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RESEARCH ARTICLE

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INCLUSIVE PRACTICES TO STUDENTS WITH INTELLECTUAL DEVELOPMENTAL DISORDER IN THE CONTEXT OF REMOTE TEACHING

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ABSTRACT

article is the result of a Partnership between the Federal University of Maranhão-UFMA and the Municipal Department of Education – SEMED/São Luís/MA, with the support of the Foundation for Support to Research and Scientific and Technological Development of Maranhão-FAPEMA, by through the Research Productivity Scholarship and aimed to analyze the inclusive pedagogical practices used by teachers to serve students with intellectual developmental disorder according to the needs of their families in the context of the remote teaching caused by the COVID-19 Pandemic. cross-sectional cohort of applied nature participant quanti-qualitative research approach. Participants were 06 teachers working with students with intellectual developmental disorder in two municipal public schools in São Luís-MA. a) Structured interview with teachers in order to verify: (1) specificities of teaching for students with intellectual developmental disorder (2) organizational structure of municipal schools (3) inclusive pedagogical practices adopted by teachers(4) resources used by teachers. The results showed the use of some active methodologies by teachers supported by educational technologies such as digital platforms to favor access to students due to social distancing. Support for families of students with intellectual disabilities was essential and guided teaching in the home environment of these students, so the teachers were unanimous in affirming the importance of actions that promote greater interaction with these families as a means of implementing inclusive education in the context of remote teaching of the COVID-19 pandemic.

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INTRODUCTION

In times of social distance caused by the Corona Virus Disease – COVID-19 pandemic, responding to students' demands in relation to teaching and learning has been a challenge for teachers. In view of this, this article reflects on inclusive educational practices by teachers in serving students with intellectual developmental disorder in two municipal public schools in São Luís-MA. The United Nations Convention on the Rights of Persons with Disabilities defines that disabilities are of a long-term nature of a physical, mental, intellectual or sensory nature, which, in interaction with various barriers, may impede the individual's full and effective participation in society on

an equal footing with others (Un, 2015). Faced with this, one of the great challenges of the Ministry of Education since 2008 with the publication of the National Political of the Especial Education in the Perspective of the Inclusive Education has been to guarantee the access and permanence of students with disabilities, autistic spectrum disorder, high abilities or giftedness in regular classes of regular education (Brasil, 2008, 2011). The current scenario of national public education requires a commitment to the quality of education, access, permanence, continuous training of teachers and technical staff, changes in the physical structure of school buildings, among others. In this aspect, it also reflects on the low school performance and age/grade distortion of students from Brazilian public and private schools (Inep, 2016) relating them to the precariousness of teaching

and/or lack of use of innovative methodologies directed to the specificities of these students. Allied to this, it is noted that despite the advances in the numbers of enrollments in regular classes of students with disabilities, in this sense, we still find some weaknesses regarding the educational service offered to this public (Inep, 2016). Therefore, investments in the specific training of teachers in serving these students are considered essential. The National Policy on Special Education from an Inclusive Education Perspective states that it is necessary to fulfill objectives that ensure respect for human beings, their singularities and specificities in the school environment (Brasil, 2008). For this reason, the present proposal focuses on the perspective of Special and Inclusive Education, since understanding the specificities of students with disabilities requires teachers to appropriate specific knowledge of their specificities, in order to respond to the educational needs of these students responsibly. However, there is an urgent need in Brazil to reformulate the aforementioned document in order to expand the target audience to be covered with pedagogical practices and different resources that meet their more specific educational needs. One of the great challenges of the Ministry of Education (MEC) has been to guarantee the access and permanence of students with disabilities (intellectual, sensory (hearing, visual, deafblindness), motor/physical, multiple), autistic spectrum disorder, high abilities or giftedness in common is believed that classes of regular education (Brasil, 2011). Therefore, it is the acquisition of specific knowledge with regard to specificities can contribute to the adoption of innovative of these students teaching methodologies according to the needs of this public, providing lifelong learning. In this sense, it is expected that the present proposal can strengthen special and inclusive education policies in the State of Maranhão, collaborating with educational interventions aimed at students with intellectual disabilities. The Brazilian Inclusion Law – LBI, refers to support for the development of scientific research aimed at the development of new pedagogical methods and techniques, teaching materials, equipment and assistive technology resources (Brasil, 2015).

