

Necessidades formativas docentes no processo de inclusão escolar no Ensino Fundamental

Teacher training needs in the process of School Inclusion in Primary Education.

Necesidades formativas docentes sobre la inclusión escolar en la educación primaria

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RESUMO

O presente estudo objetiva mapear as necessidades formativas docentes sobre a inclusão escolar no Ensino Fundamental, por meio de uma revisão bibliográfica integrativa nos bancos de periódicos da CAPES e da SciELO, a partir de publicações do período entre 2017 e 2024, as quais pudessem apontar proposições para ações formativas articuladas ao processo contínuo de desenvolvimento profissional. Foram analisados integralmente nove artigos, e os resultados obtidos foram organizados em dois eixos temáticos: I) as necessidades formativas docentes no contexto da inclusão escolar no Ensino Fundamental; II) as necessidades identificadas com potencial para ações formativas na inclusão escolar, que se desdobraram em categorias de discussão. Os resultados apontam para a diversificação das necessidades formativas,

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decorrentes dos anseios e expectativas coletivas e/ou individuais, expressos pelos docentes no contexto da inclusão escolar. Verificou-se que esse tema ainda é pouco investigado e destacou-se a contribuição das necessidades formativas para fomentar a proposição de programas e ofertas de formação continuada para os docentes.

Palavras-chave: Formação de professores; Necessidades formativas; Inclusão escolar.

ABSTRACT

This study aims to map teacher training needs in school inclusion in primary education through an integrative bibliographic review of publications in the CAPES and SciELO journal databases from 2017 to 2024, to propose training actions linked to the continuous process of professional development. Nine articles were fully analyzed, and the results obtained were organized into two thematic axes: I) teacher training needs in the context of school inclusion in primary education; II) the needs identified with potential for training actions in school inclusion, which were broken down into discussion categories. The results point to the diversification of training needs that arise from the collective and/or individual desires and expectations expressed by teachers regarding school inclusion. It was found that this topic remains under-researched, and the contribution of training needs to the development of programs and offers of continuing training for teachers was highlighted.

Keywords: Teacher training; Training needs; School inclusion.

RESUMEN

El presente estudio tiene como objetivo mapear las necesidades formativas docentes sobre la inclusión escolar en la educación primaria, a través de una revisión bibliográfica integradora en los bancos de periódicos CAPES y SciELO, a partir de publicaciones del período entre 2017 y 2024, que pudieran señalar propuestas para acciones formativas articuladas al proceso continuo de desarrollo profesional. Se analizaron de forma integral nueve artículos y los resultados obtenidos se organizaron en dos ejes temáticos: I) las necesidades formativas docentes en el contexto de la inclusión escolar en la educación primaria; II) las necesidades identificadas con potencial para acciones formativas en la inclusión escolar, las cuales se dividieron en categorías de discusión. Los resultados señalan la diversificación de las necesidades formativas, derivadas de los deseos y expectativas colectivas y/o individuales expresados por los docentes en el contexto de la inclusión escolar. Se verificó que este tema aún es poco investigado y se destacó la importancia de las necesidades formativas para fomentar la propuesta de programas y ofertas de formación continua para los docentes.

Palabras clave: Formación de profesores; Necesidades formativas; Inclusión escolar.

Introduction

In this study, "school inclusion" refers to the policy or practice of enrolling students in the public special education system to "guarantee their opportunity to participate in regular classrooms fully" (Mendes, 2017, p. 72) through accessibility, participation, equal opportunities, and respect for diversity.

According to current legislation based on the LDB (Brazil, 1996), the National Guidelines for Special Education in Basic Education (Resolution No. 2, 2021), and the National Policy on Special Education from an Inclusive Perspective (Brazil, 2008), adequate teacher training is a key determinant for the successful school inclusion of public students in Special Education. These Brazilian laws mandate that education systems ensure teachers are trained and specialized in mainstream education.

Thus, training initiatives that promote school inclusion and address aspects related to curriculum accessibility for students, as well as knowledge that enables teachers to act in accordance with school inclusion policies and other legislation, can contribute significantly to ensuring that school transformations actually occur and that students with special needs are effectively included and learn.

In this sense, continuing education proposals must take into account teachers' needs, in line with the challenges they face daily in promoting school inclusion. Training needs arise from "diverse realities, motivations, aspirations, desires, and expectations," whether individual or collective, "through their desires, the problems they identify, their perceptions and representations, and their expectations and desires for change within the scope of professional activities" (Rodrigues & Esteves, 1993, p. 72).

