Inclusion strategies in Basic Education and the application of a Visual Literacy workshop

ARTICLE

Adriane de Melo Ramos[i]
Universidade Federal Rural da Amazônia, Belém, PA, Brasil
Hilda Rosa Moraes de Freitas Rosário [ii]
Universidade Federal Rural da Amazônia, Belém, PA, Brasil

Abstract
The aim of this study is to identify the strategies used by teachers in narrating their experiences with deaf students after a visual literacy workshop. This is a descriptive, qualitative study. The data was collected through the experiences shared by teachers participating in a workshop held over two days in the municipality of Benevides, in the state of Pará. The method of analysis was Grounded Theory in Data (FDT), which inductively led to 3 macro-categories, including 'Inclusion strategies', which had subcategories classified as the school's, the workshop's and the teachers'. The strategies used by the teachers with their deaf students, based on the workshop, showed that this practice is interesting not only for the deaf student, but for all students in the regular classroom, and can be applied at other levels of education.
Keywords: Teaching strategies. Visual Literacy. Visual Pedagogy. Deaf students.

Estratégias de inclusão na Educação Básica e a aplicação de uma oficina de Letramento Visual

Resumo
O objetivo deste estudo é identificar as estratégias docentes ao narrarem suas experiências com alunos surdos a partir de uma oficina de letramento visual. Trata-se de uma pesquisa descritiva de cunho qualitativo. Os dados foram coletados através das experiências compartilhadas por professores que participaram de uma oficina realizada durante dois dias no município de Benevides, no estado do Pará. O método de análise utilizado foi a Teoria Fundamenta no Dados – TFD, que, de modo indutivo, resultou em 3 macrocategorias, dentre elas, a 'Estratégias de inclusão', que teve subcategorias classificadas como da escola, da oficina e dos professores. As estratégias realizadas pelos professores com seus alunos surdos, a partir da oficina, demonstraram que essa prática é interessante não somente

para o aluno surdo, mas para todos os alunos da classe regular, podendo ser aplicada em outros níveis de modalidade.

Palavras-chave: Estratégias Docente. Letramento Visual. Pedagogia Visual. Aluno Surdo.

1 Introduction

A hearing person acquires knowledge throughout their life in various contexts, whether at school, in conversations with family and friends, or in newspaper reports, in other words, they have access to information through various means. However, deaf people, because they can't hear, have less access to the information that is transmitted, since there is the privilege of orality in the media, in the family, at work and at school. Therefore, in a formal education context, resources such as images and illustrations are suitable elements for transmitting information to deaf people, thus promoting adequate educational development (Barral; Pinto-Silva; Rumjanek, 2017).

For these adaptations, teachers must recognize that deaf students cannot be subjected to classes designed for listeners, as their needs lie in their sensory, cultural and linguistic specificities, according to Law No. 14,191/2021 (Brasil, 2021). It is therefore necessary to research strategies that can help them in their educational process (Lacerda; Santos; Caetano, 2014).

For Silva (2022), Visual Pedagogy comes to organize, in a concrete way, the construction of pedagogical practices that corroborate with the learning of deaf students, since visuality is praised for being a way of potentiality of this student, and for contributing to their performance by stimulating their visual thinking. In this way, the theoretical foundation of this pedagogy promotes changes in teaching practice in schools, by inserting strategies and configurations that can be applied to the method and assessment, enabling students to have full access to the school curriculum.

In a school that has an inclusive outlook, according to Ferreira (2023), methodologies need to be aligned with the linguistic and visual specificities of deaf

students. Therefore, teachers must dedicate themselves to organizing their planning so that it can be improved to ensure student participation and learning.

In a study by Silva, Silva and Silva (2014), it was indicated that, in the memory of the deaf students taking part, the pedagogical strategies considered positive were those related to enriching the image as an object of knowledge and repeating content. One of the participants identified as positive the repetition of content associated with drawing, considered an effective procedure applied by his high school teacher.

Similarly, Lebedeff (2010), in a training course for deaf teachers, led participants to reflect on how a class should be organized for deaf people. The author pointed out that an image can be read and interpreted in various ways, and using this visual strategy favors the understanding of certain content by deaf students. Images can be read and interpreted by identifying visual elements, such as shapes, colors, symbols and contexts, which convey information and ideas.

Teachers can use this visual strategy to make it easier for deaf students to understand content by transforming abstract concepts into clear and accessible visual representations. For example, by using diagrams, infographics and videos with subtitles in Portuguese and sign language, teachers help deaf students to assimilate and retain knowledge more effectively, taking advantage of their natural visual abilities (Taveira; Rosado, 2017). These strategies are based on visual literacy and literacy practices, with the aim of providing tools for reading images, including using the robustness of the image to convey information (Santaella, 2012).

