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# Advances in the inclusive process of special need children in regular schools in Brazil: an intervention based on Vygotsky and Engeström

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# THE CONTEXT OF THE RESEARCH

- Changes in Special Education in Brazil: from Special Education Schools to Inclusive Education in regular schools (Decree-Law n° 6.571/2008): the new law understands that schools should have:
  - Resource rooms
  - Specialized teachers to work in the resource rooms



# THEORETICAL SUPPORT OF THE RESEARCH

- Vygotsky – The Fundamentals of Defectology correlated with other Vygotsky's famous concepts (ZPD, higher mental functions, internalization, concept formation, scientific concepts, thinking and speech relation, learning and development relation, and so on...)
- Engeström – Activity Systems, Contradictions, ZPD of the activity, expansive learning.



# OBJECTIVE OF THE RESEARCH

The aim of this study is to understand how the process of inclusion is perceived by a group of teachers of a regular school and how the expansive learning process of this group advances in terms of the contradictions they perceive during the intervention.



# METHODOLOGY

- Interventionist methodology (SANNINNO, 2011)
- Pedagogical Intervention Research. Planning, implementation and evaluation of an intervention (DAMIANI et al, 2014)
  
- Formative interventions (ENGSTRÖM, 2011) – Change Laboratory
  - Activity system as a unit of analysis
  - Contradictions as a source of change and development
  - Agency
  
- Data
  - Transcription of the sessions of the Laboratory
  - Journal (observations and impressions of the researcher)
  - Interview with the teachers

