

The Inclusion of the Disabled in the Classroom Through the Universal Learning Design: A Perspective Through Vygotsk Interactionism

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Abstract— Inclusion in recent years has been effectively discussed, which is very good, after all, significant and more effective improvements have been made possible for it to really happen. Also over the years we have seen several works with theories, work proposals, adaptations and flexibility, reports and others that address the theme. Evidently, practicing the philosophy of school inclusion is not a simple task. Through bibliographical research in this work, we present a summary of the context of inclusion in Brazil, guiding the reader from its historical context. Then, the idea of universal learning design is presented from its origin and main concepts, as well as an interpretation of it from Vygotsky's socio-interactionist theory. Thus, this work seeks to guide the viewer, not only about the importance of inclusive work, as well as its permanence, but how the use of a methodology, even if old, has been gaining space within the school environment.

Keywords— Educational Policies Inclusion, Interactionism, Universal Learning Design.

I. INTRODUCTION

For a long time in this country, being an educator or teacher has not been an easy task, at any level of education or any subject taught, in general the lack of resources, the devaluation of the professional and other mundane problems, which for many can be understood as a vocation, it becomes more and more challenging and in a way, with exceptions, demotivating to exercise it. This can intensify with an additional requirement to address standards, achieve goals, reconcile society and school, and now more than ever, integrate with technologies and prepare students with the necessary skills for an increasingly competitive world.

Still considering the possibility of institutions offering their teachers a strategy that meets all the needs of students, it is up to the teacher to determine in their classes, strategic activities, their own preparation so that they, the active teacher, can achieve satisfactory results in addition to pointing out the solutions to problems for students, contributing to the construction of knowledge, however, discussing the learning processes and how they occur, in addition to the difficulties of the profession, are beyond the scope of this work.

However, no less important, the work of inclusion is certainly a delicate issue that affects the entire school context at all levels of schooling. In addition to the difficulties already listed, working with children and young people who have a disability has become yet another challenge. (PUPO & BEZERRA, 2018). In recent years we have observed changes regarding special education schooling, which include people with intellectual and sensory disabilities, pervasive

developmental disorders and high abilities/overgifted. (SOUZA, 2011)

From educational policies such as implementations in the Inclusive Education Perspective and the Operational Guidelines for Specialized Educational Service in Basic Education, Special Education modality. These documents emphasize that their inclusion must take place at all levels of education, from kindergarten to higher education (JUSTI & HOSTINS, 2020). Even though they describe how the school should prepare for this, in order to offer an inclusive and quality education to all its students. (BRASIL, 2008; BRAZIL, 2009).

However, the diversity of characteristics found in the classroom, which make each student unique and special, which formed a range of possibilities and interests and consequently learning rhythms, considering little infrastructure, and most of the times, lack of self-preparedness, teacher's difficulty, since, for example, the subject of Libras was recently incorporated as a regular subject, in other degrees (SILVA & BENASSIC, 2014).

The challenge is to work with these diversities in an attempt to build a new expectation to promote the teaching-learning processes, and mainly suppressing their excluding character, in most cases, so that everyone is included in this one. (SILVA, DIEGUES, & CARVALHO, 2018); (JACOMELI, 2020); (KUZUYABU, 2016)

In this work, a brief discussion is presented about the context of inclusion of the disabled in the classroom within the scope of universal learning design based on Vygotsky's cognitive theory.

The development of this work took place through bibliographical research. The bibliographical research is developed based on material already prepared. (GIL, 2002, p. 74). Thus, it comes from an investigation carried out through bibliographic research carried out by searching books, reports, scientific articles, resolutions and legislation published in electronic databases reported by Scientific Electronic Library Online Brazil (SciELO), Academic Google and among others.

