

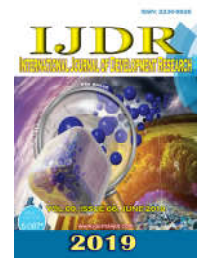


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REVIEW ARTICLE

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## SOCIAL REPRESENTATIONS OF SCHOOL CHILDREN AND TEACHERS ABOUT STUDENTS WITH DISABILITIES: AN INTEGRATIVE REVIEW

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### ABSTRACT

Social Representations are understood as a structured field of significations, knowledge and information that are experienced socially and culturally. The present integrative review aimed to investigate which social representations stand out among schoolchildren and teachers in relation to students with disabilities. Pubmed, Lilacs and Scielo databases were used with the following search strategies: "Disability AND Educational Inclusion"; "Disability AND Social Perception", "Educational Inclusion AND Social Perception", with descriptors recognized by the vocabulary Mesch and Desc. They had little responsibility to face the many difficulties present and, in addition, many considered themselves unprepared to include students with disabilities in the regular classroom, being fundamental training aimed at this school practice and more investment of public policies. School pairs, were receptive to inclusion, with positive representations.

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### INTRODUCTION

Social interaction in school-based affective construction provides reduction of stereotypes, the acquisition of respect, appreciation of differences and solidarity reducing prejudice and discrimination, as well as stimulates the potential cognitive development of the student with disabilities (Carvalho, 2010; Pacheco and Oliveira, 2011). Inclusive education should focus not in the type of the student's disability, or their peculiarities, but it is necessary to adapt the environment they will be inserted and the resources that must be accessible to meet the specificities of each student, therefore, it is necessary to change the focus throughout the educational system, looking at the student in its amplitude is a good way to achieve inclusion (Campbell, 2017; Silva, Carvalho, 2017).

Social representations are understood as concepts and built and shared social and cultural ideas that can imprint the positive or negative and determine the relationships of the individual with the environment (Jodelet, 2001, Oliveira, 2017). As the first social contact of the individual is at school, and from that the behaviors are shaped, it becomes crucial to know how the people who live with the student with disabilities think and relate to him. Thus, an integrative review was carried out as a research strategy to identify the Social Representations of schoolchildren and teachers regarding the student with disabilities.

### MATERIALS AND METHODS

It is an integrative review of the literature whose guiding question was: "What are the Social Representations of schoolchildren and teachers regarding students with disabilities?" The study included the articles on the subject between schoolchildren and teachers of basic education available in the international and national literature indexed in

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the National Library of Medicine (Pubmed), Literature Latin American Health Sciences (Lilacs), Scientific Electronic Library Online (SciELO). The inclusion criteria were the selection of articles in the English, Portuguese and Spanish languages, with the abstracts available in the databases above, without restriction of publication period. Review articles excluded and other publication that is not presented in article format, as guidelines, letters, editorials, theses and dissertations. The advanced search form was employed in the use of the descriptors search strategy: "Disability AND Educational Inclusion "," Disability AND Social Perception "," Educational Inclusion AND Social Perception" recognized by the vocabulary Mesch and Desc.

It was also performed the *peer review* as a way to ensure greater rigor and credibility in the selection of articles.

## RESULTS

In the search strategies described, 2,050 publications were found, of which 36 were duplicated. A total of 1,986 papers were excluded after reading titles and abstracts that did not fit the study objective. Thus, 28 articles were read in full, and 19 did not fit the research objective. Thus, 9 articles composed the final sample of this review, they were indexed in the following databases: 4 articles in Lilacs, 4 articles in SciELO and 1 in Pubmed. According to the following Figure.

