INCLUSION OF STUDENTS WITH DISABILITIES AND THE SECOND TEACHER'S RESPONSIBILITIES

A INCLUSÃO DE ALUNOS COM DEFICIÊNCIA E AS ATRIBUIÇÕES DO SEGUNDO PROFESSOR

LA INCLUSIÓN DE ESTUDIANTES CON DISCAPACIDAD Y LAS FUNCIONES DEL DOCENTE DE APOYO.

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ABSTRACT: The inclusion of students with disabilities in schools has gained prominence in educational discussions, as have the challenges experienced by both students and pedagogical staff. In this context, the object of study comprises publications addressing the school inclusion of students with disabilities and the role of the Second Classroom Teacher (SCT). The objective was to analyze how the literature describes the regulation and practice of the SCT, their perspectives, working conditions, and perceptions of school inclusion. Searches were conducted in the Brazilian Digital Library of Theses and Dissertations on different dates, using different combinations of descriptors related to school inclusion, educational policies, and pedagogical support. However, only 11 dissertations from different Brazilian states were selected, all adopting a qualitative approach. In addition, a chronological survey of the legislation underpinning the inclusion of people with disabilities in mainstream education was carried out.

KEYWORDS: Inclusive Education. Second teacher. School Inclusion. Educational Policies.

RESUMO: *A inclusão de alunos com deficiência nas escolas tem ocupado espaço nas discussões educacionais, assim como os desafios vividos pelos alunos e pela equipe pedagógica. Diante disso, o objeto de estudo são as produções sobre a inclusão escolar de alunos com deficiência e o papel dos(as) segundos(as) professores(as) de turma (SPT). Objetivou-se analisar como a literatura descreve a regulamentação e a prática do(a) SPT, suas perspectivas, suas condições laborais e a forma como percebem a inclusão escolar. Realizaram-se buscas na Biblioteca Digital Brasileira de Teses e Dissertações, em diferentes datas, utilizando diferentes combinações de descritores relacionados à inclusão escolar, às políticas educacionais e ao apoio pedagógico. No entanto, foram selecionadas apenas 11 dissertações, provenientes de diferentes estados, todas com abordagem qualitativa. Além disso, realizou-se um levantamento cronológico da legislação que fundamenta a inclusão de pessoas com deficiência no ensino regular.*

PALAVRAS-CHAVE: *Educação inclusiva. Segundos professores. Inclusão escolar. Políticas educacionais.*

RESUMEN: *La inclusión de estudiantes con discapacidad en las escuelas ha ocupado un lugar importante en los debates educativos, al igual que los desafíos experimentados por los estudiantes y el equipo pedagógico. En este contexto, el objeto de estudio son las producciones académicas sobre la inclusión escolar de estudiantes con discapacidad y el papel de los(as) segundos(as) profesores(as) de aula (SPA). El objetivo fue analizar cómo la literatura describe la regulación y la práctica del SPA, sus perspectivas, sus condiciones laborales y la forma en que perciben la inclusión escolar. Se realizaron búsquedas en la Biblioteca Digital Brasileña de Tesis y Disertaciones, en diferentes fechas, utilizando distintas combinaciones de descriptores relacionados con la inclusión escolar, las políticas educativas y el apoyo pedagógico. Empero, solo se seleccionaron 11 disertaciones, procedentes de diferentes estados brasileños, todas con enfoque cualitativo. Además, se realizó un levantamiento cronológico de la legislación que sustenta la inclusión de las personas con discapacidad en la educación regular.*

PALABRAS CLAVE: *Educación inclusiva. Educación Especial. Profesionales de apoyo. Inclusión escolar. Políticas educativas.*

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Introduction

The inclusion of students with disabilities is a topic that has been debated and received more attention in recent years. Consequently, due to new understandings, changes in legislation, societal attitudes, and education, these have also occurred, as although the 1988 Federal Constitution, in its Article 6, assures education as a right for all, this right was partially fulfilled for decades, since students with disabilities remained, for years, excluded from regular school.

