

REDIVI – REVISTA DE DIVULGAÇÃO INTERDISCIPLINAR DO NÚCLEO DAS LICENCIATURAS
Univali – Universidade do Vale do Itajaí

3 Articulated Scenarios And Multiple Disabilities: Specialized Education In Formal And Non-Formal Environment Of Education

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ABSTRACT: This article recounts the daily life of a child placed in two school environments, Specialized Educational Care and early childhood education in Regular Education. The study had focused on the possible partnerships between educators from formal and non-formal education in order to reduce the barriers that prevent the full participation of the child, this study object, to the means of information. With the increasing discussions about inclusion of children with special educational needs in Regular Education, guaranteed by law, is that this research was needed, bringing the debate of the conflicts that pervade the fragile relationship between professor, teacher and ESA monitors. This study provided us with a different diagnosis regarding the inclusion, in relation to the difficulties reported by teachers, regarding the acceptance of children with disabilities, and for them to be inserted in an environment not suitable for their needs and specificities. The study showed that the exchanges, the information about the child and the conviviality of the people who deal directly with her deliver their full development in all areas.

KEYWORDS: Special Education. Early Childhood Education. Specialized Educational Services. Multiple Disabilities