In addition, the absence of these practices at school demonstrates a lack of knowledge about the potential of images for student learning, even disregarding the fact that 21st century society is based on the use and sharing of images, especially through social networks. Teachers must therefore incorporate imagery practices into their teaching repertoire, ensuring mastery of this resource to complement the teaching of all students, not just deaf students (Correia; Neves, 2019).

In this context, holding a visual literacy workshop with primary school teachers becomes crucial, as it expands the teaching skills of these professionals, especially those who work with deaf students. This initiative significantly favors the learning process of these students by training teachers to use visual resources in a more effective and inclusive way, promoting a more accessible education that is suited to the specific sensory and linguistic needs of deaf students. Therefore, this article aims to examine teaching strategies and investigate their impact after participating in a visual literacy workshop.

2 Methodology

The study used a qualitative, descriptive approach, and to analyze the reports, we used Data-Driven Theory (DDT) (Strauss; Corbin, 2008). According to this theory, the causes and conditions of the phenomenon's occurrence (its structure), the actions or strategies adopted by the participants (the process) and the results or consequences of these actions are analyzed. Actions are defined as "responses by people or groups to issues, problems, events or facts, as well as revisions that occur within people themselves" (Strauss; Corbin, 2008, p. 128).

The workshop meetings took place in the Maker room at EMEF Santa Luzia, located in the municipality of Benevides, Pará, lasting four hours each. The sessions were audio and video recorded for later analysis of the data collected.

The participants were: four teachers who work as Educational Technical Assistants (ATEs), one from EMEF Santa Luzia, one from EMEF José Salomão, one from EMEF José do Patrocínio and one from EMEF Manoel Trajano; as well as a teacher from the Specialized Educational Service (SAEE) at EMEF Santa Luzia.

For the participants, the inclusion criteria were: I) having interaction with a deaf student in the classroom; II) having time available to take part in the two meetings; and III) signing the Informed Consent Form (ICF).

The first author of this study was responsible for applying the workshop in the two meetings. A differentiated methodology was used, with a dialogical presentation of the concepts and visual strategies. In addition, she was asked to apply one of the visual strategies presented in the first meeting with her students, for later socialization.

The visual strategies presented were obtained from the literature survey and were selected through discussions with peers in the research group.

3 Results and Discussion

In order to achieve the purpose of this article, this section has been organized into two topics. The first presents a brief description of the implementation of the visual literacy workshop with the Educational Technical Assistants (ATEs), a teacher from the Specialized Educational Assistance Service (SAEE). The second analyzes the participants' statements, which resulted in the thematic category "Inclusion Strategies", based on the ETAs' experiences with deaf students and other disabilities during the workshop, through the application of Data-Based Theory (DBS).

Execução da Oficina de Letramento Visual

Applying a visual literacy workshop to basic education professionals can make a significant contribution to their teaching practices with deaf students, as the visual experience of these students becomes a useful tool when teachers recognize and master its use. This implies the need for teachers to reconstruct their conception of the world of learning from a deaf perspective, reflecting on their teaching methods and adjusting them to use visual resources effectively and in line with educational objectives (Correia; Neves, 2019).

The first meeting with the professionals began with the lecturer explaining how each participant should introduce themselves. For this, a dynamic was used that explored the use of body expression, where each person had to express their name and profession.

The participants made an effort to communicate using their bodies, isolated signs and typing. When someone in the group couldn't understand what was being said, they chose to give clues orally to ensure everyone understood. This is illustrated by participant AT2: "*I'm going to use what I've learned a little bit*", referring to the use of typing to express her name and profession.

This was followed by the production of drawings and accounts of the participants' experiences in response to the first question: "What challenges do you face when teaching a child with deafblindness in the classroom?" After that, the participants had to answer the second question: "What methodologies do you use to overcome these challenges?" In this way, the professionals related their experiences of which methodological resource they used to solve these challenges.

In this context, the participants were surprised and thought about how they were going to create an image for the challenges in their teaching practices. They then began to discuss these challenges among themselves. The lecturer gave them a sheet of A4 paper, colored pencils and colored pens for the activity. The participants responded with images that related to their experiences and the challenges they faced.

An example is the production of one of the participants, the following image is described: a school with four classrooms full of students, all sitting in their chairs, there is a deaf student passing in the corridor and arrows showing that the student has an interaction with the classes represented by several hearts that surround them. This relates to their story:

> When I received my student last year [...] it was a surprise and a great challenge for me [...] Because all my professional experience, I have years of professional experience, but I still hadn't received a student with a deaf condition. How was I going to do it? Because I'm a layperson when it comes to Libras, everything. And that's when I started to work on affectivity, first of all love, I'm going to receive, as I've always done in my professional life, as a teacher, my students, especially those who gave up on the first day of school, but I've always worked on that. (AT3 - reporting on her challenges and the methodologies she used with her deaf student).

