

# MODULATION OF THE CONDUCT OF PEOPLE WITH DISABILITIES IN THE BRAZILIAN CONTEXT OF INCLUSIVE EDUCATION<sup>1</sup>

## *A MODULAÇÃO DAS CONDUTAS DAS PESSOAS COM DEFICIÊNCIA NO CONTEXTO EDUCACIONAL BRASILEIRO DE INCLUSÃO*

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**ABSTRACT:** In this paper, we have analyzed how investments in the modulation of the conduct of people with disabilities have been made by the school inclusion policy in the Brazilian society since the last decade of the 20<sup>th</sup> century. In order to perform such analysis, we have used the notions of government by Foucault (2008a, 2008b), and modulation by Deleuze (2013) as analytical tools. By considering a group of legal documents that both guide and regulate the inclusion of people with disabilities in the regular school, we have attempted to show that the practices of the Brazilian State to act on the modulation of the conduct of those people aim to constitute subjects that are able to invest in the development of their individual competences along their educational process. In line with the school inclusion policy, organized in the arena of the neoliberal governmentality, different strategies have been used to minimize the social risk of exclusion of those subjects. Hence, the actions taken by the State are structured as a net and they articulate different sectors to guarantee equal conditions of access, participation and development to everyone and, thus, enhance participative, autonomous and learning forms of life throughout their lives, with flexible conducts and able to adapt to the continuing changes of our time.

**KEYWORDS:** Special Education. School Inclusion. School Inclusion Policies. Modulation.

**RESUMO:** No presente artigo, analisamos como vêm sendo operacionalizados investimentos na modulação das condutas das pessoas com deficiência pela política de inclusão escolar em curso na sociedade brasileira desde a última década do século XX. Para desenvolver essa análise, utilizamos como ferramentas analíticas as noções de governmento, a partir de Foucault (2008a, 2008b), e de modulação, conforme desenvolvida por Deleuze (2013). Ao olharmos para um conjunto de documentos legais que orientam e regulam a inclusão das pessoas com deficiência no espaço da escola comum, buscamos mostrar que as práticas operadas pelo Estado brasileiro na modulação das condutas dessas pessoas têm como objetivo constituir sujeitos capazes de investir no desenvolvimento de suas competências individuais ao longo de seu processo de formação. Pela política de inclusão escolar, organizada na arena da governamentalidade neoliberal, são utilizadas diferentes estratégias para minimizar o risco social da exclusão desses sujeitos. Assim, as ações desenvolvidas pelo Estado são organizadas em rede e articulam diferentes setores para garantir condições equânimes de acesso, participação e desenvolvimento a todos e, com isso, incrementar formas de vida participativas, autônomas e aprendizes ao longo da vida, com condutas flexíveis e capazes de adequar-se às constantes mudanças do nosso tempo.

**PALAVRAS-CHAVE:** Educação Especial. Inclusão Escolar. Políticas de Inclusão Escolar. Modulação.

## 1 INTRODUCTION

Nowadays, the social, cultural and educational movements for the country's development have promoted the capillarization of practices directed to the promotion of a

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quality education to all. Based on the analysis of the policy of school inclusion in the Brazilian society since the last decade of the 20th century, in this paper, we discuss how technologies for modulating the behavior of people with disabilities have been constituted in view of the promotion of inclusive educational processes. It should be noted that this paper results from a PhD research developed between 2013 and 2017 by the first author (Graciele Marjana Kraemer) under the guidance of the second one (Adriana da Silva Thoma)<sup>4</sup>.

In the Brazilian scenario of the last decades, education policies and actions that aim to make the right of people with disabilities to the common school form part of a rationality that is based on the order of the investment. This places the inclusion of people with disabilities as the central theme of political and educational debates. As a promising path, the investment scenario widens when long-term actions are taken into consideration; see Law No. 13,005 of June 25, 2014, which approves the National Education Plan (2014-2024), which, by presenting 20 goals to be achieved during a decade, sets out specific strategies for educational levels stipulated by international organizations.

On the one hand, the dissemination of the right to a common school for people with disabilities requires establishing, in a given period, promising investments for the development of the potential of all individuals, in order to make them participatory subjects, learners, autonomous and citizens who have developed certain skills and competences. On the other hand, in addition to accomplish the inclusion of people with disabilities, the mobilization and the responsibility of all in the implementation of this movement become the conditions of our time, since there is the social mobilization as necessary investment, qualification as a key for efficiency and social responsibility as a principle to be followed (Rech, 2015).

