


Training Guide for Teachers of Students with Intellectual Disabilities in EJA: Development Report

ARTICLE

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Abstract

This article aims to present the process of creating a pedagogical product, developed within the scope of the Professional Master's Degree in Inclusive Education in the National Network (PROFEI). It is a Training Guide intended for teachers of Youth and Adult Education (EJA) who assist students with Intellectual Disabilities, in the final years of Middle School and High School. The research that supports it is a field study. Teachers, managers and students with intellectual disabilities participated in this study. Questionnaires and open interviews were used for data collection, and Content Analysis techniques for analysis. Theoretically, it has Vygotsky as its central contribution. For the proposals that constitute it, the main references are Zerbato (2018), with strategies of Universal Design for Learning (UDL), and Marins (2019) on Peer Tutoring. The application of this product added to the inclusive pedagogical practice of the teachers participating in the research and can inspire other studies in this perspective.

Keywords: Pedagogical Product. Inclusive Education. Intellectual Disability. Youth and Adult Education.

Guia Formativo para docentes de estudantes com deficiência intelectual na EJA: relato de elaboração

Resumo

O objetivo deste artigo é apresentar o processo de elaboração de um produto pedagógico, desenvolvido no âmbito do Mestrado Profissional em Educação Inclusiva em Rede Nacional (Profei). Trata-se de um Guia Formativo destinado a docentes da Educação de Jovens e Adultos (EJA) que atendem estudantes com Deficiência Intelectual, nos anos finais do Ensino Fundamental e no Ensino Médio. A pesquisa que o subsidia é um estudo de campo. Participaram desse estudo docentes, gestores e estudantes com deficiência intelectual. Utilizaram-se questionários e entrevistas abertas para a coleta de dados e técnicas da Análise de Conteúdo para a análise. Teoricamente, tem-se Vigotski como aporte central. Para as propostas que o constituem, as referências principais são Zerbato (2018), com estratégias do Desenho Universal para a Aprendizagem (DUA), e Marins (2019), com Tutoria por Pares. A aplicação desse produto acrescentou à prática pedagógica inclusiva dos docentes participantes da pesquisa e pode inspirar outros estudos nessa perspectiva.

Palavras-chave: Produto Pedagógico. Educação Inclusiva. Deficiência Intelectual. Educação de Jovens e Adultos.

1 Introduction

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The movements to advocate and build inclusive schools have as a milestone the Salamanca Declaration (UNESCO, 1994), which aims to inform policies and guide government actions for the inclusion of all students in school, including people with disabilities. In Brazil, the right of people with disabilities to school is guaranteed in the Federal Constitution (Brasil, 1998), reinforced in the Law of Guidelines and Bases of National Education – Law n. 9394/96 (Brasil, 1996), in its chapter V, amended by Law n. 12796 (Brasil, 2013) on the education of people with disabilities, preferably in the regular school system.

In order to guide the organization of inclusive schools, the National Policy for Special Education from the perspective of Inclusive Education was implemented in 2008, giving Special Education significant importance due to the responsibilities assigned to this type of education, which cuts across all levels, stages and modalities (Brasil, 2008). Concern about the configuration of inclusive schools and accessible practices has been driving research in this field, especially in recent years.

In the EJA, specifically for the final stages of schooling, Bueno and Oliveira (2022a) found, through bibliographic research carried out in the Bank of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES), using the terms “Youth and Adult Education” as descriptors, “intellectual disability”, “specialized educational care” and “pedagogical development”, in the period between 2008, when the National Policy for Special Education from the perspective of Inclusive Education was implemented, and 2020, the need for more studies in this area. This research identified that there are weaknesses in the implementation of Specialized Educational Assistance (AEE) for the EJA and a shortage of studies and knowledge about pedagogical and curricular practices aimed at the school development of young people and adults with intellectual disabilities in the final years of Middle School and High School of EJA.