In this excerpt, we can see some of the difficulties encountered by teacher AT3 due to the lack of ongoing training aimed at her new students, taking into account their linguistic and cultural specificities. To remedy this, she used affectivity to help the learning process. This is why educational projects that use images, stories and narratives are so important for encouraging autonomy and respecting diversity in children's learning processes. This approach allows each child to perceive their own learning pace and develop their abilities in an integral way, considering their individual needs and respecting their unique abilities. Integrating these elements also enriches the educational environment, making learning more engaging and meaningful for students (Santos; Conte; Habowski, 2019).

The second moment was marked by the exploration of visual methodological concepts and approaches, with a presentation on "Visual Literacy", based on the work "Syntax of Visual Language" by Donis A. Dondis (1997). Dondis (1997). Dondis explains that the process of learning the visual message must start with the elements that make up visual language, such as shape, line, texture, colors and dimension.

Thus, the first visual methodological strategy presented was the "Disclosure Video", based on studies by Taveira and Rosado (2017). The aim of this strategy is to encourage deaf students to develop their visuality through visual literacy and imagination. The promotional video produced by the teacher used Brazilian Sign Language (Libras), Portuguese in the subtitles and in the audio and images of the book being promoted. The book used to produce this resource was "The Lion and the Mouse"[1], adapted by illustrator Jerry Pinkney from one of Aesop's fables, which teaches about solidarity.

The second concept presented was "Visual Pedagogy", based on Lins (2014), who defends its importance as a contribution to teaching how to look, allowing students to take ownership of knowledge in a critical way, by educating their gaze to what is present in their

---

[1] Video available on:
https://drive.google.com/file/d/1oWvMz_3igbavJk06PyMKHTKuVoYvEwzo/view?usp=sharing.

social environment. For better clarification, the lecturer used visual literacy to explain what is implied in two photographs by different photographers: one depicting the inauguration of President-elect Fernando Henrique Cardoso in 1995 and the other of President Lula da Silva in 2023. In addition, two works of art in the style of "Surdism" by artist Nancy Rourke were presented.

Afterwards, two more visual methodological proposals were presented: the "Story Map" and the "Table", based on Lebedeff (2010). The first can be applied to stories known to the students, using colors to distinguish the narrative elements or in order to help construct new stories. The second can be used to compare or distinguish characteristics of certain content, functioning as a database that can be filled with various image icons. As an example, images of food products sold in supermarkets in the region where the students live were used.

To conclude the first meeting, the lecturer conceptualized Visual Literacy, highlighting its connection with the linguistic and cultural singularities of deaf students (Soler; Martins, 2022). She explained to educators the importance of observing how students use images, body expression, communication through sign language, and whether they are part of deaf communities. These aspects are also addressed by the fourth methodological strategy, "Comics", according to Lebedeff (2010). Comics include semantic elements, such as balloons, onomatopoeia, visual metaphors, in addition to the content of the story, enriching it with visual elements that reflect characteristics of deaf culture.

With this, the lecturer presented the proposal "HQ-imagético". This name was chosen because comics are told with minimal use of words and maximum use of visual elements. The proposal aims to encourage deaf students to create narratives, expanding their creative repertoire, and also to write stories with few words (Lebedeff, 2010).

The participants were then given two weeks to implement the visual strategies with their students, so that their experiences could be reported at the second meeting, along with the image records considered important by the four ATEs (AT1, AT2, AT3 and AT4)

and the SAEE teacher (PSAEE). Among the ATE's who managed to apply the visual methodological proposals, AT1 stands out, who managed to apply them together with PSAEE, both of whom work at EMEF Santa Luzia. AT3, from EMEIF José Patrocínio, also implemented the strategies, but did not take part in the second meeting due to the culmination of the *Festa Junina* at her school, which took place on the same day and at the same time. On the other hand, professionals ATE2, from EMEF José Salomão, and ATE4, from EMEF Manoel Trajano, explained that they were unable to apply any methodological proposals due to the demands of their schools.

PSAEE began her presentation by mentioning the "HQ Imagética" methodological proposal, which was chosen together with AT1. AT1 explained the reasons for choosing this new approach to work with a 14-year-old deaf student, which were related to the student's interest in drawing and painting. She also explained that she had made an agreement with the student, offering him an incentive (a packet of pens) so that he would take part in the activity, as the student was initially reluctant.

As she continued, the PSAEE mentioned the beginning of the implementation of the "HQ imagery" proposal: "[...] *we started showing him some materials, he really likes rulers, so we took advantage of that, right? Knowing that, we started to put pen, rulers, other materials and present the story, and he started to let loose* [...]". Soon, the student felt encouraged to actively participate in the creation of the "image comic". In this way, the deaf student's visuality was valued, because applying visual methodological strategies through everyday images is an affective way of respecting the deaf subject's differences, since the visual message is a resource for understanding information from their environment, covering social, cultural, linguistic, political and ideological aspects (Correia; Neves, 2019).

