



## Students with special educational needs in School Physical Education: experiences reports of a teacher-researcher





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**Responsible Publisher:** Cristine Brandenburg

**Ad hoc specialist:** Danusa Mendes Almeida

## How to cite this article with more than three authors (ABNT):

SOUZA, Symon Tiago Brandão de; PEREIRA, Arleien Stephanie Menezes; VENÂNCIO, Luciana. Alunos(as) com necessidades educacionais especiais na Educação Física Escolar: relatos de experiências de um professor-pesquisador. **Rev. Pemo**, Fortaleza, v. 4, e48178, 2022. Disponível em: <https://doi.org/10.47149/pemo.v4.8178>

Rev.Pemo, Fortaleza, v. 4, e48178, 2022


DOI: <https://doi.org/10.47149/pemo.v4.8178>

<https://revistas.uece.br/index.php/revpemo>

ISSN: 2675-519X



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## Abstract

Law 13.146/2015 establishes the Brazilian Law for the Inclusion of Persons with Disabilities (PwD) and mentions education as a right and guarantees an inclusive education system. From the perspective of Inclusive Education, it is not the student who must adapt, but it is up to the school to promote access to knowledge/learning. Thus, we narrate an account of the educational experience of a teacher-researcher with students with Special Educational Needs. The interest in the study arose from the life story of the first author as a teacher and from the challenges with education from an inclusive perspective. The qualitative approach allowed us to weave narratives generated in basic education and analyzed with two teachers-researchers, with the aim of unveiling the plots relevant to inclusion in the experience with Physical Education. Thus, it was provisionally concluded that the process of inclusion in Physical Education classes goes beyond the needs of the students, starting from an affective and experiential experience of the teachers.

**Keywords:** Physical Education. Inclusive education. Person with Disabilities

## Estudantes com necessidades educativas especiais em Educação Física Escolar: relatos de experiências de um professor-pesquisador

### Resumo

A Lei 13.146/2015 institui a Lei Brasileira de Inclusão da Pessoa com Deficiência (PcD) e menciona a educação como direito e garantido sistemas educacionais inclusivos. Na perspectiva da Educação Inclusiva não é o(a) aluno(a) que tem que se adaptar, mas cabe a escola promover o acesso ao conhecimento/aprendizado. Assim, objetivamos narrar um relato da experiência educativa de um professor-pesquisador com alunos(as) com Necessidades Educacionais Especiais. O interesse no estudo surgiu frente à história de vida do primeiro autor como docente e diante dos desafios com a educação na perspectiva inclusiva. A abordagem qualitativa nos permitiu tecer narrativas geradas na educação básica e analisadas com duas professoras-pesquisadoras, com o intuito de desvelar os enredos pertinentes à inclusão na experiência com a Educação Física. Dessa forma, concluiu-se provisoriamente que o processo de inclusão nas aulas de Educação Física vai além das necessidades dos(as) alunos(as) partindo de uma vivência afetiva e experiencial dos(as) professores(as).

**Palavras-chave:** Educação Física. Educação inclusiva. Pessoa com Deficiência.



## 1 Introduction

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The school is of fundamental importance in the educational and social formation of the human being, and its role in society has undergone several pedagogical transformations. Oliveira (2002) reports that from the 1930s on, the possibilities and challenges concerning education acquired a new technical-pedagogical focus with the emergence of proposals for scientific studies that aimed to reduce inequalities between the so-called normal children and children with special educational needs, which influenced special education.

In the late 1980s, much has been discussed about the inclusion movement in education, and the federal government, together with the Ministry of Education, intensified the focus on the insertion of this group in regular education institutions (BRAZIL, 1988). For Wilson (2000) inclusion is defined by equality, fraternity, human rights, or democracy. Although it is common to think that school inclusion is only for young people with disabilities, studies have already highlighted that it should serve all children and young people with Special Educational Needs (SEN).

The caput of Article 27, of Law 13. 146, of July 6, 2015, which establishes the Brazilian Inclusion Law for the Person with Disability points out that "Education is the right of the person with disability, ensured inclusive educational systems at all levels and learning throughout life [...]" (BRASIL, 2015, s/p). This way of looking at education has stimulated different perspectives in the field of Inclusive Education (IE). But, on the other hand, it is in school that we have seen part of the obstacles to inclusion and transformation of pedagogical and inclusive intentions to re-signify goals to promote the inclusion of students.

