

# **The Difficulties Encountered By Support Agents In Special Education With Physically Disabled Students**

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## **ABSTRACT**

*The aim of this study was to analyze the difficulties encountered by support agents in special education with students with disabilities. The methodology was qualitative and exploratory. Data were collected through a semi-structured interview and analyzed through thematic content analysis. The participants of the research were 12 support agents in special education in elementary education who carry out their activities with students with physical disabilities in a municipal school network. In relation to the difficulties encountered by special education support agents, the following categories emerged: Training of human resources; Material and technological resources; Infrastructure and Accessibility; Teamwork and Inclusion only in theory. It was concluded that there is a shortage of resources in this scenario, and may influence the quality of education offered to students with disabilities.*

**Keywords:** Special Education, Inclusive Education, disability.

## **1. Introduction**

In recent years, in the Brazilian educational scenario, discussions about “Inclusive Education” have been carried out, expressing concernment regarding its quality and democratic offer to the population, equitably and horizontally. One of the goals of this movement is to bring new reflexions so that there is no type of discrimination whatsoever, being schools the ideal places for disabled and handicapped children to learn, grow and evolve with autonomy and independence. The inclusion principle seems to be the responsible element for providing “[...] changes that should benefit social groups who were historically pushed aside and kept at the margins of society and human rights [...]” (FERREIRA, 2015, p. 92).

It is in this space that people develop and seek new knowledge through teaching-learning process, making this environment proper to exercise the applicability of school and educational inclusion, and it should also count on a team of active professionals, intervening coherently so that the proposal regarding the division of collective knowledge, between children with disabilities and those with no disabilities, is better disseminated. The term education inclusion is very commonly associated to people who have any kind of physical or intellectual deficiency, however, this view has been positively and gradually changing (MANTOAN, 2004; BRAZ-AQUINO et al., 2016).

Schools can still provide a safe and welcoming environment, valuing the differences as positive things and not as limitations or barriers, because it is, in fact, at school, that experiences are shared among one another, exchanging emotions and feelings, and where friendships are made and strengthened, new families and new social groups are made and put together (VELTRONE; MENDES, 2011; WILDE, 2014; GUERREIRO; ALMEIDA; SILVA FILHO, 2014).

From the perspective of inclusive education for the special education public, the main support system consists of special education services and specialized education services (SES). The public system has been organizing multifunctional resources classrooms or support classrooms, either at schools or partner institutions, aiming to offer accessibility resources and strategies so that barriers are eliminated, favoring full social participation and learning development.

The Ministry of Education of Brazil, through National Curriculum Guidelines for Early Childhood Education, along with the Secretariat of Basic Education, created a professional category called Support Professionals (SP) or Support Agents in Special Education (SASE), to be inserted into the classrooms, with specific attributions, such as: being a mediator for inclusion, facilitating and influencing the interaction among students with disabilities and the other children and personnel; socialization; helping out with the communication, as a interpreter; being responsible for personal care and hygiene, alimentation, locomotion for those who are not fully-independent; providing safety and assistance in the teaching-learning process (BRASIL, 2010).

Having a second teacher in the classroom is an example, either if he or she is present during all classes or just for a few moments, in the most diverse modalities: interpreting, supporting, monitoring or assisting. The participation of teachers from specialized education services may occur either in the planning or for the support of understanding the learning conditions of the students, as a way to help the pedagogical team.

Given the educational and legal situations, the agents of inclusive education are indispensable doers in the school context and in the learning-teaching process, because they are in constant contact with the disabled child, constituting the way of knowledge dissemination, besides being the facilitator for the learning process. It is considered that this professional may influence, in so many ways, his or her performance within the classroom environment (TAVARES; SANTOS e FREITAS, 2016).

According to Mantoan (2004), for school inclusion to become even more strengthened, it is necessary to innovate, to institute modernization efforts, to restructure existent conditions in the school environment that surround the students. However, it is known that disabled people find difficulties in their life path, facing all types of barriers, including architectural, environmental, social and educational ones. Fiorini e Manzini (2014) add saying that these difficulties are not merely related to the learning process of the students, but yet, are related to how the school environment is prepared to meet the challenge of being inclusive.

This study questions the difficulties encountered by agents of inclusive education towards physically disabled students. Based on this perspective, the present study has the objective of analyzing these difficulties.

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## **2. Methodology**

In order to achieve the objective of this study, a descriptive, exploratory study was the best option, based on elements of a qualitative research, used when seeking perceptions and understanding about the general nature of an issue, opening space for interpretation (MINAYO, 2011).