AT1 went on to explain that the target audience for the proposed exercise was all the students in the regular class in which the deaf student was placed. The intention was to encourage him to carry out the task, as explained in this excerpt: "*Because then he'd*

realize it, he'd be able to do it even better, because he'd be watching everyone else do it, when it's just him, he's already got this resistance of not wanting to do it alone". This would encourage him to participate actively with his classmates, allowing for an exchange of information about the construction and production of comics.

This teacher's initiative in using the imagery comic book proposal shows that visual teaching practices meet the principles of a universalist approach to the curriculum, which, according to Mendes (2023), are: all students are diverse and unique, and teaching needs to respond to this diversity, interventions should be carried out in the context of the ordinary classroom and the aim should be to improve teaching for the whole class and not just for a few.

The PSAEE said: "*Every Thursday, all the students take part in the workshops, it's in those photos over there. So he knows he can always take part, he comes!*" However, in the week in which she and AT1 planned to apply the methodological resource proposed by the Visual Literacy workshop, the student missed the whole week due to illness. The following week, although he returned to school, all the classes were dismissed due to the organization of the culmination of the *Festa Junina.* The student had not been informed about these recent school events. Therefore, the two professionals took the opportunity of the student's presence to apply the proposal.

Continuing with the presentation and reports, the PSAEE presented photographs in the form of slides, a visual means of demonstrating her teaching practice with the deaf student. At first, the object of knowledge, Comics, was presented. The professionals had already created a blank booklet with A4 sheets of paper cut in half. The student then began to use the materials offered by the PSAEE, who commented:

> [...] *then he started drawing, because we showed him the comic book. And then he started doing [...] each little square he was drawing the characters from Monica's gang. At that moment he was coloring, right? It's something he likes a lot, painting!* (PSAEE - Implementing visual methodologies with her deaf student).

It was then made clear that this is a student who is attentive to understanding the use of colors and signs in Libras, and when they are presented to him in the wrong way, he immediately corrects the signs. Regarding the importance of using didactic resources for learning, according to Correia and Neves (2019), we highlight the construction of collaboration by making the object of knowledge accessible, expanding possibilities for students to interact not only with the object of knowledge, but also with their colleagues, in the sense of exchanging experiences, in which students can give their opinion, persuade, draw their own conclusions, and harmonize their thinking and emotions.

The PSAEE then shows other photographs, in which the student presents each part of his production of the comic and gives his thoughts on visual literacy, highlighting the importance of allowing deaf students to express their ideas visually and how this approach can strengthen their understanding and participation in the educational process:

> *The importance of visual literacy, that through the image, he could express what he was feeling, it was a different way that usually, when we, when I work with him, it's signs in Libras, I present a lot of video, so much practice in Libras, but so, it was a different activity, that he liked, we could see that he liked it, because it was something that caught his attention, the colors, the way he was painting and everything. It was something he showed interest in.* (PSAEE - At the second meeting of the visual literacy workshop).

She explains that this approach is different from the methods she uses in her practice, such as using signs and videos in Libras, which involve practicing sign language directly. The PSAEE also said that the student enjoyed the production, as it was a playful resource that caught his attention due to the use of colors and the way he drew and painted. She pointed out that images express feelings and develop various relevant skills, such as visual perception, motor coordination and creativity. This is in line with the study by Moraes (2023), in which the participating teachers also emphasized that their deaf students appreciated the visual strategies, as these instigated and facilitated their learning, especially by involving stories they had experienced, allowing them to make connections with the stories presented through imagery.

12

Continuing the reports, AT1 said that she should apply this strategy more often, especially in the second semester, as she now has more interested students. She pointed out that the visual language of comics is powerful, as it doesn't rely exclusively on words. She also mentioned that the students were managing to understand what the characters were trying to convey to the readers through the images. This approach was validated as effective by the assistant, as it allowed a character's story to be expressed visually, conveying the message clearly to the readers.

At the end of her report, the PSAEE made an observation about the proposal she had planned, which involved detailing the object of knowledge by teaching concepts, elements that make up comics and types of printed comics, allowing students to handle and practice reading. She explained that this is of great importance to the students, as it results in meaningful learning.

In this way, the participating professionals reflect on their visual literacy practices with deaf students, with the significance of valuing the use of visual methodologies as a teaching support. They also reflect on the relevance of this type of continuing education, as it appropriates literacy through visual language as an artifact of deaf culture, so that their deaf student has experiences derived from their visual experiences (Lebedeff, 2017).

