

NATIONAL SCIENTIFIC PRODUCTION IN THE SPECIAL EDUCATION AREA AND DAYCARE¹

A PRODUÇÃO CIENTÍFICA NACIONAL NA ÁREA DE EDUCAÇÃO ESPECIAL E A CRECHE

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ABSTRACT: This paper aims to describe the scientific production in the Special Education area upon educational care offered to children aged from zero to three, initial stage of Early Childhood Education for the past 25 years. The database used as a search source were the Scientific Electronic Library Online (SciELO), *Periódicos Eletrônicos em Psicologia* (PEPSIC), *Portal de Periódicos Capes/MEC*; *Biblioteca Digital Brasileira de Teses e Dissertações* (BDTD) and *Red de Revistas Científicas da América Latina Y el Caribe, España y Portugal* (REDALYC), and, as descriptors, the terms “*educação especial*” (special education), “*educação inclusiva*” (inclusive education), “*inclusão*” (inclusion) and “*creche*” (daycare facility), from 1993 to 2017. Twenty five papers, among them seventeen doctoral dissertations and master’s theses and eight papers. After a thorough reading of the objectives, methods and results, it was verified that the public policy themes of Early Childhood Education and Special Education; inclusive daycare facilities: case reports; education of professionals and conceptions about inclusion contemplate the discussions in the area. Inclusion in daycare is still incipient, both in official documents and in practice. However, the education of professionals for this reality strongly influences the perception and conceptions they have of children and activities in educational contexts. Therefore, new perspectives on these contexts are important, in order to produce materials that allow us to identify fragilities, successful experiences and relevant discussions that help to improve the quality of the services offered to that age group.

KEYWORDS: Special Education. Inclusive Education. Inclusion. Daycare. Research results.

RESUMO: Este artigo teve por objetivo descrever a produção científica na área de Educação Especial sobre o atendimento educacional à faixa etária de zero a três anos, fase inicial da Educação Infantil, nos últimos 25 anos. Utilizou-se como fonte de busca as bases de dados *Scientific Electronic Library Online* (SciELO), *Periódicos Eletrônicos em Psicologia* (Pepsic), *Portal de Periódicos Capes/MEC*; *Biblioteca Digital Brasileira de Teses e Dissertações* (BDTD); *Red de Revistas Científicas da América Latina Y el Caribe, España y Portugal* (Redalyc) e, como descritores, os termos “*educação especial*”, “*educação inclusiva*”, “*inclusão*” e “*creche*”, no período de 1993 a 2017. Foram encontrados 25 trabalhos, dentre eles 17 teses e dissertações e oito artigos. Após leitura minuciosa dos objetivos, métodos e resultados, verificou-se que os temas políticas públicas de Educação Infantil e Educação Especial; creches inclusivas: relatos de casos; formação de profissionais e concepções sobre inclusão contemplam as discussões na área. A inclusão na creche ainda é incipiente, tanto nos documentos oficiais como na prática. No entanto, a formação dos profissionais para essa realidade influencia fortemente na percepção e nas concepções que eles têm das crianças e das atividades

¹ <http://dx.doi.org/10.1590/S1413-653824180005000010>

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nos contextos educacionais. Desse modo, são importantes novos olhares sobre esses contextos, de forma a produzir materiais que possibilitem identificar fragilidades, experiências de sucesso, discussões relevantes que auxiliem na melhora da qualidade dos serviços oferecidos a essa faixa etária.

PALAVRAS-CHAVE: Educação Especial. Educação Inclusiva. Inclusão. Creche. Resultados de pesquisas.

1 SPECIAL EDUCATION AND DAYCARE

The organization of Brazilian Special Education in the perspective of inclusive education has generated regulatory documents and studies that aim to collaborate on the different fronts related to the area, among them teacher education, design of practices, organization of spaces. In relation to Special Education, history shows a trajectory with many changes resulting from the advancement of knowledge in health, education and social areas on disabilities, teaching and learning practices, citizens' rights and the duties of public authorities, among others .

Literature indicates that the educational service to children with disabilities, with global developmental disorders and with high skills/giftedness⁸ has already followed a model based on medical concepts (Mrech, 1999; Vitta, 2010; D. R. P. Nunes & Araújo, 2014). At present, efforts are being made to understand the child, regardless of his/her specific needs, as a subject who has his or her rights guaranteed. These changes are affirmed by different documents, among them the Statute of the Child and Adolescent - ECA, Law no. 8.069/1990 (Lei nº. 8069, 1990), the World Declaration on Education for All (United Nations Educational, Scientific and Cultural [UNESCO], 1990) and the Declaration of Salamanca (UNESCO, 1994). The other documents produced in sequence considered and dealt with Special Education, helping in the discussion and implementation of conditions that promote education for all.

In 2008, the National Policy on Special Education was published in the perspective of Inclusive Education⁹ (2008, p. 14), aiming

[...] to ensure the inclusion of schoolchildren with disabilities, global developmental disorders and high skills/giftedness, guiding education systems to ensure: access to regular education with participation, learning and continuity at the highest levels of education; transversality of the special education modality from early childhood education to higher education; offering specialized educational services; teacher education for specialized educational services and other education professionals for inclusion; family and community participation; architectural access on transportation, furniture, communications and information; and intersectoral articulation in the implementation of public policies.