In discussions of the term "need," a duality emerges: on the one hand, it refers to desire; on the other, to what is indispensable. This concept relates to individual contexts involving values, assumptions, and beliefs. Thus, this article adopts the perspective of the aforementioned authors, who organize needs into five fundamental categories:

Individual needs versus systemic needs; Individual needs versus collective needs; Conscious needs versus unconscious needs; Current needs versus potential needs; Needs classified by the sector in which they manifest (D'Hainaut, 1979, cited in Rodrigues, Esteves, 1993, pp. 14–15).

Along these lines, the authors emphasize that a needs analysis "can be understood as a technique and a set of procedures for planning a strategy" (Rodrigues & Esteves, 1993, p. 11). Thus, the term emerges as an integral technique in teacher training development, embedded within the pedagogical training process, enabling the review of situations requiring urgent changes in education, such as adjustments to planning and assessment procedures.

Taking these points into account, studies on training needs must also consider teacher expression to understand the scope of their professional development. Thus, certain indicators of the need for teacher training must be considered.

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The gap between teachers' expectations of teacher education, whether ideal or future, and their perception of the current system; the discrepancy between teachers' perceptions of their work as it is and as it should be; the difference between satisfying and dissatisfying or frustrating practices; the difference between useful and useless or ineffective training methods; and the difficulties and problems perceived in daily professional life (Ketele, 1998, cited in Rodrigues & Esteves, 1993, p. 72).

When examining these indicators, one point becomes clear: the importance of identifying training needs based on teachers' expressed needs. This makes it more likely that the necessary changes will occur, whether in attitudes, conceptual understanding, or pedagogical practice.

Analyzing needs within the context of professional development initiatives can provide useful information for planning, setting objectives, and deciding on the content, activities, and strategies of professional development (Rodrigues & Esteves, 1993). This approach values teachers' agency and autonomy by prioritizing the conception of professional development as a continuous process.

According to Anjos, Andrade, and Pereira (2019), these indicators are present in teachers' statements about themselves and their practice, the place of the other, their feelings about the school inclusion process, their understanding of disability and normality, and their expectations for the learning and development of these students.

These authors argue that the indicators reveal teachers' professional stances in the daily challenges of inclusive schools and highlight the difficulties encountered in regular classrooms. The following stand out among these indicators: a sense of professional dissatisfaction stemming from one's limitations and social constraints, distress over the inability to provide individualized support due to insufficient preparation, and an attempt to compensate for this with differentiated support. Additionally, teachers demarcate the classroom as their territory, referring to specialized support and responsibility toward students with disabilities (Anjos, Andrade, & Pereira, 2019).

In investigating the training needs of elementary school teachers regarding pedagogical practices for students with special needs, Miranda (2020) categorizes them as follows: teaching work conditions, affective and bonding processes, difficulties experienced, teacher development, and pedagogical practices. Based on these categories, Miranda proposes a training program that emphasizes practical actions for school inclusion.

She further argues that "limited knowledge about school inclusion hinders progress in teaching today," which is consistent with the insufficient support provided during initial and continuing education. Consequently, teachers "do not have their training needs met and struggle to bring practices that serve students in special education into the classroom" (Miranda, 2020, p. 186). Therefore, a training process is needed that provides relevant information for the school setting, promotes reflective planning, and creates learning opportunities for all students while valuing classroom diversity.

Considering this, the following article is structured as follows: a theoretical

discussion of teacher training as an essential aspect of including students with special needs in school; a description of the methodological approach used in the research; a presentation and discussion of the results based on thematic categories; and finally, concluding remarks on this literature review.

Teacher training is an essential aspect of school inclusion.

The Brazilian Inclusion Law (LBI) (Law No. 13,146/2015) ensures an inclusive educational system for students with special needs at all levels. This right is guaranteed throughout life so that individuals may achieve the maximum development of their physical, sensory, intellectual, and social talents and abilities in accordance with their characteristics, interests, and learning needs (Brazil, 2015).

Matos and Mendes (2015) found that implementing public policies from an inclusive perspective increased enrollment of public special education students in regular basic education schools. This revealed limitations and contradictions in the Brazilian educational system, as well as many challenges for educational stakeholders in daily school life, including those related to teacher training.