D' Ávila and Silva (2023), in their survey of Specialized Educational Assistance (AEE) professionals, pointed out that the provision of continuing training for these teachers and those in regular education can remove the attitudinal barriers teachers face in relation to students with disabilities, ASD and high abilities or giftedness. Access to knowledge about special education, dialog and investment in material resources are important points for school inclusion.
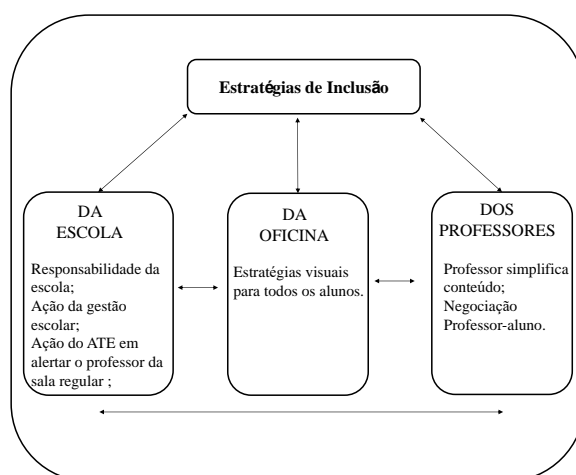
Inclusion Strategies

Based on the participants' experiences during the workshops, the data was collected and analyzed, reaching the results that will be presented below, divided into 12 categories, with the aim of explaining the teaching strategies for the inclusion of deaf students.

An inductive analysis was carried out, resulting in 3 macro-categories. Next, we will discuss **Inclusion Strategies**, with its subcategories: "School responsibility", "School management action", "ATE action to alert the regular teacher", "Visual strategies for all students", "Teacher simplifies content", and "Teacher-student negotiation", according to Figure 1.

Thus, the following legend was used: **Category** and "subcategory", from this section onwards.

Figure 1- Subcategories that make up Inclusion Strategies

Source: Authors.

When commenting on **Inclusion Strategies**, the ATEs emphasized the "school's responsibility" to become an inclusive environment, which can be confirmed in AT3's speech: "[...] *here at school, in the classrooms, I tried to express that here, right?! In all the classrooms, school friends, students and teachers, we all create a cycle, an environment of love, affection, everything*".

This account shows how the school community has a responsibility to make its environment inclusive, in which students with deafblindness enjoy being part of it, with the aim of developing their learning, without being restricted to the classroom. For this reason, affectivity is essential for the teacher's practice, as its effectiveness contributes to the students' learning and reverberates in the safety of guiding their class, which will interact with respect, since the students see the teacher as a role model (Medeiros, 2017).

However, for Merselian and Vitaliano (2011), when deaf students are placed in a regular classroom, they are exposed to a school context that does not respect their specificities, such as the use of Libras and their way of learning, visuality. In addition, the way the mainstream school is structured often doesn't facilitate interaction between deaf students, which can be a challenge for building their deaf identity.

Thus, in order for inclusion to become a collective action in the school, there needs to be "action by the school management", as AT3 says: "*Then the head teacher called me, and everything, asked if I would take it back, it was that situation*". Through dialog with the ATE, the management articulated how it would include the deaf student again, who was no longer attending school. This attitude on the part of the management is in line with what Cavalcanti (2014) considers to be the role of school management: to act in accordance with the principle of inclusion in an efficient manner, by getting the entire school community to see it as a model to be followed, favoring the school to become a unit responsible for all students.

In addition, another type of inclusion strategy commented on was the "ATE's action in alerting the regular classroom teacher" about any exclusion experienced by the student. This can be seen in AT3's speech: "[...] *and the respect of colleagues in the classroom that I observe. I've seen it, when I see it, I go and talk to the teacher, so that he (the deaf student) doesn't feel excluded, doesn't feel different*". This action on the part of the ATE is similar to that of a mediator who works in partnership with the school or regular classroom teacher, as they are attentive to the relationships involving the PAEE student, especially

when they advise the teacher on what resources or practices can help the student in their interactions. In this way, the ATE is considered by scholars to be an agent of inclusion (Mousinho *et al.*, 2010).

Another inclusive action mentioned was "Visual strategies for all students", the result of the Visual Literacy Workshop for teachers. In this subcategory, AT1 comments on the application of the visual methodology with the deaf student: "*Thank God we were able to carry out the activity with him [...] I think that's it, I should apply it more often, now in the second semester, even more because there are more students*", as a way for all students to participate in the proposed activity. The Brazilian Inclusion Law guarantees the adoption of measures that favor the access, participation and permanence of PAEE students (Brasil, 2015), and visual strategies fall within these measures (Taveira; Rosado, 2017). By making use of these practices collectively, the educator favors the participation of students with deafblindness in interaction with other classmates.

Other actions commented on by the ATEs are related to the strategies used by regular classroom teachers, such as "Teacher simplifying content", which can be seen in the speech of AT1: "*In the case of my student, right, my student. He went to the board, my student, and we started explaining numerical expressions and simple ones, transparencies, brackets, and he learned. So what did we do? We removed what made it difficult for him on the day of the test*". This is an account of the strategy used by the teacher to simplify the content so that the deaf student could understand how to solve the numerical expressions.

