

Inclusion and Education: Challenges of Children with Special Needs in the Regular Teaching Room and the Challenges of the Teacher Who Works in the Early Childhood Education

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ABSTRACT

We are experiencing a worldwide moment in which children with special needs are included in the regular classroom, where the law determines how inclusion should work in schools, but in practice, this reality is still much masked, since there are professionals who are not prepared and challenges teachers to face in the classroom. The general objective of the research is to analyze the main challenges of the teacher in the process of inclusion of children with special needs in pre-primary education and the specific objective: To discuss the inclusion of children with special needs in regular schools. Identify what the greatest challenge of the teacher facing the inclusion of children with special needs in the classroom. Check the strategies used by the teacher to ensure inclusion. This work its nature was classified as basic research. From the point of view of its objectives, it was carried out in an exploratory way considering that this work is a subject already discussed in society and in the academy, but it requires further study. As for the technical procedures, this was done in a bibliographic format, where a survey of the subject was carried out in material already published as books, articles, and periodicals.

Keywords: Challenges, Childhood education, Inclusion, Special needs.

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I. INTRODUCTION

The inclusion of children with special needs is a great challenge not only for the school, but for society in general, because it is not enough to just include the child, whether in the classroom or outside it, but that he/she participates in all activities such as any other child without discrimination.

In the classroom, there is one of the biggest challenges related to inclusion, because the diversity of children is very large and the teacher needs to be prepared to work with the whole, with all children without exclusion or exception of any.

From this reality, the following problems arise: How is the inclusion of children with special needs in regular education happening? What are the biggest challenges faced by a kindergarten teacher with special children? And finally, what are the strategies used by the teacher to ensure inclusion?

For better orientation and cohesion, the following general objective was organized: To analyze the main challenges of the teacher in the process of including children with special needs in Early Childhood Education in regular education. And the following specific objectives: discuss the inclusion of children with special needs in mainstream schools; identify the teacher's biggest challenge in the inclusion of children

with special needs in the classroom; check the strategies used by the teacher to ensure inclusion.

This research object is justified by the fact that it observes several difficulties faced daily by schools and teachers in early childhood education in regular education, given that there are still teachers who do not know how to deal with inclusion. Even today we have professionals working who are not prepared enough to work with the inclusion of children with special needs.

However, the actions and unpreparedness of these professionals in the classroom compromise the student's development, as well as their performance and progress.

Therefore, it is necessary to prepare, qualified professionals who have didactics to work in a way that has this partnership between teacher and student, making the student who has some physical or intellectual disability, can be included in the classroom as the legislation determines, that is, that he can interact with the other students and not just be in the classroom for the sake of being.

The interest in deepening the theme: Inclusion took place during the undergraduate course in Pedagogy and emerged in the modules of my specialization in university teaching, in which the theme of the course conclusion work within the teaching field was left free.

We see that this research is of great social and academic relevance, given that inclusion should happen in any environment, be it in the classroom or outside it, providing the well-being and inclusion of all, without discrimination, prejudice and above all with respect, as stated in article 4 of the ECA, the duty of the family, the community, society in general and the public power to ensure, with absolute priority, the realization of rights related to life, health, food, education, sport, leisure, professionalization, culture, dignity, respect, freedom and family and community coexistence (Brazil, 1990).

This article discusses how the inclusion of children with special needs should be happening in regular schools as determined by the law and what are the challenges faced by early childhood education teachers.

II. THEORETICAL BACKGROUND

A. What is Education: Brief Considerations

Talking about education is something very complex because there are several concepts of education. Education is something that is learned at school and outside it too, be it in the church, in a circle of conversations, lectures, that is, education can be everywhere where there may or may not be social networks and structures for the transfer of knowledge that it is passed from one generation to another, where a model, a formal and centralized teaching rule was not created. As defended by Freire (2011, p. 126), education is a strength and weakness, it cannot do everything, but if we know how to use it in our favor, we can make some change.