The policy implemented based on this document changes the substitutive character of Special Education to common teaching, becoming a complementary modality with transversality in all stages, levels and modalities. It provides guidelines to ensure access and

⁸ We will use the terminology "disability, with global developmental disorders and with high skills/ giftedness", in accordance with the official documents (Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva, 2008; Ministério da Educação [MEC], 2013). Lasta and Hillesheim (2014) and Harlos, Denari and Orlando (2014) make a deep and interesting discussion on the different ways of naming these students.

⁹ Política Nacional de Educação Especial na Perspectiva da Educação Inclusiva (2008). Retrieved February 10, 2018 from <http://portal.mec.gov.br/arquivos/pdf/politicaeducespecial.pdf>.

permanence of students in the classes of the regular education network with the offer of Specialized Educational Service (SES) in reverse shift to the regular school, in multifunctional resource spaces in the same unit or in another that provides this service (MEC, 2013).

Although there is an effort to attend students with disabilities, with global developmental disorders and with high skills/giftedness, we find in different documents that this does not happen equitably in the different stages of education, especially in the daycare phase. Public policies for Early Childhood Education began to change after the 1988 Constitution, but gained legal force as of 1996, with the *National Education Guidelines and Framework Law* (known as LDB) - Law no. 9,394 of December 20, 1996 - which places the Early Childhood Education as part of Basic Education, consisting of two phases: daycare (zero to three years and 11 months) and pre-school (four to five years). Other documents were organized to assist in the development of this educational stage, always with greater emphasis on pre-school, which became mandatory in 2013.

Daycare does not receive the same attention, both in official documents and in research in the area (Rosemberg, 2012), and continues with an emphasis on assistance. However, several authors point out the importance of the educational institution for the development of the child from zero to three years old, both for the promotion of development and for the prevention of deficits for those considered vulnerable by their social condition (Campos, Esposito, Bhering, Gimenes, & Abuchaim, 2011; M. F. R. Nunes, Corsino, & Didonet, 2011; Vitta & Vitta, 2012), a fact that highlights the need for transversality of Special Education in this phase. Vitta, Silva, and Zaniolo (2016) verified incipient proposals, in addition to the lack of research related to Special Education and inclusion in daycare. In the analysis of the official documents regarding education for all in the daycare (*Referencial Curricular Nacional para a Educação Infantil* - National Curriculum Guidelines for Early Childhood Education – 1998; National Education Plan - PNE - 2000-2010; Law no. 13,005 - PNE of 2014; *Diretrizes Curriculares Nacionais para a Educação Básica* - National Curricular Guidelines for Basic Education - of 2013), these authors highlight:

The analysis of these texts allowed us to verify that there is great difficulty in implementing a quality proposal for Early Childhood Education that contemplates education for all, since there is a range of factors interfering in the organization of a practice based on consistent aspects. The difficulties of the process of inclusion of children with disabilities, global developmental disorders and high skills/giftedness in daycare are added to others, related to this phase of Early Childhood Education and to the institution itself, such as its objectives and purposes, definition of its contents and dynamics, financing, professionals' education, among others. Therefore, it is in the discussion about the role of daycare that it should be included and deepen the relation between the function of this institution and the need to offer education for all, thus allowing the purpose guaranteed by law for Early Childhood Education, in order to provide integral development to the child, is actually put into practice (Vitta et al., 2016, p. 23).

According to the National Policy on Special Education in the Perspective of Inclusive Education (2008, p. 13):

In the area of early childhood education, enrollments are concentrated in the special schools/classes that register 89,083 students, while only 24,005 are enrolled in common classes, con-

trary to studies in this area that affirm the benefits of coexistence and learning among children with and without disabilities since the early years for their development.

In order to help understand this situation, we sought to verify how the enrollments are in a more current context. The data provided by the National Institute of Educational Studies and Research Anísio Teixeira (INEP), in the document *Censo Escolar da Educação Básica 2016 – Notas Estatísticas*¹⁰ (School Census of Basic Education 2016 – Statistical notes), show enrollments of students in Early Childhood Education for the year 2016. In that year, Brazil had a total of 5,034,353 children in preschool and 3,233,739 in daycare. Regarding the Special Education situation in this context, the report does not provide data per phase of education, but rather includes all Basic Education: 174,886 enrolled exclusively in Special Education and 796,485 Inclusive Education students.

The latest data presented by this body, which make it possible to visualize the separation by the phases of Basic Education, refer to the technical summary of the 2013 census¹¹, with a total of 16,977 enrolled in special classes and exclusive schools and 42,982 inclusive education students in regular classes. The document shows the enrollments from 2007 to 2013 and makes a percentage comparison between 2012 and 2013, showing the reduction of enrollments in special classes and exclusive schools (-9.0%) and the increase of inclusive education students in common classes (6.2 %).

The data that allow us to separate the two phases of Early Childhood Education are still gross and refer to the school census of 2014. We opted for results that show the total number of enrollments in regular education, Early Childhood Education and special assistance (for those who have some special needs, that is, inclusive education students), and enrollments in Special Education, Early Childhood Education stage. The results can be seen in Table 1.

