

Pedagogical practices in special education in the covid-19 pandemic: a literature review¹

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ABSTRACT

This is an Integrative Literature Review performed in the following databases: CAPES; SCIELO and BDTD/IBICT, from 2020 to 2022. It aims to identify and gather the scientific production carried out in the scenario of the Covid-19 pandemic, related to the challenges and emerging effects on the pedagogical practices of special education teachers who work in the Specialized Educational Service. The searches in the databases identified 1381 occurrences that, after passing through the filters, inclusion and exclusion criteria, resulted in seven productions for analysis. It was identified that in the selected databases there are still few studies related to the pedagogical practice of the special education teacher in this period. The analysis points out that the great challenge was to reinvent teaching in the pandemic, especially by having technological as a resource available. It was necessary to reorder the interventional forms and develop a variety of diverse activities, methods and materials.

KEYWORDS: Special education. Pedagogical practices. Specialized Educational Service. Covid-19.

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Práticas pedagógicas em educação especial na pandemia da covid-19: uma revisão de literatura

RESUMO

Trata-se de uma Revisão Integrativa de Literatura realizada nas bases de dados: CAPES; SCIELO e BDTD/IBICT, no período de 2020 a 2022. Objetiva identificar e reunir a produção científica realizada no cenário da pandemia da Covid-19, relacionadas aos desafios e efeitos emergentes nas práticas pedagógicas dos professores de educação especial que atuam no Atendimento Educacional Especializado. As buscas nas bases de dados identificaram 1381 ocorrências que, após passarem pelos filtros, critérios de inclusão e exclusão, resultaram em sete produções para análise. Identificou-se que nas bases selecionadas ainda são encontrados poucos estudos relacionados à prática pedagógica do professor de educação especial neste período. A análise aponta que o grande desafio foi reinventar a docência na pandemia, especialmente ao ter como recurso disponível o tecnológico. Foi preciso reordenar as formas interventivas e desenvolver uma variedade de atividades, métodos e materiais diversificados.

PALAVRAS-CHAVE: Educação Especial. Práticas pedagógicas. Atendimento Educacional Especializado. Covid-19.

Prácticas pedagógicas en educación especial en la pandemia de covid-19: una revisión de la literatura

RESUMEN

Se trata de una Revisión Integrativa de la Literatura realizada en las siguientes bases de datos: CAPES; SCIELO y BDTD/IBICT, de 2020 a 2022. Su objetivo es identificar y reunir la producción científica realizada en el escenario de la pandemia de Covid-19, relacionada con los desafíos y efectos emergentes en las prácticas pedagógicas de los maestros de educación especial que trabajan en el Servicio Educativo Especializado. Las búsquedas en las bases de datos identificaron 1381 ocurrencias que, después de pasar por los criterios de filtros, inclusión y exclusión, resultaron en siete producciones para análisis. Se identificó que en las bases de datos seleccionadas todavía hay pocos estudios relacionados con la práctica pedagógica del maestro de educación especial en este período. El análisis señala que el gran desafío fue reinventar la enseñanza en la

pandemia, especialmente al tener la tecnología como recurso disponible. Fue necesario reordenar las formas de intervención y desarrollar una variedad de actividades, métodos y materiales diversos.

PALABRAS CLAVE: Educación especial. Prácticas pedagógicas. Servicio Educativo Especializado. Covid-19.

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Introduction

In March 2020, Information and Communication Technologies became part of the educational context, given the pandemic caused by Covid-19.

Guided by the recommendations of the World Health Organization - WHO, the federal government, states and municipalities established public health measures to tackle the disease, recommending the implementation of social distancing rules. The new global panorama has significantly affected the field of education, as it has been necessary to (temporarily) suspend face-to-face activities in order to contain the transmission of the coronavirus.

Thus, the Ministry of Education - MEC, launched Ordinance No. 343, which "provides for the replacement of face-to-face classes with digital classes, for the duration of the New Coronavirus Pandemic - COVID-19" (BRASIL, 2020a, online).