Freire (2011) tells us that to educate is to build, education is to transform reality, liberation, and construction of changes. Paulo Freire's conception of education perceives man as an autonomous being. According to Zacharias (2007), this autonomy is present in the definition of the anthropological

vocation of "being more" that is associated with the changes and capacities to transform the world.

According to Brandão (2007), Education is a social practice (such as public health, social communication, and military service) whose purpose is the development of what in the human person can be learned among the types of knowledge existing in a culture, for the formation of types of subjects according to the needs and requirements of their society, at a moment in the history of their own development (2007, p. 73).

The man who transforms creates, recreates, and learned in some way, be it direct or indirect, listening, copying, or looking at other examples, whether at school or outside it. Education is a basic and necessary process so that human beings can live in harmony and know how to respect the limits of others. Rousseau emphasizes that "We are born weak, we need strength; we are born stupid, we need judgment. Everything that we don't have at birth, and that we need when we grow up, is given to us by education" (Rousseau, 1999, p. 8). However, we need to evolve and the basis of this evolution is education.

Education must, according to Kant, cultivate morality, awakening so that man becomes aware that it must be present in all the actions of his life, in all his development, in his entire being, and, in effect, putting down roots on the law, which does not exist without morality (Muniz, 2002, p. 38).

According to Durkheim (1952): "the man that education must create, in each of us, is not the man that nature made, but the man that society wants him to be; and it wants it as its internal economy demands". It can be understood that Education is a continuous process that an individual demonstrates for his ability to socialize so that he can perform some functions in the social, economic, cultural, and political contexts of society. The educational process is continuous and they are transferred from person to person capable of generating positive transformations in society, helping human beings in their intellectual growth and in the formation of citizens.

B. Inclusion in Brazil: Concept and a Brief History of Inclusion Laws

Inclusion is a current and challenging situation for society in general, as there are still many prejudices, and requires a lot of attention, understanding, and respect from everyone. We have to understand that inclusion is not just for disabled children, but for all those who are excluded or discriminated against by most people.

According to Rodrigues (2000), Inclusive Education is commonly presented as an evolution of the integrative school. In fact, it is not an evolution, but a rupture, a break, with the values of traditional education. Inclusive Education assumes itself as respectful of the cultures, abilities, and possibilities of evolution of all students. Inclusive Education bets on the school as an educational community, defending a differentiated and quality learning environment for all students. It is a school that recognizes differences, works with them for development, and gives them meaning dignity, and functionality (p. 10).

Inclusion is a question of rights that assists all people, regardless of gender, social class, social group, or other individual or social characteristics. As stated in the

Salamanca Declaration (UNESCO, 1994), “every child has unique characteristics, interests, skills and learning needs; educational systems should be designed and educational programs implemented to take into account the vast diversity of such characteristics and needs.” learning must reach everyone, this is inclusion being practiced.

For Werneck (1997), in inclusion, the integration vocabulary is abandoned, since the objective is to include a student or a group of students who were previously excluded. The primary goal of inclusion is not to leave anyone outside regular education from the start. (Werneck, 1997, p. 52).

According to the aforementioned author, inclusion must happen from the first moment that the student enters the classroom, it is necessary for the teacher to work so that the inclusion happens immediately, it is obvious that there are certain limitations that the disabled need to face, but these limitations become simpler and easier to live with when the people who live next to them accept their disability and respect them, acting naturally and not having attitudes that make the person excluded from the social environment.

Entering the issue of inclusion in Brazil, according to the historical analysis of inclusion in Brazil, it is noted that in inclusive education between the 17th and 18th centuries, people who had some disabilities were totally rejected by society in general, excluded, and many of the sometimes sacrificed, mistreated, persecuted by society and even by their own family members. The mentally handicapped were interned in prisons, and orphanages, and seen as abnormal and insane. In the quote below, we will see this statement, “[...] in antiquity, people with mental, physical and sensory disabilities were presented as crippled, poorly constituted, weak, abnormal or deformed” (Brazil, 2001).

