized staff is one of the main elements that hinder the inclusion process. In addition, Bisol and Valentini (2014) state that one of the most significant difficulties in implementing inclusive practices is precisely the teacher's training.

In light of the above, one can see the extent of the challenges to be overcome in order to consolidate school inclusion. Therefore, the objective of this research was to analyze the challenges of including people with disabilities, with the purpose of rethinking inclusive education, seeking to consolidate the process of school inclusion.

Therefore, in order to understand the challenges faced in promoting the process of school inclusion, a Case Study was conducted at the Municipal School Senador Darcy Ribeiro, located in the Esperança da Comunidade neighborhood, one of the first educational institutions in Porto Velho/RO to accept students with disabilities. This school was founded in 1998 and accepted its first students with disabilities in 2002, even before the Specialized Educational Service (AEE), which only began in 2004, with the Multifunctional Resource Room (SRM) installation.

In this sense, to investigate the difficulties of schooling for students with disabilities and the contributions of AEE in this process, and to understand the relations and roles of school actors, the Focus Group technique was used, complemented by semi-structured interviews with eight school actors from the institution, who agreed to participate in the research. Ethical precautions were taken to ensure the confidentiality of the participants' identities, using fictitious names to identify them, and requesting authorization to publish the real name of the Senador Darcy Ribeiro School. In order to develop this research, the Ethics and Research Committee (CEP) obtained the Certificate of Presentation of Ethical Assessment (CAAE) number 69332917.6.0000.5300.

In order to identify the challenges faced by the Senador Darcy Ribeiro School in the process of school inclusion, the information collected in the meetings with the Focus Group and in the reports obtained in the semi-structured interviews are analyzed below.

2. The Inclusion Process Challenges: reports from participants

According to Bueno (2011), difficulties in the schooling process can be presented by children with or without disabilities, when inadequate or incompatible pedagogical processes are used. In this sense, the necessary resources must be provided by the school, which must also offer special pedagogical support, aiming to meet the needs and promote the inclusion of

students with disabilities (CAMPBELL, 2009). In this sense, the World Conference held in Jomtien recalls that education is a fundamental right of all, so that all people, of all ages, have access to basic learning content.

For inclusive schools to adapt to the needs of students, changes must be made in the following aspects: “[...] curriculum, buildings, school organization, pedagogy, assessment, personnel, school philosophy and extracurricular activities.” (UNESCO, 1994, p. 8). With this, the Salamanca Declaration emphasizes the inclusion of people with special educational needs in the common education system, in addition, it argues that inclusive schools must adapt to the students’ needs. In this sense, the Senador Darcy Ribeiro School made architectural changes when it welcomed students with disabilities, before the installation of the AEE. At that time, the school did not have adequate structure, even for students without disabilities, as the teachers reported in agreement. With this stance, the school actors broke the important attitudinal barrier of not accepting students with disabilities in regular education.

In addition to architectural barriers, it is essential to eliminate attitudinal barriers that, according to Rodrigues, Bernardino and Moreira (2022, p. 1321), “offer the greatest resistance to the consolidation of the Inclusion paradigm”. An example of this situation is the event that occurred with the school's first student, who had hydrocephaly and who, after completing the initial grades at the Senador Darcy Ribeiro School, was transferred to an institution that did not adapt to his needs, resulting in his dropping out of school.

In this way, we can highlight attitudinal barriers as an important challenge for the inclusion process. According to Rodrigues, Bernardino and Moreira (2022, p. 1320), “the greatest exclusionary barrier to be faced by a person with a disability is living in an environment that excludes them, directly or indirectly”. Furthermore, coexistence among children with or without disabilities allows for a more flexible view of the world and the overcoming of prejudice, according to Nunes, Saia and Tavares (2015). The main objective of the Support Paradigm is to eliminate all forms of architectural or attitudinal barriers towards people with disabilities (ARANHA, 2004).

The first two students with disabilities at the school studied had hydrocephaly. They were a boy and a girl, who entered the school before the start of the AEE. The girl used an adapted chair and had her own notebook which she carried out her writing activities, and also participated in social networks. The boy did not have these resources and had difficulty writing due to the weight of his head, which caused imbalance due to hydrocephalus. This highlights the importance of inclusive schools adapting to the needs of students, as emphasized by the Salamanca Declaration.