MODALITY	DAYCARE	PRE-SCHOOL	TOTAL
Special education	5.952	7.926	13.878
Regular education with special assistance	11.645	35.851	47.496
Regular education with no special assistance	2.880.331	4.928.164	7.808.495
Regular education	2.891.976	4.964.015	7.855.991

Table 1. Distribution of students enrolled in Early Childhood Education, regular and special education, in the year 2014

Source: Elaborated by the author based on the 2014 Census - IBGE.

Table 1 shows that, in 2014, the population of students with disabilities, with global developmental disorders and high skills/giftedness included (regular education with special assistance) in relation to the number of children enrolled in regular education represented 0.4 % of daycare and 0.7% of preschool. The number of children with disabilities, with developmental disorders and high skills/gifted assisted by the educational system that year was

¹⁰ Instituto Nacional de Pesquisas Educacionais Anísio Teixeira (2017). Retrieved February 10, 2018 from http://download.inep.gov.br/educacao_basica/censo_escolar/notas_estatisticas/2017/notas_estatisticas_censo_escolar_da_educacao_basica_2016.pdf.

¹¹ Instituto Nacional de Pesquisas Educacionais Anísio Teixeira (2014). Retrieved February 10, 2018 from http://download.inep.gov.br/educacao_basica/censo_escolar/resumos_tecnicos/resumo_tecnico_censo_educacao_basica_2013.pdf.

17,597 in daycare and 61,374 in the pre-school. Of this total, the percentage of enrolled in regular education was 66.2% in daycare and 58.4% in pre-school, which suggests that many children were still cared for in different institutions and that are part of Special Education.

Although the number of children enrolled in daycare is lower than in pre-school, we perceive a small advantage in terms of inclusion, probably due to the special educational requirements at each stage. However, is that so? This and other issues need to be answered, as many of the problems already identified on the two fronts - Early Childhood Education and Special Education - are currently in a single situation, with emphasis on daycare.

The production of research in the area is a way to make questions and try to answer them, committed to improving the quality of services offered to this stage of education. As a result, some questions are raising investigation at the moment: What has been produced in the scientific area in relation to education for all in daycare? What themes have the researchers been worried about in the area? What are the main contributions that these studies give to the problem of inclusion in daycare? Thus, the objective of this paper is to describe the scientific production in the area of Special Education on the educational assistance to the age group from zero to three years, initial phase of Early Childhood Education, in the last 25 years.

2 METHODOLOGY

This research is exploratory, since it aims to “provide greater familiarity with the problem” (Gil, 2002, p. 41), and it is defined as follows: How have scientific productions studied Special Education in the age range of zero to three years old? To answer this question, we used the descriptive bibliographic research, developed on the basis of already elaborated material, such as papers, doctoral dissertations and master’s thesis. In order to do that, we used the databases of the Scientific Electronic Library Online (SciELO), the Electronic Periodicals in Psychology (PePSIC), the Coordination for the Improvement of Higher Education Personnel (CAPES)/ Ministry of Education and Culture (MEC) Journal Portal, the Brazilian Digital Library of Theses and Dissertations (known as BDTD), and *Red de Revistas Científicas da América Latina Y el Caribe, España y Portugal* (REDALYC). In the advanced search of the Bases, the cutoff period was between 1993 and 2017, that is, the last 25 years, and we used the following combination of descriptors: “*educação especial x creche; educação inclusiva x creche; inclusão x creche*” (special education vs daycare; inclusive education vs daycare; inclusion vs daycare).

All the material found was placed in Microsoft Excel spreadsheets according to the searched database and the descriptors, including the following information: name of the text; type (paper, thesis or dissertation); year of publication; keywords; abstract; authors and, in the case of theses and dissertations, program and location.

The first stage of the study consisted of an exploratory reading of the material to verify if the work was of interest to the research, based on the following criteria: treat the subject of Special or Inclusive Education in daycare in a complete way for reading in PDF format. Also repeated papers were eliminated within the same base, through the data crossing, because several papers have both “special education” and “inclusive education” descriptors.

In a second stage, we checked for duplicated documents between the databases. Then, we carried out the selective reading of the abstracts to examine the coherence of the texts for the purpose of this research. We selected only those documents that had Special Education (or Inclusive) in daycare in Brazil. We excluded those that, in relation to the Early Childhood Education, did not talk about daycare. To do this, we used the search tool of the PDF documents and entered the descriptors daycare, babies, small children, and also looked for references to the age group. The documents that were eliminated did not consider the specificities of daycare, which differ from pre-school and did not meet our proposal to focus on the educational phase from zero to three years old with their particularities. Table 2 below shows the numbers related to the two stages and the final numbers per base.

DATABASE	1st stage									2nd stage		
	Descriptors									Total		
	Special Education vs daycare			Inclusive Education vs daycare			Inclusion vs daycare			IN	FN	Total
	IN	UT	R	IN	UT	R	IN	UT	R	IN	FN	
BDTD	215	186	17	61	4	52	174	65	107	449	18	17
ScieLO	570	426	105	180	83	72	551	361	163	1301	91	2
CAPES	152	148	0	21	19	1	191	189	1	364	6	2
PEPSIC	0	0	0	0	0	0	4	2	0	4	2	2

Table 2. Distribution of the organization of the materials found, by descriptors and by stages
Source: Elaborated by the authors.

Legend: IN = initial number, UT = unrelated to theme, R = repeated, NF = final number.

Table 2 shows the initial and final numbers of the crossings of the descriptors by database in the first stage, that went from 2,118 to 117 documents, after removing those that were not related to the subject and that were repeated. After the second stage, the number was reduced to 23.