This justifies the research carried out in the Professional Master's Degree in Inclusive Education in the National Network (PROFEI), which sought theoretical grounding

to anchor proposals for accessible pedagogical and curricular practices, aimed at the pedagogical development of young people and adults with intellectual disabilities in the final stages of schooling in the EJA. To support the study, we opted for the Historical-Cultural Theory, justified by the positioning of the investigation, which places its founding elements in the psychosocial view of intellectual disability, with the aspects of mediation and compensation, present in Vygotsky's studies on Defectology (1997; 2021), as elements that stimulate learning, pedagogical and social development, which is in line with the principles of Inclusive Education, of respect for human differences in a school where everyone is capable of learning, providing teaching conditions for different forms of learning (UNESCO, 1994).

A field study was therefore proposed in a State Center for Basic Education for Young People and Adults (CEEBJA), which are schools that assist exclusively young people and adults in the final years of Middle School and High School, in a city in the state of Paraná. This study was divided into two stages. The first stage aimed to identify the school's conceptions and the aspects to be improved in the schooling of young people and adults with intellectual disabilities. This data guided the development of a pedagogical product.

The second resulted in the application of this product, a continuing education itinerary based on the elements identified in the first part, supported by the theoretical framework. This training proposal was organized in a final format, as an e-book, to be made available as online consultation material. The preparation of the pedagogical product is a mandatory requirement within the scope of PROFEI research.

The educational institution chosen for the research attends to young people, adults and the elderly and, at the time of the investigation, had 453 students attending the afternoon and evening periods. The AEE provided was the Type I Multifunctional Resource Room in the EJA, in the area of intellectual disability, neuromotor physical disability, global development disorders and specific functional disorders, operating in the afternoon and evening periods, which, at the time of the research, had 13 students. Of this total, five are students with intellectual disabilities, two of them in Middle School and three in High School.

During the research period, the school had 30 teachers working in the different curricular components. This institution is part of a Regional Education Center (NRE), which is the body that coordinates and guides inclusive practices in schools, representing the Paraná State Department of Education (SEED-PR).

In this context, it was decided to listen to the following groups: three students with intellectual disabilities, aged between 20 and 45; the coordination of the NRE (one coordinator); the school principal; two pedagogues; and ten teachers, from different curricular components, who agreed to take part in the research. In the second stage, which focused on implementing the pedagogical product – a course structured as a training itinerary, with a 40-hour workload – a pedagogue, the school principal and ten teachers collaborated.

This product was made available in its final version as a training guide, of a didactic nature, in digital book format, and the process of researching, preparing and applying this material will be detailed next.

2 Methodology

The research that resulted in the dissertation entitled *Schooling of Young People and Adults with Intellectual Disabilities: Contributions of the Historical-Cultural Theory to Pedagogical Development* (Bueno, 2022) and in the preparation of the pedagogical product considered the following problem: What contributions can historical-cultural studies bring to the improvement of pedagogical and curricular practices and to the school development of students with intellectual disabilities in the final years of Middle School and High School of EJA?

Based on this question, the general objective of the study was to analyze how studies of the Historical-Cultural Theory can contribute to the improvement of pedagogical and curricular practices, with a view to the pedagogical development of students with intellectual disabilities in the final years of Middle School and in the High School of the EJA.

The specific objectives were subdivided into: a) to analyze how specialized educational care and pedagogical practices for young people and adults with intellectual disabilities were being constructed at the school under study; b) to identify the school's conceptions of inclusive pedagogical practices for the care of students with intellectual disabilities and aspects to be improved in this context; c) to develop a pedagogical product with practical, easily accessible strategies and interventions to support the work of teachers from this perspective.

To this end, the research was characterized by its qualitative approach, applied nature and exploratory objective. The approach was defined as qualitative because it considered the existence of a dynamic relationship between the facts and the subjects and that the subjectivity of these subjects could not be defined by numbers, a situation in which researchers tend to analyze data inductively (Prodanov; Freitas, 2013).

As for its applied nature, according to Prodanov and Freitas (2013), research has this characteristic when it aims to generate knowledge for practical application in the light of specific problems. This research was defined according to this nature, as it seeks knowledge about the inclusion of young adults with intellectual disabilities in the final years of Middle School and High School of the EJA, considering a specific school and reality.