II. THE CONTEXT OF INCLUSIVE EDUCATION AT THE NATIONAL LEVEL

School inclusion goes far beyond just thinking about differentiated education, on the contrary, in order to recognize the differences between students and value these characteristics, it was created through activities that favor the potential of each child. (REIS, Jr., 2018); (MACIEL, PIECZKOWSKI, RECH, 2019)

However, it was only in 1988 that the federal constitution, for the first time, guaranteed the right of children with disabilities to education, under equal conditions of access and permanence in school, through the enactment of the National Education Guidelines and Bases Law 1996 . In this, Early Childhood Education came to be defined as the first stage of Basic Education and, at that time, aimed at children up to six years of age. (NUNES, MADUREIRA, 2015), (SILVA, FERREIRA, PORTUGAL, 2019)

The milestones of the late 1990s based this resolution as well as the importance of the concept of inclusion and its implementation in practice, suggesting guidelines through official international declarations, which pointed to significant changes in the way of equating the role and function of the school in society. As an example the World Conference on Education for All (UNESCO, 1990), in effect, universalizing access to education for all, ensuring that all people - children, youth and adults - have educational opportunities that meet their learning needs and promoting equity are fundamental concerns highlighted by the World Conference on Special Educational Needs: Access and Quality (UNESCO, 1994).

These were steps of paramount importance, for example for the work that is currently carried out in day care centers and preschools, part of the educational system, emphasizing the development of younger children.

The practices and actions of the late 1980s and early 1990s changed the perspectives of special needs in relation to society, they were decisive for the concept of inclusion until then, with the clear objective of inserting the coexistence of the disabled physical and mental in

general, in social life. However, inclusion differs from school inclusion.

According to the words of Tosin et al. (2016) regarding the conclusion.

Currently, it is believed that, by providing the necessary resources, the disabled person must adapt according to the practices and knowledge acquired, and incorporate them into what they already know, according to their possibilities and limitations. The individual with special needs, in a way, becomes responsible for their own inclusion in society. (TOSIN, FRANCO, HAYASHIDA, OLIVEIRA, 2016.p.156).

Even with certain conditions, in an environment in which it exerts some influence on human beings, it has some limitations. According to the same author, Tosin and Collaborators (2016):

The more stimulated, the more conditions the individual will have to develop and deal with their limitations. [...]

Adaptation consists of a process by which the individual dominates and corresponds to the expectations around his formation and adaptation in all the systems of relationships that are proposed by the environment. (TOSIN, FRANCO, HAYASHIDA, OLIVEIRA, 2016.p.156).

Since then, several documents, in order to guide early childhood education and inclusive education policies, were presented in later years, with emphasis on the World Education Forum – The Dakar Commitment (UNESCO, 2000) in order for all to have access to education of quality and ensure full participation and integration in society and especially the fight against any form of exclusion and social marginalization, (UNESCO, 2001), more recently to 2006, the Convention on the Rights of Persons with Disabilities (UN, 2008), (NUNES, MADUREIRA, 2015), reaffirming that inclusive education, as a right at all levels of education, considering that it is up to those responsible for education to provide all necessary support. (NUNES, MADUREIRA, 2015), (SILVA, FERREIRA, PORTUGAL, 2019), (BRASIL SEESP/MEC 2006).

Nationally, the publication of the 2008 National Policy on Special Education from the perspective of inclusive education begins to present inferences for Special Education. One of them is that inclusion must integrate the pedagogical proposal of educational institutions in a complementary way to regular education, being mandatory and a duty of the education systems the occurrence of this. This guarantees that students who require special attention have the right to enter early childhood education from the first months of life.

(NUNES, MADUREIRA, 2015), (SILVA, FERREIRA, PORTUGAL, 2019), (BRASIL, 2008), (ALVES, AGUILAR, 2018), (BRASIL MEC/SECADI 2014)

And only in 2010 were established what we know today as the National Curriculum Guidelines for Early Childhood Education. Since then, they have started to define the bases for the organization of pedagogical proposals in which they ensure the guarantee of civil, human and social rights of children and the curriculum of early childhood education institutions, that both the school environment and materials are properly accessible to children with disabilities, respecting their individuality and promoting interactions and also promoting shared action with families. (SILVA, FERREIRA, PORTUGAL, 2019).

