ABSTRACT
The article discusses the importance of attitudinal accessibility in the inclusion process, beyond physical and pedagogical transformations, highlighting that without attitudinal accessibility, other forms of accessibility are not effective. Share our actions as people and professionals in the inclusion process and beyond the transformations in the physical environment and teaching.
practices, which refer to physical and pedagogical accessibility, it is necessary to consider, mainly, the aspects that involve attitudinal accessibility because, without it, not another form of accessibility becomes effective. We aim to present the teachers' narratives on the themes. Thus, this article deals with an experience report on the impressions of teachers in an assistive technology course, where we discussed in several forums and the 18 participants presented their impressions. As a result, we had contributions about their anxieties, expectations, and prejudices they had about the care of people with disabilities. We concluded that it is necessary to feed the movement of inner transformation bumping into our attitudes and understanding that what is different is not always the other; we are everyone.

**Keywords:** inclusion, teaching, accessibility, fórum, narratives.

**RESUMO**
O artigo discute a importância da acessibilidade atitudinal no processo de inclusão, além das transformações físicas e pedagógicas, destacando que sem a acessibilidade atitudinal, outras formas de acessibilidade não se efetivam. Compartilhe nossas ações enquanto pessoas e profissionais no processo de inclusão e para além das transformações no ambiente físico e práticas docentes, que remetem à acessibilidade física e pedagógica há que se considerar, principalmente, os aspectos que envolvem a acessibilidade atitudinal pois, sem ela, nenhuma outra forma de acessibilidade se efetiva. Temos como objetivo apresentar as narrativas dos professores sobre os temas. Assim este artigo trata um relato de experiência sobre as impressões dos professores em um curso de tecnologia assistiva, onde discutimos em vários fóruns e os 18 participantes apresentaram suas impressões. Como resultado tivemos contribuições sobre as suas ansiedades, expectativas e preconceitos que tinham sobre o atendimento das pessoas com deficiências. Concluimos que é preciso alimentar o movimento de transformação interior esbarrando nas nossas atitudes e compreender que o diferente não é sempre o outro; somos todos e cada um.

**Palavras-chave:** inclusão, ensino, acessibilidade, fórum, narrativas.

**RESUMEN**
El artículo discute la importancia de la accesibilidad actitudinal en el proceso de inclusión, más allá de las transformaciones físicas y pedagógicas, destacando que sin la accesibilidad actitudinal, otras formas de accesibilidad no son efectivas. Comparta nuestras acciones como personas y profesionales en el proceso de inclusión y más allá de las transformaciones en el entorno físico y las prácticas docentes, que se refieren a la accesibilidad física y pedagógica, es necesario considerar, principalmente, los aspectos que involucran la accesibilidad actitudinal, porque sin ella, ninguna otra forma de accesibilidad se efectúa. Nuestro objetivo es presentar las narrativas de los profesores sobre los temas. Así, este artículo trata un relato de experiencia sobre las impresiones de los profesores en un curso de tecnología asistiva, donde discutimos en varios foros y los 18 participantes presentaron sus impresiones. Como resultado, tuvimos contribuciones sobre sus ansiedades, expectativas y prejuicios que tenían sobre la atención a personas con discapacidades. Concluimos que es necesario alimentar el movimiento de transformación interior chocando con nuestras actitudes y comprender que lo diferente no siempre es el otro; somos todos y cada uno.
1 INTRODUCTION

The concept of inclusion has been used to support people with disabilities, but it goes beyond that – it is a social movement, manifested in global public policies, aimed at universalizing education with quality and respect for human rights: education, healthcare, housing, the right to freedom of movement. In short, it is about respecting the most basic rights that we need to live with a minimum level of dignity – these should be the foundations of inclusion (Booth, 2002).

Inclusive actions should start from the moment the school becomes aware that there are students with disabilities enrolled, and from there, create means and attitudes that facilitate the educational process in all aspects, involving the family and understanding the difficulties of these students in order to promote meaningful learning (Booth, 2002).

"And without guarantees of accessibility, no form of inclusion can happen" (Rodrigues, 2018, p. 30); Gotti (2006) states, "attitudinal barriers are those established in the social sphere, where human relationships focus on restrictions rather than abilities," and Sassaki (2005) argues that "the world is moving towards the construction of an increasingly inclusive society, thus making it irreversible."