According to Rechio and Manostega (2002), when hearing professionals simplify the content for deaf children included in mainstream classes, they create a major deficit in these students, since the lack of proper planning prevents deaf students from learning certain subjects. According to these authors, one of the explanations for this practice is the lack of mastery of sign language, as well as theoretical knowledge that can help in

understanding the relationships that involve teaching resources and the learning of these specific students.

Another action mentioned by the teacher in the ATEs' reports was the "Teacher-student negotiation", confirmed by AT1: "*There was even a negotiation, right? With him, if he did it, he'd get a packet of pens* [...]". This excerpt shows how the PSAEE, knowing that the student likes colors and painting, made a deal with the deaf student: if he managed to do the task, she would give him a packet of pens. The student was reluctant to do the activity because he was without his regular class.

Regarding negotiation between teacher and student, in a study by Almeida and Lima (2019), the authors explain that this practice organizes norms for students and teachers to maintain a relationship with the environment. During this process, the teacher is no longer active in relation to knowledge, and the result of this dynamic makes it possible to advance the relationship between teaching and learning.

4 Conclusions

The results presented in this study achieve the proposed objective, as the interweaving of Visual Pedagogy theories with visual literacy practices proved to be beneficial for teachers when teaching deaf students. It was observed that, among the visual strategies presented, the use of the Imagetic Comic Book, applied by AT1, was in line with the importance it has for the student, as it is a stimulus for producing and coloring their own comic book.

The difficulties encountered occurred both in the initial phase of organizing the workshop, which was planned to be carried out in five weekly meetings, so there was a need to condense it to just two meetings, and in the execution of some strategies by the teachers. This was due to the fact that the collection took place at the same time as the peak of the first semester, the school June festivities.

With regard to teaching strategies based on the application of a Workshop on Visual Literacy for Basic Education professionals, it was clear that these strategies can be applied in other areas of the school. In addition, the application of these strategies in the classroom legitimizes the use of visual strategies as a learning resource with a universalist approach, as it serves not only deaf students, but all students, providing access to the curriculum.

On the other hand, the school's strategies were antagonistic in that, while on the one hand there was: 1) a commitment from the school community to include the deaf student through affection in dealing with them; 2) dialogue between the school management and the ATE; and 3) guidance for the teacher by the ATE, this quality was not reflected in the classroom space, since there they disregarded the deaf student's language and culture.

As for the teacher's strategies, on the one hand there was the ATE's negotiation, which adjusted the activity to the deaf student's interests and motivations, and on the other hand, the teacher's simplification of the content, based on the belief that this would enable the student to take the assessment, adjusting the content to which the student would have access.

The Inclusion Strategies reported by the teachers during the workshop show that this team is in a transition between inclusion models, where inclusive practices and acceptance of differences coexist with exclusionary practices. These exclusionary practices are the result of some teachers' lack of knowledge about essential content, such as the characteristics of the Brazilian Sign Language (Libras), and deaf culture and identity, which are fundamental aspects for quality work with this audience.

This article is a cross-section of data from the first author's course completion monograph, with a specific focus on teaching strategies. Other data collected during the research is discussed in the monograph on the degree course in Libras Literature. It is essential to study the processes of continuing teacher training for the application of visual

strategies in the teaching of deaf students, in order to promote quality education for this public, considering the characteristics of Libras and the school contexts in which these students are inserted.

References

ALMEIDA, F. E. L. de; LIMA, A. P. D. de A. B. Negociações, Rupturas e Renegociações numa sala de aula com o saber equação do segundo grau. **Educação Matemática e Pesquisa**. 2019. Disponível em: https://doi.org/10.23925/1983-3156.2019v21i5p162-176 . Acesso em: 10 fev. 2024.

BARRAL, J. C.; PINTO-SILVA, F. E.; RUMEJANEK, V. M. Vendo e Apreendendo. *In.* LEBEDEFF, T. B. *et. al* (org.). **Letramento Visual e Surdez**. Chapecó: Wak, 2017, p. 95-127.

BRASIL. Lei nº 14.191, de 03 de agosto 2021. Altera a Lei nº 9.394, de 20 de dezembro de 1996 (Lei de Diretrizes de Bases da Educação), para dispor sobre a modalidade de Educação Bilingue de surdos.

CAMPELLO, A. R. S. Pedagogia visual/sinal na educação dos surdos. *In*: QUADROS R. M.; PERLIN, G. (org.). **Estudos Surdos II**. Petrópolis: Arara Azul, 2007. Cap. 4, p. 100-131.