Due to the school inclusion policy adopted in 2003, there has been a steady increase in the enrollment of public special education students in regular schools. In 17 years, the number has increased more than tenfold, rising from 110,536 in 2002 to 1,372,985 in 2022. This represents 89.9% of total enrollments in Special Education and 3.5% of total enrollments in Basic Education (INEP, 2022, cited in Mendes, 2023, p. 21). Despite this progress, ensuring the enrollment of all students in this group remains a challenge.

Public policy proposes that, once enrolled, Special Education students must be guaranteed equal participation with their peers. To this end, it is necessary to break down the various barriers that exist in regular basic education schools, whether related to architectural accessibility, communication, resources, or a lack of teacher training in accessible strategies, methodologies, and practices.

A survey conducted by the Lemann Foundation, in partnership with the Rodrigo Mendes Institute and carried out by Datafolha, revealed that although most Brazilian teachers understand that inclusion contributes to learning, only 40% have had access to training on inclusion for students with special needs. Among those who understand inclusion as a right for students with special needs, 95% have had access to training. This data is even more significant in high school, where 50% of teachers reported having no training on the topic (Rodrigo Mendes Institute, 2022).

Students in public special education are enrolled in this educational landscape. These students have distinct learning needs that require qualified teacher training "to provide better methodological conditions and teaching strategies consistent with such needs" (Gonçalves & Orlando, 2022, p. 8).

Baú (2014, p. 55) states that "teacher training for inclusive education can significantly contribute to ensuring that transformations in schools actually take place";

thus, he considers teacher training regarding school inclusion, whether initial or continuing, to be of equal importance. He further highlights that, regardless of their training or qualifications, teachers are involved in the inclusion process and seek training to learn practices that enable them to meet the demands related to these students' specific learning needs.

However, Martins and Silva (2016) point out that research on school inclusion indicates that teacher training is still in its infancy.

Although a significant body of literature exists on continuing professional development for teachers, initial teacher education, public policy, and specific target groups or subject areas, little research has examined inclusion training and specialized teacher training. This hinders our understanding of the knowledge and performance expected of regular and specialized classroom teachers regarding students with disabilities, global developmental disorders, and high abilities/giftedness (Martins & Silva, 2016, p. 540).

Therefore, recognizing teachers' professional development needs in the school inclusion process is essential to enabling their participation in intentional, planned initiatives that foster inclusive practices. From this perspective, Dantas, Farias, and Bezerra (2024, p. 15) emphasize

The need to develop training programs that are truly in tune with the realities of the school environment—a need that is even more pressing for special education teachers, whose work is sometimes still carried out in isolation and goes unnoticed.

According to authors such as Mizukami (2002), Gatti (2008), Marcelo (2009), and Malheiro (2017), the concept of teacher education encompasses multiple perspectives. It should be understood as a continuous process that extends throughout one's life and career. This process is shaped by unique individual characteristics and distinct stages, including pre-professional schooling, initial training, the early career phase, and continuing professional development.

In this proposal for teacher training focused on school inclusion, teacher training is approached from the perspective of teacher professional development (TPD). TPD conveys a sense of evolution and continuity. It is a long-term process that "overcomes the traditional juxtaposition between initial and continuing teacher training" (Marcelo, 2009, p. 9). It integrates "different types of opportunities and experiences, systematically planned to promote the teacher's growth and development" (Marcelo, 2009, p. 7). TPD implies a "permanent attitude of inquiry, of formulating questions and problems, and seeking their solutions" (Vaillant & García, 2012, p. 167).

Teacher training focused on school inclusion is essential to promoting quality education. Studies such as that by Matos and Mendes (2015) emphasize that developing an inclusive school requires, among other aspects,

Invest in training educators to become more competent mediators. Expand and diversify the special education team. Expand or revise the intervention model in collaboration with various stakeholders in the school community. This will adequately address educators' needs for professional development, psychological support, and guidance on teaching practices (Matos & Mendes, 2015, p. 20).

To this end, such initiatives must be organized and developed in ways that align with teachers' teaching practices, fostering and valuing their agency and autonomy in professional development, collective accountability, and appreciation of school culture and organization (Malheiro, 2017). This approach also facilitates "the integration of theory and practice, specific and pedagogical knowledge, and universities and schools" (Gatti et al., 2019, p. 177).