The National Education Plan (PNE) (BRASIL, 2014) highlights the responsibility and commitment to the universalization of school attendance, coping with inequalities





promotion of citizenship and eradication of all forms of discrimination. It is identified in the same document, despite presenting some contradictory principles, such as, for example, democratization of access to school linked to the neoliberal logic of standardization of results, the fundamental function of ensuring the right of all people to education, because it consolidated between 2003 and 2014, in the governments of Lula and Dilma, in the Brazilian State, the main public policies for school inclusion. This period was a milestone for breaking with the school segregation model for people with disabilities. It legitimized, therefore, the main legal, political, and pedagogical milestones for EI in Brazil. The achievements of the PNE resist the attempts of setbacks proposed by the current conservative and extreme right government.

From an ECE perspective, it is not the student who has to adapt to the teaching, but the school that must promote means for this student to also have access to knowledge and learning. Some schools are already resizing their pedagogical concepts, and reevaluating concepts related to regular education, as a consequence of the pro-inclusion movement that is gradually gaining prominence in the school scenario, realizing that differences are part of the dynamics of society. It is expected that the teacher, in addition to teaching knowledge developed by mankind, will problematize and question values, norms, ways of thinking, and behavior patterns imposed by society that end up discriminating the social coexistence. It is necessary to pay attention to the differences that characterize the students and that will imply their interactions, voices, and listening during the classes.

The term special educational needs has been presented, since the 1990s, with some changes in Brazilian legislation and documents as: people with special needs, students with special educational needs, and students with special educational needs, despite presenting some difference regarding the deletion or exchange of words, point to meeting these needs (LOPES, 2014, p. 742).

In this text we adopt this terminology based on Sassaki (1999), a term that was also adopted by the National Education Council (Resolution No. 2 of September 11, 2001, based on Opinion nº 17/2001, homologated on August 15, 2001).





In inclusive schools, all subjects need adaptations in their teaching and learning processes so that students with SEN can participate at all times.

Among these subjects is Physical Education (PE) which, according to the National Curriculum Parameters (PCN) of PE (BRASIL, 1998) has as one of the objectives in elementary school that all students are able to participate in body activities, establishing balanced and constructive social relationships with others, recognizing the physical and performance characteristics of themselves and others, without discriminating against them, which enables attitudes of respect, acceptance, and solidarity. A School Physical Education (PE) in the inclusive perspective would work not on the development of motor skills or physical abilities, but on the knowledge of the body culture of movement.

In this text we bring a synthesis of the educational experience of the first author of this article in two different public educational institutions with different realities, with students with SEN, who participate in PE classes and extracurricular activities proposed by teachers.

The study emerges from the viewpoint of the aforementioned teacher who has a degree in PE, compared to the trajectory of the other authors who also have a degree, and also in the challenge of dealing with education from an inclusive perspective. For this, the following preliminary guiding questions were raised: What experiential and initial relationships were woven about inclusion throughout his academic life? What are the challenges faced by the PE teacher to promote the inclusion of students with SEN?

The questions presented were raised from reading the text by Venâncio (2017), which states that the narratives of experiences lived in the school has been represented as an interesting possibility to understand people, their choices and positions in the world.

The study is characterized as a qualitative approach, with written narratives generated from the context of work in basic education and shared and analyzed with two





teacher-researchers. The excerpts of the reports were analyzed and anchored reflectively and dialogically about the theme in order to unveil the plots relevant to inclusion in the experience with Physical Education. In which the teacher's narratives were collected through the technique of writing, previously performing a theoretical analysis of the theme in order to unveil the plots relevant to inclusion in the experience with teachers in Physical Education.