It is important to consider the different definitions of people with disabilities throughout history to understand why, even today, although to a lesser extent, there still exist some disguised forms of discrimination. The realization that there is still a need for inclusive conditions of learning, adequate support for the holistic development of students' potential and abilities in education, becomes evident. People with disabilities have been considered "different" since
ancient times until today – they have always been labeled and marginalized, facing exclusion and carrying the stigma of rejection. It is worth noting that history is not linear; individuals with disabilities in wealthier classes had all the privileges of the nobility. Mariani (2014, p.16) highlights this by stating: [Please insert the quote from Mariani here.]

(Note: The quote from Mariani is missing, so I couldn't include it in the translation. Please provide the missing quote if you'd like it to be included.)

In Roman society, the path of the deaf was not different from that of the Greeks, as they were considered imperfect for a society that valued physical and intellectual beauty. However, literature reports that the economic status of some families granted privileges to a few individuals, such as Quintus Peduis, a deaf artist and son of a Roman consul, who obtained permission from Caesar Augustus to pursue his profession as a painter (MARIANI, 2014, p.16).

The philosophers of antiquity already made references to class divisions, which history records as the earliest mentions on the subject. Some of them wrote notes about people with disabilities, linking them to intellectual disabilities as mutations of brain structure, but without scientific foundation.

The trajectory of inclusive education in Brazil is marked by struggles, resistance, and the achievement of rights that, despite being prescribed by law, still require significant mobilization to be guaranteed. The school, which still presents a homogeneous, Eurocentric, and uniform education in its curriculum (Candau, 2011), needs to ensure the promotion of inclusion for students with disabilities in regular classrooms.

In the 1960s, individuals with disabilities or mental retardation were recognized as "exceptional individuals," an action that aimed to assign a positive meaning to these individuals and overcome the prejudiced attitudes surrounding them. Over time, with in-depth studies and the efforts of people seeking changes in the societal landscape, new terms emerged, such as individuals with special educational needs, special individuals, or simply special, in an attempt to erase the stigma of disability.

People with disabilities have not always been treated as atypical beings, as someone outside the normal standards imposed by the historical-cultural point of view defined by society, subtly imposing guidelines and criteria for normality.

Many terms have been used to identify people with disabilities, spanning decades in an attempt to bring innovation and overcome prejudices. Today, it is evident that the intention was
good, although the means and practices used at the time may not be approved in the present. The idea was to normalize people with disabilities, their context of living and development, and provide them with the most compatible ways and conditions of life considering their limitations, including them in the rest of society, with the goal of enabling them to develop their full potential.

The process of learning, referred to as "socialization" by Durkheim (1858-1917), is the fundamental factor in the construction of a "collective consciousness." This collective consciousness encompasses everyone, and the school should be the space for perceiving the importance of autonomy and learning principles and values that include people with disabilities and others equally.

2 METHODOLOGY

This text is the result of the participation of 18 individuals who took part in the continuous formation course on assistive technology, taught by different instructors during the pandemic period. This was a participatory, exploratory, and qualitative research, and we chose to present it in a narrative form without identifying individuals in order to comply with the ethical principles set forth in resolution 510/2016 of the ethics committee. We conducted a bibliographical research using primary and current sources to support the experience reported by the teachers.

3 RESULTS AND DISCUSSIONS

Attitudinal barriers persist in society in the form of discrimination, neglect, ignorance, and many others, thus reinforcing the social exclusion of people with disabilities. The manifestation of these barriers represents obstacles in the creation of an inclusive consciousness. Architectural, emotional, communicative, pragmatic, and attitudinal barriers to accessibility become hurdles for all involved and have the greatest impact on people's lives.

I narrate here a situation that occurred in the state school where I teach. In the 1st grade of high school, there was a student (Sofia) with a communicative disability, meaning she had good hearing and extraordinary cognitive ability. She sat in the front row, in front of the blackboard. To communicate, she would raise her hand and point to her notebook. In it, she would indicate what she hadn't understood and request a new explanation. This fact triggered bullying from some classmates, such as giggles, and so on. Therefore, I decided, together with other teachers, to develop an activity that encompassed the teaching of Portuguese language, history, geography, and sociology.
We created a play. We divided the class into groups, and each group was responsible for a task (setting, costumes, makeup, historical and geographical research, etc.), but they worked together on the research. The play was about the biography of a Greek philosopher named Apollonius. He was well-known for being a great astronomer in his city. The fact that he stuttered and hardly spoke, but communicated with the stars, led him to discover a star that he named Sofia. It was the brightest star in the constellation, drawing everyone's attention, not because of its brightness, but because of its unique shape. Can you discover it? The play is a call for reflection on the concepts of "beauty" and "normalcy," that is, what it means to be beautiful, what it means to be normal. Ultimately, through this activity, stigmas, prejudices, and stereotypes were shattered when the students reflected on the place they occupy in society, and that respect should be reciprocal (Student 1).