At that first moment, what predominated was negligence, lack of assistance, care, and the exclusion of people who had some type of disability. According to Pessoti (1984) The treatment of the disabled varied according to the prevailing conceptions of charity or punishment in the community in which they were inserted.

In the second moment, in the mid-19th century, what was predominant was specialized institutionalization, where people who had some types of disability were segregated in these specialized places, receiving education outside schools, separated from others as a form of protection for the disabled. with society.

The first institutions created to assist people with disabilities were created at the time of the Empire, the first was the Imperial Institute of Blind Boys, current Benjamin Constant – IBC, in 1854 and the second was the Institute of Deaf-Mute – INES in 1857, both in Rio de Janeiro. In 1926, the Pestalozzi Institute was founded, specializing in assisting people with mental disabilities.

It was only in the 20th century that the first recognitions began to appear, appreciation of the disabled public worldwide, and the first social movements to fight against discrimination in the inclusive society began to emerge.

As Jannuzzi (2004) clarifies, from 1930 onwards, civil society began to organize itself into associations of people concerned with the problem of disability: the governmental sphere continued to unleash some actions aimed at the peculiarity of these students, creating schools alongside hospitals and regular education, other entities specialized

philanthropic organizations continue to be founded, there is the emergence of differentiated forms of care in clinics, educational institutes and other rehabilitation facilities (Jannuzzi, 2004 p. 34).

In 1961, Law 4,024 of 1961 – Law of Directives and Bases for Education, came bringing in the form of laws and ensuring education for all, guaranteeing the right to education in regular schools for children with a disability. However, year after year the LDB is reformulated for its improvement and effectiveness for the good of all.

Special education emerged with many struggles but gained strength only after the Salamanca declaration in 1994. The declaration is the result of a global trend that has consolidated inclusive education, expanding the concepts of special educational needs.

According to the Salamanca Declaration (1994), schools must welcome all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. They must accommodate children with disabilities and gifted children; children living on the streets and working; children from distant or nomadic populations; children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized groups/areas.

This space called the classroom needs to be prepared to receive all students regardless of their particularities. The classroom is a heterogeneous universe, with constant movements that become a great challenge not only for the teacher but for the school in general and it needs everyone to be prepared to receive students and provide training and insertion in the world of learning.

In this perspective, Law n° 9.294/96 – Law of Directives and Bases of Education – prioritized a new vision with the prescription of article 59 for inclusive education:

Art. 59. Education systems will ensure that students with special needs: I – specific curricula, methods, techniques, educational resources and organization to meet their needs; II – specific terminality for those who cannot reach the level required for completing elementary school, due to their deficiencies, and acceleration to complete the school program for the gifted in a shorter time; III – teachers with adequate specialization at a secondary or higher level, for specialized care, as well as regular education teachers trained to integrate these students into common classes; IV – special education for work, aiming at their effective integration into life in society, including adequate conditions for those who do not reveal the ability to enter competitive work, through articulation with the related official bodies, as well as for those who have a superior ability in the artistic, intellectual or psychomotor areas; V – equal access to the benefits of supplementary social programs available for the respective level of regular education.

Despite all the advances and progress in the attempt to fulfill the rights of people with disabilities, we cannot fail to point out the flaws that still exist, poorly prepared teachers, poorly structured schools, parents who do not contribute in partnership with the school, that is, we face many obstacles to changing the existing conditions of schools.

Every child has their rights and duties to be fulfilled, guaranteed by laws that support making sure that everyone can have the right to come and go. And with special education is no different, we have laws that should and must be

complied with so that children who have some type of disability can be included as the law dictates and not just put in the classroom in a totally masked way just to be in the classroom. socializing with other so-called normal students.

Law 12,796, of April 4, 2013, which amends Law 9,394/96, establishes that:

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

§1 There will be, when necessary, specialized support services, in the regular school, to meet the peculiarities of the special education clientele.

§2. Educational assistance will be provided in classes, schools, or specialized services, whenever, due to the specific conditions of the students, it is not possible to integrate them into the regular classes of regular education.