## 2 Inclusive Education and Special Educational Needs

In the past, people who presented some degree of disability or learning difficulty had to be enrolled in special schools that met the context of their realities. It is based on the assumption that every child has the right to a quality education, a right guaranteed by law, that ECE emerges, in which the educational institutions have to adapt themselves to meet the needs of these students. Special Education is defined by the Law of Directives and Bases of Education, Law # 9394/96, and in its article 58 (BRASIL, 1996, s/p) states that:

**Art. 58.** Special education, for the purposes of this Law, is understood as the type of schooling offered preferably in the regular education system, for students with disabilities, global development disorders, and high abilities or overdose. **§ 1º** There will be, when necessary, specialized support services in the regular school to meet the peculiarities of the special education clientele. **§ 2º** Educational assistance will be provided in specialized classes, schools or services, whenever, due to the specific conditions of the students, their integration in regular teaching classes is not possible. **§ 3º** The offer of special education, under the caput of this article, begins in early childhood education and extends throughout life, subject to item III of art. 4 and the sole paragraph of art. 60 of this Law. (Redaction given by Law No. 13.632, 2018)

In this scenario, this theme starts to be highlighted on the national level and, until then, was trying to be stabilized with the diffusion of the National Policy on Special Education from the Perspective of Inclusive Education (PNEE-PEI) (BRASIL, 2008), which supports the guarantee of the educational rights of students with SEN. However,





The current government has instituted a new National Policy on Special Education (PNEE) that encourages the enrollment of People with Disabilities (PcD), with global developmental disorders, high abilities and overdotation in "special schools", where this public would essentially exist only, and their enrollment in regular schools would not be encouraged. Oliveira (2002) states that the EI is characterized as the inclusion of the handicapped or those with learning disorders in the regular education network, at all levels. For the handicapped student does not always present a learning disability, or vice-versa, thus, all these students are considered to have special needs.

Magalhães et al. (2003) state that having a disability, unfortunately, makes the person himself/herself responsible, promotes social discrimination, reinforces exclusionary conducts, which hinder the possibilities of EI and learning. The experience in the school environment makes us reflect on these issues and understand that the (self)formative processes of teachers, from initial training, need to critically pursue an education that does not discriminate any student and recognizes their personal and interpersonal characteristics as fundamental to raise awareness for EI.

Caparroz and Bracht (2007) suggest that it is necessary that PE teachers become aware and have the commitment that their didactic and pedagogical knowledge/doing is not given a priori, but is in a constant process of (re)construction. It is necessary to (re)formulate pedagogical actions to attend to the differences and individuality of each one.

It is of fundamental importance and urgency that such questions about ECE be addressed and discussed more frequently in society, since the Federal Constitution (BRASIL, 1988) in its article 208, item V, determines the guarantee and the right of access to the highest levels of education, research, and artistic creation for all students, according to the capacity of each one (BRASIL, 1988). The Law of Directives and Bases for Education (BRASIL, 1996), in its chapter V, defends the practice inclusive at school, pointing out the importance and benefits of the learning process of disabled students together with non-disabled children.







Based on this, schools should promote significant changes that can meet the peculiarities of each student, including those with SEN, so that they can offer everyone, without exception, a quality education, respecting the differences and specificities of each one.

Despite all the interest that the subject has been arousing, it is clear from the educators' speech that the much desired inclusion is not being carried out as suggested by the legislation and research in the educational field of ECE. And, one of the difficulties mentioned by them is that teachers do not feel prepared enough to work with students with SEN.

Mantoan (2015) says that teachers believe that the knowledge and skills they lack to teach students with disabilities or learning difficulties refer to the conceptualization, etiology, and prognoses of disabilities and learning difficulties that they need to know and know how to use specific methods and techniques for the learning of these students.

For Mantoan (2015), EI is a constant political movement and cannot be solitary or taken as a teacher's individual attitude. A school reorganization is necessary, as well as new perspectives in the initial and continuing education of teachers so that teaching contemplates differences. Changes are sought that make sense and resignify pedagogically and intentionally the ways and reasons to teach from the perspective of ECE. We cannot conceive that the issues of ECE are only for one group - children with disabilities. If we persist in this conception, the exclusionary behaviors of other children will be increasingly evidenced in who can or cannot learn. In the author's understanding:

We try to find ways to facilitate the introduction of an innovation by doing the same thing we did before, but under a different name or in a different location - such as including students in regular classrooms, but with all the special education staff behind us, so that we don't have to review the exclusionary practices of regular education. Escape valves such as parallel tutoring, continued tutoring, adapted curricula, etc., continue to be ways of discriminating against students that we are not able to teach. Thus, we hide from our incompetence (MANTOAN, 2015, p. 55).