In view of these normative documents, we understand the need for research in the area of special and inclusive education that will support affirmative educational actions based on scientific evidence for the teaching of students with intellectual developmental disorder. For this reason, a study that seeks to produce evidence on the service to students with intellectual developmental disorder in the context of the remote teaching of the COVID-19 Pandemic in current times corroborates the needs of teachers in the municipality of São Luís-MA, proving to be essential and consistent with the needs of these students. Therefore, this article meets these questions as it seeks to provide answers to the educational needs of students with intellectual disabilities, recognizing their specificities and seeking to expand the partnership between school and family through collaborative research between the Federal University of Maranhão – UFMA and the Municipal Department of Education – SEMED/São Luís-MA. Faced with these issues, we envision expanding research training to strengthen inclusive education policies for students with disabilities in the local context. In view of the above, this article aimed to analyze the inclusive pedagogical practices used by teachers to serve students with intellectual disabilities according to the needs of their families in the context of remote teaching during the COVID-19 Pandemic.

METHODS

This article is the result of a Partnership between the Federal University of Maranhão-UFMA and the Municipal Department of Education – SEMED/São Luís/MA, with the support of the Foundation for Support to Research and Scientific and Technological Development of Maranhão-FAPEMA, by through the Research Productivity Grant. This is an exploratory cross-sectional cohort study of an applied nature, participating in a quanti-qualitative research approach.

Participants and sample: Teachers working with students with intellectual developmental disorder in two public schools in the city of São Luís-MA, Brazil, the total number of participants was six

teachers, three from each school, who were identified from P1, P2, P3, P4, P5 and P6. All teachers signed the Free and Informed Consent Term - TCLE that allowed us to proceed with the investigation.

Data Collection Instruments

a) Structured interview with teachers in order to verify:

(1) specifics of teaching in the context of the COVID-19 Pandemic for students with intellectual developmental disorder (2) organizational structure of municipal schools (3) inclusive pedagogical practices adopted by teachers (4) resources used by teachers.

Comments: We emphasize that the choice for the application of the interviews questionnaires can be applied in the online format through the Google form. The literature itself has pointed out as positive aspects of this type of evaluation, the absence of examiner bias, ease of recruitment and application, reduction of costs and ecological damage (eg, use of paper), in addition to the guarantee of anonymity (Silva, Apostólico, Egry, 2013; Buchanan, Hvizdak, 2009).

Data analysis: Data were analyzed qualitatively using Bardin's content analysis technique. From the questions elaborated through the semi-structured interview, the following categories were extracted: Inclusive pedagogical practices, Pedagogical Resources, Guidelines for families, Student assessment and Actions for the teaching of students with intellectual developmental disorder to be implemented.

RESULTS AND DISCUSSION

This article aimed to analyze the inclusive pedagogical practices used by teachers to serve students with intellectual developmental disorder according to the needs of their families in the context of the COVID-19 Pandemic. Frequent in relation to the educational service offered to students with intellectual developmental disorder. Thus, facing the first question about which pedagogical practices have been used to support the teaching of these students considering the context of remote teaching during the social distance caused by the COVID-19 Pandemic, it was found that the investigated teachers generally highlight the use of of some methodologies, as shown in Table 1.