According to Gil (2002, p. 41), research classified according to its objectives as exploratory aims to bring the problem closer to the subject under investigation, to make it more explicit or to stimulate the formation of hypotheses. You could say that the main intention is “the improvement of ideas or the discovery of intuitions”. Based on its procedures, the research was defined as a field study, which initially required a bibliographical survey. The field study uses the techniques of direct observation of the activities of the group under study, questionnaires or interviews to capture explanations and interpretations of what happens in that context (Gil, 2002).

To collect the data, we used open-ended questionnaires for the education professionals and a semi-structured interview for the students with intellectual disabilities. The questionnaires were applied online, with a link to access them made available via e-mail. The interviews with the students were conducted in person, individually. With regard

to ethical aspects, the research was approved by the Research Ethics Committee (CEP) of UEPG, report no. 4.825.587.

2.1 Data analysis

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The data was analyzed using the Content Analysis technique, which “is a set of techniques for exploring documents, which seeks to identify the main concepts or the main themes addressed in a given text” (Oliveira *et al.*, 2003, p. 5). The main stages of this technique are: Organization of the work material, definition of recording units, definition and delimitation of the theme, definition of categories, coding and frequency analysis, multivariate statistical analysis and interpretation (Bardin, 1977; Oliveira *et al.*, 2003).

Considering the objectives of the research, the organizing principles of analysis adopted were as follows: a) organization of work material; b) definition of recording units; c) definition and delimitation of categories; d) analysis, interpretation and recording. After the stage of organizing and reading the material, the initial categories were defined and then agglutinated into intermediate categories, determining the definition of the final or terminal categories for the analysis. According to Bardin (1977, p. 119), “terminal categories generally come from the progressive regrouping of categories with a weaker generality”.

Based on the elements identified in the smaller categories, the objectives and the theoretical framework of the research, the terminal categories were divided into subcategories and will be discussed in the next topic, on the results.

Box 1 – Terminal categories and subcategories

TERMINAL CATEGORIES	SUBCATEGORIES
1. Access	Inclusion policies for the EJA
	Motivation to go to school
2. School Development	Specialized educational services
	Teacher training
	Pedagogical and curricular practices

Source: Bueno (2022).

3 Results and Discussion

3.1 Access

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Inclusivist policies have made it possible for those who were once on the margins to reach the EJA spaces (Arroyo, 2017). However, despite the advances in legislation, the authors Nascimento (2017), Trentin (2018), Leite and Campos (2018) and Morais (2019) reveal that there are many challenges for this modality, such as the lack of academic work, the need for systematized continuing education policies and the lack of specific policies for the EJA.

Although the Special Education Policy from the perspective of Inclusive Education (Brasil, 2008) states that inclusive education in the EJA is restorative and reparative in terms of the possibilities for development and social participation, the challenges for structuring the inclusive process still persist: Systematization of inclusive public policies specific to young people, adults and the elderly with disabilities that involve offering educational assistance and motivation for a productive life, since, from the point of view of historical-cultural studies, what is sought is the development of the individual.

3.2 School Development

The provision of AEE is the first element that involves the pedagogical development of young or adult students with intellectual disabilities. The generalization about this offer is problematized by Mendes (2017), who recognizes it as a “one-size-fits-all” offer, which has to serve all audiences, disregarding specificities and potentialities, such as the case of young or adult students with intellectual disabilities who work during the day.

The configuration of the AEE offer, based on the main legislation that supports the materialization of this service in the EJA, is addressed in the first training course that constitutes the teacher training itinerary proposed in the pedagogical product.

Regarding teacher training in general, studies still show that teachers do not feel prepared to face the diversity and different learning needs that inclusion brings to the classroom, due to insufficient theoretical and methodological preparation in initial training (Tassinari, 2019; Bueno, 2019; Leite, 2020).

With regard to the difficulties they encountered in practice, the majority of teachers pointed out: the lack or insufficiency of knowledge to adapt activities and materials considering the specificities of intellectual disabilities and the way these students learn. On the other hand, the students reported difficulties in understanding and carrying out activities at the same pace as the other students in the class. As for the managers, they referred to the challenges that inclusion brings to the school in terms of structuring the AEE and, in the classroom, in relation to teaching practices.