The educational network of the studied municipality has 114 teaching units, distributed into seven full-time education centers, 66 pre-school centers, 3 education centers, one field school, 28 basic schools, 5 isolated schools and 4 school groups. Currently, there are 34 teaching units that include inclusive educational services, and, only 17 units met the desired criteria for this study, by having physically disabled students who need specialized educational services, and must be accompanied by SASE.

The inclusion criteria for this research were: being an employee of Itajaí - SC city hall as a SASE in a municipal education network in the region of Vale do Itajaí; acting in the municipal schools of elementary education with students with physical disability and that need specialized educational accompaniment. The exclusion criteria were: not accepting to participate in the study, not signing the free and clarified consent term and not being involved with inclusive education.

During the development period of the study, there were a total of 19 SASEs working with physically disabled children. Out of these 19, 12 accepted participating in the study by signing the free and clarified consent term, after being explained of the objectives of the study. The interviews only began after approval by the Human Research Ethics Committee, through protocol number 1.134.168/2014. Interviews were carried out from October 2016 to November 2016, and transcriptions from December 2016 to January 2017.

Data collection was carried out, then, from September 2016 to December 2016, through a semistructured interview, with opened questions that were pertinent to the subject of study. The interviews were held individually, at the schools where the professionals work, using the physical space provided by the institution's management. The average duration of the interviews was 30 to 45 minutes and they were recorded using the Sony recorder equipment, model ICD-PX 820. The researcher was previously enabled to conduct the interviews.

To keep the participants' anonymity, in order to avoid exposing them and respecting ethical principles, they were identified with the initial letter of "participant", P, followed by a decimal numeral in crescent order, like "1", according to the order of the interviews, referring to the sequential-increasing order.

The interview transcriptions were submitted to several readings for a better appropriation of the material and better identification of pre-indicators to form discussion themes. These pre-indicators were grouped, using the following criteria: proximity, similarities and complementation, thus composing the indicators.

From the reading process, data were grouped in an organized way, in a phase that Bardin (2011) denominates as material exploitation. During this moment, decisions taken during pre-analysis phase were

made effective, through the appearance of coding operations, corresponding to cut-offs, aggregation and enumeration, allowing a representation of content and its expression. During the same stage, categorization took place, which refers to rubrics or classes that were grouped into a group of elements, which are also known as registration units.

According to Bardin (2011), the third stage refers to the treatment of the results obtained, which made it possible to analyze the data obtained, treating them and having significant and valid results available. For this step to happen, two sub-steps were carried out, called inference and interpretation. Inference is related to the poles of attraction of communication, it occurred through the application of an instrument that guided what was intended to be investigated (interview script). As for the interpretation, this was beyond the manifested content of the documents (speeches of the participants), because it interested the researcher the latent content, that is, the meaning that will be found behind what had been learned. The crude results were then treated and molded in order to be validated, allowing the synthesis and selection of the results, inferring in relation to the intended objectives.

After the cut-offs, data were classified into major categories, which resulted into progressive grouping of the elements, triggering the emergence of subcategories, as well as the analysis of results for theoretical purposes. It should be noted that the titles of the categories were defined during the pre-analysis stages and during the exploration of the material.

### **3. Results and Discussion**

The participants of this study were 12 Support Agents in Special Education (SASE), all women. The ages ranged from 29 to 51 years old; career time and experience ranged from 3 to 12 years. Regarding their experience and curriculum, 5 of them have a Master's degree, 3 of them have a degree in Pedagogy, 1 in History, 1 in Management, 1 of them is specialized in Special Education and another one in Education in Childhood. It is important to point out that the 5 professionals with a Master's Degree are studying to obtain their Degree in Pedagogy.

Having the objective of analyzing the difficulties faced by the support agents in special education with physically disabled students, the categories were defined as: Human Resources training; Material and technological resources; Infrastructure and Accessibility, Teamwork and Inclusion only in theory.

#### **Human Resources Training**

The inclusion of disabled children in regular schools still has a lot to improve, mainly concerning the academic education and training of the professionals who are directly in contact with these children. Human Resources training is the basis for their performance and a preparation for situations to come in their daily routine (FERRAZ *et al.*, 2010; GLAT; NOGUEIRA, 2010; BISOL; VALENTINI, 2014; CARVALHO-FREITAS *et al.*, 2015).