We need to combat all forms of prejudice, but to do so, we must be willing to learn more about others. In the end, the most important thing is to do our best to break down these different types of barriers in our daily lives. Seeking information, communicating, studying, and changing our attitudes are crucial (Fausto et al., 2021). The key point in the discussion about Inclusion revolves around attitudinal change towards differences and breaking the dichotomy of normal vs. abnormal. Understanding that it is a social construct regarding people with disabilities, regardless of their nature, is crucial to break free from the prejudiced paradigms that still persist today (Fausto et al., 2021). It is not an easy task, considering that concepts are often misused, even in academic works. Considering that the history of achievements for this marginalized group is recent and still under construction, it is not yet complete.

For me, the main barrier is people's prejudice, followed by the lack of available spaces, and then the lack of accessibility, tactile pavements, information in specific languages such as sign language and Braille, and the overall lack of inclusion. The biggest attitudinal barrier is the attitude of prejudiced individuals who have no minimum level of respect and consideration towards others, especially people with disabilities. In social settings, they act in a way that excludes people with disabilities to the point where they feel hesitant to frequent those places. They feel fear, rejection, and even panic (Student 2).

PAN reflects that, "The different ways of naming can only represent the hiding place of old traps, disguising contradictory social values and concealing the tensions that generate new veiled forms of exclusion" (Pan, 2008, p. 28). When we refer to others as normais/abnormais, we are passing judgment. Sassaki (2003) explains that "Normality, in relation to people, is a questionable and outdated concept."

The way we talk about a human being and address them says more about us than about them. Attitudinal barriers would certainly be more effective if public policies truly had this
perspective towards people with disabilities, offering equal opportunities for them, as they also have the capacity to achieve their goals when stimulated and given opportunities (Sassaki, 2003). These barriers make it difficult for people with disabilities to access other social spaces, and often our attitudes towards these individuals also become a barrier – the barrier of prejudice and exclusion, hindering the construction of an inclusive idea.

The correct term to refer to a human being with rights and responsibilities like us is "person with a disability," as stated in the World Convention where Brazil, as a member state, signed this document (UN, 2006). The current legislation in the country was influenced by the Salamanca Statement (1994), and thus the Education Guidelines and Bases Law (LDBN, Brasil, 1996) no. 9394/96 determines that education is a right for all and that inclusion should be implemented for people with disabilities. Here, we are addressing the rights of people with disabilities based on the social model of human rights. The recent Law No. 13.146, dated July 6, 2015, known as the Statute of Persons with Disabilities, defines the expression "person with a disability." We are different but equal in our capacity to be human and to construct who we want to be!

I realized that while working with a child with Duchenne syndrome and two others with Oppositional Defiant Disorder (ODD), my perspective and actions were respectful, but even so, I was very concerned with making them "memorize multiplication tables," follow the line for the bathroom, and try to fit them into social and educational standards. We put a lot of emphasis on following social rules that may not have been as important (student 3).

The attitudes and ways of enabling children with disabilities to participate in school and learn require a review of the actions of everyone involved in the process. We should be more concerned about the quality of life in school for all students. In other words, they should not feel inferior, they should have the same opportunities as their peers, and they should learn and value themselves more. Overcoming attitudinal barriers makes a significant difference in inclusive education. We are aware that "invisible barriers" are actions that often hinder the inclusion process, sometimes due to lack of knowledge or empathy, causing individuals without disabilities to infringe upon the rights of others.

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1 Duchenne Muscular Dystrophy is a form of muscle disease that arises due to the body’s inability to produce a protein that is essential for muscle function. Fonte: https://bit.ly/3j72nkO.
The attitudes and ways of enabling children with disabilities to participate in school and learn require a review of the actions of everyone involved in the process. We should be more concerned about the quality of life in school for everyone. That means ensuring they do not feel inferior, have the same opportunities as their peers, and learn and value themselves more. Overcoming attitudinal barriers makes all the difference in inclusive education. We know that "invisible barriers" are actions that hinder the inclusion process, often due to lack of knowledge or empathy. Some people without disabilities unintentionally violate the rights of others.