The focus of the prevalence of a society of rights - from a neoliberal governmentality - is to know and make visible and governable the living conditions of people with disabilities as part of the population. Thus, from the risk management bias, the effects of exclusion and only the effects are mitigated. Meanwhile, inclusion is inserted in the broader framework of the new social, economic, cultural and political phenomena present in the contemporary world (Veiga-Neto, 2008).

## 2 METHOD

For the proposed problematization, the concepts of governance from the studies of Foucault (2008a, 2008b) and modulation based on Deleuze (2013) are taken as analytical tools. We understand that these concepts are potent in the research because we aim to analyze a set of practices whose purpose is to operate through strategic technologies in the modulation of conduct, constituting the possible field of actions of others (Foucault, 2013), and also a series of actions aimed at modulating their own conduct. Governmentality is here understood from the studies of Michel Foucault (2006, p. 286) - as the “range of practices by that constitute, define, organize, and instrumentalize the strategies which individuals in their freedom can use in dealing with each other”.

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<sup>4</sup> This study is a revised and expanded version of the results presented at the First Graduate Meeting on Education: Research and Evaluation: Challenges and Current Perspectives, promoted by the Graduate Program in Education, Federal University of Rio Grande (FURG), from August 1 to 2, 2017.

From the political and economic rationality of neoliberal governmentality, investing in the implementation of the goals set for the development of educational indices increases levels of participation of the subjects in the processes of in/exclusion in the space of the common school. In this perspective, we begin to understand the school inclusion policy from different grades of participation, because, when analyzing school inclusion policy through the lens of governmentality, we understand it as a tool aimed at the management of individuals, [as] governmentality is focused on the individualities in relation to the population (Lopes, 2011). When objectifying a productive way of conducting the population, governmentality is a rationality that aims to save, protect (from internal and external dangers), educate/discipline, order, watch, monitor, ensure, manage one by one (Lopes, 2011).

### 3 RESULTS

In the intelligibility grid of neoliberal governmentality, we understand that the social and education policies implemented by the Brazilian State in the last decades do not aim at equality as an objective to be attained, but at establishing equitable conditions for the participation of all (Foucault, 2008b). Equity implies an “increasingly individualizing modulation of the application of the law, and, as a consequence of this, a reciprocally psychological, sociological, anthropological problematization of the person on whom the law is applied” (Foucault, 2008b, p. 342). Thus, in the investments made by policies to promote conditions of access and participation of people with disabilities, we observed that their behavior has been modulated based on specific issues that comprise the constitution of each subject and the organizing logic of life forms and of contemporary society. Regarding equity, each subject elaborates their forms of participation and development, considering the conditions promoted by the State.

To this end, state interventions increasingly depend on the environment, since participation is not natural, but it must be produced, fed by each subject in a constant process of individualization. From the economic development estimated for the nation, individuals are urged to invest permanently in their skills and competencies. This is presented as a characteristic of the configuration of life practices of the control society, in which, according to Deleuze (2013, p. 225), “the corporation replaces the factory, perpetual training tends to replace the school, and continuous control replaces the examination”. If, in disciplinary society, confinement is the mold that defines, organizes, models and scrutinizes subjects, in the control society, modulation, while a self-deforming molding, in a permanent process of modification, forms undulatory forms of life, orbit, being subject to continuous transformations (Deleuze, 2013). In this condition, subjectivity emerges as an articulating element of different technologies of self-government and of others that have privileged strategies of individualization and self-definition as particular modes of conduct and, therefore, of permanent exercise for its construction and transformation (Marín-Díaz, 2012).

It is through particular ways of conducting behaviors and the constitution of subjectivity that, nowadays, school inclusion is one of the ways found to ensure that the individual reaches a favorable economic, social and cultural condition - education and health. Making such an investment has been considered as a way to promote social change in the short and medium term (Santos & Klaus, 2013). In the organization chart of Brazilian inequality, school inclusion policy of people with disabilities constitutes a productive movement to

minimize disparities and social risks. In this bias, the Brazilian State has invested in practices that, in addition to structuring conditions of participation, invest in the organization of self-regulated lifestyles, which bend to the rules of a global political order: lifelong learning and perpetual training, aiming at the development of skills and competences.