Rabin (2017) considers that the process of lifelong learning is a necessary and indispensable resource to keep educators up-to-date and qualified before countless innovations and new information that emerge daily. This is necessary because, when dealing with special education with the focus on inclusive education, it is important for educators to be well-driven, immersed and prepared to be creative and original

during their jobs, since the traditional educational routines and method become insufficient to meet the learning needs and demands of disabled populations.

Tozoni-Reis e Campos (2014) report that, when putting professional training into perspective as an investment, a positive inclusive educational mindset is created, highlighting the importance of professional experience for a teacher in his or her lifelong learning and education process. This importance of daily professional experience is what SASEs also mentioned in their interview lines:

[...] there should be more, more preparation and education, more training for us, so that we have more information to know how to work, knowing how to deal with the needs of these children and how to conduct them. But in reality there isn't and when there is, not everybody can attend, we cannot go, many times, because we need to be at work. These meetings, training, lifelong learning lectures and so on, help us think and act differently, the student needs and expects us to be someone who brings new things to the classroom, someone who stimulates him/her thinking process (P 9).

Tardif (2012) describes that, regarding educators and teachers training, they have to seek balance between academic education and knowledge produced about teaching so that their practice is better structured and they are better understood. For this to happen, they need to be in constant contact with continued training, in and extra work training, so that their horizons and perception regarding the source of knowledge are broadened, and thus strengthening new concepts of what they will teach.

It can be noticed, through SASEs lines, their wish and will to have more information which provide and amplify their knowledge and experience, not being limited to superficial professional training, with no guidance and with purely theoretical courses and classes. These professionals mentioned that they would like to obtain practical training, related to simulations and exercises that bring them closer to their reality and routine.

I think that there should be more training and lifelong learning meetings to help us get better at our jobs [...] it should be a lifelong process because it is important, it clarifies out doubts. So we should have more resources like these at schools, having practical training and under an organized schedule. It is really sad that something so good and necessary, something that would help us understand how to better stimulate and conduct the kids and would make us think differently even about ourselves and our jobs, is still missing here (P 4).

According to Garcia (2013), one of the alternatives that make it possible to overcome the lack of training in the teaching environment, is based on the access to continuing education, or the lifelong learning process by educators. This practice must take place permanently for greater effectiveness in the construction of collective knowledge. These strategies can be used in different ways, like group dynamics, exercises based on practical simulations, experience exchange, among other exercises and activities,

providing moments of improvement of the knowledge necessary for educational activities, assuring more effective actions towards the reality of each professional.

The participants' speeches show the importance of training and preparation focused on the reality and knowledge of the educators. Their lines also show that these things must happen with active participation and compromise, otherwise the changes will not come:

There are so many other things that we discuss that are not part of the school reality. The coordinator knows and needs to know our needs and the students' needs, we need to talk and discuss real, concrete things, things of our reality here, things that really happen in the classroom (P 4).

Based on the lines above, it is possible to realize that the participants of the study feel the necessity of obtaining more information and knowledge about the context they are part of, so that they can offer adequate service and learning to the student they accompany during their work days. Dias (2017) reports that it is responsibility of the managers of educational units (principals, supervisors or coordinators), along with their leaders (teams which work with the special students) to give a feedback, evaluating what is taught and what is learned. Parting from this strategy it will be possible to identify some points that require improvement, either by the acquisition of resources, or by investments in training and lifelong learning process to educators.

### **Material and technological resources.**

The educators pointed out some factors related to their limitations and lack of resources for their daily practice and classes, such as instructive material, access to technology and lack of differentiated accessibility tools to complete educational activities in the classroom.

According to Vitaliano (2007), the inclusion of physically disabled students into the classroom depends on several factors, such as physical structure, material resources, a strong educational policy, accessibility and, in special, the educators' capacity to understand their importance to the teaching-learning process.

Regarding the lack of material resources, the participants of the study referred limited availability of materials, such as personalized and adapted notebooks for visually limited students, colorful games, computers with sensors that capture head movement or portable computers/laptops. Also, it was pointed out by them that, when such resources are available, they bring greater possibilities of succeeding at student inclusion. On the other hand, when these resources are not available, it becomes concerning because it limits the learning process, as they say:

There is a resource problem indeed. When there is no material available, I even bring it from home, I help a lot, I improvise things out to teach sometimes. I bring a lot of material, games... but it still is little and I feel bad for that, because my student is being stopped from learning more, you know? I think we could have more contact with technology, computers and internet. I think it would be very

useful to them, today it is possible to use digital animation as a teaching tool. My student has cerebral palsy, he watches everything I show him on my cell phone and tries to do it. I downloaded some instructive pictures to help him learn to put words together, I believe that it helps and we should use the internet in our favor for special education, but we don't have laptops available (P 3).