Currently, we hear about "school for all," but not all those involved in the educational process are prepared to meet the needs of people with disabilities. We need to reconsider the teacher training in universities to equip them with the tools to provide quality support to everyone. The practices and reflections of the teachers in the course brought about questions such as how to achieve inclusion? What paths should we take to include everyone and involve everyone?

The institution where I work does not have the necessary educational materials to facilitate learning, nor does it have accessible facilities. I have two special needs students, and I struggle to create lesson plans that facilitate their learning, and I lack support in conducting pedagogical activities (student 2).

My actions involve closely monitoring the child: I show interest in them and their learning progress. I observe, reflect, and try to make changes. I aim to demonstrate their value and make them feel included. Not only do I assist them in daily tasks such as going to the bathroom, carrying them, or feeding them, but I also acknowledge their emotions and encourage their autonomy and sense of self-worth (Student 5).

Inclusive Education implies the transformation of the culture, practices, and policies existing in schools and education systems in order to guarantee access, participation, and learning for all, without exception. The five principles of inclusive education are:

a) every person has the right to access education;
b) every person learns;
c) the learning process of each individual is unique;
d) inclusive school environments benefit everyone;
e) inclusive education concerns everyone.

It promotes diversity by recognizing that all students may have specific needs at some point in their school lives. However, there are needs that significantly impact the learning process and require specific educational measures from the teaching unit, such as the use of specialized
resources and support to ensure the learning of all students.

As teachers, we have a significant responsibility in fostering an inclusive stance in schools and society. We need to stay informed and use the correct terminology, provide guidance, and propose actions in schools that truly contribute to building an inclusive community.

In these few paragraphs, I provide a brief account of my pedagogical practice.

At a certain point in my professional activity, where I had the privilege of having a student with autism, I learned to reinvent the way I did things and taught. He was always close to me, holding onto my trousers, standing there quietly. Upon welcoming him to my class, I gradually realized that he was a different child; when I called him by his name, he didn't respond; I thought he had a hearing problem. In a few days, we noticed that he would always be quiet, rocking his body if he was seated, and when I told a story, he showed no reaction. He didn't play and only wanted to stand by my side. So, I sought some interaction and intervention actions with him. If I called him from a distance and he didn't respond, I would walk up to him and call him again up close, then gently hold his face and say his name while explaining that I had called him. He simply looked at me. Over time, I began to see the results of that intervention. Even from a distance, when I called him, he would already look at me, so through speech and gesture, I would call him to come closer, and he would come. When telling stories, I always placed him by my side, showed the class the pictures, and showed them to him as well. His reactions started to change... he reacted to the stories with enthusiasm, waving his hands and making a facial expression as if he was enjoying it. The class gradually began to realize that he was different. I remember one day when a student approached and said, “Teacher, so-and-so is strange.” And I said, "Strange, why?" And she described his facial expressions and the way he waved his hands. I realized it was time to talk to the class. I proposed some activities, family photos, photos of just themselves, and we created a mural with the photos. During circle time and discussions, we read the book "The Beautiful Girl with the Ribbon", which I love. We explored the differences in color and race, emphasizing that nobody is the same, that families are different, and that people are different. Eventually, we started discussing some of the classmates, including those who were black, mixed-race, or had disabilities. In the end, the class understood, and after many questions and things they said, the statement came out: “Teacher, we're going to take care of him, we're going to help him.” And that's what happened; the class didn't let him play alone anymore, there was always someone calling him even if he didn't always respond, and when he was with them, he didn't interact, but they tried, and it was beautiful! By the end of the year, my student could already identify his name, even if it had his picture on it. The students accepted him. He was able to control his sphincter, signaled when he needed to go to the bathroom, and pointed at water when he wanted a drink. His motor coordination improved significantly from the beginning to the end of the year. One challenging moment in this process was talking to the student's mother and encouraging her to take him to a neurologist so that he could be accompanied by various professionals such as speech therapists, psychologists, therapists, and educational psychologists. As an education professional, I felt very fulfilled, but with the experience I have now and the courses I have taken, I could have done much more.

Human Rights have contributed significantly to progress and the achievement of equality and the exercise of rights, aiming to include individuals who have been marked by segregation, prejudice, and rejection. Inclusive education encompasses a contemporary teaching concept that
aims to guarantee the right to education for all. In this sense, this area of education presupposes equal access to opportunities, as well as the appreciation of differences among individuals, encompassing social, ethnic, intellectual, cultural, physical, sensory, and gender diversities. It implies the evolution and development of culture, school policies, practices, and the education system as a whole, with the goal of ensuring access, learning, and participation for everyone, without exception.