Methodological Procedures

To address the research question of which professional development needs regarding school inclusion in elementary education are identified by teachers in studies conducted between 2017 and 2024, and whether these findings can suggest proposals for professional development initiatives linked to the ongoing professional development process, a qualitative literature review was designed. Based on the established theoretical framework, the integrative review method was adopted through descriptive analysis because it "promotes review studies across various fields of knowledge while maintaining the methodological rigor of systematic reviews" (Alvarenga et al., 2024, p. 17).

The research process was described in detail using the phased structure defined by Salvador (1986, cited in Lima & Mito, 2007, pp. 42–43), which comprises "collection of bibliographic material, data collection, explanatory analysis of solutions, and integrative synthesis of solutions."

Initially, a systematic literature search was conducted, guided by research question and objectives. Inclusion criteria comprised articles, theses, and dissertations published between 2017 and 2024 in the CAPES journal portal and the Scientific Electronic Library Online (SciELO) databases.

Chart 1 - Literature review focusing on training needs in the context of inclusive education in elementary school

Source	Author(s)/Year	Title	Background/Objective
Periódicos CAPES	Giordan, Hobold e André (2017)	Beginning Teachers in the Final Years of Elementary School: Identifying Professional Development Needs	They outline the professional development needs of teachers (upper grades), highlighting the need to expand opportunities for continuing professional development that prioritize the exchange of ideas and experiences—planned in consultation with teachers—with a focus on the use of technology and on how to work with students in special education.

	Passalacqua <i>et al.</i> (2019)	Professional Development Needs: A Framework for Reorganizing Continuing Education for School Staff	The article highlights the potential of needs assessment as a theoretical construct for a new framework of continuing education. The analysis of training needs presupposes a differentiated action plan that focuses on improving fundamental aspects, such as peer relationships, professional agency, and the practice of mutual respect, so that specific issues, such as difficulties related to content delivery, management, and inclusion, can then be addressed.
	Morais, Rodrigues e Filgueiras (2019)	Professional Development Needs for Inclusive Teaching Practices Among School Physical Education Teachers	The article analyzes training needs based on continuing education sessions and a para-sports initiation project, categorizing them as commitment to accessibility and inclusion as a strategy.
	Picolini, Lago e Tartuci (2020)	Teaching Students with Disabilities: What Now? An Experience Report Before and After Continuing Education	Through a personal account, this article presents the professional journey of an elementary school teacher who worked with students with disabilities both before and after participating in continuing education courses. The analysis highlighted the need to expand continuing education courses for teachers in Special Education.
	Dal Bó <i>et al.</i> (2022)	Teacher Education from the Perspective of School Inclusion: Insights from Master's and Doctoral Research in Education	The study aimed to systematize contributions to teacher training regarding school inclusion, based on a compilation of dissertations and theses published between 2016 and 2019 in the Thesis and Dissertation Catalog of the Coordination for the Improvement of Higher Education Personnel (CAPES).
	Pinheiro e Freire (2022)	Special Education in Inclusive Education: Different Contexts, Different Effects	The article examines different perspectives on training needs, professional competencies, resource allocation, and institutional organization to support the effective functioning of Special Education and inclusion.
	Barreto, Silva e Souza (2023)	Teacher Education and Inclusion: Physical Education Teachers' Perspectives on Students with Special Needs	The study examined the initial and continuing education of Physical Education teachers in the early years of elementary school within a municipal public school system in northwestern Paraná. The results reveal that there are no continuing education initiatives originated and/or promoted by the administrative unit. Initial and continuing education (specialization course) provided a knowledge base to optimize performance. The study points to the need for specific training and close attention to professional monitoring tailored to Physical Education classes.

SciELO	Vieira e Omote (2021)	Teachers' Social Attitudes Toward Inclusion	The theoretical study aimed specifically to examine social attitudes toward inclusion and possible interventions to modify them.
	Cândido <i>et al.</i> (2021)	Elementary School Teachers' Perceptions of the Importance of Neuroscience for the Learning Process and Inclusion	The study aimed to reflect on the importance of professional qualifications for a better understanding of different types of atypicality's and their implications for the learning process.

Source: Prepared by the authors.

Subsequently, during data analysis, the selected texts were examined using two thematic axes that addressed the study's specific objectives. The first axis presents discussions related to the first objective and analyzes the teacher training needs expressed in the context of including students with special needs in elementary school.