§3 The provision of special education, a constitutional duty of the State, begins in the age group from zero to six years, during early childhood education.

Every child has his right under the law, but we still have many flaws in schools in general, whether public or private. Inclusive education should be rigorously put into practice because, according to article 58, all children who need specialized care, either within the regular classroom or in resource rooms with professionals to accompany them in the development of their school period, should be treated equally for their better educational development.

The Salamanca Declaration on Principles, Policies, and Practices in the Area of Special Educational Needs of 1994 propose that:

We believe and proclaim:

- every child has a fundamental right to education and must be given the opportunity to achieve and maintain an adequate level of learning;
- every child has unique characteristics, interests, abilities, and learning needs;
- educational systems should be designed and educational programs implemented to take into account the vast diversity of such characteristics and needs;
- those with special educational needs must have access to regular schools, which should accommodate them within a child-centered Pedagogy capable of meeting such needs;
- regular schools that have such an inclusive orientation are the most effective means of combating discriminatory attitudes by creating welcoming communities, building an inclusive society, and achieving education for all; moreover, such schools provide effective education to the majority of children and improve the efficiency and, ultimately, the cost-effectiveness of the entire education system.

Today the laws exist, but it is necessary to involve and reach everyone inside and outside the school. There are teachers of inclusive education who complain about not participating in meetings that are organized within the school itself, as stated by Carvalho (1998, p. 91), “the teachers themselves have complained about feelings of segregation. Those who work in special education regret not being included in all the pedagogical meetings that take place at the school or in the Education Departments, being limited to those organized by special education”. That is, all teachers,

and professionals in general, whether they work directly or indirectly with inclusive education, should participate in meetings so that inclusion is clarified and practiced naturally and spontaneously.

With regard to inclusion today, there is extensive legislation both nationally and internationally, to guarantee and defend its effectiveness. It is necessary that professionals and society are prepared to receive this person with a disability, whether physical or mental so that there is no exclusion or prejudice.

C. The Teacher's Challenges Facing Inclusion

There are several challenges faced by the teacher in the face of inclusion and one of them is the structure of the school, as we know that the reality of the structure of many schools, especially public ones, is precarious, and the environment is not favorable to inclusion, there is a lack or scarcity of teaching materials, technological resources, overcrowding, and lack of spaces to carry out activities inside and outside the classroom. According to Coll *et al.* (2004), they state that it cannot ignore the set of conditions that influence the teacher's work. Their economic remuneration, their working conditions, their social valorization, and their professional expectations are, together with permanent training, factors that facilitate or hinder their motivation and dedication. (2004, p. 44).

School inclusion is directly related to political, pedagogical, cultural, and social actions. This movement makes it possible for children with special needs to interact with so-called normal children, living in the same school environment, thus learning to respect differences (Lima, 2006).

The National Policy on Special Education from the Perspective of Inclusive Education (2008) also points out that: “School inclusion begins in early childhood education, where the necessary foundations for the construction of knowledge and its global development are developed. At this stage, playfulness, access to different forms of communication, the wealth of stimuli in the physical, emotional, cognitive, psychomotor, and social aspects, and living with differences favor interpersonal relationships, respect, and appreciation of the child. From birth to three years of age, specialized educational assistance is expressed through early intervention services that aim to optimize the development and learning process in an interface with health and social assistance services” (PNEE/PEI, 2008, p. 16).

What also makes this process very difficult is that not all children go through the early childhood education, many parents do not give importance to this stage of education, which is essential for the construction of values because the child is in the process of formation and ends up starting life. school in literacy, that is, in elementary school, thus delaying a possible diagnosis, be it a diagnosis of autism, hyperactivity, or attention deficit, among others that can be diagnosed through short or long-term observations, which the teachers themselves can analyze during the daily interaction with the student in the classroom.

The inclusion of children with special needs requires a lot from the school, according to Mantoan (1997), inclusion is a reason for the school to modernize and for teachers to improve their practices and, therefore, the school's inclusion

of disabled people becomes a natural consequence of an entire effort to update and restructure the current conditions of basic education (Mantoan, 1997, p. 120).