Table 1. Demonstration of teachers' pedagogical practices in the context of remote teaching

Teachers	Pedagogical practices
P1	Active methodologies
P2	Individualized Educational Plan, collaborative teaching, use of pedagogical resources accessible to all
P3	We did not develop differentiated practices, they were the same used with other students without intellectual developmental disorder
P4	Activities are designed and guided by tools that may be possible and achievable
P5	Practices focused on the same topic addressed in the disciplines with the intention that this student is inserted in the process, using an adapted curriculum
P6	The dialogue, the exchange and the constant review and evaluation of the work

From the above result, it was found that in the context of remote teaching caused by the COVID-19 Pandemic, the investigated teachers are looking for alternatives regarding the use of teaching methodologies that make content more accessible to students with intellectual developmental disorder, this was demonstrated in the In the speeches of teachers P1, P2, P4, P5 and P6, only one teacher P3 highlights that she did not develop any differentiated pedagogical practice. In view of the issues analyzed here, it is essential to provide guidance and support to teachers through continuing education programs in online format using digital platforms. With regard to the use of pedagogical resources that teachers have made available to support the teaching of students with intellectual developmental disorder in the context of remote teaching in the period of the COVID-19 Pandemic, the following resources were highlighted according to Table 2.

Table 2. Demonstration of pedagogical resources used by teachers in the context of remote teaching.

Teachers	Pedagogic resources
P1	Use of the newspaper and the media to promote reading, citizenship and media literacy; Flipped classroom; rotation by stations; seminars and discussions and debates; Gamification and games
P2	Digital technological resource such as cell phones, books, printed activities
P3	Cell phones, printed activities, books and newspapers
P4	Digital platforms such as YouTube and WhatsApp, printed material
P5	Handouts, textbooks and video call
P6	Textbooks, cell phones, printed activities, video lessons and apps

Regarding the use of pedagogical resources, it was evident in the result above that all the investigated teachers appropriated some technological resource, thus demonstrating that digital educational technologies were some of the strategies used for teaching students with intellectual developmental disorder according to P1, P2, P3, P4, P5 and P6, although the printed activities were also provided to these students by the teachers P2, P3, P4, P5 and P6, demonstrating the fulfillment of the educational needs of these students and their families. In seeking to understand which guidelines were provided by the teachers to the families of students with intellectual disabilities in the context of remote teaching caused by the COVID-19 Pandemic, the following issues were highlighted as shown in Table 3.

Table 3. Demonstration of the guidelines provided by the teachers to the families of students with intellectual developmental disorder in the context of remote teaching

Teachers	Guidelines to Families
P1	Carrying out some tasks in the home environment
P2	Adopt a daily routine at home
P3	Accompany and help in the proposed educational activities
P4	Follow the guidance of teachers as much as possible
P5	Maintain the routine and repetition of the proposed educational tasks
P6	Maintain more involvement in daily activities

It is worth considering that all the investigated teachers highlighted that they offered support to the families of students with intellectual developmental disorder and called attention to the need to adopt a routine, follow-up and support in carrying out the educational tasks proposed in the home environment. In this way, it is worth noting that in the context of remote teaching caused by the COVID-19 Pandemic, families have assumed multiple roles in the educational process of their children, so the teachers' guidelines are essential for collaborative teaching in the face of the needs of these students. In order to understand how the assessment of students with intellectual developmental disorder has been carried out, the teachers were asked how they proceeded in relation to them, so Table 4 illustrates this issue.

Table 4. Demonstration of the form of evaluation used by teachers for students with intellectual developmental disorder in the context of remote teaching

Teachers	Evaluation form
P1	Printed activities that were delivered fortnightly to the school where we found a better performance
P2	Student learning has literally been interrupted and many children do not have any access to the Internet.
P3	Students had a hard time keeping up with activities due to lack of Internet access
P4	Difficulty due to lack of monitoring by teachers
P5	The evaluation took place through the collaboration of the family
P6	The lack of training, the unpreparedness of teachers and the lack of resources in the education system causes a major problem in student learning.