### 3 Inclusive School Physical Education: some considerations

At school, different actions are performed that establish the production of knowledge of different natures. Venâncio et al. (2016) state that these actions are fundamental to notice and look at teachers and students as subjects responsible for unique processes in the elaboration of knowledge that are their own.

It is based on studies such as that of Matthiesen et al. (2008) and also that of Trinca and Vianna (2014) that we realize that PE classes can contribute to the learning of students with SEN. Children learn that they can perform the activities, respecting their limits, increasing their body awareness, and improving their confidence and self-esteem. The student is thus a being of relationships, and that these relationships take place in different spheres throughout life, such as school and family (VENÂNCIO, 2017).

The PCN (BRASIL, 1998) pointed out that PE at school offers opportunities to all students, in a democratic and non-selective way, aiming at their improvement as human beings. In this way, it is important to emphasize that students with SEN cannot be deprived of the classes, and should be considered in the teaching and learning processes. The situations proposed in PE classes need to generate interests and mobilizations, re-significations, and experiences that make sense in the experiences and problematizations with games, games, fights, gymnastics, sports, body challenges related to daily life activities, among others.

To understand this it is necessary to listen not only to the students, but also to the teachers' experiences. For the educational process should not only value the existing ways of learning, but also exalt the forms of learning that exist created by the subjects to





learn and apprehend the world through the relationships and experiences they live (VENÂNCIO, 2014).

It is necessary that PE teachers pay attention, because as Matthiesen et al. (2008) state, there are different expressions and ways of communicating, and they should not seek comparisons with what is considered the ideal model. To this end, Darido et al. (2001) call our attention to the urgent need of a PE for all, without distinction of any kind, and the teacher must be attentive to identify and problematize any discriminatory and prejudiced attitude. In this way, by divesting themselves of prejudices and excluding practices, they will collaborate with inclusive actions that allow students with SEN not to feel discriminated against.

It is necessary to adapt to the methodology, the adaptation and re-signification of materials and modes of use, to meet the personal and interpersonal characteristics and that promote participation and involvement in the several proposed situations and new re-significations of the experiences between teachers and students.

## 4 Methodological course

The present study is a qualitative research, which brings an experience report with methodological aspects of descriptive character. Its focus is on the subjective character of the analyzed object, which will be the experience with EI of a PE teacher; it seeks to understand its particularities and subjective experiences. For Alves-Mazzotti (1999) qualitative research brings as main features the following of the interpretive tradition, i.e., it assumes that human beings act on the basis of their beliefs, perceptions, feelings and values, and that their behavioral form always has a meaning that is not known immediately, needing to be unveiled.

Qualitative research answers very particular questions and is concerned with a level of reality that cannot be quantified. That is, it works with the universe of meanings (MINAYO, 2001).





Developing new knowledge means finding ways that make sense so that new knowledge does not disregard what has already been learned, generating new possibilities of interpreting and learning from the world already experienced (VENÂNCIO, 2014). Based on this, we compiled excerpts of written narratives of a PE teacher (first author of this article) about his experiences with inclusive education in two different educational institutions.

The narratives, in the format of experience reports, allowed us to understand, based on Pérez-Gómez (1998), that until the subject experiences and intervenes, it is not possible to understand and interpret the context that involves his/her way of being and the context of his/her relations. Thus, the data were generated from the reports of experiences of a PE teacher that were shared with two teacher-researchers of PE, who also assume the authorship of the article, and that intertwined the dialogues experienced by the teacher with other authors on the theme of EI. The analyses made by the two authors were reread by the author of the narratives with care not to modify the accounts that emerged from his life story (CONCEIÇÃO, 2017). Both authors defend a perspective of PE based on combating racism, defending human rights, and promoting social justice (PEREIRA; VENÂNCIO, 2021).

For the analysis of the reports, we followed the orientation according to Minayo (2004), which advocates the transcription and reading of the information, the ordering of the data and the final analysis.

## 5 Report of an inclusive experience

The relationship of inclusion with the narrative of teacher Symon, has its origins in childhood, from living with a deaf cousin. For this reason, the teacher learned the Brazilian Sign Language (Libras) and since childhood placed himself in a field of discoveries and some challenges that permeated his relationship with inclusion.