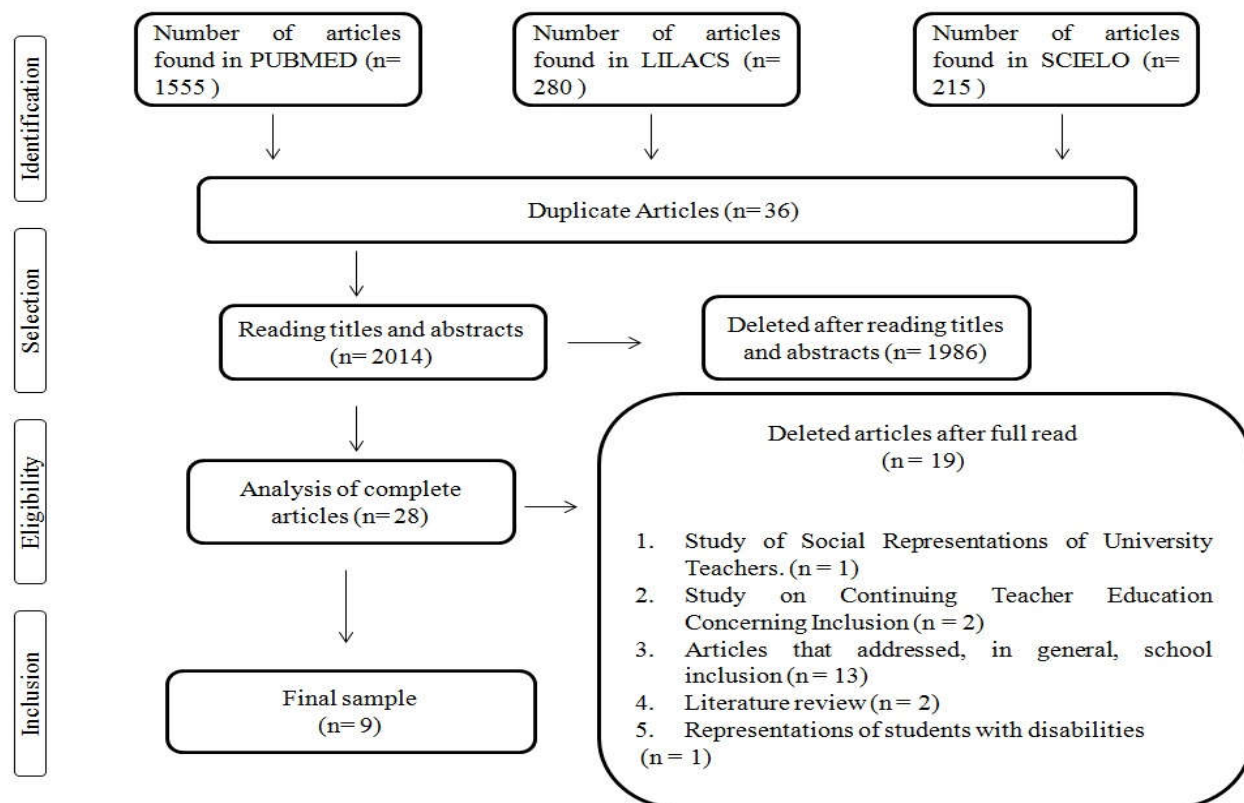


Figure 1. Study selection flowchart

Table 1. Synthesis of the articles that composed the final sample

Authors / Year	Goal	Location / Sample	Method	Result
ABE, PB; ARAÚJO, R. de CT / 2010	To analyze the influence of the application of the SFA on the judgment of the teacher about the school participation of his disabled student.	Brazil (São Paulo). Eight elementary school teachers from regular classrooms.	For data collection he made use of two instruments, the School Function Assessment(SFA) and a semi-structured interview to evaluate the school participation of students with disabilities.	Teachers did not perceive problems or big difference between the student and the disabled. Note that when it is possible to adapt the resources there is a neutralization of the difficulties.
ALVES, MLT, et al / 2017.	Analyze the concept of inclusion of physical education teachers and determine the positives and negatives in their classes.	Brazil (São Paulo). Eighteen Physical Education teachers from public schools.	The analysis of the content was used in search of emerging themes in the teachers' speech on school inclusion, difficulties and pedagogical strategies .	The results show that teachers face many difficulties to include therefore propose discussions and support for teachers who need strategies in the classroom.
FANTACINE, RAF; DIAS, TR da S. / 2015	To know and reflect on the organization of inclusive education for the care of students with intellectual disabilities in different educational spaces in the municipal network of a small city in the interior of São Paulo.	Brazil (São Paulo). Nine teachers from the Specialized Educational Assistance team were collected.	A semi-structured interview was conducted with the teachers who addressed questions related to the general explanation of the difficulties in attending the student with a disability .	The teachers believe that to include the disabled student integrally, effective communication with family members and / or support networks is necessary . They still claim lack of knowledge to deal with the student with disabilities.

.....Continue

MARQUES, H., et al / 2017	To identify the perception of educational managers and teachers of children with visual impairment in their inclusion in regular education, as well as their direct difficulties during daily pedagogical management.	Brazil (Piauí). Seventy-six managers and eight teachers.	The method of the study is qualitative and it was developed and expanded a questionnaire for managers and one for teachers about school inclusion.	Teachers emphasize lack of knowledge and actions for improvement and training, lack of adequate material for students with disabilities. The managers emphasize that schools are not prepared for the student with a disability.
MUSIS, CR ; CARVALHO, SP / 2010	Investigating how the teacher sees the disabled student in the classroom guides their behavior and practice.	Brazil (Mato Grosso). One hundred and seven teachers from the public network.	The study made use of Content analysis to analyze an evocative questionnaire regarding the "normality" of the disability.	Teachers perceive that they are very charged and poorly qualified. Therefore, among other difficulties, it will always be a great challenge to deal with people with disabilities.
RIOS, NV de F; NOVAES, BC de AC / 2009	To describe and discuss, from the experience of teachers, the inclusion process and children with hearing loss in regular school.	Brazil (São Paulo). Three female teachers teaching students between 5 and 8 years old.	The collection was divided in two moments, at the beginning of the school year and at the beginning of the second crop.	Teachers admit that they are not being prepared to deal with students with disabilities, thus, the student socializes more than he learns.
SCHWAB, S. / 2017.	Understand the relationship between peer contact with Special Educational Needs (SEN).	Austria (Styria). Four hundred and sixty-three eighth grade students.	A self-report questionnaire on the student's contact with his colleague with SEN was applied.	In general, there was no great difference in the relationships between students with and without disabilities. However, the harmonious relationship does not indicate that peers perform joint activities spontaneously.
VARGAS, A., PORTILHO, EML / 2018	To investigate the epistemological conceptions of teacher learning during the continuing education program of a School of Basic Education Special Modality of Curitiba / PR.	Brazil (Paraná). The sample was of twelve teachers.	The research was from a phenomenological perspective. The collection was given by the teachers' speech register, it was submitted to <i>software</i> that organized them by similitude and word cloud.	Teachers made use of the words "teacher", "want", "give", "learn" and "mother". How these words emerged were considered central to school inclusion.
VITTAR, FCF de; VITTAR, A. de; MONTEIRO, ASR / 2010	To analyze the perception of teachers of early childhood education, which in relation to the current educational practice, differ in relation to the presence of students with disabilities in their work environments, on the education of children with disabilities in the age group of 3 to 6 years.	Brazil (São Paulo). Twelve teachers of early childhood education were collected.	The collection took place in a semi structured interview that was recorded and submitted to content analysis.	Teachers say that inclusion is a much more humanitarian than really educational issue, and the formations consider student well-being much more than real cognitive development.