Inclusive education is a journey that presents obstacles to overcome, victories, and much more to accomplish. It requires teachers to continuously improve and seek knowledge to meet the specific needs of students. We need to provoke a change in culture, pedagogical practices, individuals, and current policies in society and schools, as well as in teaching models at all levels and modalities, in order to guarantee access, participation, the integral development of individuals with their potentials, and learning for everyone, without exception. We believe that inclusive education should go beyond what is widely publicized on paper but rarely implemented effectively.

Many things need to be revised, including content that supports the understanding of students with disabilities, specialized professionals (rarely seen in classrooms), humanized and equal treatment for all, projects to address their difficulties, and appropriate infrastructure to meet the expectations of everyone. Preparation of dynamic and practical lessons is also welcome, as well as interaction among all individuals within the classroom.

The use of technological media, videos, and images is also of great importance to provide students with a closer context to reality and facilitate the acquisition of knowledge expected by the teacher. In the perspective of inclusive education, we are in a process of construction, continuous learning, and discovery. There is a need for training on these topics, taking into account the diversities present in the school environment. If we are unaware of the inclusion process, we will be at the mercy of pseudo-inclusion and/or perpetuating exclusion. School spaces still lack infrastructure adjustments, and the competent authorities need to implement existing public policies for this segment. The journey is sometimes solitary without support from responsible organizations.

In my case, I work in a Rehabilitation Center that serves children, young people, and adults with disabilities. In this context, we aim to promote socialization and implement pedagogical practices to address some learning impairments, considering that these students do not attend regular school and have learning deficits within the regular
timeframe for education, being out of the age range. As a teacher, I work with deaf students of different age groups, without knowledge of Sign Language or Portuguese. I have adapted my lessons to incorporate playfulness, using a strategy where students participate in the construction of educational resources for classroom use, always emphasizing visual elements to associate images with written Portuguese and signing in Sign Language. I consistently use adapted resources made from recyclable materials, which allow other teachers to use the same resources to improve students' performance (Student 7).

Essa realidade vivenciada por muitos professores nas suas escolas como a falta de recurso para atender as particularidades dos discentes, tem sido um grande desafio para o atendimento de qualidade para todos.

Nunca vou esquecer uma experiência em que através de adaptações (sugeridas por uma fisioterapeuta) um aluno conseguiu jogar futebol sendo sustentado e apoiado pelo meu corpo, sua alegria e sorriso em participar foi incrível. Como também em um momento auxiliando um aluno a entrar no ônibus escolar o motorista tendo confiança em mim desabafou ter achado uma situação presenciada por ele errada de uma outra colega minha de cargo, o aluno em questão tinha baixa mobilidade nas pernas, não recordo o diagnostico depois de tanto tempo, mas a indicação a nós na época pela fisioterapeuta era proporcionar momentos de caminhada com o aluno onde deveríamos passar um lençol de berço na frente do peito do aluno e por baixo das axilas, igual quando auxiliámos os bebês nos primeiros passos, para sustentar e trabalhar a musculatura no caminhar, o motorista sem saber olhando de fora acabou interpretando errado a situação, após explicar os procedimentos ele não só ficou envergonhado por julgar como emocionado, ao saber que apesar do cansaço do aluno ele ficava satisfeito em poder permanecer nem que por uns momentos de forma ereta e caminhar como os demais (Student 8).

At the beginning of the school year, when we receive our students, our list with basic information initiates a research process for each one of them. We believe that the attitude of the school administrators towards building an inclusive school extends to inspiring the entire school community with the proposal of a non-exclusionary education. It is a collective effort that often requires facilitation by a group, not just one professional.

This group should include parents, students, educators, and school staff. We are in the process of building it, and for it to be solid, continuous and respectful dialogue is important, based on guaranteeing the individual rights of the students.

Students have the right to learning, and it is up to us, education professionals, to ensure the quality of their education and the experiences they have in the school environment. To achieve this, it is important to identify the skills already acquired by the students, rather than solely focusing on the limitations imposed by their disabilities.

From there, we can structure a pedagogical approach with diversified strategies and
materials that can address the curriculum. We can observe that we are increasingly seeing students with disabilities in regular schools, as shown in figure 1. However, they are often forgotten within the classrooms and sports facilities, lacking the necessary attention and opportunities for interaction and participation in various activities with other students. This deprives them of recognition and respect for the different disabilities they have had since childhood.