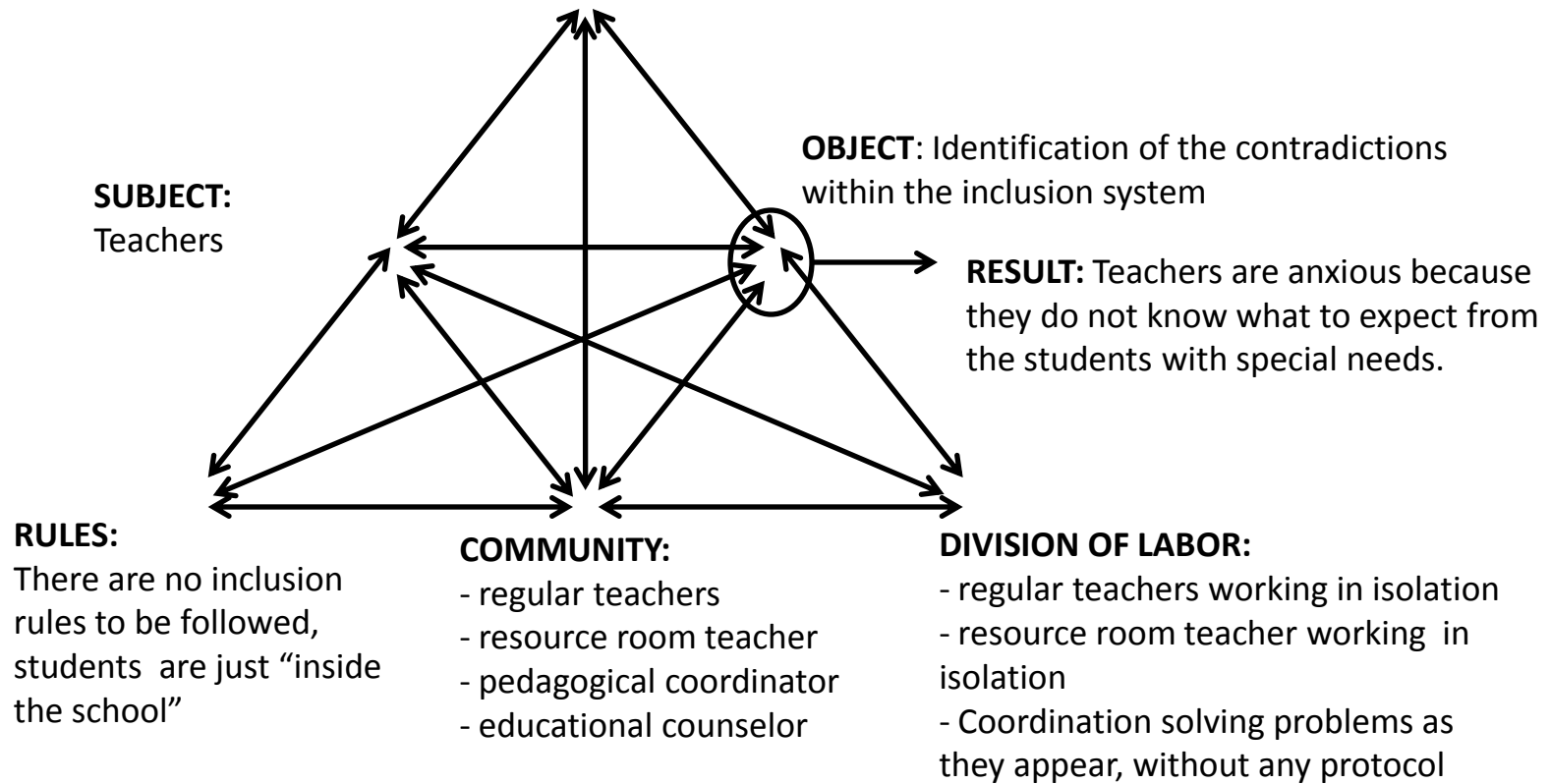


# THE BEGINNING OF IT

- Selection of the school –Public Primary School (approximately 700 pupils)
- Beginning of the sessions of the “Change Laboratory” – 5 sessions so far (1 session every 2 or 3 weeks)
- The sessions will last until the end of the year 2014
- Participants:
  - 6<sup>th</sup> grade teachers (around 10);
  - resource room teacher
  - pedagogical coordinator
  - educational counselor



**MEDIATING ARTIFACTS**  
 Laboratory 1  
 Understanding the Inclusion Process



**Speech Streams:**

T1: The person I thought would have a diagnosis, didn't, and the person I thought wouldn't have one, did. So... I am lost!

C: [...] there is too much resistance about working with special needs students, but why? Because we are not prepared to work with them.

T8: I feel unsure, I don't know how.

T12: I have one word: unpreparedness.

T4: Inclusion is utopia.



## MEDIATING ARTIFACTS

Laboratory 2

Presenting the policy, laws

**SUBJECT:**  
Teachers

**OBJECT:**

Correcting misunderstandings about the national Inclusion policy. Trying to correct mistakes

**RESULT:** better understanding of the inclusion policy

**RULES:**

There are no explicit rules to be followed to include the students, they are just “inside the school”

**COMMUNITY:**

- regular teachers
- resource room teacher
- pedagogical coordinator
- educational counselor

**DIVISION OF LABOR:**

- regular teachers working in isolation
- resource room teacher working in isolation
- Coordination solving problems as they appear, without any protocol

### Speech Streams:

T2: I know nothing about this law.

T6: We only know we need to include these students and evaluate them by doing a report.

C: I have no idea.

T9: João has no diagnosis?