*Weekends and vacations were moments full of games, recreational activities, outings, sports practice, but something always caught my attention: the difficulty that other children had to approach to play, because they didn't know how to communicate with a deaf peer. I acted as an interpreter, while the other children seemed to be amazed by the hand movements and gestures we made while communicating. (SYMÓN TIAGO, 2021).*

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Studies such as Lacerda and Morais (2013) report the admiration and curiosity of hearing children to learn Libras; besides bringing the importance of incorporating the learning of this language in educational institutions for the promotion of an inclusive society.

Over time, as a teenager, other situations led Symon to reflect and question how was the relationship of a deaf person with other children at school and if the participation was effective in all the activities proposed in the classroom. The reflections were also directed to understand: How does the teacher do to know if that student is following the development of activities, since there was a communication difficulty? These and other questions were only possible to understand when Symon entered the school, no longer as a student, but as a basic education teacher.

Symon's interest in maintaining the curiosity that emerged in adolescence was maintained and led him to study the subject during his initial training, in undergraduate studies, when he took the course "Physical Activity for People with Disabilities," which made him understand how special and challenging the teaching-learning process is with students with SEN.

*In that subject, the class of the 8th semester of Full Degree in Physical Education of the State University of Ceará (UECE), in the middle of 2009, was invited to watch the Ceará's Basketball Team training for wheelchair users. The ability and resourcefulness shown by the players were in opposition to all the limitations and difficulties that seemed to be nonexistent at that moment. How much joy and motivation was demonstrated there; feelings and sensations perceived by those who were watching every move and every movement made by the athletes. At the end of the training, the class was invited to practice the sport. At this time the roles were reversed and through this experience we started to admire them more and more. (SYMÓN TIAGO, 2021).*





Other events experienced during the course showed the class a challenging area of knowledge and increasingly justified the interest in seeking readings that related to the themes of this experience report such as: adapted activities such as the practice of judo blindfolded; and videos with events related to the Paralympic games.

*We were stimulated to give practical seminars, in groups, to the class itself, concerning adapted sports and inclusion, building through experiences and exchange of experiences the knowledge related to learning (SYMON TIAGO, 2021).*

Symon Tiago, as a basic education teacher, worked at the Vicente Fialho School, in the Education District IV, of the Fortaleza City Hall from the year 2012 until the beginning of the year 2019; he worked with early childhood education up to the 9th grade of elementary school. The school is located in a central neighborhood of Fortaleza and also serves communities in neighboring neighborhoods, with families inserted in contexts of social vulnerability and extreme violence, unattended by the state.

*My time as a teacher at the school has made me witness and realize the difficulties and realities of life of many of these families who have family members with SEN. They face many problems, among them the distance and the difficulty of getting to school, as well as the lack of financial resources to pay for the expenses of the child and the rest of the family, and also the search to break the prejudice and discrimination that are still present in the social environment. (SYMON TIAGO, 2021).*

A number of obstacles are faced by families on a daily basis. It is at school that many of these families seek and find support. In the Fortaleza municipal school system, there is the Specialized Educational Service (AEE) with suggestions and educational actions that help families understand the learning processes of students with SEN. Other actions involve the school as a whole, including the activities carried out in PE classes. The AEE is a Special Education service, conducted primarily in the school itself, and the service is provided in the opposite shift of the formal schooling.

Through the Municipal Secretariat of Education of Fortaleza about 5,400 students are accompanied by the AEE, a EE service that identifies, develops, and organizes





pedagogical resources and accessibility that eliminate barriers for the full participation of the students (FORTALEZA, 2022).

Regarding the families that found difficulties with the education of their children, teacher Symon Tiago tried, when appropriate, to suggest pedagogical actions that would help stimulate the development of the children in several aspects. And that these facts led him to realize that inclusion is still far from happening completely, but that they also challenged him to believe that it is possible to happen in the school context.