#### 4 DISCUSSIONS

As Deleuze developed in his studies, with the displacement in the 20<sup>th</sup> century of the order of disciplinary societies for the control societies, the practices of conduct, formerly operated by institutions, are now developed by the subjects themselves, in the logic of self-government. “In the societies of control, on the one hand, what is important is no longer either a signature or a number, but a code: the code is a password, while, on the other hand, the disciplinary societies are regulated by watchwords” (Deleuze, 2013, p. 222). From this, the emphasis of the school inclusion policy - Law no. 13,146, of July 6, 2015 - has been based on practices that aim to cover the largest possible portion of the population, comprehending, in Article 27, that: Education constitutes the right of the person with disability, *ensuring an inclusive educational system at all levels and lifelong learning, in order to achieve the maximum possible development of their physical, sensory, intellectual and social skills and abilities, according to their characteristics interests and needs* (Law no. 13,146, 2015).

In a rationality that supposes the necessity of a permanently effective learning in the course of life to reach the maximum possible of the talents and the individual abilities, the apprentice subject constitutes him/herself in continuous movement or involved in continuous process of accumulating competences in order to satisfy learning needs (Simons & Masschelein, 2015). The reconfiguration of time, space, and the gears that organize institutions, among them the school, puts under tension the condition of a contemporary student, since he/she, as a learner, no longer needs standardized supervision and instruction, but he/she needs permanent monitoring, training, feedback (Simons & Masschelein, 2015). This emphasis defines as a precept of the control society the optimization of individual and collective conduct by means of investments in skills. In the logic of optimizing life, neoliberal inclusion policies require greater mobility of the subjects to keep them always active and included, albeit at different levels of participation (Santos & Klaus, 2013).

Therefore, the mobilizing rationality of the contemporary capitalist system does not properly constitute neither subject nor object, but subjects and objects in continuous variation, generated by modulation technologies, which are in turn in permanent variation (Lazzarato, 2006). Contemporary subjects no longer fit the profile of the modern tradition, that permanently alter their way of life and participation in social networks. Based on the studies of Deleuze (2013), we understand that the market, from a business configuration, has organized life forms and participation of the subjects in which characteristics such as productivity, efficiency and effectiveness are criteria that base the approach of education policies, especially those of the last three decades. In this way, practices are promoted that aim at effecting the uninterrupted production of participation flows, lifelong training, investment in the development of individual competences and the extension of relations between public institutions and private organizations, shaping life management which prioritizes results in terms of development. From this configuration,

the modulation of behaviors is not directed to the constitution of docile, productive and useful life forms, but to the constitution of participatory, active, flexible, and autonomous subjects, managers of their life from a formation process aligned with the anticipated needs for the individual development and the demands of the market.

When analyzing documents that guide and regulate actions in the Brazilian education, among them, those directed to the education of people with disabilities, we realize that, from the middle of the first decade of our century, the direction of actions for school inclusion has been displaced of practices that aim to promote participation and autonomy, to promote participation and learning. With this, we do not affirm that autonomy ceases to be one of the prerogatives of the school inclusion policy. However, we believe that, when aiming to promote the autonomy of the person with disability, it is considered relevant to produce investments that promote, in addition to participation and autonomy, learning and the development of skills. In this way, the Brazilian State has developed strategic actions, among which we highlight some in Table 1 that follows.