So as not to interrupt studies, and in order to minimize the impact of the pandemic on education, on April 28, 2020, Emergency Remote Education (ERE) was regulated by the National Education Council (NEC), with Opinion No. 5, which provides for the reorganization of the school Calendar in all education networks, and can be applied at all levels, stages and modalities. To this end, the use of digital technologies in teachers' pedagogical activities is seen as the most viable means for this context, enabling access to information without putting the school community's health at risk.

So, in order to meet the demands of learning, the teachers had to develop their teaching practice with the help of technological tools. To do this, they had to work with technological tools and resources that were previously unknown or rarely used. Applications and platforms aimed at education, as well as other technological and pedagogical resources, both synchronous⁴ and asynchronous⁵, have become part of the teacher's pedagogical routine, becoming essential for maintaining the school.

The new model of teaching mediated by technologies has challenged teachers and students, showing us that many are unaware of how to use them, especially when used for educational purposes. As far as Special Education (SE) teachers are concerned, they have also experienced the social and educational restrictions imposed by the pandemic and have found themselves challenged to implement Specialized Educational Assistance (SEA) in this atypical period. As a result, they had to assimilate a new and complex way of teaching, given the emergency format that the school had to take on after the suspension of face-to-face classes.

It should be noted that the sudden closure of the schools also significantly affected the target students⁶ of SE, who need adequate support to meet their specific needs, rich in stimuli in the motor, cognitive, social, and communicational areas, something that has hitherto been difficult to achieve in distance learning.

According to Camizão; Conde; Victor (2021, p.3), during the pandemic, students who are targeted by the SE faced a double challenge: the first concerns the historical conditions for ensuring inclusion, and the second emerged during the pandemic and is related to the challenges of ensuring the inclusion, learning and development of these students in times of social distancing.

⁴ These are resources in which there is a need for teacher and student to participate together in the same environment and at the same time.

⁵ Resources that do not require simultaneous connection in real time between the teacher and the student.

⁶ According to the 2008 National Policy on Special Education from the Perspective of Inclusive Education, students with disabilities, global developmental disorders (GDD) and high abilities are considered to be the target audience for Special Education.

Thus, in view of the range of subjectivities and singularities of the teaching of SE teachers, this research was guided by the following problem: how did special education teachers who work in Specialized Educational Care mobilize their pedagogical practices in the context of the Covid-19 pandemic?

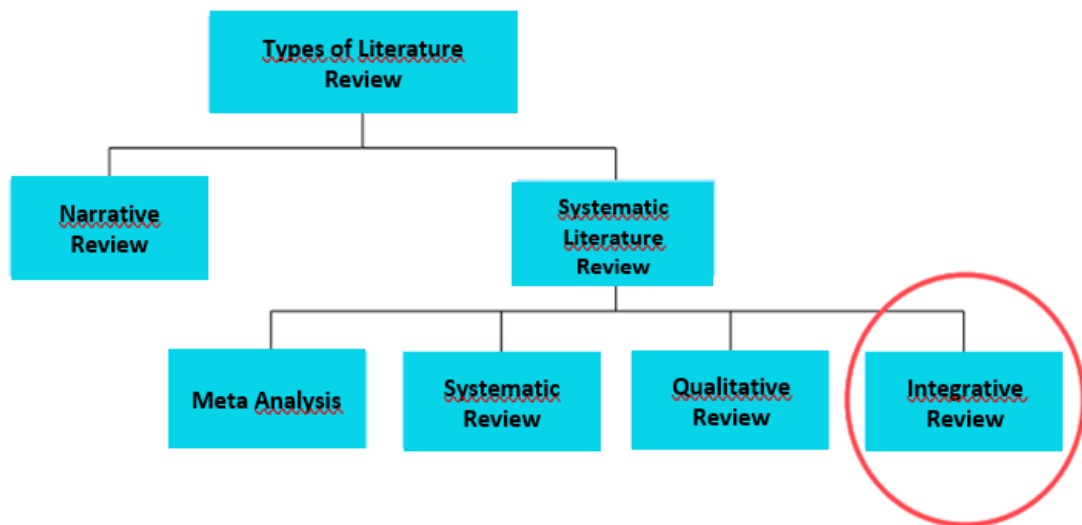
In this context, this study aims to identify and gather the knowledge published by the scientific community that has emerged in the context of the Covid-19 pandemic, and which is related to the challenges and emerging effects on the pedagogical practices of SE teachers who work in SES.