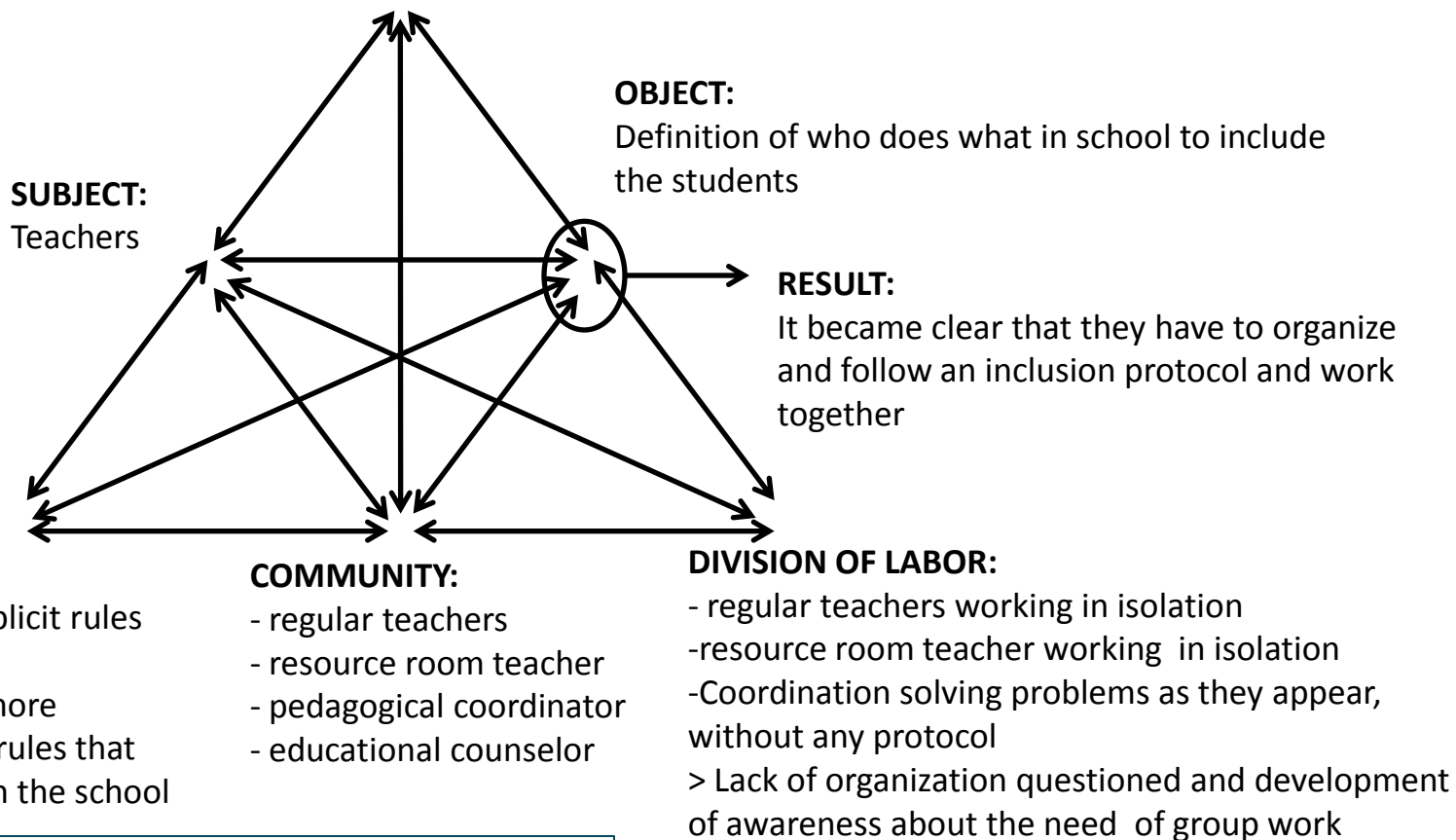




## MEDIATING ARTIFACTS

Laboratory 3

Questioning about the school organization for inclusion



### Speech Streams:

T6: I knew about Iasmin, but I had no idea about Mateus [...]

T2: Tell me something, what is Mateus's diagnosis? Then, I may observe[...]

T1: This Mateus, I have no idea who he is.

T3: There is no protocol[...] We just keep going.

C: The first time we are looking at it is with you.

C: I think this is new for all of us [...]

T3: Nobody knows anything.

T3: Is João not there?

TRR: [She waves her head negatively]

T3: How? He's got a problem![...] How has nobody done anything before?

T6: I thought he had a diagnosis.