Program	Purpose of the program
<p><i>Programa Escola Acessível</i> (Accessible School Program)</p>	<p>The Program aims to promote the accessibility and inclusion of students with disabilities, global developmental disorders and high skills/giftedness enrolled in common classes of regular education, assuring them the right to share common learning spaces through <i>accessibility to the physical environment, educational and pedagogical resources and communication and information</i>. The Accessible School Program is a structuring measure for the consolidation of an inclusive educational system, contributing to the achievement of the goal of full inclusion, an indispensable condition for quality education.</p>
<p><i>Programa de Implantação de Salas de Recursos Multifuncionais</i> (Multifunctional Resource Room Deployment Program)</p>	<p>The Program aims at supporting the organization and offer of Specialized Educational Service (SES), provided in a supplementary way to students with disabilities, global developmental disorders, high skills/giftedness enrolled in common classes of regular education, <i>assuring them conditions of access, participation and learning (Programa de Implantação de Salas de Recursos Multifuncionais, 2010, p. 2, emphasis added)</i>. The implementation of the Multifunctional Resource Rooms in the common schools of the public school system attends to the historical need of the Brazilian education to <i>promote the conditions of access, participation and learning of the target population students of special education in the regular education</i>, making the provision of the specialized educational service in a complementary or supplementary way to schooling possible (<i>Programa de Implantação de Salas de Recursos Multifuncionais, 2010, p. 2, emphasis added</i>).</p>
<p><i>Programa de Acompanhamento e Monitoramento do Acesso e Permanência na Escola das Pessoas com Deficiência Beneficiárias do Benefício de Prestação Continuada da Assistência Social – Programa BPC na Escola</i>  (Program for following-up and Monitoring the Access and Permanence in the School of People with Disabilities Beneficiaries of the Continued Provision of Welfare Benefit – ‘BPC’ Program in the School)</p>	<p>Interministerial Program, under the responsibility of the Ministry of Education, Ministry of Social Development and Fight against Hunger, Ministry of Health and Special Secretariat for Human Rights of the Presidency of the Republic, instituted by Interministerial Ordinance No. 18, of April 26, 2007. In this action, <i>the data of the beneficiaries of the BPC are paired with the enrollment in the School Census annually, in order to identify the access and exclusion rates</i>. The Program is organized through the articulation between the Interministerial Management Group, the State Management Group, the District Management Group and the Local Management Group. (BPC na Escola, 2009, p. 2). The Program aims at <i>following up and monitoring the access and permanence of people with disabilities at school, beneficiaries of Continued provision of welfare benefit - called BPC, in the age group 0 to 18 years old, through the articulation of education, health, social policies and human rights, favoring their full development and social participation</i>. (BPC na Escola, 2009, p. 2)</p>

**Table 1.** Programs and actions to promote the inclusion of schoolchildren with disabilities  
Source: Elaborated by the authors based on research materials (2017).

When analyzing these three programs, among others promoted by the Ministry of Education, we verified an investment operated by the State with the purpose of guaranteeing to the people with disabilities spaces of school where participation, autonomy and learning are gradually encouraged. In the section that follows, we broaden this analysis, directing us to the questions that encompass practices in the common teaching and the Specialized Educational Service (SES) aimed at the development of the competences of the subjects with disabilities.

#### 4.1 THE MODULATION OF THE CONDUCT FOR THE CONSTITUTION OF SUBJECTS CAPABLE OF INVESTING IN THE DEVELOPMENT OF THEIR INDIVIDUAL COMPETENCES

With regard to the development of skills and competences through the promotion of learning conditions for people with disabilities, it is verified that the State has been developing actions to guarantee educational spaces that foster and promote the enhancement of individual capacities. These strategies, either alone or in a network, will be put into operation with the objective of guaranteeing to each one of the subjects placed under the State performance spectrum their permanent inclusion in the market game (Lopes, Lockmann, & Hattge, 2013). In the context of a society regulated by the need for participation of all, the State has reiterated the need for: Enhancement of educational systems, aiming at *guaranteeing conditions of access, permanence, participation and learning*, by offering services and accessibility resources that eliminate barriers and promote full inclusion; *Adoption of individualized and collective measures in environments that maximize the academic and social development of students with disabilities, favoring access, permanence, participation and learning in educational institutions.* (Law no. 13,146, 2015, article 28).

The practices that have been organized and developed by the State demarcate the pertinence of the promotion of an inclusive educational system aimed at achieving the *academic and social development of students with disabilities*. The investment in the actions promoted in the school space is directed to the guarantee of personal development, because to enter the economic game of neoliberalism, we need learning so that there is an investment in our lives and we can multiply our human capital (Sikilero, 2016).

In a rationality in which the need for a permanent investment in people's own abilities prevails, it is inferred that the good apprentice is the one who knows his/her strengths and weaknesses, and is aware of his/her remaining educational needs (Simons & Masschelein, 2015). It is in this logic that the modulation of the conduct operates for the constitution of singular subjects and that the learning must be potentialized, in such a way that it is considered necessary: *make learning the center of schools*, ensuring the time it takes for all to learn; to reprove repetition; make room for cooperation, dialogue, solidarity, creativity and critical thinking to be practiced by their teachers, managers, staff and students, as these are minimal skills for the exercise of true citizenship; valuing and continuously training the teacher, so that he/she can update him/herself and teach with quality (Ropoli, Mantoan, Santos, & Machado, 2010).