Over the years, new achievements have been made: in 1996, the Law of Directives and Bases of National Education – LDB No. 9.394/1996, ensured the enrollment of students with disabilities preferably in the regular education system; in 2006, the Convention on the Rights of Persons with Disabilities was approved by the United Nations (UN), which establishes inclusive education as a human right, ensuring access for persons with disabilities to the general education system, on equal terms; in 2010, Technical Note No. 19/2010/MEC/SEESP/GAB defined the role of the school support professional. Subsequently, in 2015, the Brazilian Law on Inclusion of Persons with Disabilities (Law No. 13.146/2015) was enacted, which reinforced the guarantee of rights on equal terms, driving States to adapt to the legal requirements of educational inclusion.

In Santa Catarina, the update of the Special Education Policy occurred with Resolution CEE/SC No. 100/2016, which defined concepts, institutional attributions, and the professionals necessary for the attendance of students with disabilities, distinguishing the Second Teacher of the Class from the School Support Professional. This was modified by CEE/SC Resolution No. 26/2019, which guarantees the certification of completion of Elementary and High School to students with intellectual disabilities and Autism Spectrum Disorder (ASD) who have not achieved the expected competencies. Finally, we have Decrees no. 12.686/2025 and no. 12.773/2025, which bring some changes regarding inclusive education, such as the change in the medical report/report/diagnosis, now also done through case studies; strengthens the role of non-profit private institutions in public policy; inserts the Individualized Educational Planning (IEP) as an official and mandatory document alongside the Specialized Educational Support Plan (SESP); increase in the workload of continuing education for professionals; guarantees the distribution of Fund for the Maintenance and Development of Basic Education and the Recognition of Education Professionals resources to the special education public.

With legal support, students with disabilities have gained the right to attend regular school with the aim of equality. However, it is perceived that often these students are merely

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placed in the school environment, without being offered equity. Therefore, insertion occurs, but not inclusion.

Among the various needs to be considered for inclusion, there is the presence of a second classroom teacher—a professional made available in the state public school system of Santa Catarina to students who present significant impairment in academic functionality and social interaction, such as students with intellectual, multiple, and physical disabilities, and with ASD with a high degree of dependency.

In this way, we began our research by seeking a literature review whose object of study is the productions on the school inclusion of students with disabilities and the role of second teachers. The objective is to identify and analyze how the available literature describes the constitution, regulation, and practice of the Second Classroom Teacher, the perspectives of second teachers, their working conditions, and how they perceive the inclusion of students with disabilities in the school environment.

In this study, due to the diversity of denominations used to refer to the professional who performs an analogous function, the term "second teacher" was chosen to designate all professionals who provide individualized support, in the classroom, to students who are the target audience of special education.

In this way, the work that employed these different nomenclatures was kept in the selection, including the sign language interpreter, who also develops individualized work with the deaf student. As Silva (2023) points out, the role of the support professional—identified in this study as the second teacher—proves to be complex, as current documents do not yet present clear and consensual definitions regarding their duties, responsibilities, and required qualifications in the context of inclusive special education. Therefore, we seek to understand how this professional perceives and performs their role.

Methodology

For the development, a qualitative research approach was chosen, collecting data from the Brazilian Digital Library of Theses and Dissertations (BDTD), with the objective of identifying academic productions related to the research theme. The searches were carried out at three distinct times: on August 29, on September 28, and finally, on October 14.

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For the selection of the works, specific criteria were established, starting with an exploratory reading to exclude productions that, for different reasons, could not be considered in the analysis. Thus, the following were disregarded: texts that were no longer available for access; those that addressed themes completely unrelated to the inclusive education of people with disabilities; those that did not mention a second teacher or equivalent terms; and those that did not cover Elementary School and/or High School.

Results and discussion

Searches were conducted in the BDTD using the initial descriptors “attributions,” “support professional,” “school inclusion,” and “educational policies.” Twelve studies were found, of which ten were excluded and two were used.

On the same dates previously mentioned, another search was conducted in BDTD, using the descriptors “attributions,” “school support,” “school inclusion,” and “educational policies.” Fifteen results were found, of which only one was selected for analysis. A search was also conducted in the same repository using the descriptors “special education students,” “second teacher,” “classroom teacher,” and “articulation.” Thirty-nine were found, of which only one was selected.

After careful analysis of the works obtained through the previously mentioned descriptors, a new search was conducted in the BDTD on October 14th using the descriptors “second teacher,” “Santa Catarina,” and “school inclusion.” In this search, one hundred and forty-two studies were found, of which seven were selected, as the others were not related to the theme, according to the previously established criteria, and one had already been identified in previous searches. We therefore conclude with 11 studies dating from 2006 to 2025.