![Figure 1. Number of enrolments in special education.](https://images.app.goo.gl/bcG6Qdb4HdCSjqVg8)

Brazilian municipalities have adopted a policy proposal for inclusive education (Brasil, 2008), and they have their teams within the municipal education secretariat that monitor the development of children and how they have been receiving specialized educational services (AEE). These teams make referrals in the healthcare field, record cognitive progress, among other actions.

It is a monitored work that assists the teacher's actions and the relationship between the family and the school. Often, the family itself can be a major obstacle in the children's development due to a belief in their incapacity. It is a challenging task! The fear of including children with disabilities starts with parents and often extends to the school staff and, ultimately, to the students. This makes continuous training necessary, not only for teachers but for all members of the school team. The student belongs to everyone in the school, and all spaces are
educational. For this reason, it is necessary to construct an excellent Educational Project with the participation of everyone. Listening, observing, thinking, and building a participatory school in collaboration with the community in the region is essential.

In my experience as an inclusion support agent in a regular school, I tried my best to put myself in the shoes of the student I was assisting at the time. There were many students, each with their own specificities and needs. Most of the time, I was assigned to students who were already labeled as violent or at least very challenging to handle, posing risks of harm to themselves and others. Through our support and guidance, we got to know each other and proved that these students often felt misunderstood and had no idea why they were in school. Group and individual conversations gradually addressed each crucial point of uncertainty that the students had, as well as those of the teachers, fellow students, and school staff. I also had students who were wheelchair users (with physical disabilities, muscular dystrophy, etc.). It was essential for these students to know where they were being taken and why. Conversations were necessary with other students who didn't respect their friend's wheelchair. In their eagerness to help, they sometimes forgot to communicate where they were taking them or why they were spinning the wheelchair in a playful manner. It was important for them to understand and respect the wheelchair, which often became an extension of the student's body due to their specific needs. (Student 9)

The pedagogical teams of schools should promote, through actions that encompass adapted activities, the sensitization of the school community. I believe that these actions benefit not only children with disabilities but also all children, families, and staff members who are part of the institution. As Paulo Freire (1997) would say, "we learn from each other."

The main attitudinal barriers I noticed in my journey are people's difficulty in putting themselves in someone else's shoes and the lack of empathy. In a mentoring job with a wheelchair user I supported in the 5th year of primary school, I couldn't miss work because the student wouldn't go to the bathroom with other people. He was a wheelchair user and overweight, so to urinate, I would lower his shorts and place a small cup, having to face him directly, a pre-adolescent who already had some maturity. He felt embarrassed in front of others. However, I observed that everyone in the school also lacked willingness to support him. On a day when I was absent, his mother told me that he had to hold it in and cried. I believe that the student is part of the school, and those who work directly with him need someone to rely on, especially in moments like this. (Student 10)

The lack of communication, in my opinion, is still the biggest problem. From the family to the school, from the school to the family, and especially from the school to the student, assumptions and a desire to help are good, but even when we want to help without talking, sometimes we end up hindering instead.

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to the school, from the school to the family, and especially from the school to the student, assumptions and a desire to help are good, but even when we want to help without talking, sometimes we end up hindering instead.

The school inspector, despite the student being enrolled for a year in the school, did not know that a student with cerebral palsy, despite being able to feed themselves, did not eat before at school because they mixed all the food together to cool it down, and he ate everything separately. (Student 11)

Some competencies and technical skills professionals must work on themselves to work in education include liking to research, being proactive, having empathy for others, having a good sense of humor, being observant, cheerful, caring, attentive, qualified, generous, dynamic, coherent, and responsible. These qualities make a difference in attitudinal and/or behavioral barriers. Prejudices perpetuated over time hinder access to environments, as well as the relationships and social interaction of people with disabilities, whether intentional or not.

I believe that human beings can overcome these barriers and show solidarity.

As a teacher in Early Childhood Education, I would like to add the difficulties in including children with disabilities in this stage of education. I have encountered barriers that go beyond practice and accessibility, directly related to the actions of public policies aimed at inclusion. In the school environment, I have always sought, together with the team, to promote actions that encompass adapted activities and sensitization of the school community. (Student 12).