## DISCUSSIONS

Of the nine articles included in this review, one study was conducted in Austria and eight in Brazil, five in the state of São Paulo and three studies in the states of Piauí, Mato Grosso and Paraná. One relevant aspect observed in the sample of articles is that in eight of them it has as public teachers, and one of them has teachers and managers. Only one has as studied subjects school pairs of the student with a disability. The articles especially addressed the need for teacher training, so an ally in the process of school inclusion is the permanent education of professionals that would allow the teacher a broader view of the pedagogical behaviors to receive the student with a more complete, respecting their individualities and potentialities in the classroom. (Alves et al, 2017, Fantacin and Dias, 2015, Abe and Araújo, 2010). In addition to the training, Vittar, Vittar and Monteiro (2010) and Fantacin and Dias (2015) in their studies observed that the teachers wanted the effective support of family members, a multiprofessional team, a specific teacher to accompany the disabled student, it would be possible to organize the teaching model for students with disabilities. Rios and Novaes (2009), Abe and Araújo (2010) pointed out that school inclusion will only be effective in relation to communication with all school staff in the adaptation of the school organization and structure, since the school has been more inclusive and conducive to social interaction than transmitting knowledge. Some authors have pointed out the discredit among teachers about the potential of students in full school performance, for them the learning was

partial and more surrounded by humanitarian issues, involving the welfare of the student and their social development, rather than educational. (Vittar, Vittar, Monteiro, 2010; Rios and Novaes, 2009). The study by Musis and Carvalho, 2010 corroborates that teachers realized that they needed to have many qualities in addition to teaching and skills to target the student with disabilities in a holistic way, reinforcing the challenge of dealing with these students in the classroom, because inclusion is charged by society, but in practice the relationships are not harmonious, deficiency will never be seen with hegemonic "Normality", that is, in the treatment will always occur great distinctions between students with and without disabilities. Vargas and Porfilio (2018), by Similitude, perceived words with greater occurrence in the teachers' speech, the main one being the word "teacher" that received the connotation of central figure of school inclusion. The next recurrence was of the word "child" which is associated with a flaw, and also perceived as dirty and with learning problems. "Willing" refers to the parents' desire to see their child change. "Give" and "Learn" are aimed at the teacher who passes the content and the disabled student who can or cannot learn. The word "Mother" was used to remind those who charge, complain and mistrust school behaviors regarding inclusion. Schwab's research (2017) was carried out with school peers, and unlike the representations observed in the teacher's relationships with the student with the disability, the peers demonstrated receptivity and balance in their ties. Even so, students who have more attachment and carry out more activities with their disabled colleague have more positive

attitudes towards inclusion. This study was the only one researched outside Brazil, and its results were differentiated from the others in terms of school inclusion, so it can be questioned if the differences are in the way students and teachers deal with school deficits Or if the differences are only in the educational models distinct from the study scenarios. Thus, schools in general are not prepared to receive the student with a disability. (Marques et al, 2017).

### Conclusion

The teacher was the central figure in most of the results and the fact that they are responsible for school dynamics and driving make their Social Representations about inclusion crucial. Thus, how the teacher deals with the disabled student will influence how others in the classroom will relate to him as well. Faced with the diverse attributions of the teacher, the complexity of the inclusion process added to the absence and / or fragility in the permanent education, culminate in negative social representations that end up having influence in the school inclusion. Given this, support and assistance to educators is needed, as professional well-being will possibly facilitate the study of the inclusion process, and public policy supports to better train teachers are essential for a full and assisted school inclusion. In view of the low number of papers found, it is important to highlight the importance of publications covering the Social Representations of schoolchildren regarding inclusion, especially in order to know the perception of Brazilian students in the scenarios described by teachers.

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