Method

The literature review is the first step in building scientific knowledge, as it allows new theories to emerge. According to Botelho; Cunha; Macedo (2011, p. 124), the literature review process can "use bibliographic or electronic sources of information to obtain research results from other authors, with the aim of providing a theoretical basis for a given topic". These authors also mention that literature reviews can be narrative or systematic. The latter has four categories: meta-analysis, systematic review, qualitative and integrative.

To meet the objective of this research, an Integrative Literature Review was carried out. This method is also considered a type of systematic review and allows the researcher to analyze the knowledge produced in previous research related to a given topic.

FIGURE 1: Types of literature review



Source: BOTELHO; CUNHA; MACEDO (2011, p. 125)

Therefore, for this study, the purpose of the integrative review is to enable "the synthesis of several studies already published, allowing the generation of new knowledge, based on the results presented by previous research" (BOTELHO; CUNHA; MACEDO; 2011, p. 127).

For this purpose, we followed the integrative review stages suggested by Botelho; Cunha; Macedo (2011, p.129-132): Stage 1: Identification of the topic and selection of the research question; Stage 2: Establishment of inclusion and exclusion criteria; Stage 3: Identification of the pre-selected and selected studies; Stage 4: Categorization of the selected studies; Stage 5: Analysis and interpretation of the results; Stage 6: Presentation of the review/synthesis of knowledge.

Stage 1: identifying the topic and selecting the research question: defining search strategies, descriptors and databases.

In order to find references that were close to the research objective, a search was carried out in the databases available on online public access platforms: CAPES⁷ (Coordination for the Improvement of Higher Education Personnel) Periodicals Portal; SCIELO⁸ (Scientific Electronic

⁷ CAPES access: <https://www-periodicos-capes-gov-br.ez1.periodicos.capes.gov.br/index.php?>

⁸ Access Scientific Electronic Library: <https://www.scielo.org/>

Library Online); Brazilian Digital Library of Theses and Dissertations⁹ - BDTD/IBICT.

The descriptors used were defined through consultations with the Brazilian Education Thesaurus (Brased). The Thesaurus is a tool that brings together "terms chosen from a previously established conceptual structure that guarantees documentalists and researchers the processing and searching of this information" (INEP/MEC, 2015, online). Based on this tool, the following descriptors were established: "covid-19", "pandemic", "special education", "pedagogical practices", "inclusive practices", "remote teaching". In order to ensure a wider range of searches, the descriptors were combined in different ways, using the Boolean operators: AND, O and OR; OR and AND.

Stage 2: Establishing the inclusion and exclusion criteria: Systematizing the path.

The literature searched in the CAPES and SCIELO Journals Portal were articles published in journals. The BDTD searched for theses and dissertations that addressed the challenges and effects that have arisen in the pedagogical practices of EE teachers who work in SEL during the Covid-19 pandemic. To refine the search, the articles were located via advanced search. The delimitation of the period corresponds to 2020 to 2022.

The inclusion and exclusion criteria used to refine the search are shown in the table below.

⁹ Access Brazilian Digital Library of Theses and Dissertations: <http://bdttd.ibict.br>

TABLE 1 - Inclusion and Exclusion Criteria

Inclusion criteria	Exclusion criteria
By titles, Abstracts, Keywords	Articles whose abstracts have no connection with the purposes of the research.
The article recounts experiences of teaching during the pandemic.	Articles whose research context is not in the area of Special Education or Inclusive Education.
They problematize the effects of the Covid-19 pandemic on educational processes in the field of Special Education.	Duplicate articles or no access available for viewing.

Source: authored by the researcher (2023).

Stage 3: Identifying the pre-selected and selected studies; Reading the abstract, keywords and title of the publications; Organizing the pre-selected studies; and Identifying the selected studies.