According to Cavalcante and Jiménez (2016), a research carried out in Tupanatinga/PE in 2016, with a team of educators who work in municipal schools of regular education in the inclusive context, they identified that access to resources and materials was also limited precarious, which, in the participants' view, prevents the student's growth due to the difficulties of accessibility, leaving the educator without many other possibilities to help the student, even though they improvise things out many times. This study is concordant to with what was presented by the participants in the present study, as they also report that they do not have access to resources and materials, making the inclusion process difficult due to this limitation.

Dias (2017) describes that, the lack of material resources in schools undoubtedly will be harmful to the teaching process, limiting the possibilities of learning. Therefore, educators should, in some cases, intervene evaluating the need to reinvent new learning models in the face of the diversity of learners and their particularities.

D'Amaral (2014) says that any institution that offers any type of education has the obligation to make available all the human and material resources indispensable to the satisfaction of the educational needs of its students, as described in Resolution 02 of September 11th, 2001, written by the National Education Council (CNE), guaranteeing an educational system of inclusive nature, without prejudice or discrimination, and with principles of equality and opportunity for all.

Another point highlighted by the study participants was the lack of assistive technology. In their perspective, the educational scenario they are inserted in is not prepared to welcome students as an inclusive environment. Below are the testimonials of the participants:

For physical education activities, the teacher tries to include the student, but she can't go or run after the ball because her wheelchair is not adequate, it does not move very well, it gets stuck. In the classroom, she has difficulty to reach out for a pencil, she needs help to have her meals, so we need to adapt things for her. I had to adapt a spoon handle for my student. It worked out, it is adapted, but it is not the ideal (P 8).

His pencil is 6b, I had to buy one, the other teacher bought another one, so that the boy had pencils to work, then adapted the pencils so he could hold it. They are aware of the student's deficiency and needs and do not send adequate material. Where is the commitment and where is the respect with the learning of these children? How will that make the child develop? How will that include the child

and create autonomy? It will not. So, it should be more organized, the public system should invest in resources. I do not regret having to buy things for my students with my money, but it is not my obligation, you know? (P 10).

Varela and Oliver (2013) report that educational institutions should invest massively and be able to count on the availability and accessibility of resources such as Assistive Technology (AT), so that these things can act as facilitators and mediators in the educational process, enabling the promotion, participation, autonomy and inclusion of these students. Cavalcante; Jiménez (2016) and Redig; Glat (2017) reaffirm that the use of ATs in schools is a powerful tool that can and should be used by available to students with disabilities. By using such resources, consequently, the possibilities and facilities of these students will be expanded to achieve their independence and autonomy, as well as to enrich their performance in different activities.

Wajnsztejn e Zaneli (2013) report that team which works with special students should ponder about the necessary and compatible resources for each student. And when these assets are not available, they must be built by the educators with the help of the learners themselves. According to the same authors, this can be an interesting activity in the classroom, because the student, at that moment, will be developing their abilities, either their motor or cognitive ability, and their creativity, triggering greater interest. It also should count on the participation of the other students, fostering greater interaction in the environment. In this sense, both studies are in accordance, pointing out that due to the lack of material, the educators have to improvise so that the learning process takes place.

### **Infrastructure and Accessibility**

Regarding infrastructure and accessibility, the participants of the study report several limitations. Structural problems are seen as barriers for the students, making it impossible for them to transit freely in the school environment, causing frustration since they can not interact with the other students, triggering isolation and lack of socialization. We can observe these reports in the following statements:

There is no accessibility in here. I have a student that is a wheelchair user because she had cerebral palsy when she was born and she has no condition to access her own classroom. The bathroom door upstairs is too narrow. If she is doing something upstairs she can't go to the bathroom. There are no handrails and bathroom rails either (P 2).

Today here at school, the physical structure is not adequate. The ramps are too steep, we don't have classrooms with resources, bathrooms are not adapted to these children, there aren't handrails or bathroom rails, there aren't safety signs (P 7).