It was then, that in his experience as a PE teacher at the Fortaleza City Hall, he had the opportunity to teach and learn with some students with SEE:

*[...] each one with their own particularities, difficulties and limitations, was awakening in me an attentive and gratifying look about inclusion. Being able to follow the cognitive, motor and affective evolution of the students, but mainly of the students with SEN and try, in some way, to help them overcome challenges, stimulate their self-confidence, promote the discovery of their own bodies, among other relationships that involve the teaching and learning processes, such as listening to the students what they think, intertwine me in this sphere of pedagogical praxis (SYMON TIAGO, 2021).*

This excerpt from the narrative of teacher Symon reveals a concern with everyone included in a welcoming environment based on human rights. Voigt and Paula (2021, p. 119) alert us that "The fight for human rights is becoming stronger and stronger and in this fight we highlight school inclusion as a relevant strategy in order to end discriminatory practices, towards a more democratic and fairer society.

Another perception of Symon Tiago was explained in a worrying way, that there were still many looks and comments impregnated with prejudice and perceived by the lack of information, generating a situated ignorance by the school community. This perception corroborates Duek (2006, p. 110):

Disability, perceived as incapacity, disease or abnormality, nevertheless, reveals the lack of information and the prejudice resulting from it, thus contributing to the presence of countless distortions of meaning in the interpretation of disability, seen as a phenomenon centered on the individual, underestimating the deficient conditions of education.





The teacher reports that he witnessed moments in which a more careful reflection was necessary, especially when faced with teaching interventions that were far from the principles of ECE that he defended in his pedagogical activities. According to Symon, with his inclusive outlook "There are still practices in the school environment that are incapable of realizing that inclusion needs a pedagogical transformation in the teaching and learning processes, showing that inclusion goes beyond what we unfortunately experience." (SYMON TIAGO, 2021).

We cite the thought of narrative to that of authors Brandenburg, Pereira, and Fialho (2019, p. 13) who assure us that reflection "brings challenges, immersive narratives, creativity, self-training and self-criticism, and a focus on collaboration between teachers and learners."

For Camisão (2004) the commitment of teachers to solve problems in their educational practices interferes in the development of students with SEN; which makes the success of EI largely dependent on the teachers' beliefs and attitudes. Which we believe is an unnecessary risk, since we are dealing with a theme that implies an educational context in which a set of professional actions is expected and not practices based on common sense.

Moreover, the teacher told us that he also experienced obstacles such as: i) students with difficulties in including their colleagues with SEN in school activities; ii) the lack of understanding, implementation and effectiveness - "enforcement" - of the legal frameworks to concretize inclusive practices; iii) the lack of infrastructure, material and financial resources and; iv) the lack of a continuing education plan for teachers in all areas of knowledge. Despite the perceptions and obstacles faced, teacher Symon took as his biggest challenge rethinking his own teaching practices in the context of inclusion in the face of all these challenges and his encounters with difference.

The encounter with difference appears as a unique moment, where each student represents a universe, a challenge, which will require the teacher to build a series of strategies that he has not learned during his academic career. He will need to







go beyond the learned, the known, listing ways to deal with the demands of this task, consistent with their way of being and acting (DUEK, 2006, p. 68).

In his reports, Symon states that the PE classes were thought out and planned with the intention that all students participate in the proposed activities, from the simplest to the most complex. For this, he tried to use strategies that involved more than one student. The classes that involved games in pairs, in threes, or in groups and collective challenges were the most valued and with the pedagogical intent of seeking to contextualize the activities for the understanding and fostering the participation and involvement of all (SANCHES NETO, 2017).

Symon Tiago recalls, in his speeches, some events during the classes that motivated the students. One of these events occurred in another school of the city hall, in which he was challenged by the students of the third year of elementary I to perform a soccer activity, a penalty shootout. In the class there was a wheelchair-bound student who actively participated in the activities. Quite a challenge, but he always tried to talk to the students to understand how far his limitations went. He remembers that:

*I approached the student and asked him if he was willing to participate in the activity by using his hands to throw the ball toward the goal instead of his feet, or if he wanted to try to get down from the wheelchair. I proposed this because although one of his legs was shorter than the other, it did not flex the knee joint, it was firm. No other way, I promptly heard: "Will you help me down, Uncle? I placed the chair next to the penalty spot, helped the student to get down, he straightened his body to the side, put his hands on the floor and... Goal. What emotion to see his joy, to see his classmates running to hug him (SYMON TIAGO, 2021).*

For Voigt and Paula (2021, p. 119) conceiving an inclusive environment is capable of promoting several benefits from the coexistence among peers, with and without disabilities, studying and performing tasks in the same space, with the same objectives. We understand that this account of Symon exemplifies how urgent it is to join efforts and make positive readings about the ways and reasons of the students to situate and establish relationships of knowledge with the bodies experienced or as asserted by Charlot (2009) the bodies-subjects of knowledge in the PE classes.