Axis I comprises two categories of discussion: 1) teacher training and 2) teacher performance in the classroom. Notes on training needs and their contribution to the development of continuing education offerings for teachers are presented in this axis, considering that such needs manifest in various attitudinal and/or procedural contexts of teaching work.

The second axis addresses the second specific objective and discusses the identified teacher training needs, focusing on potential training initiatives for school inclusion. To this end, two categories were defined: 1) challenges and potential, and 2) management and support networks. The importance of support networks is highlighted in this context. These networks are characterized by collaborative relationships among teachers that facilitate cooperation in the process of school inclusion. They provide opportunities for reflection on experiences and anxieties, joint study, and dialogue with professionals from different fields of knowledge.

Next, the results and discussions of the integrative review are presented.

Results

Axis I - Teachers' professional development needs in the context of inclusive education in elementary school

Teacher training

Studies by Morais, Rodrigues, and Filgueiras (2019); Passalacqua et al. (2019); Cândido et al. (2021); and Picolini, Lago, and Tartuci (2020) indicate that teacher education is essential for creating an inclusive school environment. These studies also emphasize the need for research on teacher training focused on teaching and learning processes. This research should take an approach that broadens discussions of

teaching students with disabilities, preparing instructional activities for curriculum content, and assessing student learning in special education.

Morais, Rodrigues, and Filgueiras (2019) consider possible factors that negatively affect teachers' professional practice. These factors may be related to gaps in initial training or structural issues that prevent teachers from carrying out their work in a fulfilling manner.

According to Miranda (2020, p. 186), "Limited knowledge about school inclusion hinders the progress of teaching work in today's schools." He argues that these difficulties must be addressed in teacher training, whether initial or continuing, as otherwise they obstruct the development of suitable practices for serving public students with special educational needs in the classroom.

Dal Bó et al. (2022, p. 9) assert that educational professionals must pay attention to new legal proposals related to special education for inclusion and proposals concerning the history and organization of processes that promote inclusive education.

Other factors considered important in teacher training must also be established. These include "the possibility of curricular adaptation and flexibility by the teacher" and "the strengthening of the relationship between parents and schools" (Cândido et al., 2021, p. 445). These authors argue that teachers' accounts of various aspects of special and inclusive education, such as neuroscientific knowledge, learning difficulties, technological advances, and diversity, are essential topics in initial and continuing teacher training. However, these topics are still only tentatively addressed in curriculum proposals.

Similarly, Passalacqua et al. (2019) asserts that training needs in the context of school inclusion must be recognized to form the basis of a new framework for continuing teacher education.

Picolini, Lago, and Tartuci (2020, p. 197) point out the limited availability of training in this area. There are still teachers who pay for training out of pocket because they need support in their teaching practice. The courses on special and inclusive education offered by states and municipalities are scarce and fail to meet training needs.

Regarding the need for special attention to initial teacher education programs in pedagogy and other teaching degrees, Baú (2014) notes that the pedagogy program is generally the only higher education program that provides both theoretical tools and practical experience in training teachers for special and regular education. However, it does not always include content that can guide classroom practice. This results in teachers being unprepared and providing poor-quality education to public students in special education.

In this regard, Giordan, Hobold, and André (2017) assert that initial training fails to prepare teachers for inclusive education. They highlight challenges related to diversity, problem-solving, and conflict resolution, ranging from students' learning difficulties to the use of technology and how to make it more appealing to students.

In their study of teacher training from the perspective of school inclusion, Vieira

and Omote (2021, p. 745) argue that knowledge of the various foundations of special and inclusive education, as well as mastery of advanced procedures and resources, is insufficient. Therefore, they suggest that teacher training should address attitudinal and interactional aspects, which are often undervalued and overlooked.

Similarly, Morais, Rodrigues, and Filgueiras (2019) note that, despite believing in the process of school inclusion, teachers still express negative views about their preparedness to work with students in special education. They reveal that training is the "major bottleneck" in the school inclusion process and that teachers blame "gaps in training and/or information" (emphasis added).

Teacher performance in the context of the regular classroom

Giordan, Hobold, and André (2017, p. 310) argue that research on teachers' working conditions is largely overlooked. They claim that acknowledging this oversight can inform public policies aimed at improving professional teaching practices and aligning teacher training with pedagogical practice. In other words, this means promoting initiatives that support teachers' professional development and, consequently, student learning.