It is important that the student does not encounter obstacles from the architectural or structural point of view, in order not to intensify mobility limitations, since the disabled student is the main protagonist of



this space and should feel integrated into its totality and not prevented from anything. In this perspective, according to Souza *et al.* (2016), the school environment, to be fully inclusive, needs to be accessible to all, enabling students to be independent and to conquer autonomy.

Nunes *et al.* (2015) describe that when thinking about the accessibility of a student who has some motor limitation, it is important that ramps, for example, are not too steep, respecting the standards designated by ABNT, allowing the access of wheelchair users and students which have balance disorders or any kind of mobility disorder to any space they want to go to. Such attention should be given not only to the availability of accesses, but also be to the existence of safety bars, handrails, etc. to support them, thus minimizing the risk of falls or traumas.

Duarte (2013) points out that the daily life of physically disabled people presents several obstacles and difficulties, which reinforces the need for efficient projects with adequate solutions to everyday activities. Coelho (2014) mentions that infrastructure in the school environment should be welcoming, accessible and safe in order to increase the student's interest and raise the rate of his or her stay in school. The architectural accessibility to disabled people or those with reduced mobility needs to be reconsidered, and the managers of these institutions should be involved in order to promote the necessary and compatible adaptations to overcome existing issues.

According to Fonteles and Mazzotta (2015), the challenge of basic schools is to enable the environment (structure, space, resources, etc.) to be adapted to the real needs of its students. In this same sense, Kuzuyabu (2016) reports that the difficulty of effectively including disabled students in regular classes is related to the lack of proper structural conditions, which may prevent the advancement of these students.

In this sense, authors cited above, affirm that these adaptations will become appropriate for each student when classroom doors are better designed (enlarged), allowing the entrance and exit of a wheelchair; adequate lighting; safety bars and handrails; accessible bathrooms and toilets and so on.

## **Teamwork**

An environment where one works in community and without individuality mindset, becomes more harmonious and productive. In this sense, according to Pimenta (2012), when thinking about a school, as a place where people are educated for the future, triggering and producing new knowledge, it is necessary that a democratic management takes place. The interaction among educators becomes fundamental for successful learning. These ideas were expressed in their lines:

We could really say that the inclusion process happens when there is interaction among us, professionals, among support agents and the teachers. If there is no interaction, there is no inclusion. This does not always happen, the teacher often does not even talk to me and the student sees it (P 1).

If the teacher prepares a lesson on any subject, on water for example, the regular student will understand. But the disabled student, who has some limitation, will not be able to respond in the same way or at the same speed as the others respond,

because he/she needs more time to absorb the content. That's where my work comes in, to help this child understand the content, our role is to help him/her develop that knowledge, to make it easier for him/her to understand, to use pictures, to use colors. This for me is inclusion, but this happens very rarely, there is a lack of this interaction with the teacher, but it lacks on acceptance on the teachers' part (P 4).

Breitenbach et al. (2016) point out that it can be understood that inclusive education is not restricted only to providing quality access to formal education for people with disabilities, but it is assumed that this environment should also be prepared to better accommodate these students. In this sense, the school and the professionals who work there must ensure that the access of these students does not run into barriers imposed by the existence of communication fragmentation among the team.

Cavalcante and Jiménez (2016) believe that students' learning process occurs when an integrated project is used among the professionals who work there, without individualities, based solely on the needs of their students. All the professionals involved with the specialized educational service must be connected in order to elaborate together strategies that allow and promote students' autonomy.

In order to ensure a broadly inclusive education in the school environment, it is necessary that the entire educational community is involved, as well as the effective participation of the family and society in the elaboration of actions that expand the coverage of special education programs, given that the school is considered as a social space for learning, training and developing people. An integrated work tends to bring better results to the collective (SILVA, 2009; SILVA et al., 2016)

When we put this student into all the activities that the other students do, we are including them, so it is interesting that here at school we work together as well, from the lunchroom to the family environment. And bring this student to the activities with other students, so that he/she is part of this process. But I don't see the integration of the team, so we would have to strengthen this in our network (P 5).

When the teacher is participative and gives me some freedom to work with the child and with him, it's nice, but it's not always like that! Sometimes I feel bad to see that the child is being excluded and consequently I am also being excluded! There were cases here at the school that I saw the student calling the teacher and saying "hey teacher, teacher I'm here", it is sad to see this (P 11).

Through the words of the study participants, we can interpret that a school when accepts students with disabilities or with special learning needs, needs to take these students in their diversity and be open for dialogue. In this sense, it is up to those involved with disabled students to understand that there are different forms of interventions to be instituted for this student. Help from other specialized professionals should be sought, in order to have the necessary adjustments made so that the student's learning process is

not compromised, since there may be a need to carry out individual educational plans at times (SASSAKI, 2013, DIAS, 2017).