CAVALCANTI, A. V. O papel do gestor escolar no processo de inclusão. **Colloquium Humanarum**, vol. 11, n. Especial, Jul–Dez, p. 1014-1021, 2014. Disponível em: https://www.unoeste.br/site/enepe/2014/suplementos/area/Humanarum/Educa%C3%A7 %C3%A3o/O%20PAPEL%20DO%20GESTOR%20ESCOLAR%20NO%20PROCESSO %20DE%20INCLUS%C3%83O.pdf . Acesso em: 02 nov. 2023.

CORREIA, P. da H.; NEVES, B. C. A escuta visual: a Educação de Surdos e a utilização de recurso visual imagético na prática pedagógica. **Revista Educação Especial**, [S. I.], v. 32, p.e10/1-9,2019. Disponível em: https://periodicos.ufsm.br/educacaoespecial/article/view/27435. Acesso em: 12 mar de 2024.

CEZAR, K. P. L.; ALMEIDA, L. G. P. História da educação de surdos contada em HQ. **Revista Ideação**, v. 18, n. 1, p. 178-194, 2016. Disponível em: https://e-revista.unioeste.br/index.php/ideacao/article/view/17318. Acesso em: 07 dez. 2023.

CHRISTOV, L. H. da S. Teoria e Prática: o enriquecimento da própria experiência. *In*: BRUNO, E. B. G.; ALMEIDA, L. R. de; CHRISTOV, L. H. da S. (org.). **O coordenador pedagógico e a educação continuada**. 8a ed. São Paulo: Loyola, 2005, p.31-34.

D'AVILA, D. A. L.; SILVA, L. A. R. Políticas públicas e Educação Especial: desafios do atendimento educacional especializado na voz dos(as) professores(as). In: **Anais do X Congresso Brasileiro de Educação Especial**, São Carlos, SP, nov. 2023.

DONDIS, A. D. **Sintaxe da Linguagem Visual**. 2ª ed. São Paulo: Martins Fontes, 1997.

FERREIRA, Valmerson Jorge. **Estratégias metodológicas no processo de ensino e aprendizagem de alunos surdos no município de Grajaú.** Grajaú, 2023. Monografia (TCC de Graduação em Ciências Humanas) - Universidade Estadual do Maranhão, 2023. Disponível em: http://hdl.handle.net/123456789/6439 . Acesso em 28 de fev. de 2024.

LACERDA, C. B. F.; SANTOS, L. F.; CAETANO, J. F. Estratégias metodológicas para o ensino de alunos surdos. In: LARCEDA, C. B. F. (org.**) Língua brasileira de sinais**: libras uma introdução. São Paulo: UAB-UFSCar, p. 103-118, 2011. Disponível em: http://livresaber.sead.ufscar.br:8080/jspui/bitstream/123456789/690/1/PE_Linguabra sileiradesinaisLibrasumaintroducao.pdf. Acesso em: 10 dez. 2023.

LACERDA, C. B. F; SANTOS, I. F.; CAETANO, I. F. Estratégias Metodológicas para o ensino de aluno surdo. In LACERDA, C. B. F; SANTOS, I. F(org.). **Tenho um aluno surdo, e agora?** Introdução à Libras e a Educação de Surdos. São Carlos: EdUFscar, 2014. Cap. 11, p. 185-199.

LEBEDEFF, T. B. O povo do olho: uma discussão sobre a experi
ência visual e a surdez. In: LEBEDEFF, T. B. *et. al* (Org.). **Letramento Visual e Surdez**. Chapecó: Wak, p. 17-47, 2017.

LEBEDEFF, T. B. Aprendendo "a ler" com outros olhos: relatos de oficinas de letramento visual com professores surdos. **Cadernos de Educação**, Pelotas, v. 36, p. 175- 195, 2010.

LEBEDEFF, T. B. O povo do olho: uma discussão sobre a experi
ência visual e a surdez. In: LEBEDEFF, T. B. *et. al* (Org.). **Letramento Visual e Surdez**. Chapecó: Wak, p. 17-47, 2017.

LINS, H. A. M. Cultura visual e pedagogia da imagem: recuos e avanços nas práticas escolares. **Educação em Revista**. v. 30, n. 01, p.245-260, 2014.

MEDEIROS, M. F. de. O papel da afetividade na relação professor e aluno e suas implicações na aprendizagem. RPGE– Revista on-line de Política e Gestão Educacional, v.21, n. esp.2, p. 1165-1178, nov. 2017. Disponível em: https://www.google.com/url?q=https://periodicos.fclar.unesp.br/rpge/article/view/10179&sa=D&source=docs&ust=1692551559994626&usg=AOvVaw2_w3pKtRDR_UCTbZm9ob6M. Acesso em: 28 ago. 2023.

MENDES, E. G. (Orgs.) **Práticas inclusivas inovadoras no contexto da classe comum**: dos especialismos às abordagens universalistas. Campos dos Goytacazes, RJ: Encontrografia Editora, 2023.