According to these authors, workplace training needs stem from teachers not being adequately welcomed or supported in addressing their doubts and insecurities during the initial phase of their work. Often, they are unable to teach effectively or hold overly technical views on teaching practice (Giordan, Hobold, & André, 2017).

Considering this, the authors propose that the school, "the ground on which teachers actually stand," be the locus for continuing education. These needs must align with those of both teachers and students to ensure the necessary conditions and modifications (Giordan, Hobold, & André, 2017).

Based on a study conducted with physical education teachers, Morais, Rodrigues, and Filgueiras (2019) highlight the need for a commitment to accessibility. Many factors hinder inclusive educational practices in the classroom, including poor infrastructure, insufficient materials, and structural issues. For example, consider the case of the physical education teacher who often must work alone with students who need specialized support (Barreto, Souza, & Silva, 2023).

According to Morais, Rodrigues, and Filgueiras (2019, p. 5), given these issues, training on the "appropriate use of resources and selection of the best teaching strategies" is also necessary. These strategies must meet students' learning needs. The authors point out that, in addition to architectural and material resource barriers, there are also attitudinal barriers. Therefore, they consider a change in mindset and attitudes indispensable, which requires methodological reorganization with a differentiated focus on students' identities and individualities.

Dal Bó et al. (2022) address these issues and emphasize that the National Education Plan (PNE) supports efforts to provide conditions for school inclusion as defined in the LDBN of 1996. This law establishes minimum standards for infrastructure and teaching resources and promotes joint initiatives focused on the initial and

continuing training of teachers. Furthermore, the law provides for the promotion of studies and research related to students' specific learning needs. These initiatives should be developed within teaching contexts.

Pinheiro and Freire (2022, p. 8) note that the lack of information and interest among some school professionals regarding special education and inclusive education stems from attitudinal barriers. These barriers cause negative impacts, such as a lack of planning and pedagogical strategies to serve students with special needs, as well as resistance and exclusionary practices due to the perception of disability as incapacity.

According to these authors, teachers highlight the lack of investment in their contexts, which affects school infrastructure and conditions, including structural accessibility issues. They also point out organizational challenges that interfere with professional performance and the implementation of inclusive educational attitudes, strategies, and practices. Furthermore, they justify their absence or low interest in participating in training in Special and Inclusive Education. Consequently, this contributes to a lack of understanding of the dimensions of the school's inclusion of students in Special Education.

In regular classrooms, the combination of poor working conditions, attitudinal barriers, insufficient training in Special Education from an inclusive perspective, and a lack of planning and pedagogical strategies undermines the implementation of advances in school inclusion.

Barreto, Silva, and Souza (2023, p. 11) report in a study of physical education teachers that, even with recognition of the pedagogical values of physical education and its importance in improving student development in special education, pedagogical discourses remain unchanged in the classroom. Similarly, Vieira and Omote (2021) state that personal variables, or attitudes stemming from practical experience, can generate misconceptions, prejudices, and values. These experiences, whether positive or negative, influence interactions and behaviors toward students with special needs. Thus, they assert that teacher education and training programs must appropriately address the three components: cognitive, affective, and behavioral.

Axis II – Identified teacher training needs with a focus on training initiatives for school inclusion in elementary school.

Challenges and opportunities

Teachers' professional development needs are implicit in their aspirations, limitations, and challenges, making these factors a key focus in teacher education. However, Passalacqua et al.'s (2019) study reveals that most training initiatives developed within the context of school inclusion in elementary education do not allow for the analysis and appreciation of topics related to teaching practices. These topics include the difficulties teachers face, their perspectives, and their limitations.

Consequently, these topics are not considered part of the training process and do not contribute to solving the fundamental problems of teacher training.

Passalacqua et al. (2019, p. 241) identify two types of needs: collective and individual. Collective needs are defined as "situations that present themselves explicitly and tend to reveal demands felt by a particular group." In contrast, individual needs refer to personal feelings and perceptions and are therefore not always evident.

Upon analyzing the authors' discussions, it becomes clear that throughout the study, they reiterate the semantic variation involved in the concepts of collective and individual needs and argue that these needs should be carefully considered when developing future training initiatives. However, the authors note that individual needs are not prioritized in continuing education programs. They conclude that "the scope of training initiatives is limited when issues involving students' families, for example, represent the main focus of the problems" (Passalacqua et al., 2019, p. 241).