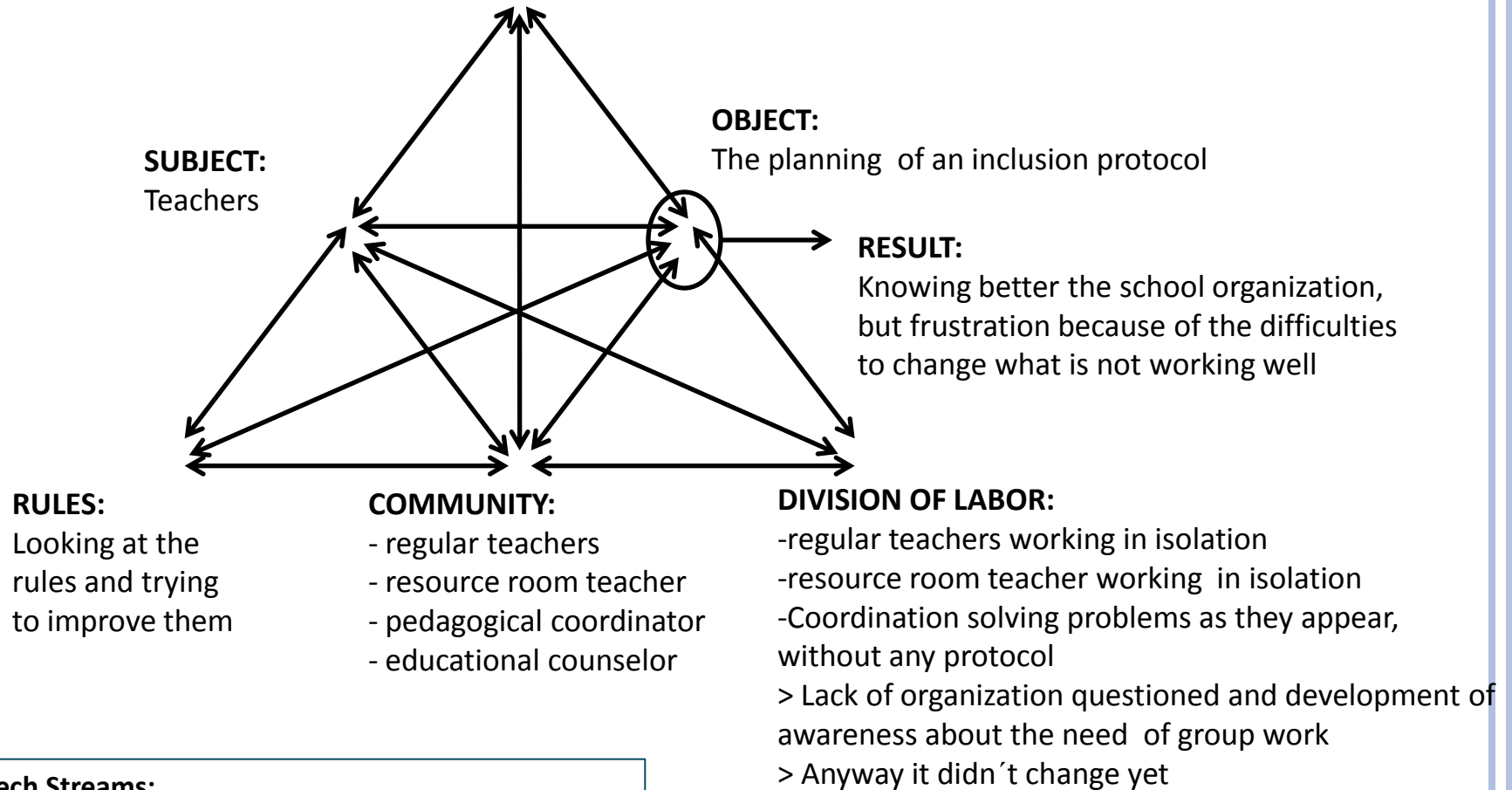
T1: me too.

T5: I thought something had been done.

# MEDIATING ARTIFACTS

## Laboratory 4

Rethinking the school protocol for inclusion



### Speech Streams:

T9: I believe it would be the role of the supervisor. Here, at least, I can't see the resource room and us communicating.

T6: I think this is the main problem.

T2: But I believe it is better than I had imagined.

T5: I agree. The greatest difficulty is not with them.

T4: She could help us: "It would be better if you work with Vitor this way."