This data was used to plan and organize two axes of study: axis one considered the weaknesses in initial and continuing training, the understanding of disability and the possibilities for learning and development; and axis two dealt with understanding the curricular adaptations needed to provide pedagogical assistance to people with intellectual disabilities. These axes are included in the pedagogical product, constituting training paths two and three, respectively.

Regarding pedagogical and curricular practices, the teachers considered that there is a need for changes in actions, so that schooling is meaningful for young people and adults with intellectual disabilities. From an understanding of cultural-historical studies, some strategies that involve the processes of collaboration, mediation and elements of compensation (Vygotsky, 1997; 2021), with an understanding of the zone of proximal development and the stimulation of complex higher psychological functions (Vygotsky, 2007), contribute to the inclusive process and, in a didactic way, to teacher training.

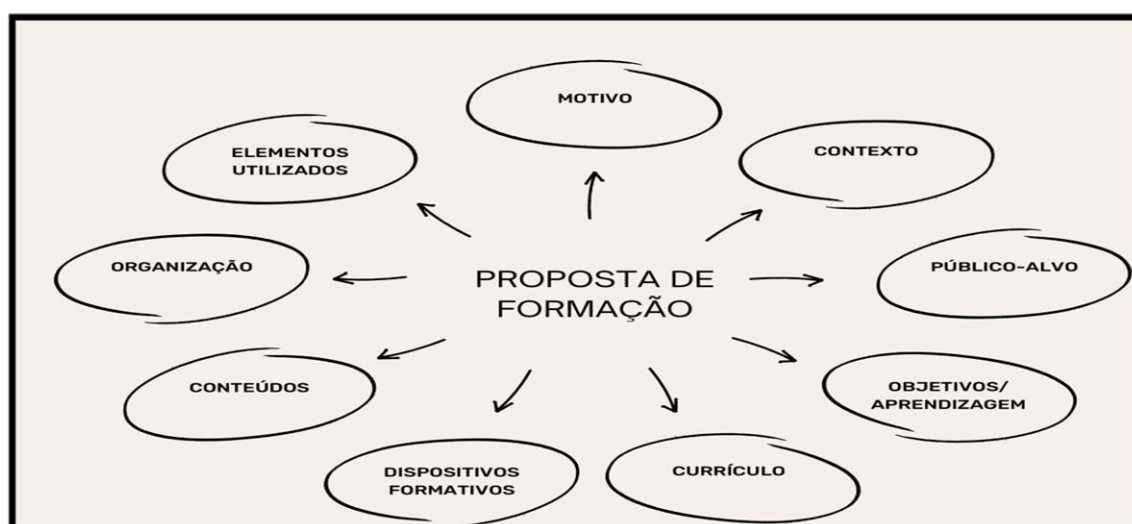
Based on these concepts, the main strategies considered were Peer Tutoring (Marins, 2019) and the use of elements of Universal Design for Learning (UDL) (Zerbato, 2018), content made available in the third training course. The planning and application of this pedagogical product are described in the following section.

3.3 Pedagogical Product Planning

In order to define the category of the educational product, a study of cases and educational solutions was carried out using the Benchmarking technique (Yanaze, 2018), with the preparation of a comparative and analytical matrix of similar educational resources, available on the eduCAPES web search engine at <https://educapes.capes.gov.br>. This technique made it possible to compare the variables: target audience; context; pedagogical proposal; usability; accessibility; results; and their sub-variables, in order to evaluate everything from the interface (visual and informative elements) to the guidance and instruction models.

Three educational resources were analyzed and, from there, the product was defined as a teacher training proposal to be made available in a digital book in the format of a training guide, but with a didactic character, according to the planning stages, represented in the following figure:

Figure 1 – Planning stages



Source: Authors (2024).