Morais, Rodrigues, and Figueiras (2019) also discuss this issue, arguing that teachers' actions are crucial instruments of inclusive education and that their complaints and aspirations must be understood to inform the development of teaching.

From this perspective, Rodrigues and Esteves (1993, p. 72) emphasize that aspirations, perceptions/representations, expectations, and desires for change within professional activities enable the transformation of real-world situations and facilitate adjustments to procedures and planning.

According to Rodrigues and Esteves (1993, p. 11), the analysis of needs "can be understood as a technique and a set of procedures serving the planning strategy." Thus, when considering school inclusion in elementary education, it is necessary to take into account the context, training needs, and evidence of various challenges.

Clearly, it is important first to understand the limits and possibilities of school inclusion in both public policy and pedagogy, particularly regarding the initial and continuing education of teachers.

Management and support network

An understanding of Special Education from an inclusive perspective requires a collaborative approach and a comprehensive view of various contexts, such as structural, pedagogical, social, and familial. It is understood that Special Education cannot be excluded from discussions because the entire process involves stakeholders from administration, families, teaching, and healthcare. When these stakeholders are well-connected, they become a source of support for the entire process.

Vieira and Omote (2021) point out that knowledge of the field, understanding of methodological procedures, and access to advanced resources are not sufficient. Thus, favorable attitudes among these stakeholders are essential for establishing special and inclusive education. In this sense, teachers become key links for support

and collaboration among those involved.

Vieira and Omote (2021, p. 748) emphasize that teachers' social attitudes toward inclusion are another area of growth potential. They argue that these attitudes may be related to the "psychological disposition to face challenges" because supporting inclusion may entail confronting new situations that may be feared.

Regarding the potential to foster a culture of collaboration for school inclusion, the authors highlight the importance of spaces where teachers can interact with other sectors. These spaces should be welcoming and provide opportunities to listen to and learn from peers, as well as share experiences (Vieira & Omote, 2021).

These spaces are characterized by support networks that facilitate cooperation regarding school inclusion. These networks provide teachers with "moments of reflection on experiences and anxieties, joint study, exchange of experiences, and contact with professionals from different fields of knowledge" (Vieira & Omote, 2021, p. 754).

Furthermore, pedagogical practice must be analyzed, reflected upon, and self-evaluated. In this context, Vieira and Omote (2021) argue that these conditions help teachers autonomously reconstruct their behaviors in accordance with classroom realities through continuous opportunities for self-observation, reflection, and personal transformation (p. 750).

Gonçalves and Orlando (2022) state that special education services in schools can constitute support networks and collaborative spaces. In other words, services developed for students in the public special education system should be designed through collaborative engagement that involves sharing ideas, responsibilities, and ongoing learning.

Inclusive schooling can foster positive changes in teachers' social attitudes by encouraging new ways to collaborate with school staff. This enables teachers to acquire new social skills, reevaluate old practices, and seek new alternatives to meet the demands of special education from an inclusive education perspective.

Studies by Dal Bó et al. (2022, pp. 2–3) highlight the relevance of creativity and collaborative work in the school environment, as well as the importance of teachers working in settings that enable them to reframe reality through reflection on their pedagogical practices.

For example, an essential partnership exists between classroom teachers and teachers in the Multifunctional Resource Room (SRM). Together, they assist with lesson preparation, planning, and selecting and adapting materials to meet the learning needs of students with special needs (Morais, Rodrigues, & Filgueiras, 2019). In contrast, Barreto, Silva, and Souza (2023) argue that "the lack of support for teachers, made possible by public educational policies, is a negative factor, depriving students of an education that is closer to their needs and reality" (p. 9).

Another notable aspect concerns teachers' feelings of being valued or undervalued in school inclusion. Teachers recognize their importance in the school, but are troubled to note that their professional peers, students, and students' parents often do not accord with them the value they deserve (Passalacqua et al., 2019, p. 246).

Morais, Rodrigues, and Filgueiras (2019, pp. 9–10) highlight that "a set of factors surrounding professional practice, ranging from initial training to structural

issues, negatively interfere with the success of inclusive teaching." This reinforces the argument that training initiatives must address the ethical, moral, and political issues of inclusive education by investing in collaborative learning, the exchange of experiences, and teacher professionalization.