Again in the words of Tosin and Collaborators (2016):

For the child, the school must offer all the challenge and structure necessary for their development and social interaction. It is essential that the child has full support in their adaptation and does not feel different from their peers. To deprive a child of this challenge is to deprive him of the full development of his potential. (TOSIN, FRANCO, HAYASHIDA, OLIVEIRA, 2016.p.157)

The documents also describe that it is up to the school to create a specialized team to meet the child's demands and offer pedagogical guidance according to the student's profile. parents and find the best method for the student, referring to a specialized educational institution.

Currently in Brazil, by imposition of the law, students with special needs have the support of a professional called a mediator, who helps them in the activities prepared by the teacher, according to their needs. (SILVA, FERREIRA, PORTUGAL, 2019). Changes and implementation of policy guidelines are responsible for increasing enrollment of people with disabilities in common education (PLETSCH, SOUZA & ORLEANS, 2017).

The analysis presented by Rebelo (2016), cited by Pletsch, et al., 2017, p.266. in the period 2007 to 2014 describe that the number of students enrolled in special classes and schools decreased by 46.0% and in common classes increased to 128.3%. an increase of 35.5% in both, in addition to an increase in enrollments in the Specialized Educational Service (AEE) where there was an increase of 136.50%. In 2014 there were 188,047, in absolute numbers, enrollments in segregated spaces and 306,746 for Specialized Educational Service. (RABELO, 2016), (PLETSCH, SOUZA & ORLEANS, 2017).

The work also points out that for these data, there is a greater number of enrollments, as in other historical times, it is people with intellectual disabilities, followed by physical disabilities, low vision, hearing, deafness and blindness. (RABELO, 2016), (PLETSCH, SOUZA & ORLEANS, 2017).

The data reported by Mendes et al. (2016) coincide with the others, in relation to students with intellectual disabilities, there is a concentration in the number of enrollments, and total around 70% of the entire contingent of students targeted by Education Special. (MENDES, TANNÚS-VALADÃO, & MILANESI, 2016), (PLETSCH, SOUZA & ORLEANS, 2017).

As emphasized by both authors, these students are responsible for the increase in certain difficulties and especially the challenge regarding the educational space. The greater number of students with deficits, specifically in the cognitive area, makes these Special Education students, the target audience, in addition to other problems in the classroom, difficult to include (MENDES, TANNÚS-VALADÃO, & MILANESI, 2016), (PLETSCH, SOUZA & ORLEANS, 2017).

Over time, regulations and resolutions have been modified, however recent changes made in the documents, together with the Ministry of Education (MEC) suggested some changes in the policy for inclusive education were announced in April 2018 by the MEC, with the aim of making it adequate. to the most recent legislation, in an attempt to improve the organization of services. Among the main changes, the reform resumes the vision of Special Education as a school modality, thus expanding service to this audience. (PAIVA, MATUOKA, 2018).

These changes are pointed out as a setback, in the current perspective that, according to some specialists, claim the need for transversal education that complements the activities developed in the common classroom, which became known as the resource room in the early years 2000 with the aforementioned mediator teacher. (LOPES, MARQUEZINE, 2012), (PAIVA, MATUOKA, 2018).

It is understood that, in this way, the pedagogical proposals must have as main objective to consider in its fullness in the children, their physical, cognitive, linguistic, emotional aspects, as well as their interaction with them, valuing the personal identity, emphasizing for the teaching processes. learning the affective and social aspects of each of them, in this way Vygotsky's theory can be better worked. An idea for socio-interactionism is covered in the following topic.

III. VYGOTSKY INTERACTIONISM: A BRIEF LOOK

Interactionism, or socio-interactionist, Lev Vygotsky's theory is one of the biggest and best representations of cognitive and learning theories mainly. Since his time, Vygotsky considers that traditional teaching (which we understand that, with exceptions, is what we have until today), where there is direct transmission of concepts, is not considered adequate, where the active teacher will not achieve satisfactory results, leading to this way the students to reproduce in a mechanized way what was learned, not fully absorbing the concepts. (OGASAWARA, 2009).

Unlike Piagetian theories on knowledge construction, which are in fact very relevant in the teaching-learning process, however, these theories are related to work developed individually, and not in the classroom, in the collective. (CARVALHO, 2014 p.2)

For learning to occur, theory emphasizes that the learner must have the intervention of the most experienced in the subject, be it student or teacher, the one with more knowledge, acting in a way that he can learn. So, there is the idea of the teacher as a mediator, since according to it, the teacher must point out the solutions to problems for the students, contributing to the construction of knowledge, breaking down certain barriers for it to occur.