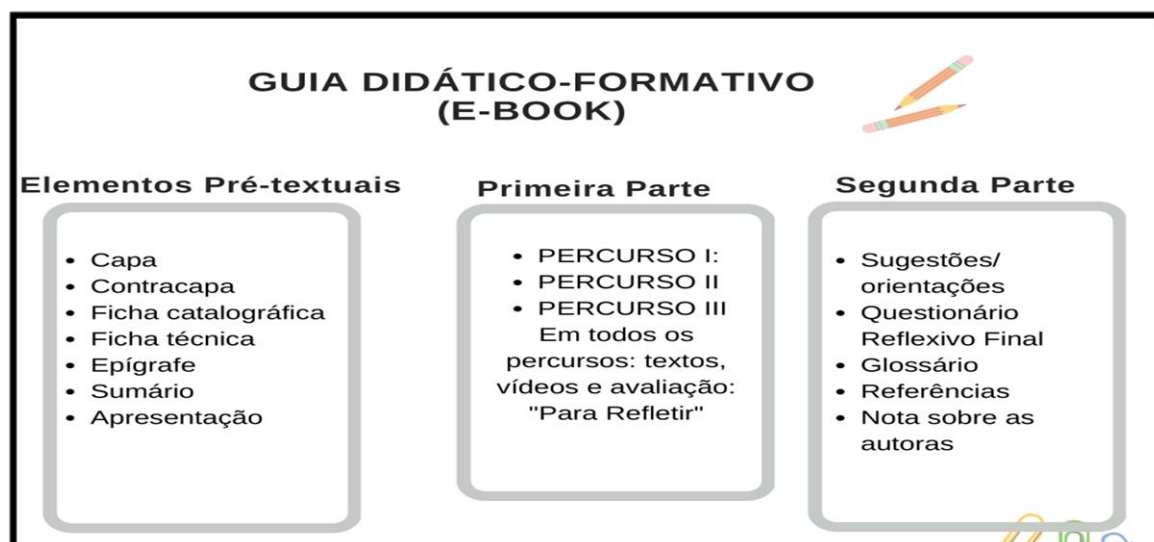
The reason for and context of this product are related to the understanding that it is not enough just to guarantee access, but above all to think about how to stimulate the academic development of students with intellectual disabilities. In order to understand the target audience, the following aspects were analyzed using the Empathy Map tool: 1. Who you are trying to empathize with; 2. What they need to do; 3. What they see; 4. What they say; 5. What they do; 6. What they listen to; and 7. What they think and feel (Mapa de Empatia, 2017).

Using this tool, we gained a better understanding of the audience for whom the educational product was being planned, which helped us define the learning objectives, which were structured based on Bloom's Taxonomy (Rodriguez, 2020), considering the cognitive domain structure, in which educational objectives are organized hierarchically from the simplest (knowledge) to the most complex (evaluation).

The macro-objective was therefore to present contributions to the pedagogical development of young and adult students with disabilities in the final years of Middle School and High School of the EJA. The micro-objectives were subdivided into: Finding out about inclusive policies for people with intellectual disabilities in the EJA and in the AEE; understand the implications of intellectual disability and the possibilities of adult development, based on the assumptions of the Historical-Cultural Theory; know pedagogical and curricular care strategies for accessible practices for young adults with intellectual disabilities.

Once the objectives had been defined, planning extended to the selection of the curriculum, content and training devices. Using the data from the field study, the theoretical survey and the analysis using the Benchmarking technique (Yanaze, 2018), the elements for the training proposal (training course) and the organization of the e-book were defined, as shown in the figure that follows:

Figure 2 – Organization (elements) of the educational product



Source: Authors (2024).

