Attitudinal Accessibility in Inclusive Education for Transdisciplinarity and Learning

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Abstract— *Education has even become present in academic debates, always with relevant themes related to accessibility and teaching. This study will address fundamental issues with regard to a greater appreciation of students with disabilities in school spaces, proposing attitudinal, conceptual, methodological and structural changes in pedagogical environments. The student-teacher relationship in the classroom will also be discussed, prosing general changes in the educational process, adapting the students' reality to the environment in which they find themselves, in order to generate greater engagement and development of the learning process.*

I. INTRODUCTION

In Brazilian legislation, the enrollment and retention of student with disabilities, regardless of the nature of their special education needs, is ensured, requiring the school to (re) organize to offer an inclusive, humane and universal education. Specialized education

service for students with disabilities carried out by specific professionals from different areas is part of the way to make possible the school inclusion of students with disabilities, but it is not only step on the path of formal education to provide conditions for learning. More than the permanence of students with disabilities in the physical school space, it is necessary to review paradigms, seek and apply educational alternatives that contribute to the construction of knowledge of all parties involved and especially of the student with disabilities, which aims to meet a certain need.

The school's political-pedagogical project must be built with the effective participation of the school community, which goes beyond school employees and reaches other members of the community such as parents and students. The political dimension of what is idealized for Brazilian education must be taken into the pedagogical project, seeking to open paths for its practical application. In this project, the special educational needs of students are reflected to provide access to the curriculum and appropriate conditions for student learning, favoring their development while respecting the needs, potentialities and educational and social background of the student.

II.   THEORETICAL REFERENCE

What some call Inclusive Education ends up being limited to the physical insertion and integration of students with disabilities into the common classroom. A lot is required of the student to adapt to the common class without any adjustments on the part of the authorities, the school and the educators. When the proposal for the inclusion of students with disabilities began, it sought to innovate in relation to the proposal of integration that was applied. The inclusive proposal aimed to make the success of students with specific needs more significant, as it seeks to contribute to student learning and development. In this sense, we argue that the

[...] inclusion proposal proposes that educational systems become responsible for creating conditions to promote quality education for all and make adjustments that meet the special educational needs of students with disabilities (SILVA,2006, p.15).

As can be seen, in inclusive education, it is essential that the educational system adapts to the educational needs of students and, for this, educational practice needs to be designed to accommodate the human diversity that manifests itself in the classroom. Therefore, "Educating means leading young people to dialogue with knowledge. Taking care of self-referentiality through multi-referentiality. Caring for unity through diversity."

Insisting on standardizing practices compromises learning by disregarding the peculiarities of the parties involved in the educational process. Students with educational needs specific to their disability must be offered the conditions for learning, development and educational success. Accessibility needs to be practiced in the removal of architectural barriers, in the adaptation of furniture, in the production and availability of didactic materials adapted to the needs of the student, activities designed according to the universal design for the construction of student knowledge and work in the attitude of everyone involved with school inclusion.

The effectiveness of action in the face of Inclusive Education implies attitudinal, conceptual, methodological and structural changes in the educational space (BRASIL, 2015). At school, an educational paradigm based on the process of building knowledge and respect for differences is necessary. In addition to training educators to work with students with special educational needs, there is the development of the object of knowledge, that is, leading the student to the reconstruction and internalization of knowledge through their way of thinking and the formation of critical thinking fostered by the theorist that lead to a contextualized way of thinking that perceives the relationship between ideas, objects, knowledge and events. (SANTOS; SOMMERMAN. 2009).

In terms of attitude, it is necessary to reject a welfare educator's behavior that is philanthropic and paternalistic along with the disbelief in the individual's ability to learn, that learn, that learning is not the simple and mechanical act of memorizing data.There is no single way to learn. Learning is linked to contexts that flow when explaining and making sense of phenomena. In it, the dynamics of knowledge, previous knowledge and exposure to information in real time are related to create a new whole, adapting and reconstructing individual knowledge. When realizing the relationship between the current level of their knowledge and the relationship with the current knowledge to which they are exposed, students with disabilities as well as others internalize a meaning for learning. (SANTOS; SOMMERMAN,2009).