On the other hand, this student with hydrocephaly was able to perform mathematical calculations easily. However, due to his difficulty in writing, the teachers chose to give him oral tests, in which the student performed satisfactorily, as he was able to do mentally calculations. This fact proves the statement by Mendes, Denari and Costa (2022), that the existence of a physical disability does not indicate that the person has difficulties and disabilities in cognition, communication, and other aspects. Unfortunately, after completing the initial grades and transferring to the new school, this student dropped out of school. The math teacher at the new school remained indifferent to the student's needs and refused to give the student the oral test, which led him to drop out of school. In this case, the attitudinal barrier was an obstacle to the consolidation of the schooling process for students with disabilities. Inclusive schools, when adapting to the students’ needs (SANTOS; VELANGA and BARBA, 2017), are expected to promote humanization through interaction between children with and without disabilities, which should be reflected in social inclusion attitudes in the future (NUNES et al., 2015).

The requirement to adapt to students' needs is a major challenge in the inclusion process. In the case of the student, the need met was in the adaptation of the assessment method. And, in the case of the student, it is clear that the use of the adapted chair and access to the notebook

facilitated the learning process and the completion of her school activities, in addition to her socialization. In this way, the student's difficulties were minimized and her potential was better utilized. Thus, the importance of using appropriate methods and government investment in the acquisition of specific equipment that meets the needs of each student is demonstrated.

The main focus of the inclusion policy is coexistence and sociability among students, and not the systematic pursuit of knowledge (Garcia, 2013). In agreement, a teacher from the regular classroom at the Senador Darcy Ribeiro School observes that the stimuli and support offered in the AEE can result in significant improvements in the students' development. It is worth noting that this institution, which received students with disabilities before the structuring of the AEE, had the opportunity to evaluate the students' development, before and after the installation of the SRM. This information confirms that the AEE favors the instruction and development of the abilities of students with disabilities, in agreement with Brasil, MEC (2009).

However, in addition to the structuring of the SRM, the AEE teacher needs to be trained to use pedagogical resources, enabling the learning of students with disabilities. Therefore, the Special Education teacher in the SRM plays a fundamental role in the learning process of students with disabilities, according to Pasian, Mendes and Cia (2017).

In this sense, we realized that the lack of resources and investments constitutes another challenge in the school inclusion process, since, after the installation of the SRM in the school studied, the materials needed to carry out the service were not renewed with the appropriate frequency. As a result, as reported by the school stakeholders, they needed to promote actions to raise the necessary resources, through donations and sponsorships, to replace the materials.

Based on the Salamanca Declaration, the fundamental principle of inclusive school consists of overcoming obstacles through joint study by all children, accepting their differences. According to UNESCO (1994), as confirmed by the experience of several countries, the peak of educational development and the best participation in society is achieved by children with disabilities in inclusive schools. According to Aranha (2004), when recognized, respected and served in its peculiarities, diversity enriches and humanizes society.

However, based on the research carried out, it was possible to verify that the progress identified, in the majority of students with disabilities, represents achievements from a personal and social point of view. According to Schwartzman et al. (1999), social relations are crucial to promoting the cognitive and emotional development of children with disabilities.

According to reports from the school principal, at the time the SRM was installed, students with disabilities had difficulty learning to read and write, confirming that the education of students with disabilities is a major challenge in the process of school inclusion. He explains that, after 10 years as principal, he observed that of the 15 students with Down syndrome, only 3 left the institution knowing how to identify words. On the other hand, the first AEE teacher pointed out that the students did not receive schooling because their difficulties were not overcome, that is, the resources available did not allow them to overcome them.

Participation in the schooling process, on equal terms with children without disabilities, cannot be guaranteed by the simple presence of children with disabilities in the regular classroom. Bueno (2011) explains that students who do not have the conditions to receive the same level of education as other children without disabilities can be excluded from special education.

In addition to the specific resources required by students with disabilities to overcome obstacles, teachers trained in the use of these resources are needed. However, one of the most significant difficulties in implementing inclusive practices is precisely teacher training, as stated by Bisol and Valentini (2014). Additionally, the process of educating students with disabilities requires that these teachers must be attentive and sensitive to the difficulties and needs of each student. As Bueno (2011) warns, the lack of minimum preparation of teachers reduces their contribution to pedagogical work, which can result in difficulties in the education process of all children, with and without disabilities.