It is important to emphasize that everyone who is involved in the art of education have essential functions and obligations regarding the functioning of the educational system, contributing considerably through their knowledge to the child and to the construction of a differentiated school. The team of educators, through their experiences and academic preparation, can provide and bring relevant subsidies, as a contribution to a better understanding of the inclusion process, as well as to make suggestions for educational practice to become more effective, contributing to improvements in everyday school life. But, this practice should occur collectively and not centralized in a single professional category.

The expectations about Special Education are numerous, and among them, that the environment and the teaching proposal are structured, either by the needs of students, their families, society or the academic community that accompanies them. An expressive element regarding the performance of professionals in the inclusive area refers to the professional experience and its role in this context, associated with sharing the workplace with other members of the team in the classroom. This signs that there is a need for improvements when it comes to proximity and interaction with other educators and when it comes to increasing knowledge about each one's tasks, so that a sense of competence can be achieved and can generate adequate responses and results in relation to the work (DIAS, 2017).

### **Inclusion only in theory**

Even with significant advances in the educational process focused on inclusion for all, the participants report that there is still only an inclusion process that seeks to adapt to the legislation. This process is identified by professionals who work in classrooms in regular schools as being "wonderful and perfect, but runs beautifully only on paper/in theory", but in practice what is offered is an education without much quality and still fragmented when related to the attention to disabled children, as stated below:

Inclusion is very beautiful, very wonderful, but only on paper/in theory, because in practice it does not happen. There is still a lot to be done, the school, the teacher, the support agents themselves need to understand more about what inclusion is, the society has no sense of the challenges we have. Including is allowing these students to be accepted and not pushed aside and isolated. I think professionals are still very closed to the inclusion process (P 2).

Being the most realistic possible, I think that a lot of things are beautiful and wonderful in theory only! What happens is that we are very disappointed to see how the students are conducted, how they are seen and how they are treated. Because there are professionals who do not have the patience and the awareness that there is a special student inside the room, and that he or she needs special attention. They leave that special student in a corner, not including him/her, so that's

why I tell you it's just on paper. He/she is not included into classroom activities, is not included with other students so-called normal (P 4).

According to Vitório (2013), the sooner we offer a more inclusive social environment, without discrimination, without preconceptions in face of the existing diversities and needs, the sooner people will be building values based on that and will be ready to take on a greater commitment to society.

Oliveira (2013) reinforces that, in order to minimize these anguishes, the team must be prepared, trained and oriented by its managers for the arrival of a new student in the school environment, so that the student's acceptance and insertion process occurs without obstacles or the imposition of barriers, and respect for the differences, individualities and values existing in each student should prevail.

According to Braz-Aquino et al. (2016), it is important to state that schools should not only concern themselves with ensuring and promoting only their students' access to these environments, but should enable them to attend these spaces permanently, strengthening bonds promoting success.

It is at school that the process of socializing and integration among people takes place, involving different groups of people from different ethnics, religions, habits, genders and skills, which strengthens the need of collectiveness.

Therefore, by understanding the existence of these differences in our daily life and in the environments in which we are inserted, schools could not be different, since it is in this space that the possibilities of integration must be expanded so that the development of skills that need to be developed takes place, mainly on those with disabilities.

In this sense, one can perceive, through the participants' statements, that although inclusive public policies are a reality, they are not yet fully and efficiently implemented in the school context. This fact is possibly due to the resistance professionals and the lack of a human resources policy that enables the adequate preparation of the school staff and community for the insertion of students with disabilities.

#### **4. Conclusion**

The study made possible to analyze the difficulties encountered by support agents in special education towards physically disabled students and their inclusion process, which were regarding the training of human resources; material and technological resources; infrastructure and accessibility, teamwork and inclusion only in theory.

The limits pointed out by support agents in special education with students with disabilities are not associated with a truly inclusive education and a specialized service advocated by Brazilian public policies, but it is associated with a segregating education model.

These difficulties directly affect Brazilian education. However, when recognizing these difficulties, it is possible to present these results to educational managers and to reflect and prepare feasible strategies for a true inclusion process, valuing the diversity of students in the classroom, their individuality, singularity, plurality and the particularities of each one of them, so that everyone is offered quality education in a horizontal and equitable way.

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