REDALYC is a database that has specific characteristics and does not allow cross-searching. We then used the terms “special education” and “inclusive education”, which generated a high result of documents for each descriptor (3,035 and 1,381, respectively), totaling 4,416. This database does not display the abstract of all materials directly on the portal; thus, in the first stage, we read the available ones and accessed the other texts in full and eliminated those that were not directly related to the subject and were repeated, which resulted to 47 documents for the descriptor “special education” and 22 for “inclusive education”. Then, all selected documents were fully accessed for the second selection stage and only two were selected because they met the research objective.

Finally, a more thorough reading was carried out in order to verify the content of the 25 products found, based on the objectives, method and results. In this phase, each text was read integrally to identify the main ideas and their synthesis, making it possible to describe the scientific production in the area of Special Education on the educational assistance to the age group from zero to three years, initial phase of Early Childhood Education in the last 25 years .

3 RESULTS

Figure 1 shows the frequency of products found, by year and type. In relation to the year, we observed that there is no production on Special or Inclusive Education in daycare between 1993 and 2002, as well as in from 2007 to 2011. The distribution is irregular for the period.

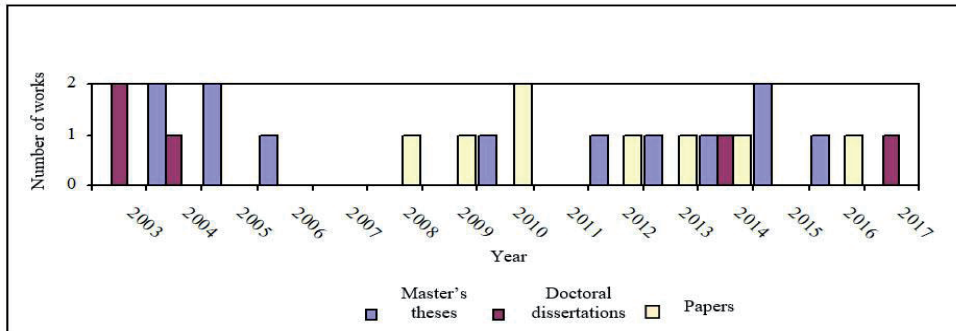


Figure 1. Frequency of documents according to type and year

Source: Elaborated by the authors, based on the data obtained after search in database.

* One of the papers published in 2010 describes thesis results defended in 2004.

Some facts can be considered to help in understanding these results. The daycare facilities were only included as part of the educational system with the LDB 9,394/1996, with municipalities having 10 years to do so; thus, this period ended in 2006. We can imagine that, prior to that date, assistance to this age group was not the focus of educational studies because it did not raise questions for scholars in the area. In addition, as already mentioned, Special Education had an important milestone in 2008, with the publication of the National Policy on Special Education in the Perspective of Inclusive Education, although, before that, it should have already been considered in the Early Childhood phase, due to its transversality. From that year (2008), it is possible to verify an increase in the number of productions on the subject.

Among the types of products, we verified that five doctoral dissertations were developed in different graduate programs: Psychology (2), Special Education (1), Education (1) and Child and Adolescent Health (1). As for the 12 master's theses, the majority (7) was defended in Graduate programs in Education in different regions of Brazil, followed by Special Education (3), Psychology (1) and Planning and Analysis of Public Policies (1).

The total number of papers was eight, published in different journals, among them *Revista de Educação Especial de Santa Maria* (2), *Ciências e Cognição*, *Revista Brasileira de Educação Especial*, *Temas em Psicologia*, *Psicologia em Estudo*, *Policy Analysis Archives* and *Cadernos de Pesquisa*, all with one publication. Upon verification of the difference between the researches in the Graduate programs (17) and the publications in journals (8), we can assume that the dissemination of the results of these studies still falls short of the desired one. We verified that a paper (Vitta, 2010) clearly presented the results of one of the doctoral dissertations (defended in 2004). We opted to disregard the paper in order to avoid a duplication of results.

3.1 WHAT DOES THE SCIENTIFIC PRODUCTION TELL US?

Regarding the method of the products we found, 13 are named as case studies in their methodology, in different cities and regions of the country, predominantly in the state of São Paulo, three of them in daycare linked to universities. Others, despite not being named as case studies, referred to the specific educational network of a single city: Bauru (SP), Curitiba (Paraná), Brasília (Distrito Federal), Campina Grande (PB), Franca (SP), Catanduva (SP), among others. The fact that 19 texts dealt with particular cases led us to think that, although this type of research is restricted to a school in a specific location, it is important to expand the possibilities of working in Special Education in daycare. This data allows us to think about the rarity of Special Education in daycare, since it is not possible to speak about this subject in general terms, in Brazil, but rather to report specific cases that have received the focus of a researcher. This does not mean that there are only these experiences, but that there is not yet extended attention on the subject. Sekkel (2003) emphasizes that the construction of inclusive educational environments is essential in the experience of inclusion, but that it is a process that contemplates the subjectivity of those involved and, therefore, is particular to each institution.