Based on the teachers' testimonies, it is clear that the courses taken were not sufficient to provide the necessary foundation for safe and confident practice. Lack of knowledge and outdated knowledge result in insecurity, which can compromise the professional's performance. The complexity and importance of the task to be performed by the participants requires the courses provision to update knowledge, to enable the confidence that is essential for successful work development. Therefore, the training of school actors stands out as a challenge in the inclusion process. According to Silveira, Enumo and Rosa (2012) and Lima (2024), one of the main elements that hinder the process The inclusion process is the lack of a specialized team with trained teachers. Sant'Ana (2005) and Baumel (2012) clarify that teacher training cannot be restricted to occasional courses, but should include training, supervision and evaluation programs that are carried out in an integrated and permanent manner.

Bueno (2011) explains that the implementation of inclusive education must be gradual to enable the regular education and also of special education adaptation, with the construction of institutional and pedagogical policies that ensure the increase in the education quality, not only for special education students, but for all regular education students.

It is important to analyze and learn from each of the challenges, so that children and young people with multiple or severe disabilities can be educated, reaching their maximum potential, and obtaining maximum independence in adult life, since they have the same rights as others in the community, as established by the Salamanca Declaration.

Given the challenges reported, it can be stated that the Darcy Ribeiro School contributed to overcoming prejudice and to a different view of disability. However, there was a lack of public investment and adequate training for its employees, so that, in addition to the socialization process, it could promote the schooling of people with disabilities.

Final Considerations

The Darcy Ribeiro School, one of the pioneers in the inclusion process in the state of Rondônia, accepted students with disabilities from 2002 onwards, before the start of the AEE, which took place in 2004. Thus, this school, located in the outskirts of Porto Velho/RO, contributed to changing the historical concept that children with disabilities could not attend regular schools, and to overcoming this stigma in the Esperança da Comunidade neighborhood, where it is located, and in the surrounding areas. In this way, this institution aroused the interest of parents in enrolling their children with disabilities, who remained isolated at home, in regular education.

The school actors worked hard to transform the school and enable the inclusion of students with disabilities, contributing to the humanization of all students, through the acceptance of diversity and overcoming the logic of prejudice, in agreement with Nunes, Saia and Tavares (2015); Machado and Walter (2023) and Lima (2024).

Although the difficulties in the schooling process of students with disabilities have not been completely overcome, probably due to the contribution of the lack of adequate pedagogical resources, the important achievement of autonomy by students, inside and outside of school, was still confirmed by the school actors.

The progress identified in the students, for the most part, represents achievements from a personal and social point of view, which are decisive for the promotion of the cognitive and emotional development of children with disabilities, according to Schwartzman et al. (1999). This gain can be attributed to the service provided in the Multifunctional Resource Room, with the use of educational games, figures and materials, enabling the understanding of the social environment in which the student is inserted. In this way, it is possible to analyze the important contribution of the AEE in the learning process of students with disabilities.

The teacher plays a fundamental role in the educational process, therefore, they must receive appropriate training, according to the needs of the school routine. In this sense, Bisol and Valentini (2014) state that this preparation constitutes one of the most important difficulties for the implementation of inclusive practices.

The lack of adequate initial and continuing education courses created a significant gap in the training of school actors at the Darcy Ribeiro School, with consequences for the schooling process of students with disabilities. In this sense, there is a need for a more significant change, with the provision of permanent programs, with courses more interconnected with the reality of the teachers' work, and with content appropriate to the school context.

Finally, the Darcy Ribeiro School served all students, without distinction, contributing to overcoming prejudice and to a different view of disability. She received one of the first SRMs in Rondônia and her collaborators sought to develop non-discriminatory pedagogical practices, recognizing the uniqueness of each child. Although most students with disabilities were not literate, they benefited from important achievements from a personal and social point of view, essential for their cognitive and emotional development, which could remain compromised if they were kept isolated in their homes. However, there was a lack of public investment and adequate training for school personnel to make the inclusion process effective, with the schooling of people with disabilities.

Therefore, the analysis of the challenges faced by The Darcy Ribeiro School, in meeting the special educational needs of students with disabilities, allows us to rethink the education we have and the education we want to achieve, to consolidate the school inclusion process.

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