In this perspective, the social interaction and the form of communication that takes place between the teacher and the student, aims to facilitate, visualize the problems, propose solutions and solve them, in this way the teacher will have the role of mediating the concepts so that the developing and building scientific knowledge in students. It is noteworthy that this social interaction does not only occur between the teacher and students, it also occurs with the environment in which they are inserted and with the very concepts of the content being worked on. (CARVALHO, 2014 p.5).

Once the scientific concepts related to the curriculum, for example, are socially shared, teachers and students in this situation start to present greater interaction, the teacher mediating socially recognized concepts or meanings and observing whether this in their student has been assimilated in the desired way, in the context of teaching are presented to them, as proposed in the curriculum. When the student and the teacher share these concepts, it can be understood that the teaching-learning process was effective. (BIRTH, K., BIRTH, C., DIAS, SOUZA FILHO, 2019)

For some authors, Vygotsky's learning theory addresses that the teacher's mediation activity will direct the behavior and actions of each student and this is

characterized by the use of signs and instruments, which help in what is called the internalization of these purposes, the concepts. (CARVALHO, 2014), and even in this way it is directed to the control of the individual, the instruments with the purpose of guiding so that the student has full control of the environment, and in a way of the learning paths. (ARAUJO, 2005).

And it is based on this theory that the DUA seeks to break down barriers and more cohesively promote learning with an emphasis on inclusion. Since the methodological resources that go beyond basic resources such as paper and pencil, among others, are instruments that provide new methods for demonstrating these thoughts, however, they are not unique.

With varied resources such as experimentation and now with the insertion of technological resources, the expression (or externalization) of students' thoughts can be better exemplified by making them reflect and act through them, as in the case of inclusion.

Individualized educational planning (PEI) has been incorporated into the discourses and teaching practices as one of the ways to effect school inclusion, the resource room as mentioned above. However, the works for this theme have shown that most teachers still feel unprepared to meet both the specifics of students with intellectual disabilities and the use of technologies, especially with regard to the appropriation of scientific concepts worked at school. (GLAT AND PLETSCHE, 2013); (AVILA, 2015), (PLETSCH, SOUZA & ORLEANS, 2017). What we will discuss next. (ARAUJO, 2005, p.72), (NASCIMENTO, K., NASCIMENTO, C., DIAS, SOUZA FILHO, 2019).

IV. THE UNIVERSAL DESIGN IDEA FOR LEARNING

Aiming to define a project of products and especially environments to be used to the maximum extent possible by everyone, without the need for adaptation or specialized design for people with disabilities. (ORNSTEIN, ABIKO, 2002), (HOLLAND, 2014), (GABRILLI, 2007) the concept of Universal Design emerged through professionals in the field of architecture at the University of North Carolina in the United States of America (USA). (TALENT INCLUDE, 2019), (HOLLAND, 2014).

The Universal Design for Learning (DUA) addresses a set of principles and strategies in which they relate to curriculum development based on Vygotsky's socio-interactionism to reduce barriers from learning to teaching. In most citations its origin is assigned to educators and founders David Rose, Anne Mayer, and their colleagues at the Center for Applied Special

Technology (MEYER, ROSE, & GORDON 2014), (HOLLAND, 2014).

With a focus more on the inclusion of students who have some type of disability, the DUA has specifications for the active teacher to define teaching objectives, create methods and assessments that are new and suitable for all students, emphasizing understanding. (NUNES, MADUREIRA, 2015), (HOLLAND, 2014).

In this context, intervention through this approach aims to provide the working teacher with a model in which a curriculum, once determined, fits the needs of its students, based on the development of pedagogical practices that enable students, respecting their natural abilities, have access to the curriculum.

In the words of Zerbato and Mendes (2018), the understanding of Inclusive Education and pedagogical practices are:

They are ways of teaching that can range from space arrangements, organization of time, use of technologies to the development of material resources, ranging from the whole to the most individual.