Assessment is an essential process necessary for the teaching-learning process of students with intellectual developmental disorder in any educational contexts and specifically in the scenario of the COVID-19 Pandemic, in which digital technologies were adopted and according to the investigated teachers (P2, P3 and P6), the lack of internet access made it difficult to follow these students, causing probable deficits in their learning. In this sense, teacher P1 highlighted that she used printed activities to verify student learning and P5 emphasizes the importance of family collaboration. Finally, it was also sought to understand what actions could be implemented to support the teaching of students with intellectual developmental disorder in the context of remote teaching in the COVID-19 Pandemic, in this regard, Table 5 illustrates this issue:

Table 5. Demonstration of actions that could be implemented for the teaching of students with intellectual developmental disorder in the context of remote teaching.

Teachers	Actions for Teaching
P1	Access to more frequently printed activities, delivery of study guides so that they had a school routine (even at home).
P2	Invest in teacher training, especially for those who do not have a mastery of technology, as well as the provision of chips, free Internet packages
P3	Delivery of chips with internet to students so that they could have lives in classes, thus improving learning
P4	Greater interaction between parents and teachers and activities aimed at the real needs of the student
P5	Actions aimed at the well-being and learning of students
P6	Actions aimed at the well-being and learning of students

From the results described in Table 5, above, we can understand that the participating teachers emphasize the implementation of training actions, especially with regard to specific technology content, in addition, the need to expand access to the internet was evident, through the delivery of Chips, as well as the offer of free packages (P2 and P3). Other issues were also considered as: activities printed more frequently, routines more focused on school activities, after-hours tutoring and also highlighted the need to promote greater interaction with families (P1, P4, P5 and P6).

DISCUSSION

The analyzes of inclusive pedagogical practices carried out by the teachers are important in bringing perspectives in the scope of themes that permeate remote teaching, inclusion, learning of students with intellectual developmental disorder in the context of remote teaching in the COVID-19 pandemic. Therefore, in front of the articles that directly score the topic under study analyzed some aspects that will be demonstrated below:

It is worth mentioning a study carried out by Silva, Dias, Cunha, Sena and Marques (2021) that consider inclusion as a central aspect of their study, the aforementioned authors bring approaches on the importance of the teacher's reflection on the concept of school inclusion and the modification in the pedagogical practices that they already develop, in order to ensure student learning. However, for such a change to take place, it is necessary that the training of teachers is focused on the development of specific knowledge in the face of the educational needs of students, so this point is relevant when involving the school as a whole so that the focus in inclusion permeates through all the agents that constitute it. It is important to understand that the authors mentioned above differentiate between the concepts of insertion and inclusion. Therefore, they clarify that the insertion takes place when students with intellectual developmental disorder have their place in the common room of regular education, since it is guaranteed by legislation, that is, limits and segregates without adequate direction in the classroom and, consequently, in the curriculum.

As for inclusion, it is not only characterized by the adequacy of the physical structure, but goes beyond this issue when it proposes to guarantee the proper reception of students with disabilities, promoting interaction with their peers (Silva, Dias, Cunha, Sena and Marques, 2021). From the reflections highlighted here, we can reflect on inclusive education, its concept of educational insertion and the inclusion of students with disabilities in the current scenario, in this sense, we understand the need to support teaching and the teacher in the search for knowledge that will strengthen the process of including these students. Thus, it is worth mentioning that the challenge to make an education inclusive is a duty for everyone, that is, all professionals in a school, such as teachers, employees, coordination, management and the entire community in the search for an accessible school (Carvalho and Martins, 2020).