The resistance of many schools today to receive students included, is still due to the lack of experience that teachers face, not knowing how to deal with that child who does not fit the profile of the room, in many cases teachers change the student from the classroom, even before knowing what its possibilities are, its potential, that is, one of the biggest challenges faced by schools, especially in public networks, is the training of teachers. In order for school inclusion to be practiced in a way that the student who has a disability or is not included in the activities, it is also necessary that teachers are prepared and qualified to work with this public so that this student is not only in the classroom class but who interacts, participates without discrimination in all activities proposed in the classroom. Because today one of the biggest complaints of teachers is: "I was not prepared to deal with children with disabilities" (Lima, 2002, p. 40), that is, it is important that the teacher is constantly updated, qualified, and prepared to break the paradigms and difficulties he will face in the classroom.

As defended by Coll (1995, p. 20), the teacher cannot attribute the students' difficulties to the child or the family, because it is in the school where the greatest diversity of students is found and it is from this reality that it is necessary that the teacher reflects on how to work, find means and instruments to better assess their students, making their professional practice satisfactory.

The teacher is the transmitting agent, the mediator of knowledge, knowledge, and respect for differences, so he needs to be highly qualified and prepared to use resources and didactics to know how to deal with the realities and challenges in the classroom. It is essential that teachers recognize their own importance in the inclusion process, as it is up to them to plan and implement pedagogical interventions that support children's development (Lima, 2006, p. 123).

In this sense, the continuing education of teachers is the biggest differential when it comes to the inclusion of students in the regular education room, this continuing education must be a commitment of the entire education system committed to inclusive education. Teachers must be able to analyze and identify, the capacities, domains, and abilities that each student has, being a main mediator in the classroom and helping the student to develop respecting their limitations.

It is emphasized that the State must provide this training in the public network to ensure that teachers are well trained and continue with continuing education, as stated in art. Federal, the States, and the Municipalities, in a collaborative way, should promote the initial, continuing and training of teaching professionals" (Brazil, 2009).

This continuous training of teachers should enable them to know better about the possibilities of pedagogical work with children with special educational needs, helping children in the construction of knowledge and increasingly doing about the world and themselves (Oliveira, 2013).

It is also necessary that schools have specialized educational services, unfortunately, most still do not have this service, but as determined by law, all are obliged to receive this student without restriction. Specialized care is of

paramount importance in the student's development and interaction process, helping them to progress towards independence and autonomy.

The specialized educational service - AEE has the function of identifying, developing, and organizing pedagogical and accessibility resources that eliminate barriers to the full participation of students, considering their specific needs. This service complements and/or supplements the training of students with a view to autonomy and independence at school and outside it. It is important to note that according to Mantoan, the work of the resource room teacher is not a substitute, but rather complementary or supplementary to the work carried out in the classroom, one complements the other (Mantoan, 2006).

It is necessary a joint work between all the professionals of the school, the resources, and mainly the connection with the family that is the most important means positively and negatively in the development of the child because the family in many cases makes it difficult to recognize the early diagnoses, and this is the second biggest challenge of the teacher today. This connection between the family and the school enhances the student's teaching and learning process in the educational stage, the school complements the family's actions and vice versa. The family, in this perspective, is one of the institutions responsible for the socialization process carried out through practices performed by those who have the transmitting role – the parents – and developed together with those who are the receivers – the children. (Szymanski, 2010, p. 20)

If the family does not help in this relationship, it will be very difficult for the child to develop their skills, and show their potential, because every child, regardless of any limitation, is able to develop and learn in their own time.

According to Pereira (2004, p. 17) "It is up to the school, more and more, to interact with the family and society, with projects that rescue the human value of each one, of each student. It is in the experience with the other human being that the child will allow himself to evaluate his knowledge." That is, learning from the other, observing and building their own knowledge through observations in the other.