However, school inclusion is not limited to school activities in the classroom carried out by the regular school teacher. They are just one of the elements that must be ensured in the Political Pedagogical Project and school curriculum that aim at good schooling for all students, with and without special educational needs. (ZERBATO, MENDES, 2018. p.154).

The use of DUA starts to relate teaching practices to be developed for students with or without disabilities, in which only pedagogical issues are involved.

Thus, in order to ensure access to all students, the DUA is, in short, a curricular approach that aims to reduce pedagogical factors that can somehow hinder teaching-learning. (NUNES, MADUREIRA, 2015), (HOLLAND, 2014).

In this perspective, contrary to thinking about a specific adaptation for a particular student, in a given activity, the active teacher starts thinking about different ways of teaching the curriculum. (ALVES, RIBEIRO & SIMÕES, 2013), (ZERBATO, MENDES, 2018). For example, when designing concrete materials for learning science content such as math or physics for a blind student in order to exemplify such a concept. The resource, which is normally thought out and adapted in a general way, starts to be elaborated in the perspective of the universal UA design, the same material can be used by everyone in the classroom. (ZERBATO, MENDES, 2018). Therefore, this approach is intended to recognize the need to create opportunities for all students to be included through activities throughout regular education, through their diversities, representations and expressions, hence the idea and similarity of this approach to the Vygotsky's theory, and the teacher's role as mediator, as discussed in a previous topic.

This premise is fundamental in this methodology. The need for and importance of the teacher to develop a network of affection with their students and to ensure accessibility to the common curriculum for all children and young people (KATZ, 2014), through the development of work plans that investigate and take into account considering the diversity and difficulty of each student. And yet, the DUA presents itself as a possible and viable solution, as it provides access to the curriculum, the learning activities through the social of the classroom (KATZ, 2012, p.25).

According to Nunes and Madureira (2015)

This is a curricular approach that seeks to minimize barriers to learning and maximize success for all students and, in that sense, requires the teacher to be able to begin by analyzing limitations in curriculum management, rather than highlighting student limitations. (NUNES, MADUREIRA, 2015p.133).

The table below presents a summary of the DUA's rationale as well as its research.

Table 1: Summary of principles for learning through the DUA. Source: Adapted from ZERBATO, MENDES, 2018.

Guiding principles of design universal for learning	
Knowledge through the collective	Learning can be related to both biological and emotional aspects, so it is important that students have experiences in the collective, as well as sufficient time to explore and absorb knowledge.
Content and everyday	Learning, as well as its objectives, must present meaning to the student, information and the way the content is approached must be related to the social context of the same if, otherwise there is memorization, even if minimal, but in this way, there is no learning

<i>the awakening of knowledge</i>	Since each student is unique and this, consequently, makes each student's learning unique, individual and has different rhythms, awakening emotions is of fundamental importance and can motivate the student to seek knowledge.
<i>learning exploration</i>	The knowledge, once learned, in the school context, needs to be considerable, if these learners are not used in other environments, they start to lose their connections, established bonds and, consequently, they start to be forgotten. Both the relationship, but the contextualization of concepts, but also the transfer of this to other environments, for example, through challenges.

In this way, the curricular approach through the DUA, seeks to promote a more flexible and effective inclusion, by reducing individual curricular adaptations such as breakout rooms or different activities, but presenting a potential ally for collaborative work to favor of the same, evidently, through the collaborative partnership between regular teaching and Special Education teachers and/or other specialized professionals, contributing in this way to the development of inclusive and alternative pedagogical practices. (ZERBATO, MENDES, 2018).

As already mentioned, since the DUA is in the general characteristics of its students, and in this way the methodology makes the curriculum more accessible, breaking, through interaction and affectivity, the barriers to learning. (CRUZ & NASCIMENTO, 2018), (CREVECOEUR et al, 2014).

This approach proposed through the DUA is also influenced by the resulting knowledge known from the neurosciences, in which it is named as systems involved in learning. For many, neuroscience provides a solid foundation for understanding how the brain learns and how effective teaching can be provided. (NUNES, MADUREIRA, 2015 p.135).