Master's theses and doctoral dissertations, as they are more dense (and also allow for more pages than the papers), presented, in their justifications sections, concepts of childhood, Early Childhood Education and Special/Inclusive Education and used the review of the official documents that attend to the inclusion of children in early childhood education (Sekkel, 2003; Vitta, 2004; F. R. F. Monte, 2006; C. C. Oliveira, 2014; Pinheiro, 2015; Ferreira, 2016; Bossi, 2017). Only two studies were of documental analysis, focusing on the documents of Early Childhood Education and Special Education and how much these are related to the Brazilian reality (López, 2010; Vitta et al., 2016). A paper (D. R. P. Nunes & Araújo, 2014) reviewed the literature especially related to Early Childhood Intervention (ECI) related to autism and to the role of the daycare as a privileged place for the implementation of this type of program.

In the course of the more detailed analysis of the objectives and the results, we verified that the documents could be grouped in the following thematic axes, according to the main ideas that they presented: 1) public policies of Early Childhood Education and Special Education; 2) inclusive daycare facilities: case reports; 3) education of professionals and conceptions about inclusion. Table 3 below presents the name of the text, its authors and objectives, organized in chronological order, the year of publication followed by a letter that represents whether it is a master's thesis (T), or doctoral dissertation (D) or paper (P). The Table also shows the thematic axis in which the document was included, in column TA.

Year	Document title	Objectives	Authors	TA
2003D	<i>A construção de um ambiente inclusivo na Educação Infantil</i> (Building an Inclusive Environment in Early Childhood Education)	To know the determinations that intervene in the construction of an inclusive environment, from the experience of the <i>Oeste</i> daycare; to reflect on the development of the process of inclusion of children with special educational needs, pointing out the needs of the reconstruction of the educational project, from the experience of the <i>Oeste</i> daycare; to serve as an inspiring model for other experiences.	Sekkel	2 and 3
2003T	<i>Novas crianças na creche: o desafio da inclusão</i> (New children in daycare: the challenge of inclusion)	To search and know the effects that the inclusion of children with disabilities caused in the general organization of the "Área de Saúde" daycare of the State University of Campinas.	Arnais	2 and 3

2004D	<i>Cuidado e educação nas atividades do berçário e suas implicações na atuação profissional para o desenvolvimento e inclusão da criança de 0 a 18 meses</i> (Care and education in the activities of the daycare and its implications in the professional performance for the development and inclusion of the child from 0 to 18 months of age)	To analyze the activities proposed in the routine of daycare as a resource for the development of the child from zero to 18 months of age.	Vitta	1, 2 and 3
2004T	<i>Impacto de um programa de ensino para cuidadoras em creche-música como condição facilitadora de condutas humanas ao lidar com bebês</i> (Impact of a teaching program for caregivers in daycare as a facilitator of human behaviors when dealing with infants)	To verify to what extent musical resources can interfere in the way adults take care of children from 0 to 3 years old in daycare or schools, when distant from the mother.	Darezzo	2
2004D	<i>O processo de inclusão/exclusão na constituição subjetiva de crianças na creche</i> (The process of inclusion/exclusion in the subjective constitution of children in daycare)	To understand how the subjectivity of children in the process of inclusion/exclusion in daycare is constituted.	C. C. B. Lima	2 and 3
2005T	<i>Análise teórica de itens referentes a pessoas com deficiência da Infant/Toddler Environment Rating Scale – revised edition</i> (Theoretical analysis of items related to people with disabilities in the Infant/Toddler Environment Rating Scale - revised edition)	To check the understanding of terms and relevance of content of ITERS-R items related to people with disabilities.	Menegasso	2
2005T	<i>Interação professor-bebê em creches inclusivas</i> (Teacher-infant interaction in inclusive daycare)	To describe the interaction between the daycare teacher and the children he/she assists in an inclusive daycare facility, which attends children with typical development and children with developmental delays.	Joaquim	3
2006T	<i>Inclusão na Educação Infantil: concepções e perspectivas de educadoras de creche</i> (Inclusion in Early Childhood Education: conceptions and perspectives of daycare educators)	To investigate the conception of inclusive education of educators who work in daycare facilities of public education in <i>Brasília – Distrito Federal</i> .	F. R. F. Monte	3
2008P	<i>Análise funcional de comportamentos inadequados e inclusão- uma contribuição à formação de educadores</i> (Functional analysis of inappropriate behaviors and inclusion - a contribution to the teacher education)	To implement and evaluate an intervention program based on functional behavioral analysis in order to provide teacher education to solve such problems, dealing with challenging behaviors exhibited by the child, mediating their interaction with peers and optimizing their schooling as a whole.	Freitas and Mendes	3
2009P	<i>Espaço educacional e a possibilidade de atuação do fisioterapeuta</i> (Educational space and the possibility of physiotherapist performance)	To identify the profile of educators regarding age, gender, schooling, time in daycare and in the current institution; to know the professional trajectory and the reason for the choice and the role of educators; to know the proposed activities of educators and their conception regarding Normal Neuropsychomotor Development; to identify the interest of educators in continuing education and to discuss the possibility of the physiotherapist acting in educational spaces.	L a n d - m a n n , Ruzza and Chesani	3
2010P	<i>Ambientes inclusivos na Educação Infantil: possibilidades e impedimentos</i> (Inclusive Environments in Early Childhood Education: possibilities and impediments)	To identify the indicators of involvement in working with children and those that determine the construction of an inclusive environment.	Sekkel, Zanelatto and Brandão	3