An advanced search was conducted on the Portal de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES). The following descriptors were used: **"pandemic"**. **"covid-19"**. **"special education"**. **"remote teaching"**. **"pedagogical practices"**. **"inclusive practices"**, which were adopted together using the Boolean operators "AND" and "OR". Thus, for the search on the CAPES portal, the following string was used: **pandemic AND covid-19 AND special education AND remote teaching AND pedagogical practices OR inclusive practices**.

The search conducted on the CAPES portal registered 1242 occurrences. With these results, the works were selected according to the criteria: By related titles. In this first stage, 15 articles were selected and the abstracts read. Of these, ten were excluded because they had no connection with the research objectives. This left a total of five articles to read in full.

In the SCIELO electronic library, an advanced search was conducted with the string: **(pandemic OR covid-19) AND (special education OR students with disabilities) AND (inclusive education) OR (pedagogical practices OR inclusive practices OR school inclusion)**, and no language filters were conducted. The expression yielded 19 results, which were submitted to the inclusion criteria for similar titles. In this

process, eight articles were selected. After reading the abstracts, one article was discarded because it had already been computed in the search conducted on the CAPES portal, another was only available as a preprint and had not yet been peer-reviewed, and four others were excluded because they were not related to the purpose of the research.

Similarly, a search was carried out in the Digital Library of Theses and Dissertations, using the string: **("pandemic" OR "covid-19") AND ("special education" OR "inclusive education") AND ("pedagogical practices" OR "inclusive practices")**. With this expression, 120 results were obtained, using as a filter the period of the defenses that occurred between 2020 and 2022. At first, productions with similar titles were selected and, of the total of 120 productions, only 3 dissertations were selected. After reading the abstracts, all were discarded as they had no connection to the research.

After conducting the inclusion and exclusion criteria, the following results were obtained:

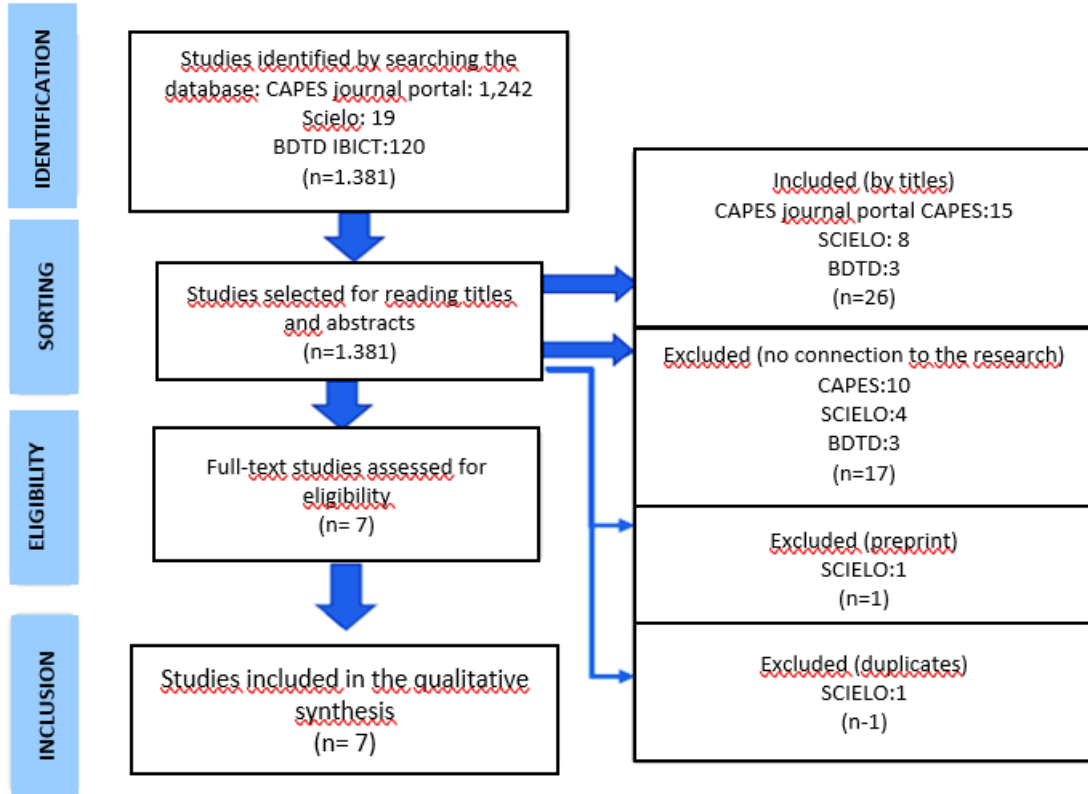
TABLE 2 - Application of inclusion and exclusion criteria