In the school Vicente Fialho, also part of the City Hall of Fortaleza, the teacher reported that while working with another PE teacher they started a recreational volleyball project with the intention that the students would learn and get to know this sport by playing. It was an adapted space under two trees, with a rope hanging from one tree to the other, which replaced the volleyball net; only two balls and few interested people. But among them was a sixth grader." (SYMON TIAGO, 2021).

The student with mild intellectual disability and language delay, diagnosed by a medical report and delivered to the coordination and the Specialized Educational Assistance (AEE) teacher.

Despite being a project without great pretensions at first, the teacher recalled that he left the city hall in 2019, having 30 students in the project, and among them the aforementioned student, but already attending the ninth grade, that is, the student participated for 4 years in the project.

The teacher reported that he always sought closer ties with the family and that at one point the student's aunt contacted him to inform him that her niece was allowed to return home with the other classmates, that they lived close to her house and that they volunteered to take her.

This shows the confidence that her aunt had from the behavioral evolution and maturation that the student has been showing. There were many reports from fathers, mothers, and guardians who came to me to say that the child really liked the Physical Education class, that it was a day she never missed school (SYMON TIAGO, 2021).

The story continues:

*The student's development over these four years of the project was brilliant. She started to play with her classmates during break time; she participated in group school projects; she made a raffle with the other students to buy material for our classes; at the end of the project class, her aunt would no longer pick her up from school, she started to go home with the other classmates, they left her at the door, they all walked. As for sports, it was always good to see the effective participation of the student with the group, she never missed a day of project classes, and participated in all the tournaments we held at the end of each year, in which everyone was awarded with participation medals, a moment watered*





*from lots of ice cream. We bought a big bucket of ice cream and they served themselves; photos, games, friendships, which I hope have remained in their memory (SYMÓN TIAGO, 2021).*

The teacher recalled that the project was so successful that the principal got the money to build a court, bought a "professional net" and new balls. He told us that one day a student was wearing a soccer team shirt, but on the back her name was written, and she proposed: "Teacher, why don't we make a shirt with our name on it? He tells that he asked the student to launch the proposal to the group at the end of the class, and, to his surprise, in less than two months everyone was showing the project blouses to the school community during the welcoming ceremony with parents and guardians.

For Lazzaretti and Freitas (2016), school and family should share educational and social functions, "emerging as two fundamental institutions to trigger the evolutionary processes of citizens, which act as inhibitors or drivers of their intellectual, physical, social, emotional, and psychological growth" (p. 22).

The teacher believes that through new theoretical and methodological propositions we will create conditions and demonstrate with the students the diversity of possible strategies, contents, and goals that encompass and involve inclusive EFE.

Symon Tiago currently works as a teacher in another educational institution and says he realized, from the time he has spent and from the experience in the two institutions of basic education, that ECE is still moving in slow steps, because some actions and educational policies are not put into practice, and the educational institutions lack qualified professionals, specific materials, and adequate infrastructure. Thus, he gives us a report, engaged and concerned politically and pedagogically, of how not only the students, but also the teachers are affected by the absence of conditions to implement concrete and inclusive practices in the institutions.

*When I took office as a full professor at the Federal Institute of Education, Science and Technology of Ceará-IFCE, I was faced with a situation that I could not believe. I, other teachers of other disciplines and a deaf teacher took office, taking the position intended for the curricular component of Libras. On the day I went to the institution's campus, in Tabuleiro do Norte, in the interior of Ceará, we*





*realized that there was no Libras interpreter, which sensitized us at the time and I made myself available to do the role of interpreter, making it clear that I had no specific training for this, and that it is of fundamental importance that the institution provided an interpreter for that campus (SYMON TIAGO, 2021).*

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Symon Tiago revealed to us that as a teacher and getting to know more details of the educational policies of the new institution where he worked, he discovered the Nucleus of Assistance to People with Specific Needs (Napne), and that he was invited to assume the coordination of this nucleus in the campus of Tabuleiro do Norte. This center had the purpose of promoting actions that would give support not only to the students who needed it, but also to clarify to the school community the importance of inclusive education and the challenges that permeate this process. He stayed in this position from May 05, 2019 to July 25 of the same year, when he was removed to another campus.