In this process, the school, in articulation with other sectors and in order to involve the entire school community, is the institution responsible for promoting and developing



learning conditions for all subjects, regardless of the singularities of each one. The articulation, in the school inclusion policy, takes significant contours in modulating the conduct of people with disabilities, since it is considered a possibility to establish the governance of the life of children and young people, so that they have the opportunity to learn and to remain active and participate in society (Sikilero, 2016).

In the promotion of actions that enable the development of people with disabilities in their capacities, the State provides articulated service network, with intersectoral action, at different levels of complexity, in order to meet the specific needs of the person with disability (Law no. 13,146, 2015, article 15, point IV). In the practices developed in the school environment, it is recommended that inclusion policy promotes interaction among classmates, collaborative learning, solidarity among students and among students and teacher (Resolution no. 4, 2010).

From the Salamanca Statement from 1994, in the development of actions that provide a gradual process of inclusion of people with disabilities, the school occupies a central position. The school space is configured as one that must educate all students, facing the situation of school exclusion of children with disabilities, those living on the streets or working, gifted, socially disadvantaged and those with linguistic, ethnic or cultural policies (National Policy on Special Education in the Perspective of Inclusive Education [PNEEPEI]<sup>5</sup>, 2008).

In order to manage the conduct of people with disabilities so that they can participate in the logic of a society organized by neoliberal economic rationality, providing access, participation and learning for all is central to the practices developed in the SES. It should be pointed out that the general rule of a neoliberal state is the rule of non-exclusion. To Foucault (2008a, p. 277), “the whole society must be permeated by this economic game, and that the essential role of the state is to define the economic rules of the game and make sure they are in fact applied”. In order to do so, “it is up to society and to the rules of the game imposed by the state to ensure that no one is excluded from this game” (Foucault, 2008a, p. 278). Access, participation and learning are principles that mobilize practices that lead the conduct of the population within a neoliberal rationality.

We understand that the articulation, both between different sectors that are beyond educational issues, and between the proposal of work of the common classroom and the one of the Specialized Educational Service, confers regimes of truth in the development of the potentialities of the subjects. By seeking to maximize the positive elements of each and minimizing the risks that may intervene in learning, technologies are organized to produce the behaviors that this logic requires. This perspective uses education as a productive and privileged space for investments in human capital to be made effective.

As a possibility of investing in the development and expansion of the potential of the student with disability, standardization and control technologies are the processes inherent in individual development. For this, as a vital strategy in the perspective of a control society, it is preponderant that the Case study planning, elaboration of a specialized educational service plan, organization of resources and services of accessibility and availability and pedagogical

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<sup>5</sup> In Portuguese it is called *Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva*.

usability of assistive technology resources are evaluated (Law no. 13,146, 2015, article 28, point VII).

In the unfolding of practices that aim at the school inclusion of people with disabilities, the planning and its effective implementation are carried out in partnership between the management of the school, the common classroom teacher and the SES specialist teacher. In the SES's approach, the objective is to complement and/or supplement the training of students with a view to their autonomy and independence in and out of school. Thus, the teacher who works in the SES, in multifunctional resource rooms, unlike the Special Education training - offered until the mid-1990s to work with students categorized in a certain disability group - must now have an initial training that enables him/her for the exercise of teaching complemented with a later training in SES, and must know and understand the forms of learning of the subjects that compose the public of Special Education.

In the bias of the school inclusion policy, actions of political and ethical conduct are forms of being that align with the current social model, in which behaviors and conduct are inclined to principles of autonomy, participation and development of individual skills as learners. The responsibility of the public authority in this regard is to adopt supportive measures that favor the development of linguistic, cultural, vocational and professional aspects, taking into account the talent, creativity, skills and interests of students with disabilities (Law no. 13,146, 2015, Article 28, point IX). In modulating the conduct of the person with disability through investments for the development of individual competences, we are inclining towards processes of pluralization of the constitution of the learner. Thus, specific strategies (FM - Modulated Frequency, Audiodescription, Sign Language, Assistive Technologies), which aim to strengthen the conditions of participation in the unique needs of people with disabilities, are the technologies used to promote autonomy, participation with a view to the effectiveness of learning and individual development. Based on this approach, in the following section, we direct our analysis to investments in accessibility with the aim of forming participative behaviors.