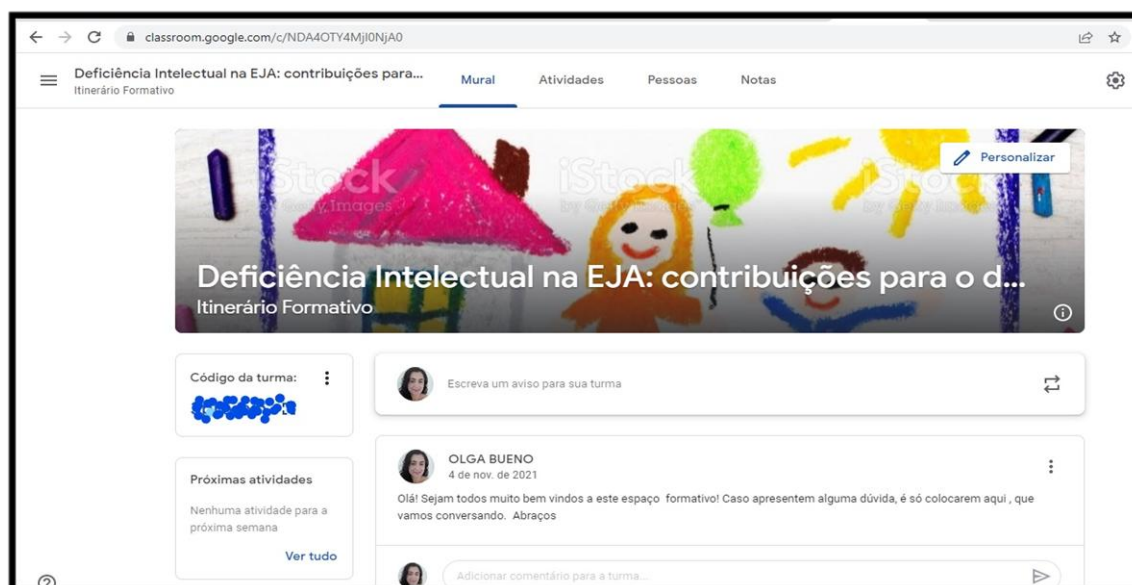
The first part grouped together the three training paths, and the second included guidelines and suggestions for education professionals. The first course discussed the regulatory frameworks for the inclusion of people with disabilities in the EJA and the AEE. The second addressed the definition of intellectual disability and the possibilities for adult development under the assumptions of the Historical-Cultural Theory. In the third section, some pedagogical and curricular assistance strategies were listed.

This script corresponds to the pedagogical proposal of the teacher training course implemented at the school.

3.4 Technology and accessibility

The training proposal was applied at the school researched, through a virtual learning environment: Google Classroom (Figure 3), with a certificate for participants, through the University Extension Program of the State University of Ponta Grossa.

Figure 3 – Virtual learning environment (implementation)



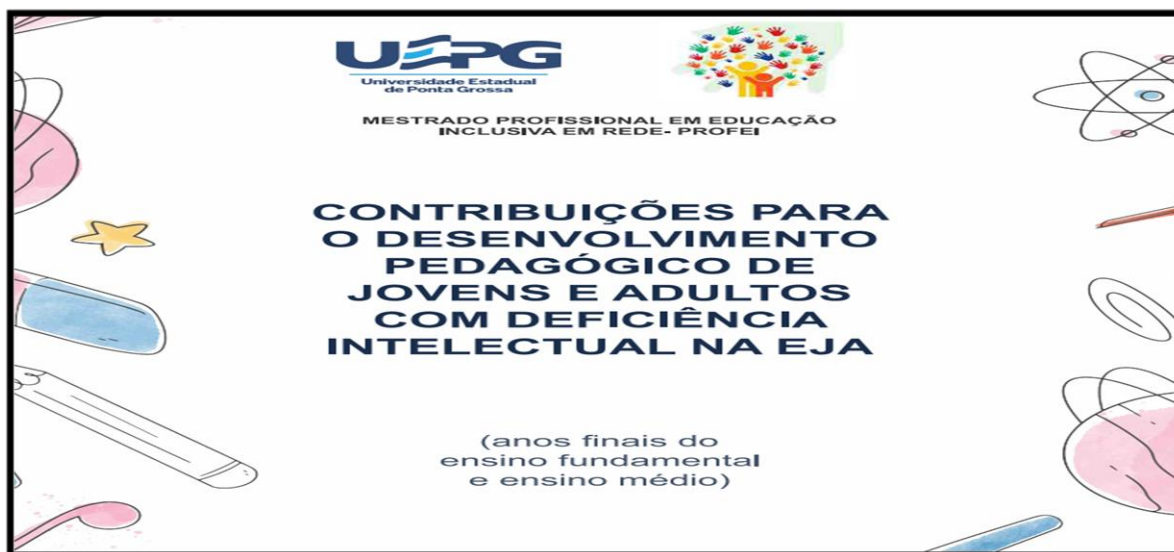
Source: Google Classroom – Bueno e Oliveira (2022b).

The classroom environment was made up of three training courses, each lasting a total of 10 hours, plus a space for guidance/suggestions, with mandatory reading, with a planned workload of 10 hours. Each pathway included instructions for accessing the texts, study materials and proposed activities, one activity per pathway. At the end, a questionnaire was provided to evaluate the training itinerary.

