

SCHOOL INCLUSION IN YOUTH AND ADULT EDUCATION: PEDAGOGICAL CONCEPTIONS AND PRACTICES

Abstract

The general objective of this study is to analyze teachers' conceptions about school inclusion and their implications for pedagogical practice with the target audience of special education, in the context of Youth and Adult Education, and the specific objectives are to describe Youth and Adult Education teachers' conceptions and to characterize the organization and teaching performance with a special education student. Data collection was carried out in a municipal school in the interior of São Paulo State, using observation, questionnaire and interview with six teachers working in a classroom with the enrollment of a student with autism. The results indicate that, although they consider inclusion valid, teachers do not position themselves as subjects involved in the process. Training needs and difficulties related to interaction are indicated. It is considered relevant to carry out studies that include other aspects related to the teachers' in Education of Young People and Addicts with the special education target audience , covering the articulation of the special education teacher and the possibility of collaboration between these teachers.

Keywords: *Especial Education. Youth and Adult Education. Pedagogical Practice.*