SOURCE	OCORRENCE	INCLUSION CRITERIA	EXCLUSION CRITERIA	SELECTED PRODUCTIONS
Portal CAPES	1242	15	10	5
SCIELO	19	8	6	2
DTD/IBICT	120	3	3	0

Source: authored by the researcher (2023).

The study data was collected and systematized according to the flowchart in Figure 2.

FIGURE 2: Flowchart of the integrative literature review



Source: authored by the researcher (2023).

Stage 4: Categorization of selected studies:

This stage of the integrative review aims to synthesize and organize the information extracted from the scientific articles found in the previous phases. Seven texts were selected for analysis, as shown in the summary matrix:

TABLE 3 - Summary of the structure of the articles analyzed.

Source	Author/Year publication	Title	Objective	Type of Research
CAPE PORTAL	Fachinetti; Spinazola; Carneiro (2020)	Inclusive Education in the context of the pandemic: challenges, experiences and expectations.	To report on the ways in which pedagogical activities in remote education have been planned, developed and implemented by two special education teachers since the suspension of face-to-face activities.	Qualitative
CAPE PORTAL	Vieira; Cardoso; Silva (2021)	Remote teaching in times of pandemic: reflections on teaching practice.	Analyze the perceptions of teachers regarding the practices adopted in remote teaching during the pandemic - COVID-19	Qualitative
CAPE PORTAL	Rocha; Vieira (2021)	Inclusive education in times of pandemic: assisting special education students through remote education.	Understand how inclusive education students are being assisted during the pandemic.	Qualitative
CAPE PORTAL	Reis; Fonseca; Vieira Junior (2021)	Care for special students in times of pandemic: occupied spaces?	To carry out a brief literature review on the remote teaching of special students during 2020, the critical period of the COVID-19 pandemic, and to show how spaces have been reframed in the face of the current situation, which continues into 2021.	Qualitative
CAPE PORTAL	Ribeiro; Costa (2022)	Reflections on the challenges of remote work in Multifunctional Resource Rooms during the Covid-19 pandemic.	To reflect on the challenges faced by teachers and students in multifunctional resource rooms during remote teaching, as a result of the Covid-19 pandemic.	Qualitative
SCIELO	Esper; Araújo; Nascimento (2022)	Understand how inclusive education students are being assisted during the pandemic.	Analyzing the role of special education teachers in the context of the Covid-19 pandemic.	Qualitative
SCIELO	Marcato; Fernandes (2022)	Pandemic and inclusive special education practices: a brief analysis.	Identify the different forms of assistance for students with disabilities during the period 2020 and 2021.	Qualitative

Source: authored by the researcher (2023).

To extract the data, the following categories were defined:

- a) Difficulties highlighted by special education teachers in their pedagogical practices during the pandemic.
- b) What actions (strategies) used in the SES mobilized inclusive pedagogical practices during the pandemic.
- c) How special education teachers face the challenges of remote teaching in their pedagogical practices.

Stage 5: Analysis and interpretation of results

The scientific production was analyzed based on the searches conducted on the selected platforms and the criteria used to select the material.

In the article entitled "Inclusive Education in the context of the Pandemic: Report on the challenges, experiences and expectations", by Fachinetti; Spinazola; Carneiro (2020), the researchers analyze the challenge of thinking about SE and Inclusive Education in the context of the Covid-19 pandemic. The discussions revolve around the pedagogical practices adopted in emergency remote education, the regulations of the Ministry of Education, the lack of support and the scarcity of procedures/proposals from the federal government. The authors state that, like other teaching methods, SE had to adapt and reinvent the way it designed the proposed curriculum, experiencing and experimenting with innovative practices. They point out that: WhatsApp groups were created as a strategy to stay connected to their students; curriculum readaptation was necessary for the continuity of activities; and activities were developed with diversified methods that made the use of remote classes with synchronous activities commonplace.