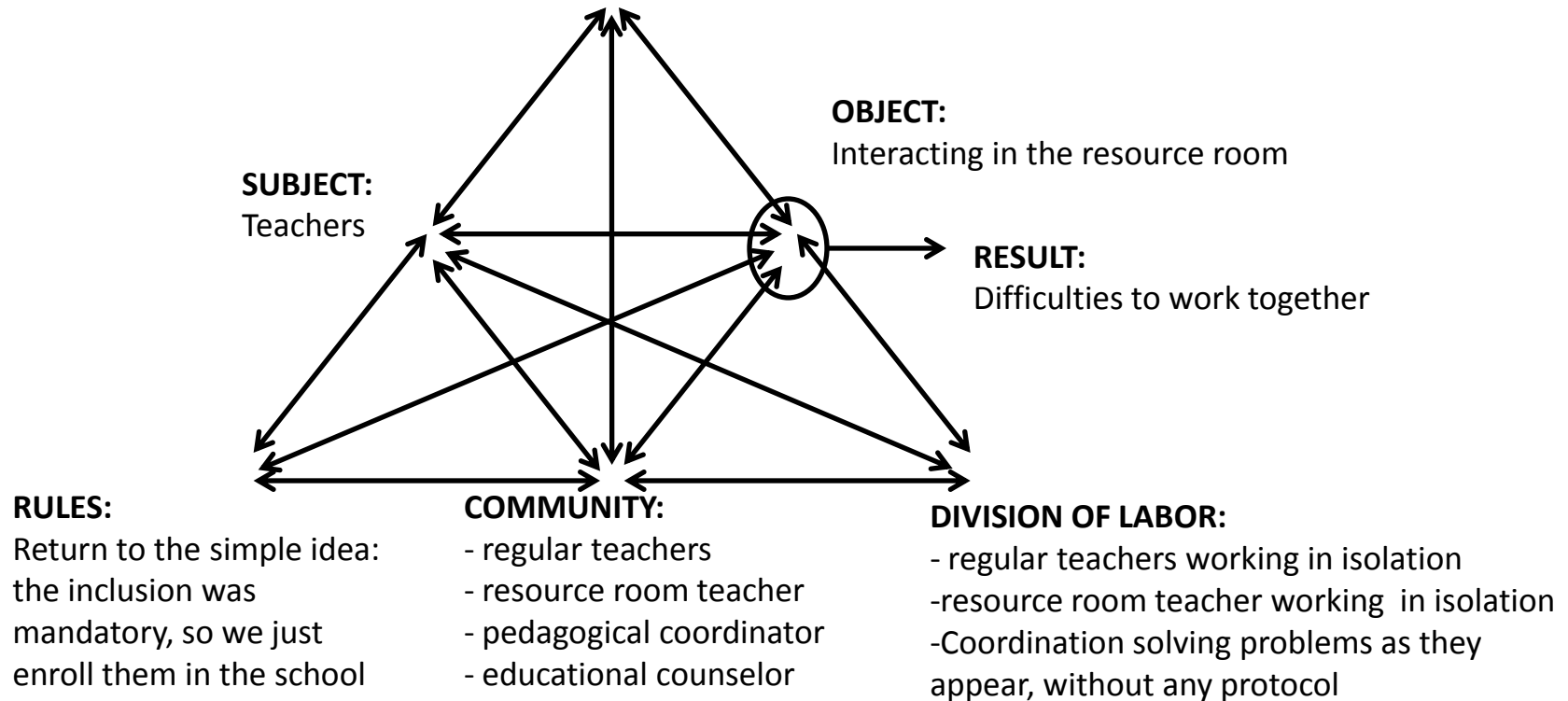
T3: Some help.

T4: Yes. Sometimes, there are so many students, whatever you want it or not, you need somebody to guide you.

## MEDIATING ARTIFACTS

Laboratory 5

Interaction between resource room and regular teachers



### Speech Streams:

T3: [...] There are a thousand classes and many schools! It's utopical.

T1: If they don't pay you four times more it is impossible.

T2: Ok, I am not worried about evaluating them. They don't follow what is being taught anyway.

T5: But I believe we are handling well with the situation.

T3: Our biggest problem are not the students like Raquel or Vítor, with them we think about the strategies

T3: Individual teaching with 35 students! It won't happen!

# Sequence of epistemic actions in the expansive learning cycle

7. Consolidating and generalizing the new practice

1. Questioning

Lab.1, 2, 3, 4, 5

2. Analysis

Lab. 3 e 4

3. Modeling the new solution

Lab. 4???

