

# STUDENTS WITH INTELLECTUAL DISABILITIES AND THE TRANSITION OF SPECIAL SCHOOL FOR REGULAR: A CASE STUDY

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Considering the affirmation of Mendes (2006) that long ago segregation was based on the belief that students would be better served in their educational needs if taught in separate environments, in some cities this history repeats itself. In this context, a student already included in mainstream education is transferred back to the special, leading to a series of educational and psychological implications.

**The study aimed to identify, describe and analyze possible factors that would be interfering in the transition of students with intellectual disabilities in special school for regular school.**

## Method

As a method, was opted for the study of multiple cases. The research sample consisted of 10 cases, five cases in which the transition from special school for regular was implemented as "successful" and five in which the transition was "unsuccessful". Integrated the sample teachers, principals and coordinators of special and regular education, coordinator of the municipal office of education, the students themselves and their families. Data collection was performed in municipal and special schools. All responded to one semi-structured interview. All ethical procedures involved in the research was observed.

## Preliminary Results

We will analyze two cases of school inclusion of students with intellectual disabilities. A considered unsuccessful by the participants and another considered successful. The characterization of participants may be displayed in Tables 1 and 3

**Tab.1- Students with Intellectual Disabilities**

Name	Age	Gender	Time in Special School	Time in Regular School	Current school
Saulo	10	M.	5 years	1 year	Regular
Flávia	13	F.	6 years	4 months	Especial

**Tab. 3- Characterization of Teachers and Directors of Special and Regular Schools and Municipal Inclusion Process Supervisory**

Name	Age	Graduation	Work	Place of Work	Time in job
Sonia	37	Mastership; Pedagogy	Teacher	Special School	7 years
Fátima	53	Mastership; Pedagogy	Teacher	Special School	14 years
Morena	41	Mastership	Teacher	Special; Regular School	10 years
Solange	40	Mastership; Pedagogy	Teacher	Special; Regular School	10 years
Joana	32	Pedagogy	Principal	Special School	6 years
Nádia	57	Mastership; Pedagogy	Principal	Regular School	12 years
Ana	31	Pedagogy	Supervisory	Education Center	4 years

About the factors that influence the inclusion of students with intellectual disabilities and can interfere with the transition from the special school student to regular school, can be seen in Table 4.

**Tab. 4- Factors that interfere the inclusion of students with intellectual disabilities**

<b>Prejudice</b>	"For being an ex-student from APAE, they think that the child is sick, that is crazy ... so they get a little apart." ( ... ) I think it's a little of prejudice." (Fernanda –Grandmother of Flávia)
<b>Lack of Information</b>	"I believe that the information...the people need to have the information, have to be prepared, have to know the deficient, so we can treat it with dignity, knowing how to treat them." (Special School – Teacher Fátima)
<b>Insecurity and Fear</b>	"A long time we have this speech about inclusion, but in practice it is all very new. It can be a shock to the teacher. The family also, when it is unsafe, hinders the process of inclusion" (Teacher Morena)  "I think the lack of preparation from the professional of the regular class. However that is so, they are always trained ... it's scary yet, so when you talk like 'I get a child with intellectual disabilities', they (the other teachers) do 'oh!' (scare expression)" (Teacher Solange)
<b>School unprepared, professionals and lack of training</b>	"I think it's the lack of preparation, not only teachers but by every network that not offers the necessary training. And from the initial teacher education (graduate) and then the continued education it would have to be not only offered by the network but also by other colleges as an extension Project" (Supervisory- Ana)  "Because the teachers who are here at the special school know that they... who is the target audience of special school. I think the regular teachers do not know, they already have that, maybe a lack of preparation already. That is their barrier to not want the students." (Special School Principal – Joana)
<b>Municipal and School Directions</b>	The direction, the part of Education, Secretariat, but I think it's because of fear of failing, of not have all they need. Because if it is to see, miss, right?! (material resources)" (Silvia – mother of Saulo)

## Conclusions

While preliminary results, two cases were analyzed. In both cases, participants attributed the responsibility for the success or otherwise of the process to student behavior. Family participation in this transition was also considered a factor of influence. When reflection on a specific case is not required, participants assigned to the school, teachers, principals and municipal agencies the blame for the difficulties in the school inclusion of students with intellectual disabilities process.

The results presented here corroborate the research in the area that link the resistance of regular schools to accept students with intellectual disabilities, thus pointing to the need for educational planning a course of action for the work with the student PAEE. Remember that these are preliminary results, but it is possible to identify some trends in the discourse of participants. Thus, their actions seem to be related to a medical and psychoeducational conception of intellectual disability. The data analysis allows to point out that for the participants, the student is the main responsible for their success or failure in school.

## Referências

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