The studies by Paula (2007) also point to the family as the subject responsible for the immediate socialization of the subject, as it is at home that the first contacts of interaction with others and social life are established, that is, the family is the main reference for all the stages of anyone's life. The author emphasizes that "It is in the family that we learn to relate to others. Therefore, the construction of this inclusive society begins with families. Parents and people with disabilities themselves are its main agents" (Paula, 2007, p. 7).

According to article Art. 29 of the Education Guidelines and Bases Act, 12,796. Early childhood education, the first stage of basic education, aims at the integral development of children up to 5 (five) years old, in their physical, psychological, intellectual, and social aspects, complementing the action of the family and the community." (Brazil, 2013). The family is the fundamental basis for the child's integration in this educational process, both in motor and physical aspects, as well as emotionally and intellectually. It is worth mentioning that in a quality and effective development, the school and the family must walk

together to reach the common goal, which is the well-being and learning of children with special needs included in the regular education network.

Finally, the biggest challenges of the inclusive education teacher are related to the lack of preparation, qualification, and continuing education, because a teacher who is not qualified cannot develop methodologies that involve all students in the classroom, including the student who has any special educational needs. What we see today is that the student is in the classroom, but does not participate, does not interact, that is, inclusion, in this case, is not being practiced as determined by law.

The other challenge for the teacher today is the lack of a resource room that is important in helping activities, specialized monitoring that is a complement to the activities that are carried out in the regular classroom, and the structure of the school that greatly influence the development of the student. And the biggest and essential challenge is the participation of the family because the family is the basis of everything. Everything starts within the family, that is, this partnership together with the school helps the student's development, or not having this connection can delay a possible initial diagnosis, making it more difficult or aggravating the student's condition.

D. Teacher and Inclusive Education: Strategies Used in the Classroom

It is known that the teacher is the main mediator and responsible when it comes to inclusion in the classroom, because it is in the classroom that the greatest cultural diversity is found, where it is possible to break paradigms and the preconceptions that exist in it.

In the words of Aranha e Silva (2005, p.4) inclusive education can be great progress in the history of Brazilian education, where it is possible to build a better classroom in which students and teachers respect each other regardless of their individualities or particularities.

There is no exact recipe for effective school inclusion, but there is a teacher profile that offers suggestions on how to proceed to this end. As defended by Ferreira (2006), the teacher needs to be open to innovations so that she is able to identify the individual characteristics of her students and can put into practice the acceptance of diversity in the classroom.

The use of pedagogical strategies is undoubtedly the fundamental aspect of the process of including students with special needs in the classroom, but for this, the teacher needs to know their students, their limits, and their abilities, that is, this is one of the main strategies that the teacher must have in order to know how to work with the student in the classroom, making him able to develop autonomy in his daily life.

Another fundamental strategy, which will always be the key point of any educational process, is the partnership between the school and the family. The family is the main tool, the foundation that collaborates with information for the construction of pedagogical processes and it is also the family that is the biggest encourager in the application of school practices at home that can help the child to develop in both environments. In this context, Santos (2014) explains that when thinking about education, educational proposals aimed at a serious, responsible education with purposes aimed at family participation are first emphasized, since it is known

that no matter how good a school is and no matter how prepared its pedagogical team, there will be failures. Because of this, it is necessary for the effective and constant participation of the family in the child's learning process (2014, p. 22).

The school needs to demand and call the attention of parents more often, and use means, be it with meetings, events, or activities that can make parents attend school more, not only to solve a student's problem but to bring these parents to this partnership using other methods.

Another important strategy is the use of technological resources. Today in the digital age, practically all children are born knowing how to use a cell phone, a computer, a tablet, or any other technological resource and this attracts a lot of attention. It is from this reality that the teacher brings these technologies to the classroom by doing activities that involve all students or if the school does not have such resources, which is the case of most public schools, educational software, in general, can be suggested that contribute to the student's educational and cognitive process and that can be used at school, at home or wherever the child is.