Teacher training aimed at promoting inclusion in schools

In light of the review's findings, it can be concluded that training supports the proposal for innovation in teacher education. The situation is no different in the field of school inclusion. These needs are relevant for planning differentiated training initiatives that can foster improvements and innovations in the practices of teachers working with students in the public special education system.

The nine studies analyzed in this work: Giordan, Hobold, and André (2017); Passalacqua et al. (2019); Morais, Rodrigues, and Filgueiras (2019); Picolini, Lago, and Tartuci (2020); Cândido et al. (2021); Vieira and Omote (2021); Pinheiro and Freire (2022); Dal Bó et al. (2022); and Barreto, Souza, and Silva (2023) — agree on the importance of teacher training and the need to broaden discussions through studies and research.

The authors emphasize the importance of initial training and continuing education as fundamental tools for developing initiatives that promote the success of school inclusion. These initiatives should invest in motivation and self-esteem, promote teacher agency, facilitate collaborative learning, and encourage the exchange of experiences within the teaching profession.

Based on the studies, it is emphasized that continuing teacher training programs focused on school inclusion must view training as an ongoing process that integrates theory and practice. These programs should prioritize the school as a space for learning, professional development, and the fulfillment of individual and collective needs. Training proposals should align with pedagogical practice by addressing curriculum adaptation, the assessment process, the potential use of technology, diversity, problem-solving, and conflict resolution in everyday school life. They should also address approaches to students with special educational needs in cognitive, affective, and behavioral areas.

Some of the analyzed studies also highlight the importance of addressing the affective and behavioral dimension to overcome prejudices and attitudinal barriers while considering the teacher's subjectivity. Teachers must be psychologically prepared to face challenges and avoid feelings of inadequacy. Furthermore, the study emphasizes strengthening the school's bond with families to reinforce partnership in the educational process.

As Dantas, Farias, and Bezerra (2024, p. 15) assert, "Teacher training that is ethically committed to the inclusion of this population implies considering disability and other specific conditions from an intersectional perspective, thereby comprehending the multitude of factors influencing these students' academic success."

Finally, when formulating teacher training policies, it is essential to consider teachers' working conditions. Teaching requires multiple forms of knowledge, as well as time and mental space for teachers to develop professionally. Thus, teacher training is only effective when it recognizes the profession's complexity and provides adequate support.

Final Considerations

Through an integrative literature review, we identified the professional development needs of teachers in inclusive elementary school education. We found that this topic has received little attention to date. Based on the approaches identified in the analyzed sample, understanding these needs is key to designing continuing education programs and initiatives for teachers.

These needs manifest in the context of professionals' work and stem not only from the absence of training but also from the characteristics of training initiatives, whether initial or continuing. They also relate to demands arising from new policies, the production of new knowledge, and the integration of new media and technologies, as well as physical, architectural, and material barriers. Additionally, they relate to the need for attitudinal changes stemming from a lack of understanding and knowledge of the conceptual aspects of difference, learning processes, and special and inclusive education.

Considering the reality, doubts, and aspirations of teachers is essential when facing the challenges of the regular classroom and including students from the special education sector. Supportive and collaborative relationships among school administrators, teachers, families, and the healthcare system are also fundamental to establishing a culture of special and inclusive education. However, these elements are not yet utilized as parameters or drivers of progress in training programs and action plans for school inclusion. When analyzed with a transformative intent, training needs can become drivers of change in education.

Focusing on the professional development of elementary school teachers and the school itself is expected to generate proposals based on needs identified in the context of school inclusion. Rather than relying on one-size-fits-all training or pre-packaged programs disconnected from the reality of the school setting, it is essential to consider the teaching experiences gained in the profession and the characteristics of the different stages of the DPD.

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Notes

¹ In 2025, the National Policy on Inclusive Special Education and the National Network for Inclusive Special Education were established through Decrees No. 12,686 and No. 12,773, with the aim of guaranteeing the right to education within an inclusive educational system for students with disabilities, autism spectrum disorder, and high abilities or giftedness, without discrimination and based on equal opportunities (BRAZIL, 2025).

² Available at: <https://www-periodicos-capes-gov-br.ezl.periodicos.capes.gov.br/>. Accessed on: Nov. 20, 2025.

³ Available at: <https://www.scielo.br/?lng=pt>. Accessed on: Nov. 20, 2025.