The educator must guide his students, in order to welcome and understand the physical limitations of colleagues and the different means of communications used by them, so that there is a better social interaction among all. It should seek ways to find out the characteristics of each of its students with or without disabilities, aiming to understand their potential and needs (SILVA, 2006, p.15).

In view of this theoretical reflection, it is clear that resources to facilitate the student' learning process can

be developed, sought, acquired and adapted when necessary and finally used. Alternative communication is one of those resources that can be beneficial to the learning of students who do not articulate speech. Phrasal paste and graphic symbols are examples of resources developed and adapted for teaching and learning in inclusive education. Resources can be created by the educator from dialogue and observation of students' needs in the classroom. The transdisciplinary attitude will lead the educator to transgress the logic of non-contradiction, articulating unity and diversity, the student and object of knowledge, language and calculation, in short, the articulation of opposites for a transversal approach to knowledge that breaks epistemological boundaries and seeks to connect the disciplines of the school curriculum for an inclusive education that focuses on the construction of meaningful knowledge. (SANTOS; SOMMERMAN, 2009).

We will then address how the learning of students with disabilities in the classroom and the construction of knowledge of all parties involved in the inclusive process can be benefited and why the practice of transdisciplinary teaching should be applied in inclusive education that aims to the universal development of students at school. The reader will be led to reflection on the concepts of inclusive practice and transdisciplinary education to meet the specific needs of teaching and learning.

In addition to encompassing a whole range of methodologies, services and activities, the definition of assistive technology involves identifying resources that contribute to the autonomy of the person with a disability (LAVORATO, 2018, p.49) and, thus, some practices using products developed with high complexity or that cannot favor learning processes. The choice of services and methodologies for use as assistive technologies in the classroom must be linked to the pedagogical objectives and interests of students, whether these interest come from factors such as age, life history, or of another nature. (GOMES, 2010).

The work of AEE professionals in regular inclusive schools offers better conditions for learning for students with disabilities, opening new possibilities in the construction of meanings of what is learned in the school environment. Other factors such as an adequate physical space, the proposition of activities consistent with the needs and aptitudes of the student and the adaptation of strategies throughout the learning path promote the success of the inclusive education desired by the school (GOMES, 2010).

Building a learning environment conducive to classroom learning requires educators to seek resources that help students develop the ability to think critically and

use creativity. In the evaluation of students, seen as a continuous and permanent process, the teacher's practice must also contain the continuous and permanent observation of their students in educational activities with the record of their observations that can guide their work to seek to involve the student lead to the learning.

Seeking to fragment knowledge because they believe that teaching in installments in separate areas, would be the best approach, epistemological boundaries were crystallized that made it difficult for educators to establish a flow of relationships between their areas of activity that would allow them to look at knowledge in its fullness as an all. Emphasizing only the parts leads to the formation of people who see fragmented knowledge.

Ignoring the transdisciplinary relationships that the areas of knowledge can establish contributes to the lack of dynamics and contextualization that can give meaning to what students with and without disabilities learn at school. The parts that one seeks to teach in separate disciplines can be better understood when educators work together, connect in discussions and plans to perceive the interrelationships existing in their disciplines that can be brought to the attention of students revealing the meaning of knowledge for the life and the connection between the parts that was hidden (SANTOS; SOMMERMAN,2009).

In the inclusion of people with disabilities, each school student has other experiences, successes, challenges, doubts and knowledge that can also be included as a school educator. Teachers, specialized technicians and other members of the school community can share their visions and experiences with each other so that, as possible, transversal themes to two or more disciplines rescue how relationships between knowledge and professionals can be together in the elaboration and application of work in the community around of a common issue (SANTOS; SOMMERMAN,2009). This constitutes a school challenge for the construction of pedagogical practices at school and is not always included in the planning.

Traditionalist pedagogy, in the educational system, and therefore in schools, contains the mentality of ignorance of diversity and its connection with the processes of knowledge construction. The teacher-student interaction involves the totality of each of these parts and their subjectivities. Erasing the diversity of these parts, their idiosyncrasies and educational needs to establish a homogeneous group, teaching by memorization and the reproduction of information that must be assimilated by the student in a hierarchical relationship of power is an

excluding posture that does not encourage the student to produce the knowledge itself.