Therefore, pedagogical accessibility is an essential issue, as there is not only a specificity in relation to students with disabilities, given that a broader understanding involves more comprehensive content. In this way, pedagogical accessibility goes beyond an accessible structure, as it requires the adoption of methodologies that meet inclusive education in the face of the educational needs of students with disabilities. From the context of the Covid-19 Pandemic, caused by the SARS-COV 2 virus, in the scope of remote teaching, Vendramini, Maciel and Penna (2021) brings reflections on the impacts caused in interactions for students with disabilities, as well as in the development of social and communicative skills. In general, it should be noted that the school provides an environment full of possibilities for interactions that can favor learning and this goes beyond the understanding of this space as being only for the transmission of knowledge. A point to highlight in the scenario described above is that the teacher needed to familiarize himself with social media and make adaptations quickly to meet an emerging and unexpected situation, that is, to provide the beginning of remote classes indefinitely. This fact highlights the teacher as an essential actor in the development of learning for students with disabilities, so it is essential that there is support for this professional to develop strategies that facilitate the teaching-learning of these students.

Thus, we found the adaptations that happened suddenly and that required a preparation that professionals did not have, mobilizing skills for remote teaching in a unique way, reviewing their planning and all the conditions to implement this teaching format. It is also worth considering the sudden use of new technologies in the school space and in the homes of students with disabilities, which made teachers "dominate" as soon as possible social media in order to ensure classes effectively even if at the same time. distance. Thus, it was necessary to train teachers to use media resources, such as: cell phone applications, digital platforms, computer programs and others. In general, teaching actions in a pandemic context demand and continue to demand the re-signification of pedagogical practices on an ongoing basis, in this way, Fachinetti, Spinazola and Carneiro (2021) argue that the planning of remote school activities was organized without government and public support. basic training policies.

In this sense, these pedagogical practices involved sectors linked to the school organizations as a whole, that is, from Basic Education to universities, which were essential for the promotion of events such as lives, which took place effectively, as well as the improvement of the teacher's strategies and support for the teaching of students with intellectual developmental disorder. With this, we can understand inclusive education, the concept of educational insertion and the inclusion of students with disabilities in a more specific way, reflecting on each reality, leading teachers in the search for knowledge, in order to make their pedagogical practice more accessible (Oliveira, Oliveira and Barbosa, 2021). Thus, it is worth emphasizing that the challenge of proposing an inclusive education is a duty of all professionals in a school, such as teachers, employees, coordination, management and the entire community to make education more democratic (Carvalho and Martins, 2020). Thus, promoting pedagogical accessibility constitutes a commitment of all professionals who are currently working in favor of inclusive education.

CONCLUSION

When analyzing the inclusive pedagogical practices used by teachers to teach students with intellectual development disorder according to the needs of their families in the context of remote teaching in the COVID-19 Pandemic, it was found that some active methodologies were adopted by the teacher supported by the educational technologies such as digital platforms to favor student access due to social distancing. For this reason, we suggest actions that intensify the training of teachers to provide educational assistance to students with intellectual development disorders in the face of the needs of these students and their families. Regarding the pedagogical resources used by teachers to teach students, it is noted that they were quite varied, however, the use of cell phones was quite frequent, in this aspect, due to the ease of acquisition of equipment by families. Thus, we highlight the urgency of investments by the government to purchase equipment that will ensure the strengthening of public education in the context of remote teaching in the COVID-19 Pandemic, promoting quality teaching to students with intellectual development disorder. Support for the families of students with Intellectual Development Disorder was essential and guided the teaching in the home environment of these students, so the teachers were unanimous in affirming the importance of actions that promote greater interaction with these families. In the context of the COVID-19 Pandemic, it was evident that the teachers based their pedagogical interventions on the perspective of collaborative teaching in which the family and teachers came together in favor of a commitment to education in order to minimize the impacts on student learning. In view of the results found, we recommend that future studies expand the analyzes investigating the impacts of COVID-19 on the teaching-learning process of students with other disabilities and learning disorders, seeking to understand the teaching methodologies adopted by teachers in a larger sample of teachers, investigating as well as the families of these students. Finally, it is considered that with this study it was possible to understand from the reports of the teachers participating in this investigation, the fragility in the learning process of students who need more interactive educational actions that require continuous monitoring in order to provide access to more specific content in order to guarantee them the most inclusive educational service process.

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