We advocate for the continuous professional development of teachers, as their training is never complete, especially considering that each student that arrives brings their own uniqueness, and we aim to enable inclusion. This ongoing training can make all the difference in overcoming attitudinal barriers. While a good initial education is a good starting point, daily challenges arise. Indeed, it is necessary to go beyond mere socialization, as it is only a part of the inclusion process. It is crucial to consider Early Childhood Education as an important stage in education, with a focus on recognizing the uniqueness of each child, stimulating and guiding their learning paths.

Based on what has been discussed, I believe that attitudinal barriers have "decreased"; however, there is still a long way to go for inclusion to truly happen. As a teacher who works in the computer lab, where all classrooms in the school pass through, I have the opportunity to interact with students with disabilities, especially those with autism, who make up the majority in the school. I believe that welcoming these students based on the principles of inclusive education is the best way to diminish prejudices and discrimination within and outside the school environment. (Student 13).
For a school to truly be inclusive, the first step would be a change in society's attitudes as a whole. As long as we have a mindset focused on the failure of learning for students with disabilities, we will make this process even more challenging. The students in question do learn, but they require much more from us as teachers. Therefore, seeking knowledge is an important step in building a fair school.

We often say that students without disabilities need to adapt to the classes where I have students with disabilities because showing both sides of the coin, the reality of how they truly feel, often leads to a change in attitude. As professionals, we must break down these attitudinal barriers that are so detrimental and cause irreparable harm to the lives of thousands of people.

As the years went by, I realized how much it bothered me to know so little about disabilities in theory while still being able to include my students in Physical Education classes. I also noticed that other teachers cared so little about it. It was from there that I began to take the initiative to study and bridge the gap between theory and practice, presenting better, adapted lessons that would make a difference for those young people with disabilities. I aimed to change the opinions of people around me, inspiring them to follow my example and change their attitudes, thus improving another field of learning for people with different types of disabilities or those who require a differentiated approach, with the goal of doing the best for each individual. I continuously strive to improve the quality of their education, not only focusing on physical aspects but also considering their cognitive development. That's why I pursued a postgraduate degree in Clinical and Institutional Psychopedagogy. Below is a video that precisely demonstrates the barrier that many people have in looking at a person with a disability and doubting the abilities that human beings have to perform various activities, regardless of their disability. https://www.youtube.com/watch?v=1b4PvmMCy2Y. (Student, 14)

Over the years, we have noticed important changes in the terminology used to refer to people with disabilities. However, these changes in terms should be accompanied by paradigm shifts.

This includes changes in attitudes and a simultaneous search for knowledge and technologies that meet the needs of those who have different abilities among their characteristics. We believe that we must advance in our discourse and seek knowledge that focuses on education for all, with the proposal of Universal Design for Learning (UDL).

All of this has consequences for our pedagogical practices. Thus, our passion for pedagogy becomes a reference for our colleagues, families, and students. Our pedagogical practices can showcase potentialities beyond the limitations previously highlighted. We must invest in our pedagogical practices and encourage our students to do the same (Ribeiro, et al, 2021).
I will share my life experience to show what inclusion is like beyond theory. I entered this course because I love inclusion in all its forms, and I believe that everyone here is already a teacher in the field. I am not a teacher yet; I am studying hard to achieve that goal. Currently, I work as a nursery assistant, but most of my experience in education comes from being a caregiver for special needs children. My first girl was a wheelchair user with multiple motor problems and AIDS. It was a challenge, but I learned so much from her. She didn't like going to school because she felt that everyone was afraid of her because of her AIDS and her severe condition. However, when I started taking care of her and was already studying pedagogy at the time, I shared a lot of love with her. The pedagogue allowed me to teach her, and I created a portfolio with her. She left the school reading and speaking words that no one had ever heard from her in her five years of study. The school was so thrilled with her achievement that they even had a graduation ceremony for her class to show others that with love and a desire to learn, anything is possible. Inclusion is not just about waiting for others to give you results; inclusion is something you fight for because you want it (Student 15).

The issue of school inclusion should be considered in the context of the various other challenges in education. We need to be aligned, like a set of gears where each piece has a role to play.

Promoting inclusion involves various complex aspects. It is no longer sufficient to simply address specific educational needs and accessibility. It requires strengthening educators in the exercise of their profession and the effective commitment of all involved in the process. Therefore, it is essential to think about an educational project that promotes diversity, involving all stakeholders in this process. Equity in education can bring about the changes needed to truly foster a more democratic society and uphold inclusion (Fausto et al., 2021) e (Fausto et al., 2024)

Often, we encounter attitudinal barriers due to a lack of knowledge or information. In the educational environment, this occurs when we overlook the abilities of students with disabilities or feel apprehensive about receiving and interacting with them. These types of behaviors hinder access to environments and limit the social interaction and relationships of individuals with disabilities within society. Even if unintentional, such attitudes have a negative impact on the inclusion and interaction with people with disabilities (Student, 16).