Vieira; Cardoso; Silva (2021), in "Remote teaching in times of pandemic: reflections on teaching practice", analyzes teachers' perceptions of the practices adopted in remote teaching during the pandemic of the new coronavirus - Covid-19. This is a qualitative study

in which a questionnaire was administered to teachers at different levels of education and, although the article does not specifically analyze the teaching practice of special education teachers, they were included in the research. With regard to the difficulties encountered by special education teachers in their teaching practices during the pandemic, the authors point to the lack of access to technological resources, the inability to use these tools for educational purposes, the low quality of the internet, the lack of materials/resources, anxiety, communication failures and excessive demands as some of the difficulties encountered. They emphasize the need for continuing training in the use of active methodologies and digital learning networks. The authors point out that in order to face the challenges in ERE, the research subjects emphasize that "digital platforms were the most used tool among the teachers participating in the research" (VIEIRA; CARDOSO; SILVA, 2021, p. 4).

In "Inclusive education in times of pandemic: assistance to special education students through remote education", Rocha; Vieira (2021), seek to understand what actions have been employed so that students who are the target of SE do not regress and are not harmed in their learning during remote activities. They point out that among the challenges experienced by teachers and students in remote teaching is the lack of face-to-face contact between teacher and student and the lack of access to and mastery of technologies. They point out the strategies used during this period: online contact to maintain the link; use of pedagogical and technological resources used in the ESA; articulation with the work conducted by the classroom teacher. They also point out that the dialogue between the school, students and family members was fundamental in this period for maintaining the link and developing the activities.

The article entitled: "Care for special students in times of pandemic: occupied spaces?" by Reis; Fonseca; Vieira Junior (2021). As it is a literature review, the article conducts a compilation of other articles, and although it does not directly address the teaching practice of the SE

teacher, these practices can be observed in an integrated way in the body of the text. They point out that the lack of technological resources for education has made it impossible for students to access education during the pandemic, as they do not have enough resources to follow classes and carry out the school tasks requested by their teachers online. They point out that, even in the midst of a pandemic, ESA must be made available to students targeted by the SE, and that remote activities must be rich in opportunities and stimuli in which everyone learns according to their possibilities. They highlight the importance of teacher training and how important it is to maintain the affective and social bond between students with disabilities and their classmates, the SE teacher and regular classroom teachers. Likewise, they report that despite the pandemic, students with disabilities continue to be monitored, and that the use of digital tools, such as games, quizzes, slides and objective exercises, has been minimally effective.

Ribeiro; Costa (2022), in "Reflections on the challenges of remote work in multifunctional resource rooms during the covid-19 pandemic", reflect on the challenges faced by teachers and students in multifunctional resource rooms during the period of remote teaching in the Covid-19 pandemic. The results showed that: the presence of the teacher is extremely important for the development of these students; it was necessary to request the collaboration of parents to help students conduct remote activities; it was necessary to modify pedagogical practice by adopting differentiated methods, teaching materials and adapted assessments.

In "The role of special education teachers in the context of the Covid-19 pandemic", Esper et al. (2022) highlight the following difficulties faced by teachers: gaining family support; changing teaching practices, since they are still rooted in traditional forms of teaching. They point out that the teachers looked for alternative activities to meet the specific needs of their students in the teaching and learning process, such as adapting the curriculum, printed material and video calls. They also

believe that the fear of being contaminated by the coronavirus and losing their lives has taken hold of teachers, so that they have not been able to fully engage in problem-solving to design appropriate learning materials for the SE target audience.

In the article entitled "Pandemic and inclusive special education practices: a brief analysis", Marcato and Fernandes (2022) analyzed the academic/scientific productions produced during the period (2020 and 2021) to identify the different ways in which students with disabilities were cared for during the pandemic. Among the selected productions, all were unanimous in emphasizing that for the SE teacher, the great challenge was to reinvent teaching in the pandemic, especially with the technological resources available. They point out that in order to face the challenges of remote teaching, it was necessary to develop didactic strategies so that, even at a distance, students could conduct their activities and maintain a school routine.