And today there are already several applications that are able to contribute to and expand the functional skills of people with disabilities and promote independence and inclusion, which is called Assistive technology, the concept proposed by the Technical Assistance Committee (CAT), an instance that studies this area of knowledge within the scope of the Special Secretariat for Human Rights of the Presidency of the Republic (SEDH/PR). The concept approved and adopted by this Committee establishes that Assistive Technology is an area of knowledge, with an interdisciplinary characteristic, which encompasses products, resources, methodologies, strategies, practices, and services that aim to promote functionality, related to the activity and participation of people with disabilities, disabilities, or reduced mobility, aiming at their autonomy, independence, quality of life and social inclusion (CAT, 2009, p.9).

That is, Assistive technology is any resource or tool that can help, complement, or promote help to a person who has a disability or limitation. It consists of helping, encouraging, allowing autonomy, communication, and empowerment of this person, that is, a practice aimed at inclusion.

The teacher can adapt basic materials according to their reality, which will teach students to learn to learn, examples: adapt books in Braille, material in pounds, use of Velcro in books, toys, notebooks, etc., to facilitate the handling of people who have some limitation or motor difficulty. For students with concentration difficulties, prepare visual materials with large pictures or concrete materials that the student can clearly see or hold it and that will catch the student's attention. For students with language difficulties, the teacher must awaken through exchanges of images or actions, which the child must have or do to achieve something they want. For children with aggressive behavior, the teacher can use this child with his class helper, establishing rules to be followed and showing him that with calm, and respect for each other we can understand each other.

These are just a few examples of thousands that can be used by teachers in the classroom that can contribute to and facilitate the development of their students who have some limitations or difficulties.

Finally, inclusive education needs to be present throughout the social, and educational environment and we all need to be aware and seek to know how to welcome it naturally and respect its limitations, thus practicing inclusion as it has to be carried out, as determined by the law.

III. METHODOLOGY

Regarding its nature, this work was classified as basic research that, according to Prodanov (2013), aims to generate new and useful knowledge for the advancement of science and the subject, without foreseen practical application and involves individual, collective and universal truths and interests. From the point of view of its objectives, this research was carried out with an exploratory nature, considering that this work is a subject already discussed in society and in academia but requires further deepening, and the exploratory research will, through the objectives, bring more knowledge of the subject.

As for the technical procedures, this research was carried out with a bibliographic nature, based on the bibliographic survey of the subject in already published material consisting mainly of books, magazines, publications in periodicals, scientific articles, newspapers, newsletters, monographs, dissertations, theses, cartographic material, internet, with the objective of putting the researcher in direct contact with all material already written on the research subject. From the point of view of approaching the research problem, this research was carried out in a qualitative way.

IV. FINAL CONSIDERATIONS

Inclusive education is a great challenge not only for the school, and teacher but for society in general. At school, the responsibility is focused on the teacher because it is within the classroom that there are a significant number of cultural diversities in which the teacher needs to use their skills and didactics to be able to show that respect for the other is fundamental, that discrimination, prejudice, and racism cannot exist. For this, the teacher needs to be qualified, continuing education is important to know how to deal with any problem, a challenge that may occur within the classroom.

It is also important for the teacher to know his student, to know what his limitation is, and to encourage him so that the student can feel important, and useful and that he can perform activities the same or similar to the others. Use technological resources that help in classroom activities and that can help in the student's development, making the student independent, and able to allow autonomy. Use creativity and adapt to your reality so that inclusion happens naturally and spontaneously inside and outside the classroom.

The participation of the family is fundamental in any stage of life of any human being and this partnership with the school is very important for the development of the student who has some limitations. Carrying out activities that bring parents into the school is the role of every pedagogical field, of everyone who works within the school without exception, so that the family can be actively present in school activities and help in the student's development.

The reality of each teacher is different from the ideal, but it is up to them to use their creativity to put inclusion in the classroom into practice. Is it a big challenge? Yes, but we need to deconstruct prejudice, exclusion, and racism within the classroom. We are able to change and make a difference. We must unite so that inclusion is a peaceful, natural process, with respect and practiced as required by law.

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