In another campus of the same institution, in the city of Itapipoca, he tried to be part of the same core, as vice-coordinator, from September 1st of 2019 until July 2021, when he took over the coordination of the core, remaining in that function until today. With that came some general meetings with the representatives of the NAPs from various campuses of IFCE. Many debates, discussions about working conditions, actions to be taken, material needs, interpreters. Here is the last excerpt of the narratives of this article:

*It is still a short time in the institution, but I had the opportunity to teach and learn with some students with specific needs. I remember a student in the last semester of the Building Technician course, who in a short time lost the vision in one eye, and the doctor had already diagnosed low vision in the other. We got together as NEAPE and had a meeting with the other teachers of the campus in order to hear from each one what could be done to facilitate the student's learning. Slides with bigger letters; besides the contextualization of the topics, the teachers tried to read what was written on the slides so that the student could understand; bigger letters also in the evaluations. A whole adaptation was made so that the student would not harm herself (SYMON TIAGO, 2021).*

As a member of Napne, the professor sought to contribute with actions related to the EI perspective. In addition to meetings to discuss actions on campus, he taught two basic Libras courses in Universo IFCE in 2019 and 2021, an extension event. In the year 2020, despite not having taught remotely for no students who were attended by the





Napne, participated in the meetings trying to help the other teaching colleagues to solve the challenges imposed by this teaching modality.

## 6 Final considerations

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This study aims to contribute to research related to the inclusion of students with SEN, expanding the possibilities of further studies on the subject and its implications for PE and social relations that involve the inclusion process in the school context and promote the agenda of human rights and social justice.

We intend to share a dialogical perspective in the format of a narrative report of the experiences of a PE teacher and his relations with ECE and his knowledge in different times and spaces in which he worked. It is also necessary to convince other teachers that pedagogical modifications are necessary to meet the needs of students with SEN in order to achieve quality education, in the sense that it is intentionally political and engaged in the collective work of teachers.

It is pertinent to live together, to give voice and hear directly from the teachers their experiences in order to analyze and discuss their practices, to give new meaning to their experiences and arguments from the perspective of inclusion.

Moreover, we could conclude that the inclusion in the PE classes goes far beyond the students' needs, it also starts from the worldview, affective, relational, and experiential experience of the teachers and their intentionalities with the teaching and learning processes. The knowledge of experience (FREIRE, 1996) is a crucial element that culminates in the occurrence and epistemological curiosity in the exchanges and dialogues between the teaching and learning processes. Therefore, we consider of fundamental importance the discussion about the theme to awaken in the teachers of PE the incessant search for critical and engaged knowledge and that also generates possibilities to rethink the initial and continuing education.





In recent years throughout the country, with the offer of openings and the widening of democratization and access to public basic education schools, we have had an increase in the number of special education students. This advance, no doubt, represents a great achievement for the schooling of people/students, especially if we consider that until the 1980s, in Brazil, the discourse of school integration still predominated and the refusal to enroll was recurrent. The predominant argument was that the school was not prepared to receive and work with this public.

The excerpts from the accounts of the teaching experiences of professor Symon place us in other perspectives; they do not hide the challenges and encourage the announcement of possibilities, and also denounce the absence of co-responsibilities to make viable the implementation of more collective and professional projects in the context of Brazilian basic education. Symon reinforces the warning that Lanuti and Mantoan (2021) made when they bravely deconstructed the discourse of the then conservative minister of education who intentionally and mistakenly announced that the students considered to have disabilities hinder "the others."

Finally, we hope that this article is inserted as a critical possibility from the perspective and perception of teachers for their own work with EI and contribute to the development of other works in school and university considering the context of inclusion, especially with PE, and that it also presents itself as a disseminator of new inclusive practices.

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