This teacher training course constituted the pedagogical product, made available in an e-book: *Contributions to the pedagogical development of young people and adults with intellectual disabilities* (Bueno; Oliveira, 2022b), in the UEPG Digital Library of Theses and Dissertations, at the following address: <https://tede2.uepg.br/jspui/handle/prefix/3709>.

CorelDraw software was used to produce the e-book, paying attention to the criteria of usability and accessibility. To create the visual identity, we tried to create an attractive presentation, with images in the background that refer to the school environment on the front and back covers, based on guidelines from the Federal Institute of Rio Grande do Sul (2020) for the construction of accessible materials.

Figure 4 – Cover of the educational product: e-book



Source: Bueno e Oliveira (2022b).

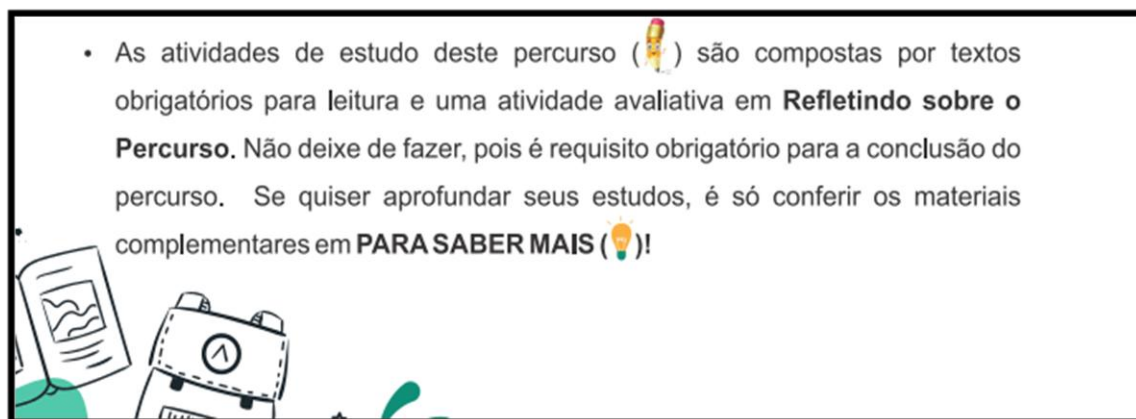
For the other parts that make up this educational resource, we tried to clearly present the established interfaces, such as the Summary topic (Figure 5), with the information organized into separate groups; Figure 6, with instructions for navigating and using the material; or in the availability of clickable links (Figure 7).

Figure 5 – Pedagogical product summary

SUMÁRIO	
APRESENTAÇÃO	05
IDENTIFICAÇÃO	07
1ª PARTE	
PERCURSO I : Política Inclusiva	09
Atividade 1: Vídeo sobre inclusão "Porco Espinho"	10
Atividade 2	10
Texto 1- Constituição Federal do Brasil	10
Texto 2- Declaração de Salamanca	11
Texto 3- Lei de Diretrizes e Bases da Educação Nacional	12

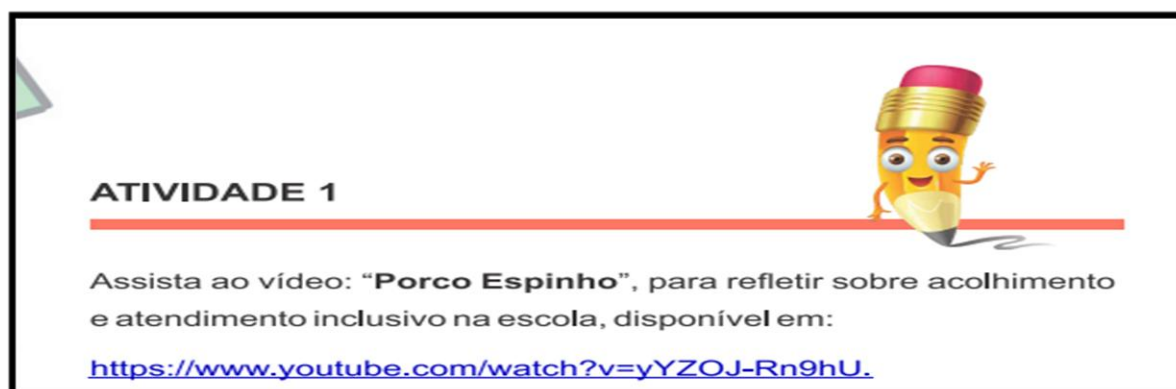
Source: Bueno e Oliveira (2022b).