Stage 6: Presentation of the review/synthesis of knowledge.

The searches conducted show that the databases selected still contain few specific studies on the pedagogical practice of SE teachers. Cross-referencing the descriptors reveals a lack of studies on the pedagogical practices of SE teachers. There is a lot of research related to Covid-19, Inclusive Education, Special Education and Remote Teaching, but when few descriptors are used, characterizing more general themes, few fit the research interests in this breadth. When we cross-reference the largest number of descriptors in search of specificity in order to get closer to the objective addressed here, the number of results is very small.

The articles selected show us how challenging it was for the SE teacher to use technological tools to mediate and promote the teaching-learning process, given that many of these students did not have these tools. Another important point that needs to be highlighted and taken into account is the lack of skill on the part of teachers and students in handling these resources, as well as the lack of continuing training in

technology, as observed in some of the works. Some of the articles analyzed point out that in order to develop their teaching practice during the pandemic, it was necessary to think of a wide variety of activities and use different methods, materials and assessments.

Specialized educational care: educational rights in the pandemic

The situation of public health calamity coined the expression "Stay at home!" in order to respect one of the fundamental rights of human beings: the right to life and health. On the other hand, social distancing for some people has become a barrier to accessing another right that is essential to them: education. Education has suffered from the changes influenced by the rules of social distancing imposed by the pandemic, which has limited the practice of remote learning.

The sudden closure of schools has significantly affected students who are the target of Special Education, who need adequate support to meet their specific needs. Cury et al (2020) reflect on the impact of the pandemic on these students. For these authors,

To think of social distancing for those who already live in isolation, due to the lack of urban, architectural, communication and technological accessibility, and also due to the precarious inclusion that still exists in many social and school contexts, is to conclude that this important layer of the population is hyper-vulnerable in the face of the current reality (CURY et al., 2020, p. 3).

In the face of the educational crisis generated by the Covid-19 pandemic, the exclusion experienced by people with disabilities has increased: remote activities do not cater for everyone, since books, the internet and computers are resources that are not always available in

every home and, according to Souza (2021, p. 106), unlike typical children, atypical children are not always able to sit still for a long time watching a video lesson.

Education, as a tool for transforming society, is a fundamental right guaranteed by the Constitution and it is up to the state to provide and encourage the conditions for the full development of citizenship. This right is also expressed in the National Education Guidelines and Bases Law (Law 9.394/1996), and in the National Education Plan -NEP- (Federal Law 13.005/2014), which establishes the guidelines for Brazil to achieve quality education by the year 2024.

With regard to the educational rights of people with disabilities, these are also expressed in the Convention on the Rights of Persons with Disabilities, the Brazilian Inclusion Law (BIL) and, during the pandemic, they were supported by Ordinances, Opinions and Decrees. According to Cury (2020, p.3), guaranteeing the right to education for students who are the target audience of the SE, even in times of pandemic, must be based on the perspective of inclusive education, which presupposes equal rights, opportunities, respect for diversity, and appreciation of differences. As such, it is first and foremost a question of human rights, as it advocates that no person should be segregated, regardless of their gender, physical condition, difficulty in learning or even as a result of their disability.

According to Camizão, Conde and Victor (2021, p.3), during the pandemic, students who are targeted by the SE faced a double challenge: the first concerns the historical conditions for ensuring inclusion and the second emerged during the pandemic and is related to the challenges of ensuring inclusion, learning and development for these students in times of social distancing.

Despite all the difficulties imposed during this period, it should be emphasized that SES, as an SE service, must be offered even during periods of exceptionality. This service is regulated by law and was created in 2008 by the Política Nacional de Educação Especial na Perspectiva da Educação

Inclusiva - PNEEPEI and should be offered in a complementary or supplementary way. The 2008 policy guarantees the cross-cutting nature of Special Education, so in Brazil, students from kindergarten to higher education have the right to access Special Education.

According to the Operational Guidelines for Special Education (BRASIL, 2009, p.1), SES in Basic Education aims to eliminate barriers in the schooling process for students with disabilities, Global Development Disorders (GDD) and High Ability/Gifted, as well as guaranteeing the right to learning, access to the curriculum, with a view to autonomy and independence in and out of school.