In the studies by Meyer et al., 2014 cited by NUNES, MADUREIRA, 2015 p.135):

This knowledge shows that learning is a multifaceted process, which involves the use of three basic systems, namely: affective networks, recognition networks and strategic networks, each corresponding to a particular location in the brain and having specific functions. (NUNES, MADUREIRA, 2015 p.135).

The same study emphasizes that affective networks and motivation are related and help in learning from a neuroscience perspective. Recognition networks refer to what we learn and finally, strategic networks relate to

how we learn certain concepts and give us the idea of how they should be done. (NUNES, MADUREIRA, 2015 p.135)

However, a detailed look at the relationship between both is beyond the scope of this work.

Recently, Ribeiro e Amato's work (2018) presented a survey of works in which the DUA theme was addressed. The authors raised three points for investigation: (1) Legal and historical aspects of the DUA. (2) Conceptual and critical contributions about disability and associated with Special Education and (3) Contributions of practical applicability. The authors pointed to the need to plan for accessibility. In total, 35 articles were part of this review; of these, 20 were carried out in the United States, and here in Brazil only 3 works. (RIBEIRO, AMATO, 2018.p.131).

The national works address the current practices regarding the comparison in the use of the DUA and most present difficulties, barriers, such as extra time used by the teacher for improvement and preparation of material; initial teacher training in the DUA theme; reduced number of computers in schools and limited access to the internet, which is crucial for current practices, in addition to the current education system, such as poorly inclusive public policies. (RIBEIRO, AMATO, 2018.p.131).

Emphasis on the work Cruz e Nascimento (2018) in this work, the authors used computer resources to promote accessibility to the curriculum for two students with autism, using the DUA guidelines. However, they concluded that curriculum accessibility should not be based only on students' deficits and be much broader. In the words of the authors Cruz e Nascimento (2018 p.61)

We conclude that the necessary changes to the curriculum, so that it is accessible to all, must start with

the expansion of its conception in daily school life, so that it is no longer understood, in practice, as subjects and content, and starts to be seen in its entirety., as a context of multiple relationships and representations (CRUZ E NASCIMENTO, 2018. p 61).

The works of Alnahdi (2014), Pearson (2015), Crevecoeur et al. (2014) highlight the importance of using technological resources combined with the DUA proposal. The use of usual resources along with assessments is a frequent practice in schools. According to them, this practice no longer serves the diversity of students in the school context. Currently, the inclusive school has several challenges, such as serving students with different ethnicities, different social, cultural and economic levels and students with motor, intellectual and sensory disabilities, among others. (PLETSCH, SOUZA & ORLEANS, 2017).

In the work carried out in the United States by Andersen and Nash (2016), in the Science discipline, the authors elaborate a curriculum with relevant content for students with intellectual disabilities, as well as its inclusion, in addition to assessments and others through the DUA. The results show that for students with intellectual disabilities, current teaching practice does not favor (which do not differ greatly from ours) conceptual understanding and, consequently, cognitive development. In addition, they found a lack of knowledge on the part of teachers about how students with disabilities can learn. (ANDERSEN & NASH, 2016 cited by PLETSCH, SOUZA & ORLEANS, 2017).

It is evident that technological resources enable the application of DUA principles, which can be easily added to the use of different learning techniques. The use of alternative formats and their variations based on the DUA is valid and important to facilitate the access of all to the content (NUNES, MADUREIRA, 2015) Learning through DUA confirms that, in order for the student to somehow experience it, and still does not require him to master the content and skills, but mainly the method used to learn, this occurs through a range of different interactions, both with the material and with other colleagues.

Classrooms in which educators engage and enjoy the concepts of universal design for learning will propel their students towards competence, investigation and understanding of the need to know and learn through the most effective path (HOLLAND, 2014), (NUNES, MADUREIRA, 2015), (ZERBATO, MENDES, 2018).

Since we are increasingly immersed in a routine surrounded by technology, in recent years its use has been a determining factor for classrooms, especially in helping to promote the inclusion of the disabled. The Universal Design for Learning, together with technological resources, whatever they may be, deal with the plastered system that characterizes the educational sector and is a way to benefit all students (CRADDOCK; MCNUTT, 2017).