2010T	<i>As políticas de educação inclusiva para a Educação Infantil no Brasil – anos 2000</i> (Inclusive Education Policies for Early Childhood Education in Brazil – 2000)	To understand the special education policies aimed at Early Childhood Education in Brazil.	López	1 and 3
2012P	<i>Análise teórica de itens de uma escala americana para avaliação do atendimento em creches inclusivas brasileiras</i> (Theoretical analysis of items from an American evaluation scale of assistance in Brazilian inclusive daycare)	To check the understanding of terms and relevance of content of ITERS-R items related to people with disabilities.	Gennaro and Gil	2
2012T	<i>Leituras pedagógicas das crianças com deficiência em creches e pré-escolas de Campina Grande-PB</i> (Pedagogical readings of children with disabilities in daycare and pre-schools in Campina Grande-PB)	To analyze the policy of inclusion of children with disabilities in daycare and pre-schools in Campina Grande - PB.	M. B. B. S. Lima	1, 2 and 3
2013P	<i>Inclusão escolar e Educação Infantil: um estudo de caso</i> (School Inclusion and Early Childhood Education: a case study)	To conduct a survey, according to the perspective of the teachers, of children with special needs enrolled in nurseries of the municipal network of the city of Catanduva, state of São Paulo, and identify the conception of daycare directors on school inclusion.	Pereira and Matsukura	2 and 3
2013D	<i>Práticas pedagógicas inclusivas no cotidiano da Educação Infantil: considerações sobre a infância e a criança com deficiência e transtornos globais do desenvolvimento</i> (Inclusive pedagogical practices in the daily life of Early Childhood Education: considerations about childhood and children with disabilities and global developmental disorders)	To investigate the inclusive pedagogical practices instituted in the daily life of children's education from a perspective on childhood and the child with disabilities and global developmental disorders.	K. C. B. S. Oliveira	3
2014D	<i>Atraso no desenvolvimento neuropsicomotor: fatores de risco e intervenção precoce nos centros de Educação Infantil</i> (Delay in neuropsychomotor development: risk factors and early intervention in Early Childhood Education Centers)	To identify delays in neuropsychomotor development in children aged 3 to 42 months, associated psychosocial and biological risk factors, and to assess the importance of the knowledge of developmental stage teachers for preventive actions at the time of early childhood stimulation.	Valiati	2
2014P	<i>Autismo: a Educação Infantil como cenário de intervenção</i> (Autism: Early Childhood Education as intervention scenario)	To describe the fundamentals of early intervention, with an emphasis on the best intervention practices, aimed at populations with autism.	D. R. P. Nunes and Araújo	2
2014T	<i>Concepções de profissionais da Educação Infantil sobre a Educação Especial para crianças de zero a três anos</i> (Conceptions of Education Professionals on Special Education for children from zero to three years old)	To understand how professionals working with children who are the target audience of Special Education in the age group of zero to three years in two municipal centers of Early Childhood Education in the city of Vitória conceive the educational practice aimed at these children.	C. C. Oliveira	3
2015T	<i>A inclusão de crianças com deficiência intelectual em creches e pré-escolas - dificuldades e possibilidades</i> (The inclusion of children with intellectual disabilities in daycare and pre-schools - difficulties and possibilities)	To analyze how the process of inclusion of children from 0 to 5 years old with intellectual disability is taking place in daycare facilities and pre-schools of the Municipal Network of Education of São Luis - MA.	Pinheiro	1, 2 and 3

2015T	<i>Por trás do espelho de Alice - narrativas visuais de inclusão de crianças com transtorno do espectro do autismo</i> (Behind Alice's Mirror - Visual Narratives of Inclusion of Children with Autism Spectrum Disorder)	To analyze the appropriation of visual narratives mediated by the SCALA (Alternative Communication System for Autism Literacy), in the process of inclusion of children with ASD in early childhood.	B. T. Monte	2
2016P	<i>Educação da criança de zero a três anos e Educação Especial: uma leitura crítica dos documentos que norteiam A Educação Básica</i> (Education of the child from zero to three years and Special Education: a critical reading of the documents that guide Basic Education)	To answer the following questions: How is daycare treated in these documents? Are they guaranteed to the Special Education modality service at this stage? What contributions are still needed to ensure that daycare education efficiently serves all children?	Vitta, Silva, and Zaniolo	1
2016D	<i>Políticas públicas de inclusão na Educação Infantil: um estudo em creches do município de Franca</i> (Public policies of inclusion in Early Childhood Education: a study into daycare facilities in the municipality of Franca)	To know the process of implementation of public inclusion policies in Early Childhood Education, since this knowledge is fundamental for proposing future actions with a view to the quality of Inclusive Education.	Ferreira	1
2017D	<i>Inclusão de bebê com deficiência física em creche: Programa de acompanhamento para educadoras com base em conceitos winnicottianos</i> (Inclusion of children with physical disabilities in daycare: A follow-up program for teachers based on Winnicottian concepts)	To investigate the contributions of the Follow-up Program for daycare Teachers in an Inclusive Context – PROAECI [<i>Pró-Reitoria de Assuntos Estudantis e Cidadania</i>] ¹ , for the educator - baby with disability relationship, based on Winnicottian concepts.	Bossi	2 and 3

Table 3. Presentation of the texts found by the authors, regarding their objectives, year of publication, authorship and thematic axes contemplated

1 Pro-Rectorate of Student Affairs and Citizenship.

Source: Elaborated by the authors, based on the data obtained after searching the database.