MERSELIAN, K. T.; VITALIANO, C. R. Análise das condições organizadas em uma escola para promover a inclusão de alunos surdos**. Revista Lusófona de Educação**, nº19, 2011.

MORAES, C. Q. **Experiências Visuais na Prática Pedagógica de Professores do Ensino Fundamental**. 2023. Trabalho de Conclusão de Curso (Graduação em Licenciatura em Letras Libras) – Universidade Federal Rural da Amazônia, 2023.

MOUSINHO, R; SCHMID E.; MESQUITA, F.; PEREIRA, J.; MENDES, L.; SHOLL, R.; NÓBREGA, V. Mediação escolar e inclusão: revisão, dicas e reflexões. **Rev. Psicopedagogia**, nº27(82): p. 92-108, 2010.

RECHICO, C. F.; MAROSTEGA, V. L. (Re) pensando o papel do educador especial no contexto da inclusão de alunos surdos. **Revista Educação Especial**, *[S. l.]*, p. 05–10, 2012. Disponível em: https://periodicos.ufsm.br/educacaoespecial/article/view/5129. Acesso em: 26 fev. 2024.

SANTAELLA, L. **Leitura de imagens**. São Paulo: Melhoramentos (Coleção Como eu ensino), 2012.

SANTOS, C. B.; CONTE, E.; HABOWSKI, A. C. Pedagogia das imagens na educação infantil - mini-histórias e a documentação pedagógica. **Educação em Pespectiva**, v. 10, p. 1-16, 2019. Disponível em: https://periodicos.ufv.br/educacaoemperspectiva/article/view/8127. Acesso em: 10 jul 2024.

SILVA, C. M. d; SILVA, D. N. H.; SILVA, R. C. d. Inclusão e Processo de Escolarização: narrativas de surdos sobre estratégias pedagógicas docentes. **Psicologia em Estudo**, Maringá, v. 19, n. 2, p. 261-271, abr./jun. 2014.

SILVA, G. P. da. **Prática Pedagógica mediada pela Pedagogia Visual:** proposta para o desenvolvimento do processo educacional inclusivo do estudante surdo no ensino regular. Dissertação (Mestrado Profissional em Educação Inclusiva em Rede), Universidade Estadual do Maranhão, São Luís, 2022. Disponível em: https://repositorio.uema.br/jspui/handle/123456789/2039. Acesso em 27 fev. 2024.

SOLER, P., S.; MARTINS, V. R. O. Língua portuguesa como língua adicional para surdos e o seu aprender em articulação com a Libras como língua matriz. **Revista Educação Especial**, v.35, p.1-21, 2022.

STRAUSS, A.; CORBIN, J. **Pesquisa Qualitativa: técnicas e procedimentos para o desenvolvimento de teoria fundamentada.** 2ª ed. Porto Alegre: Artmed, 2008.

TAVEIRA, C. C.; ROSADO, A. O letramento visual como chave de leitura das práticas pedagógicas e da produção de artefatos no campo da surdez. In: LEBEDEFF, T. B. *et. al* (Org.). **Letramento Visual e Surdez**. Chapecó: Wak, p. 17-47, 2017.

[i] **Adriane de Melo Ramos,** ORCID: https://orcid.org/0009-0003-7911-4958
Universidade Federal Rural da Amazônia
Especialista em Educação Especial e Inclusiva pelo Centro de Ensino Superior de Vitória (CESV). Licenciada em Letras com habilitação em Língua Portuguesa pela Universidade Federal do Pará (UFPA). Licenciada em Letras Libras pela Universidade Federal Rural da Amazônia (UFRA).
Authorship contribution: Research, writing and proofreading.
Lattes: http://lattes.cnpq.br/0274259257045972
E-mail: adriane.cassiomelo@gmail.com

[ii] **Hilda Rosa Moraes de Freitas Rosário,** ORCID: https://orcid.org/0000-0002-2010-1322
Universidade Federal Rural da Amazônia
Professora Adjunto da Universidade Federal Rural da Amazônia (UFRA). Coordenadora do Grupo de Estudos em Pedagogia Visual (GEPV) com experiência nas áreas de Inclusão Educacional, Educação de Surdos e Psicologia da Educação e do Desenvolvimento.
Authorship contribution: Research, writing and proofreading.
Lattes: http://lattes.cnpq.br/9543165245266840
E-mail: hilda.rosario@ufra.edu.br

22

How to cite this article (ABNT):

RAMOS, Adriane de Melo.; ROSÁRIO, Hilda Rosa Moraes de Freitas. Estratégias de inclusão na Educação Básica e a aplicação de uma oficina de Letramento Visual. **Rev. Pemo**, Fortaleza, v. 6, e12864, 2024. Available at: https://revistas.uece.br/index.php/revpemo/article/view/12864