Figure 6 – Instructions for using the material



Source: Bueno e Oliveira (2022b).

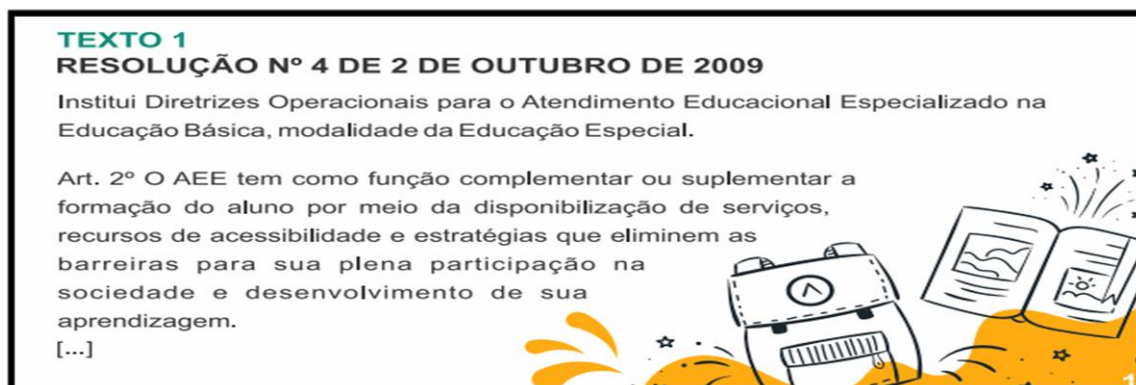
Figure 7 – Availability of clickable links



Source: Bueno e Oliveira (2022b).

For the presentation of the texts, the font used was Arial, as it is a type of sans serif, widely used in the digital environment, which, thanks to its cleaner look, makes reading less tiring, with a preference for font size 14 (Oficina Brasileira – Desenho Universal para Livros Didáticos, p. 26).

Figure 8 – Text presentation



Source: Bueno e Oliveira (2022b).

With regard to accessibility criteria in digital documents, according to Salton, Dall Agnol and Turcatti (2017), you should avoid dividing the text into columns, not use text boxes and footnotes. With regard to the use of images, it is important to describe all those that convey content, as screen readers only inform the content of images if they are described.

As for the use of video, which is made available as required material, audiovisual materials that offer elements of accessibility through audio description were prioritized in the research and content planning.

The pedagogical product, a training guide for EJA teachers, was designed to be used as a continuing education proposal and as research material. The use of technologies has made it possible to implement greater accessibility, both in terms of access and dissemination, considering the applicability in different contexts, which have similar incidences in their inclusive processes.

4 Conclusions

The training proposal that makes up the pedagogical product sought to articulate theoretical aspects of Historical-Cultural Theory to the situations experienced by the

participants (students, teachers, pedagogues and manager), with reflections on practice, with the aim of improving inclusive practices from this perspective.

After implementation, the course participants mentioned propositional changes related to the aspects of mediation, forms of compensation and indirect paths to be provided for the school development and learning of young people or adults with intellectual disabilities, conditional on the adoption of accessible pedagogical strategies, with reference to the approaches of the pedagogical product, as issues that strengthen inclusive practice.

The final availability of the material in e-book format was well evaluated by the teachers taking part in the research in terms of its usability, which, due to the characteristics of a training guide with a didactic purpose, could serve as support for other EJA schools, for teaching work, for the school development of students with intellectual disabilities who reach the final years of Middle School and High School.

It is expected that the report on the development of this educational resource will serve other teacher researchers, give visibility to the inclusion of people with intellectual disabilities in the EJA and inspire other studies with the potential to contribute to more accessible pedagogical and curricular practices.

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