3.2 PUBLIC POLICIES ON CHILD EDUCATION AND SPECIAL EDUCATION

The studies on public policies were unanimous in showing that the Special Education policy is still being introduced in the care of children from zero to three years old (Vitta, 2004; M. B. B. S. Lima, 2012; Pinheiro, 2015; Ferreira, 2016). Vitta et al. (2016) pointed out that the official documents produced by the Ministry of Education (MEC) almost do not contemplate Early Childhood Education, being clearer and more objective for the educational phases from Elementary School, a fact that hinders more coherent and organized practices to attend all children in order to recognize their particular needs. López (2010), when studying the collection of *Educação infantil: saberes e práticas da inclusão* (Children's Education: knowledge and practices of inclusion), seeking to understand the Special Education policies aimed at Early Childhood Education in Brazil, stressed that the proposed and the Brazilian reality do not follow a pattern.

It seems to us that this professional has sought to correspond to what the policy proposes, but we have to consider the situation of Early Childhood Education institutions in more distant regions of Brazil and in need, that is, it is important to highlight

the diversification of institutions that meet the first childhood, among them, those who live in the reality of precarious and inadequate physical spaces for the age group, alimentation with a low nutritional value offered, low quality pedagogical resources, when absent in relation to special educational needs, the high number of children under the responsibility of a single teacher or a non-expert professional, who does not have a second professional to share the numerous duties added due to the inclusive perspective of the Early Childhood Education institutions. (López, 2010, p. 200).

In this sense, Vitta (2004) spoke of the idea of daycare as a special phase of education for the diversity of realities served, including children at social risk, linked to the poorest strata of the population. The author emphasized the need for practices more committed to the stimulation of the global development of children, through the training of teachers, both in initial and continuing education.

3.3 INCLUSIVE DAYCARE FACILITIES: CASE REPORTS

Sekkel (2003) described the process of reorganizing a university daycare facility, both to meet the new demands of Early Childhood Education and to include children with special characteristics. She stressed that inclusion needs to be experienced in order to allow a contact with the conceptions, fears, expectations that only appear when one is in actual practice, which leads us to the need of revision in order to deal with individual differences. This idea is shared by other studies (Arnais, 2003; C. M. Lima, 2004; M. B. B. S. Lima, 2012; Pinheiro, 2015; Bossi, 2017) that reported unique experiences of inclusion in daycare, revealing different possibilities for inclusion. Some texts specifically addressed the inclusion of one type of disability (Pinheiro, 2015; B. T. Monte, 2015; Bossi, 2017), among them the intellectual, physical and autism. B. T. Monte (2015) specifically sought to verify the effectiveness of using the SCALA Software to aid in the development of communication of the child with autism.

Valiati (2014) used the Bayley III Scales of Infant and Toddler Development - Screening Test to evaluate the performance of children aged from 3 to 42 months who attend daycare. The researcher verified that the neuropsychomotor development was lower than expected, with biological factors being more likely to interfere with this result than the environmental ones. The author emphasizes the importance of this phase of education for prevention and early intervention.

Vitta (2004), C. M. Lima (2004) and Pereira and Matsukura (2013) drew attention to daycare as a place that could benefit the child considered at social risk. Vitta even considered daycare an inclusive phase *a priori*, since many children may present delays, even linked to biological factors, after they are already attending the educational institution. Thus, the role of the daycare in the prevention and early detection of delays would be fundamental and would be part of the repertoire of Special Education, an idea reinforced by D. R. P. Nunes and Araújo (2014).

We found a master's thesis defended in the Graduate program of Special Education about an education program in music for professionals of daycare, considering that this could have a preventive character (Darezzo, 2004). However, it did not specifically address Special Education in daycare, that is, it did not go deeper into the subject, focusing more on the

aspects related to the use of music in these environments to facilitate the relationship between the child and the professional that assists the child.

We verified that several studies of inclusion situations highlighted common problems in this process, such as those related to the physical structure, materials and human resources (Arnais, 2003; Pereira & Matsukura, 2013; Pinheiro, 2015; Bossi, 2017). Inadequate physical spaces make it difficult to carry out common activities for children with or without special needs. These difficulties have appeared in other studies dealing with daycare and Early Childhood Education, since they seem to be characteristic of this phase that is still being organized (Vitta, 2004).

We found two studies concerning the validation of items related to the inclusion of children with special needs in the Infant/Toddler Environment Rating Scale - Revised Edition (ITERS-R), encompassing physical space, activities and relationships. Both studies concluded that this tool can help promote the quality of care in daycare facilities, but needs to be improved in terms of content and semantic clarity (Menegasso, 2005; Gennaro & Gil, 2012).

However, what attracted our attention most refers to the precarious education of the professional to deal with children in the daycare and with the inclusion process (Sekkel, 2003; Arnais, 2003; C. M. Lima, 2004; Joaquim, 2005; M. B. B. S. Lima, 2012; Pereira & Matsukura, 2013; B. T. Monte, 2015; Pinheiro, 2015; Bossi, 2017).