Resolution 4/2009, which establishes the guidelines for SES, in its Article 5, makes it clear that it is in the multifunctional resource room of the regular school that most SES activities should be developed (BRASIL, 2009, p.2). However, as Cury et al (2020) tell us, SES is not limited to the resource room. According to this author, SES: "in times of pandemic, it can and should be offered to students who need it, enabling remote pedagogical activities rich in opportunities for everyone to learn according to their possibilities" (CURY et al., 2020, p. 4).

Therefore, SES must be guaranteed and motivated by ordinary classroom teachers and "specialized teachers, in conjunction with families, for the organization of non-face-to-face pedagogical activities to be carried out" during the emergency period (BRASIL, 2020b, p. 15). Thus, in addition to providing resources and support materials, these students must be guaranteed access to the school curriculum. In order to do this, the SES teachers and the regular classroom teachers must, in conjunction with the school team, adapt the materials and provide the families with the specific guidance and support they need.

Faced with the outbreak of the pandemic, the National Education Council / Full Council - NEC / FC, also prepared Opinion No. 11/2020, which states that SE is specifically responsible for SES. Among the guidelines presented by the opinion, it stands out that the education

systems must offer the SES, and the activities can be face-to-face or not; the school must investigate the possibilities of the student's access to technological tools; it is up to the teachers of the SES to prepare, with the support of the school team, an Individual Teaching Plan (ITP), for each student respecting their singularities; the orientations and non-face-to-face activities should take place in a collaborative way between the teacher of the SES and the family responsible for the student (BRASIL, 2020c, p.25-26).

Despite the complexity brought about by the context of the pandemic, it cannot be used as a justification for students with disabilities to be deprived of access to learning. Education, as well as SES, are fundamental rights and as such, their guarantee in both remote and face-to-face education must prioritize education for all, through which the necessary adaptations to learning are provided, following all the essential health protocols, respecting the specificities and diversities that make up the education systems.

Conclusion

The aim of this study was to identify and gather the knowledge published by the scientific community that has emerged in the context of the Covid-19 pandemic, and which is related to the challenges and emerging effects on the pedagogical practices of SE teachers who work in SES.

The empirical knowledge produced in the period covers: the pedagogical practices adopted by SE teachers in emergency remote teaching; the challenge of thinking about Special and Inclusive Education in the context of the Covid-19 pandemic; and the use of technological resources in the practice developed with students targeted by SE.

The abrupt transition from face-to-face to remote teaching has led to a number of challenges being faced during this period and, as far as SE teachers are concerned, the challenges seem to be even greater, given the specific

nature of the work they do. Thus, in order to maintain the educational rights of their students in the pandemic, the selected productions point out that the main challenges linked to teaching practice are: lack of support and scarcity of proposals from the federal government; lack of face-to-face proximity between teacher and student; lack of access and inability of teachers and students in relation to digital technologies; the need to reinvent teaching in the face of adversity.

It can be said that the pandemic has required teachers to re-evaluate their pedagogical practices and teaching methodologies. They have had to reinvent themselves and look for new ways of teaching in the face of the new educational reality, in which technological resources have become a part.

It is worth pointing out that the context of the health crisis has shown us that pedagogical practice includes obstacles and challenges, and as such, it was necessary to understand them in order to find teaching strategies and methodologies that would allow the students who are the target audience of the SE to remain engaged in remote school activities.

In this sense, the studies show that in order to meet the specific needs of the students they work with, SE teachers had to adapt their routines and methodologies so that the focus on learning and communication between family and school was not lost. It was necessary to reorganize the forms of intervention, in which the collaboration of parents and family members was essential.

The articles selected show the importance of qualification, of investing in continuing training for teachers in the use of digital learning networks, enabling them to take on the new educational model that is emerging in which technologies are coming to the fore.

Undoubtedly, the atypical situation caused by the pandemic has shown us the importance of face-to-face teaching for the development of SE teachers' pedagogical practice and for their students. However, at a time of rapid change, we need to be attentive and keep up with the transformations taking place in society, as these influence and shape the way we work with our students.

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