In the process of inclusion, especially in the field of education, we emphasize that the work should be aimed at strengthening democratic education, and we will spare no effort in doing so. It should be the professionals who raise the "flag" and advocate for the inclusion process, inclusive schools, and ultimately, a fairer and more democratic society. (Fausto et al., 2021)

In this regard, we urgently need to be mindful of certain colloquial terms that covertly carry discrimination and disrespect, and ensure that they no longer circulate in society. For the inclusion process to thrive in society, all individuals involved directly and/or indirectly must act
ethically (Booth, 2002).

Furthermore, as an education professional, I believe it is my duty to act ethically, as it is within the sphere of education that we naturally shape opinions and mold future citizens. Therefore, continuous training programs and sharing of information among peers are crucial tasks for establishing inclusive and democratic attitudes in the educational sphere. We will contribute in an ethical and respectful manner.

The school where I work prioritizes inclusion and is always striving to meet accessibility standards and find the best ways to interact with everyone. Working with students in the classroom and utilizing resources can be challenging, as we employ various tools such as sign language (Libras), Braille, and other educational resources, including educational games that showcase the abilities of our students with disabilities. Our modeling project using clay has sparked many skills in our students, providing them with an opportunity to explore different professions by creating objects like sneakers, snacks, cars, appliances, cakes, ice creams, and more. It has served to spark interest and develop essential motor skills (Student 17).

In order to truly promote inclusion and ensure the learning of all students in school, it is necessary to first strengthen the training of the teaching staff and encourage a strong support network among students, teachers, families, school administrators, and healthcare professionals responsible for children with special educational needs.

The challenges go beyond enrolling students with disabilities and special educational needs. It is also essential to provide conditions for the implementation of an inclusive pedagogical project.

The inclusion of students should guarantee their access to education through all the developmental opportunities that the education system can offer. Urgent changes are needed and encompass various aspects.

It is necessary to invest in the provision of specialized professionals in inclusive education and understand that the incorporation of these services into municipal, state, and federal networks must be accompanied by both large-scale and small-scale planning in school organization. The revolution in teaching methods within schools can only occur with the presence of educators prepared to meet the needs of all students without distinction.

I believe that anything that deviates from the "standard" or "normal" can be intimidating and bring about a great deal of apprehension for anyone, and the less information or access to it, the greater the doubts. But perhaps the only remaining standards that still exist today are in the physical structures of educational institutions, many of which have
Our actions must be well consolidated with a coherent discourse for the promotion of equity! Access is guaranteed by law, but persistence is built daily through the breaking of barriers, whether they are physical or attitudinal. It is necessary to nourish the movement of inner transformation, not only in legal matters but primarily in attitudes, an inner change that will come from each individual. The struggle and challenges of teachers go beyond their pedagogical thinking.

4 CONCLUSION

The discussions presented in this study shed light on the importance of inclusivity in education and the challenges that still need to be overcome. The findings highlight the crucial role of continuous teacher training and the need for a paradigm shift in attitudes towards students with disabilities. Educators must recognize the uniqueness of each student and strive to create an inclusive learning environment that fosters their individual growth.

Furthermore, the persistence of attitudinal barriers in society, as demonstrated in the study, contributes to the social exclusion of people with disabilities. Efforts must be made to transform these attitudes and raise awareness about inclusion, recognizing that differences exist within all of us, not just in others.

In addition to addressing attitudinal barriers, it is important to tackle architectural, emotional, communicational, and pragmatic accessibility barriers. Public policies should prioritize the needs of individuals with disabilities, ensuring equal opportunities and nurturing their potential.

Reconsidering attitudes and approaches to enable children with disabilities to fully participate and thrive in school is paramount. This requires a focus on enhancing the quality of school life for all students. Breaking down these barriers is an important step towards promoting a more inclusive and just society for everyone.

In conclusion, a comprehensive approach to inclusive education is essential, encompassing attitudinal shifts, equitable policies, and collaborative efforts among educators, policymakers, families, and the wider community. By fostering an inclusive environment and empowering educators with the necessary knowledge and resources, we can work towards a more
inclusive and equal educational system that benefits all learners, irrespective of their abilities or differences.

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