#### **4.2 ACCESSIBILITY AS A STRATEGY TO MINIMIZE THE SOCIAL RISK OF EXCLUSION AND TO CONSTITUTE PARTICIPATORY, AUTONOMOUS, FLEXIBLE AND LIFELONG LEARNING SUBJECTS**

In order to guarantee accessibility, it is foreseen, in the policy of inclusion of people with disabilities, a pedagogical action that meets the specifics of each student: Education systems should organize the conditions of access to spaces, pedagogical resources and communication that favor the promotion of learning and the appreciation of differences, in order to meet the educational needs of all students. Accessibility must be ensured through the elimination of architectural, urban, building barriers - including facilities, equipment and furniture - and in school transport, as well as barriers to communication and information (PNEEPEI, 2008).

In this context, among the actions implemented by the State to promote learning in order to meet the needs of all students, are those that recommend to implement a national program for the restructuring and acquisition of equipment aimed at the expansion and improvement of the physical network of public schools that work in the education of young people and adults integrated into professional education, guaranteeing accessibility to the person with disability (Law no. 13,005, June 25, 2014).



The policy of school inclusion has produced practices that aim to respect the singularity and the individual competences of individuals with disabilities - as well as the competences of all the others - to the constitution of apprenticeships. Nowadays, respect for individuality has supported actions for the development of an apprentice conduct, which must be flexible and permanently active, and work collaboratively for the future in a decentralized world. In this sense, school inclusion in the context of the learning society has established the need for investments in the permanent formation of all and unfolded in a network that encompasses a series of knowledges to consolidate and legitimize investment in lifelong learning. Therefore, in modulating behaviors, the contemporary subject is the one that, in a permanent movement for his/her development, accumulates learning outcomes in the individual's learning path (Simons & Masschelein, 2015).

In a discursive regime that articulates inclusive education and the need for lifelong education, investments in the order of accessibility interfere in the constitution of governable subjects within a neoliberal rationality. In this rationality, the State, in its centrality, is thought of as responsible for the social construction of new needs and greater competences (Veiga-Neto, 2000). In view of this political configuration, the subjective constitution of people with disabilities, based on a logic that calls for permanent participation, has modulated their conduct so that each one can participate and share the common spaces of learning in a productive way.

Driving the conduct of people with disabilities in a neoliberal governmentality is based on two fundamental rules: the first is to remain permanently active, and the second is to ensure that everyone is included, even if at different levels of participation (Lopes, 2009). According to Lopes, for these rules to become constitutive of contemporary lifestyles, it is relevant that everyone be educated to enter the game, to remain in it, and to desire such permanence (Lopes, 2009). In the analysis concerning the policy of school inclusion, we observed that the modulation of participatory and autonomous behaviors has been mainly due to accessibility.

In this logic, the State strengthens itself by operating as a social mediator that articulates and creates strategies capable of managing the life of each individual and the collective of the population (Lopes & Fabris, 2013). As a mediator, the development of practices that aim at improving the life of the population, on the part of the State, is aligned with the need for mobilization of all. Thus, in one of the ways of developing articulated actions to promote accessibility, the State calls for active participation of the entire school community, considering the point of view and appreciation of the family, students, management team, SES and common room teachers (*Documento Orientador: Programa escola acessível*<sup>6</sup>, 2013).

In the development of practices aimed at modulating the conduct of people with disabilities for participation and learning, the actions foreseen in the Accessible School Program have been designed as an effective measure to eliminate barriers and promote autonomy for the target population of special education (*Documento Orientador: Programa escola acessível*, 2013). Regarding actions for the government of the life of people with disabilities to become autonomous and participative, we point out, from Foucault, that governing subjects do not demand that they be forced "to do what the governor wants; it is always a versatile equilibrium,

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<sup>6</sup> Guidance document: Accessible school program.

with complementarity and conflicts between techniques which assure the coercion and processes through which the self is constructed or modified by himself” (Foucault, 2011, p. 156). Thus, in the governance of conduct by the bias of a balance point, participation is a condition for the autonomy of the subject. In other words, in modulating the behavior of people with disabilities, participation is one of the basic conditions for the promotion of autonomy, and this process, within the analysis of the policy of school inclusion, is developed from accessibility.

Therefore, in the disposition of discursive regimes that inscribe the inclusion of people with disabilities in neoliberal governmentality, relations between inclusion and neoliberalism make, among other things, to know more and more individuals, to position them in the game and to increase their participation and productivity through circulation possible (Machado, 2016). According to Rech (2015), this participation and productivity, provided for by the logic of the movement of people with disabilities, contributes greatly to the inclusion of a movement that is in flux, that is, which aims at the continuity and permanence of the subjects. It should be understood, then, that the quest for skills is what helps us to think of inclusion as a flow-skill strategy, since within a flow that needs to be continuous we also need to develop skills to become more and more efficient subjects (Rech, 2015).