Respecting diversity in inclusive education involves knowing and accepting the characteristics of the participants involved in the process, understanding the specific needs of the student, and, in this diversity, students can have different pace and styles of learning. Accessibility will encourage the attitude of seeking to establish dialogues by understanding that everything in the school environment influences learning and that all knowledge is a reconstruction of previous knowledge. The student's learning is a personal construction, through which he modifies his knowledge in the contact of information, school diversity, established relationships, his life history and perceptions (SANTOS; SOMMERMAN, 2009).

The adoption of an inclusive attitude and the promotion of transdisciplinary activities do not guarantee the success of learning, which also depends on those who are open to the construction of knowledge. The methodology itself does not guarantee the reach of all students. Some may remain attached to the conservatism of the traditional model to which they are accustomed and continue to try to meet the teacher's expectations in order to obtain grades and approval without being legitimately involved with the construction of their own knowledge. This will require patience on the part of the teacher to support the change in student's attitudes towards engaging with their own learning. Due to a welfare educational background, barriers established in previous school experiences or other motivations, a student with a disability can also have a posture of seeking approval without worrying about deepening their own learning.

III. CONCLUSION

This study sought highlight aspects considered important for the perspective of inclusive education, and, for that purpose, established a dialogue with the authors' point of view about it. We emphasize that it is considered significant to reaffirm some points. Initially, we reaffirm that, given the right guaranteed by law to access and permanence for students with disabilities, this is understood as independent of the nature of the special needs that are peculiar to them.

This point of view points to the role of studies in search of new perspectives of inclusion, as well as to understand them, because the new scenarios require school reorganization. The restructuring of the school reorganization. The restructuring of the school must occur through the consistent participation of the community, which rebuilds the pedagogical political project and the curricular proposal, among other aspects defined in it. In

addition, the school must have specific professionals from various areas, who can guarantee specialized service to students. Evidently, we emphasize that the complexity of the challenges of building an inclusive school requires gradual efforts, especially with regard to the infrastructural adaptations to be carried out.

It is worth remembering that care with the adoption of an inclusion policy is fundamental so that inclusion is not considered as merely enrolling a student in a common classroom, configuring a merely physical inclusion. However, leaving all students at the mercy of institutional neglect, first from the authorities, second from the school and, finally, from the educators themselves.

This panorama of concern with the construction of a responsive inclusion policy evoked the point of view of Silva(2009), who links the quality of education to the adjustments that need to be made, in the school institution, which requires that they be identified and, therefore, a schedule was drawn up for interventions in the short, medium and long term. The importance of "self-referentiality" was associated with this construction, which allows the dialogue of young people with knowledge through the "multi-referentiality" categorized by Santos, (2009); Sommerman, (2009), as a result of the unity that comes from respect for diversity. Notably, this involves the adoption of assistive technologies. For this reason, this study also called attention to the processes of awareness of students of coexistence with the fact that difference makes everyone unique, and it manifests itself in a way in some students, and it is up to the understanding and understanding of this reality, in the face of the exercise of respect for otherness.

It is worth remembering that respect and otherness make it possible to overcome the stagnant vision regarding the underlying fragmentation of the disciplinary view, since knowledge and the multiple relationships common to it are not dissociated from unity and diversity, propagated by the transdisciplinary logic, by the transversal approach, which gives the curriculum anchorage in epistemological precepts consistent with the construction of significant knowledge. And this is linked to inclusive education.

In view of this, this study emphasizes that services, methodologies, which are linked to the adoption of technologies, which, in order to be elected as facilitators of educational assistance, cannot be dissociated from the pedagogical objectives common to formal education and the interest of students, having in view of your needs. Add to that age, life history, among others, as prescribed by Gomes(2010). And he still characterizes specificities as to AEE.

Also, in this study, regarding the previously outlined aspect, the importance of observation was highlighted because it permeates all evaluation processes, which must be committed to the continuous character and, above all, aimed at redirecting the actions experienced between teachers and students, following a point of view of educational quality, as it makes possible the coexistence with the differences and limitations of different species, assuming a humanistic point of view to guarantee the complete educational and social development. Thus, knowledge for life is situated. Such assumptions must be inherent to the evaluation processes.

Finally, it is necessary to relate inclusive education to the commitment to transdisciplinary as a means to resize learning, boosting accessibility as a set of attitudes, and all this must be perceived as an important facet for quality education.

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