3.4 PROFESSIONAL EDUCATION AND CONCEPTIONS ON INCLUSION

The issue of professional education in Early Childhood Education was the subject of several studies (Pletsch, 2009; Rodrigues & Lima-Rodrigues, 2011; Gatti, 2014; Garanhani & Naldony, 2015). There is a consensus that this is a phase, especially considering daycare, little contemplated by the courses of initial teacher education, leaving for continuing education the task of meeting the demands identified in practice. However, the studies focused here dealt specifically with the difficulty encountered by teachers in dealing with the inclusive context in daycare. This difficulty was expressed in the conceptions they have about children and their education.

Feelings of fear and uncertainty as to the correct way of acting together with this population were cited in several studies (Sekkel, 2003; Vitta, 2004; C. M. Lima, 2004; Joaquim, 2005; Sekkel, Zanelato, & Brandão, 2010; M. B. B. S. Lima, 2012; K. C. B. S. Oliveira, 2013; Pinheiro, 2015). All authors pointed out that feelings such as those are directly related to the lack of information and education regarding the child with special needs.

Some texts have shown different examples of training and continuing education offered to daycare teachers in order to deal with the differences (Sekkel, 2003; Arnais, 2003; C. M. Lima, 2004; Joaquim, 2005; Freitas & Mendes, 2008; López, 2010; K. C. B. S. Oliveira, 2013; B. T. Monte, 2015; Bossi, 2017). There were several proposals, but all showed differences in the attitude of the professionals after the intervention, whether in the teacher-student relationship, student-student relationship, or in the proposed activities.

Another aspect considered important for overcoming feelings of fear and inability to deal with differences was the support of a multidisciplinary team, as pointed out by many

participants in the researches in daycare facilities (C. C. Oliveira, 2014). Three studies have emphasized the role of other professionals in the education of teachers in the inclusive context: the psychologist (Freitas & Mendes, 2008), the occupational therapist (Vitta, 2004) and the physiotherapist (Landmann, Ruzza, & Chesani, 2009). Teamwork, with the support of health professionals, both for the adaptation of furniture and materials, as well as training in order to contemplate specific concepts, may help the educator towards a more committed practice.

4 HOW DO RESEARCHERS COLLABORATE WITH SPECIAL EDUCATION IN DAYCARE?

One problem that can be observed in the provision of education to the child from zero to three years old runs through the understanding that he/she has this right and that the State and the family have a duty to offer him/her, regardless of his/her specific needs. For this, public policies must contemplate this phase of education, recognizing their specificities. From the readings we have made, we conclude that there is a need for a more detailed and accurate look at the different Brazilian realities. Difficulties with physical, material and personnel resources are aspects that directly interfere with the routine and that appeared in the researches that uncovered the daily routine of these institutions, being recurrent themes in the speeches of professionals who assist the children in daycare. However, it is not enough to identify these problems, it is necessary to find ways to solve them through successful experiences, showing the aspects that promote the quality of the educational service.

This understanding is directly related to the education that the professional receives, since, assuming that the child can benefit from education in daycare, the education can meet the different demands of children, ensuring that this right is respected in line with the improvement of the quality of life in the age group. Rodrigues and Lima-Rodrigues (2011, p. 58) emphasized the need for teaching degree courses “developed under inclusive values to educate Inclusive Education teachers” as “a valuable and decisive factor promoting equity and participation of all students”.

From the reading of these studies, we identified the desire for multiprofessional support for inclusion in daycare. López (2010) highlights the need for Specialized Educational Service (SES) and how it would interfere in the routine of the proposed activities so that the child in the age group in focus would receive better education conditions. In this sense, we ask ourselves about the adequacy of the SES to attend daycare since its inception, that is, children from four months of age. Would these professionals have sufficient knowledge to evaluate the child’s developmental problems in this age group? Or, would this kind of care lead to greater labeling of children with difficulties in the social environment of the daycare? These are issues that need to be investigated. An imminent danger of SES professionals not adequately prepared in daycare is the labeling of children as having special educational needs that may be directly related to the lack of stimuli caused by a materially and culturally impoverished family environment, or even to the difficulty of the daycare in dealing with characteristic developmental differences of the age group. Considering that this is an environment where children have a greater chance of interacting with people, objects and spaces, it would be at least desirable to know about human development, as well as to understand the diverse

factors that interfere in the relation between daycare vs children vs child development, enabling studies and offering meaningful activities for them (Vitta, 2004).

This study presents some limitations, such as the restriction to texts on Special Education and daycare facilities in Brazil, limiting the breadth of results to our reality, but broadening the discussion of the topic in question. Another problem refers specifically to the subject treated, because it is possible that texts about daycare do not use this word as a descriptor and, consequently, not appeared in the searches performed. We also emphasize that a study of documents on a scientific basis, such as this one, does not cover practices that may be occurring in different Brazilian municipalities. As we have seen, there are reports of some experiences aimed at inclusion in daycare, but still a few, considering the size of the national territory and the diversity that it covers.

Daycare is not the stage of education of major interest among researchers, nor in official documents, but it gradually draws attention to its specific potentialities and specific problems. The issue of inclusion in this educational phase also presents different fronts to be studied. Investigating the education of the professionals for the daycare, both initial and continuing, the school routine and the difficulties of this routine, can help in the improvement of the offer of quality education for this part of the population.

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Received on: 05/31/2018

Reformulated on: 08/20/2018

Approved on: 08/22/2018