6. Reflecting on the process

5. Implementing the new model

4. Examining and testing the new model

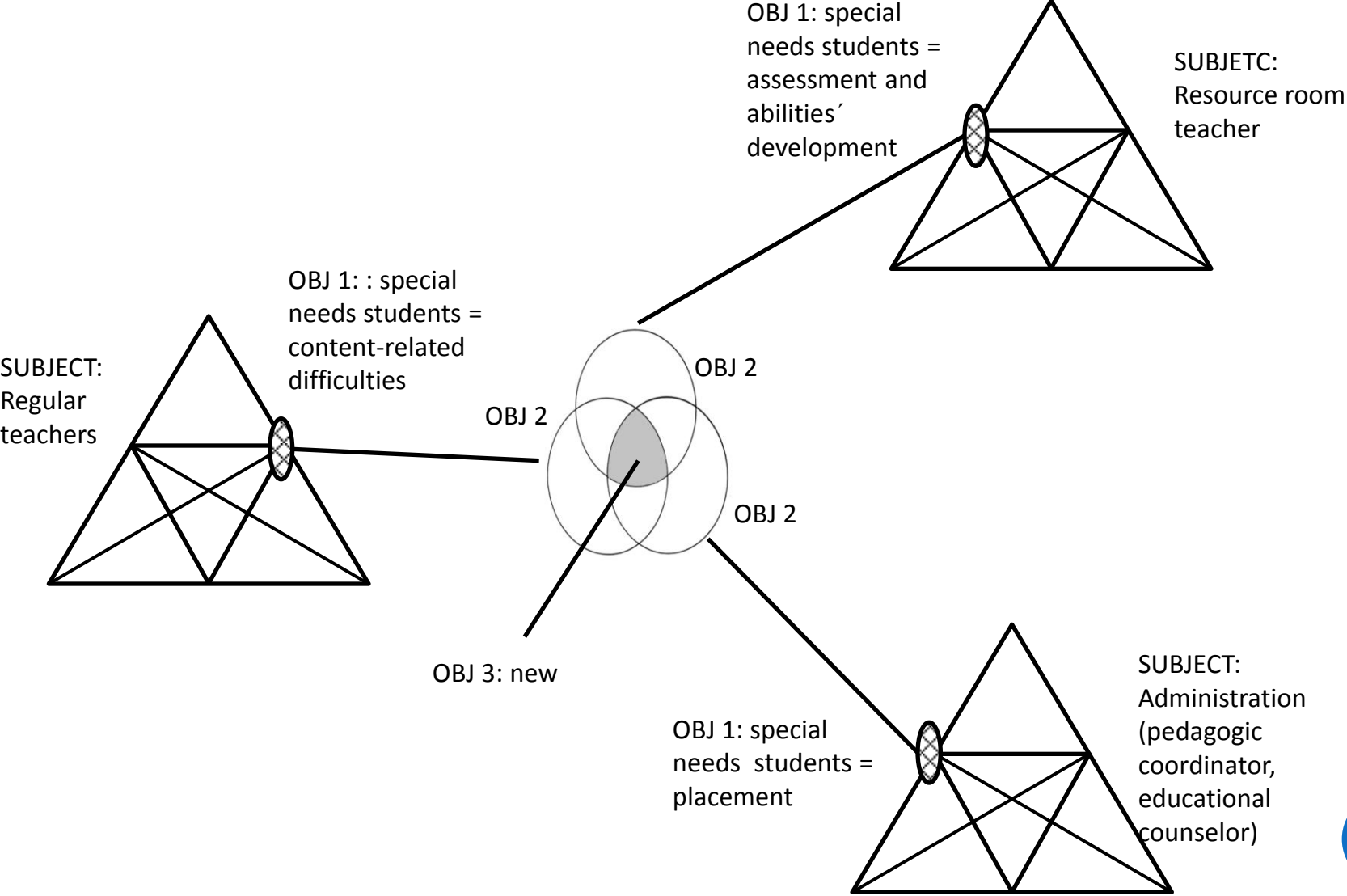


# SYNTHESIS OF THE FIRST ANALYSIS: A PREVIEW

- **Contradictions** – Do I have students with special needs? Who are they?
- **Conflict** – What will I do with this new student if I don't know what to expect from them?
- **Double bind** – I have to individualize education but I can not do under the actual circumstances (lack of training, a lot of students in class, small amount of time to think about the classes and the students)
- **Expansive learning** is a process that can happen if the group faces the points listed above.



# Activity system with a shared object



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