The following table presents the research related to the topic, including the author, the originating institution, the year of completion, the document type, and the adopted approach.

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Table 1 – Dissertations Considered for the Research

Research Title	Author	University	Year	Document Type	Research Approach
Inclusão escolar e a atuação dos professores de deficientes mentais do Estado de São Paulo.	PETRECHEN, Eli de Haro	UFSCar	2006	Dissertation	Qualitative approach
O papel do intérprete de Libras no contexto da educação inclusiva: problematizando a política e a prática.	ARAÚJO, Joelma Remigio de	FEDERAL UNIVERSITY OF PARAÍBA	2011	Dissertation	Qualitative approach
Estudos sobre a relação entre intérprete de Libras e o professor: implicações para o ensino de Ciências.	OLIVEIRA, Walquíria Dutra de	FEDERAL UNIVERSITY OF GOIÁS	2012	Dissertation	Qualitative approach
Intérprete de Língua de sinais: um estudo sobre suas concepções de prática profissional junto a estudantes surdos.	SILVA, Keli Maria de Souza Costa	FEDERAL UNIVERSITY OF UBERLÂNDIA	2013	Dissertation	Qualitative approach
Planejamento Educacional Individualizado (PEI) Para Pessoas com Deficiência Intelectual na Rede Municipal de Educação de Duque de Caxias.	AVILA, Leila Lopes de	FEDERAL RURAL UNIVERSITY OF RIO DE JANEIRO	2015	Dissertation	Qualitative approach
Políticas públicas para acesso e permanência de alunos com deficiência em Santa Catarina: estudo de caso sobre o atendimento do segundo professor em uma escola da rede estadual de educação.	LAURINDO, Cristiana	UNISUL	2016	Dissertation	Qualitative approach
Investigating the meanings produced by second teachers about their work in the context of special education practices from the perspective of inclusive education.	MACHADO, Ana Paula	UFSC	2017	Dissertation	Qualitative approach
Segundo professor de turma na política de educação especial de Santa Catarina: processo de (des) regulamentação do cargo e projeto de (de/con) formação certificada pelo mercado	WATASHI, Marilia D. Tessarin	UFSC	2019	Dissertation	Qualitative approach
Configurações dos serviços de apoio na classe comum nas redes municipais de ensino da região da Grande Dourados	AGRELOS, Camila da Silva Teixeira	FEDERAL UNIVERSITY OF GRANDE DOURADOS	2021	Dissertation	Qualitative approach
O profissional de apoio escolar de estudantes com deficiência em escolas públicas.	SILVA, Michele Oliveira da Costa	FEDERAL UNIVERSITY OF BAHIA	2023	Dissertation	Qualitative approach
As práticas pedagógicas das segundas professoras com estudantes autistas na rede estadual de ensino de Urubici/SC.	ANDRADE, Patrícia de	UDESC	2025	Dissertation	Qualitative approach

Source: Prepared by the researcher based on the research (2025).

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Final considerations

With this literature review, it is possible to confirm that the school inclusion of students who are the target audience of special education is a field still in consolidation, with many gaps, especially regarding the performance of the professional called, in Santa Catarina, Second Classroom Teacher. The analysis of the legal bases demonstrates important advances in guaranteeing the right to education, but it also shows that it allows for some divergences/misunderstandings due to the lack of clarification of some points, mainly regarding the function of the second teacher, causing divergent interpretations and heterogeneous practices in the education networks.

The systematic survey conducted in BDTD reinforces this scenario. Although the presence of studies related to school inclusion is significant, few works address the second teacher, only eleven, demonstrating the scarcity of studies that problematize the role, responsibilities, and perceptions of this professional. All converge in highlighting recurring challenges, such as the insufficiency of specific training, the ambiguity of responsibilities, and the gap between legal discourse and the reality of schools.

It was also found that the denominations attributed to this professional vary across different networks and different states/regions. Thus, the methodological choice of considering terms equivalent to “Second Teacher” proved necessary to encompass the breadth of practices identified.

In summary, the reviewed literature reveals that the Second Teacher plays an important, yet little understood, little regulated, and insufficiently investigated role in inclusive education. The analyzed research offers important indications about how these professionals perceive their performance and the challenges they face, while also highlighting the need for more in-depth studies capable of contributing to the strengthening of public policies and inclusive practice in schools.

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