The approach and interpersonal development are favored for schools that have these tools. In relation to inclusion, technology provides a range of opportunities for students, whether disabled or not, to search for knowledge in a more dynamic way. In this way, the information collected during investigations, activities, evaluations, can be used to analyze, plan and implement new pedagogical actions, along with the curriculum, focused on the best experiences, the best experiences, as foreseen by the DUA.

The DUA presents a different, innovative way, however this does not mean to do differently, not necessarily, but to think differently, how to propose and see situations in a new way and preferably in the collective. It is evident that technological resources enable the application of DUA principles, which can be easily added to the use of different learning techniques. The use of alternative formats and their variations based on the DUA is valid and important to facilitate the access of all to the content (NUNES, MADUREIRA, 2015).

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As for its incorporation into the classroom, according to the National Center on Universal Design for Learning (2014), the DUA principles encourage the creation of learning environments that are challenging and involve all students. In this they must meet the essential components such as: objectives, teaching strategies, materials and resources and evaluation. (NUNES, MADUREIRA, 2015p137). Meo 2008, cited by NUNES, MADUREIRA (2015) proposes a class planning scheme that integrates the cited components into the curriculum. (Fig. 1). And, once a good pedagogical practice is being practiced, at least what is expected, it is enough to define how these will develop inclusive practices (HITCHCOCK, MEYER, ROSE & JACKSON, 2002, p. 12).

By creating a favorable environment, through activities that involve everyone and especially in an equal way, managing to create activities that can involve all students in the same way, it can be understood that inclusion in its maximum degree is being practiced.

Evidently, the way chosen by the teacher, the way to mediate such content and how he defines the objectives, determines the success of the students who make up the room, and this should be better planned for a case of inclusion. From this premise, according to the ideas of Hitchcock and collaborators (2002), in a comprehensive and global way, students are able to achieve most of the goals, once the paths are mastered, they enable different demonstrations of the acquisition of knowledge and attitudes. (HITCHCOCK, MEYER, ROSE, JACKSON, 2002).

V. CONCLUSION

The inclusion of people with disabilities in our society, even if timidly, is an action that, today, we can already say is happening. This work presents a brief

bibliographical review on school inclusion for special education through the Universal Learning Design methodology.

It is understood that inclusion is much more than putting the previously excluded subject in the classroom; this and cannot be done simply because it is doing. Since it is created with the intention of valuing and recognizing differences and especially taking advantage of the best characteristics, the actions of the educator or active teacher, at all levels of education, they must favor the abilities and potential of each one of their students.

Once the child or young person presents a certain differentiated development, it is necessary to change the thinking that they attend special education, such as a support room, as was used some time ago, which particularly generated more exclusion, as mentioned above.

In this perspective, it is necessary that parents and the entire school community reach an understanding, as well as public policies, also as mentioned above, perform effective activities, fair with students and mainly fit in with the proposed pedagogical actions. (ANGOTTI & AUTH, 2011). The DUA is beneficial, both with disabilities and for the non-disabled, as it provides flexibility, support and maximizes learning (KUMAR; WIDEMAN, 2014).

The proposal of inclusion through the DUA, since it is understood that it is based on Vygotsky's interactionist theory, it presents itself in one of the most convenient and, why not say, more human ways of promoting inclusion especially for students with a certain disability, not necessarily physical or psychological.

And even with the help of technological resources, since it improves the student's independence and autonomy in academic tasks, it makes the methodology more effective for learning the proposed contents (ALNAHDI, 2014), to promote, mainly, inclusion.

In summary, DUA aims to provide a new guide for the development of methods and materials, in addition to assessments that work with all students - not with a single solution, a standard that can be applied to everyone in that context, which can be customized and adjusted to the individual needs that they may have. but a more flexible approach. (HOLLAND, 2014), (NUNES, MADUREIRA, 2015).

Finally, from the survey carried out by this work, it appears, if there are more possibilities and especially resources for students with disabilities, through qualified professionals, a range and more effective will be their learning, as well as their development.

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