As a result, modulation of subjects’ conduct has been organized from an emphasis on the development of individual competencies. This is not to say that knowledge of content, or the development of discipline-knowledge, neither become more present, nor it has lost its relevance and meaning. However, modulating conduct requires investment in the abilities and individual talents. In political anatomy of the body, it is estimated that personal talents and abilities must be potentialized so that participation, development and learning become gradual and effective.

Thinking about the organization of learning space and time advocates the displacement of a temporality that is organized from the logic of the modern school, in which everyone learns certain content at certain levels by modulating conduct that invest in personalization of the talents. In this sense, each student is considered different, has his/her specificities, his/her learning time and his/her learning conditions. This is aligned to the mold of a control society in which individual experience requires mechanisms and strategies that go beyond the logic of the average student taken as the standard of learning normality. In this society, control becomes internalized by the subject as a vital element for development itself.

One of the strategies mobilized by the discursive order that foresees an inclusive common school focused on the differences of the students is instituted by the necessity to carry out an educational process attentive to the participation and the progress of all, always considering the individual conditions and the competences of each subject. In this organization, it is understood that the Specialized Educational Assistance Professional (SES) is the one that will have strategies to complement and/or supplement the student’s development and learning, based on resources, methodologies and practices that enhance the participation of all with autonomy and independence. It is the specific interventions that condition specific forms of participation and move the field of Special Education to the supportive position.

With this displacement of the field of Special Education, it is conceived that its action takes place in an articulated way with the common teaching, orienting to the attendance to the special educational needs of these students (PNEEPEI, 2008). On the one hand,

the Specialized Educational Service is configured in a temporality and spatiality aimed at managing the risk of non-learning, non-participation and the inability of autonomy regarding the curricular organization of the common school. With Decree No. 7,611, of November 17, 2011, the Specialized Educational Service starts to integrate the pedagogical proposal of the school, involve the participation of the family to ensure full access and participation of students, meet the specific needs of the target population of special education (Decree no. 7,611, 2011, Article 2). On the other hand, the configuration of environments that foster the development of each student's potential contributes to the fact that the marks of disability, lack, and disability are minimized. In governing the conduct of people with disabilities, investing in environments that maximize individual capacities, minimizing the effects of lack, becomes a process that regulates one's living conditions. For this, in a normalization process, the most deviant abnormalities are approximated to the established standard, and thus the risk of school failure is managed in a calculated way.

## 5 CONCLUSIONS

We understand that the promotion of conditions of access, participation and learning, the modulation of the conduct of people with disabilities have instituted ways of being participative, autonomous, flexible and apprentices. In the order of a neoliberal governmentality, it is necessary for the social inclusion of all, that is, inclusion and entrepreneurship are processes that feed in the production of a safer society (Santos & Klaus, 2013). In the logic of a safer society, self-management and mobility are fundamental for society to function with a minimum of cost (Santos & Klaus, 2013).

In the analysis developed, we observed that, by the logic of a society governed by a power that controls everything and in which communication is continuous, modulation of the conduct of people with disabilities is also the result of a media machinery. Such machinery, through its discursive practices, over the last three decades, has produced subjectivities aligned with the demands of neoliberal political and economic rationality. By means of the media machinery, the techniques of subjection of the control society by the modulation of the desires and manipulation of the subjectivities produce the public opinion, being important sources of capture of the activities of creation and invention of the possible (worlds).

In relation to school inclusion policy, different strategies are operated that aim to foster and create conditions for the participation of all, since school inclusion, among other aspects, initially aims at minimizing social risks. In this way, we understand that, in the practices implemented by the school inclusion policy, the effects of these investments operate in modulating the behavior of people with disabilities, aiming at the constitution of participatory, flexible autonomous subjects and apprentices.

Inclusion discourse associates individual development with the promotion of an education that enhances the conditions of insertion in the labor market and in society. In this investment, organized from the configuration of a politically and economically organized society in the sphere of the global agenda, subjectivities have been organized and manufactured in line with a series of rules of conduct: initiative, will, interest and individual responsibility. In addition to the promotion of individual participation and development, inclusion operates

in the constitution of singular life forms: cosmopolitan subjectivities that are in permanent investment condition.

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