

TEACHING GEOGRAPHY AND THE DEVELOPMENT OF GEOGRAPHIC REASONING OF STUDENTS WITH INTELLECTUAL DISABILITIES

LA ENSEÑANZA DE LA GEOGRAFÍA Y EL DESARROLLO DEL RAZONAMIENTO GEOGRÁFICO DE ESTUDIANTES CON DISCAPACIDAD INTELECTUAL

O ENSINO DE GEOGRAFIA E O DESENVOLVIMENTO DO RACIOCÍNIO GEOGRÁFICO DE ALUNOS COM DEFICIÊNCIA INTELECTUAL

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Abstract

This article presents the result of a systematic literature review, whose objective was to analyze the research that addresses discussions about the teaching and learning of Geography, in addition to the development of Geographical Reasoning for students with intellectual disabilities. To carry out the investigation, we adopted the review of articles and dissertations with a qualitative approach, published from 2008 to 2021, available in the Brazilian Digital Library of Theses and Dissertations (BDTD), CAPES Periodicals Portal and Google Scholar. To locate the works, the following descriptors were used: "Geography Teaching", "Geographical Reasoning", "Intellectual Disability" and "Inclusion". With the application of relevance tests, the data were analyzed from an approach inspired by Laurence Bardin's content analysis (2016). Thus, it was concluded that the discussions on the thematic cut, in general, signal a latent demand for studies in this area, as well as proposals for educational practices that enable the inclusion of students with intellectual disabilities in the teaching of Geography and, consequently, in the development of Geographical Reasoning.

Keywords: Geography teaching; Geographical reasoning; Intellectual disability; Inclusion.

Resumen

Este artículo presenta el resultado de una revisión sistemática de la literatura, cuyo objetivo fue analizar las investigaciones que abordan discusiones sobre la enseñanza y el aprendizaje de la Geografía, además del desarrollo del Razonamiento Geográfico para estudiantes con discapacidad intelectual. Para llevar a cabo la investigación, adoptamos una revisión de artículos y disertaciones con enfoque cualitativo, publicados entre 2008 y 2021, disponibles

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en la Biblioteca Digital Brasileña de Tesis y Disertaciones (BDTD), Portal de Periódicos CAPES y Google Scholar. Para ubicar los trabajos se utilizaron los siguientes descriptores: “Enseñanza de la Geografía”, “Razonamiento Geográfico”, “Discapacidad Intelectual” “Inclusión”. Con la aplicación de pruebas de relevancia, los datos fueron analizados utilizando un enfoque inspirado en el análisis de contenido de Laurence Bardin (2016). Así, se concluyó que las discusiones sobre el enfoque temático, en general, indican una demanda latente por estudios en esta área, así como propuestas de prácticas educativas que permitan la inclusión de estudiantes con discapacidad intelectual en la enseñanza de la Geografía y consecuentemente en la el desarrollo del Razonamiento Geográfico.

Palabras clave: Enseñanza de la Geografía; Razonamiento geográfico; Discapacidad intelectual; Inclusión.

Resumo

O presente artigo apresenta o resultado de uma revisão sistemática de literatura, cujo objetivo foi analisar as pesquisas que abordam discussões sobre o ensino e a aprendizagem de Geografia, além do desenvolvimento do Raciocínio Geográfico para estudantes com deficiência intelectual. Para a realização da investigação, adotamos a revisão de artigos e dissertações de abordagem qualitativa, publicados no período de 2008 a 2021, disponíveis na Biblioteca Digital Brasileira de Teses e Dissertações (BDTD), Portal de Periódicos da CAPES e no Google Acadêmico. Para localização dos trabalhos, foram utilizados os seguintes descritores: “Ensino de Geografia”, “Raciocínio Geográfico”, “Deficiência Intelectual” e “Inclusão”. Com a aplicação de testes de relevância, os dados foram analisados a partir de uma abordagem inspirada na análise de conteúdo de Laurence Bardin (2016). Desse modo, concluiu-se que as discussões sobre o recorte temático, de modo geral, sinalizam uma demanda latente de estudos nessa área, bem como de propostas de práticas educativas que possibilitem a inclusão de alunos com deficiência intelectual no ensino de Geografia e, consequentemente, no desenvolvimento do Raciocínio Geográfico.

Palavras-chave: Ensino de Geografia; Raciocínio Geográfico; Deficiência Intelectual; Inclusão.

Introduction

One of the biggest concerns and challenges in the current context of Geography teaching is to provide Inclusive Education to students with intellectual disabilities, because, from teacher training to even the practice of teaching in the classroom, the challenges encountered are to work directly with the students' citizen formation. Geography is understood, first of all, as a special way of thinking, because, according to Straforini (2018, p.175),

[...] we argue that this school discipline has an important role in the formation of the critical reflective citizen by enabling students to understand the spatiality of phenomena, so that they can operate geographical knowledge in their daily lives and produce insurgent spatial practices.

It is thus essential for inclusive education. When dialoguing about inclusive education, it is essential to make a brief historical rescue of the challenges, achievements and studies in this field in Brazil. Inclusive Education is based on principles of equity, the right to human dignity, regardless of the type of disability or specificities that the student presents.

The movement for inclusive education began to become powerful in recent decades, with some internationally recognized documents, such as the Universal Declaration of Human Rights (UN, 1948) and the Salamanca Declaration of 1994. The Salamanca Declaration states that "Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic and other conditions" (BRASIL, 1994, p.3).

In Brazil, the care of people with disabilities began in the Empire era with the creation of two institutions: the Imperial Institute of Blind Boys in 1854, now the Benjamin Constant Institute (IBC), and the Institute of Deaf Mutes in 1857, now the National Institute for the Education of the Deaf (INES), both in Rio de Janeiro. At the beginning of the 20th century, more precisely in 1926, the Pestalozzi Institute was founded, an institution specialized in the care of people with mental disabilities; in 1954, the first Association of Parents and Friends of the Exceptional (APAE) was founded.

In 1961, educational care for people with disabilities was based on the provisions of the Law of Guidelines and Bases of National Education, Law No. 4,024/1961, which mentions the right of "exceptional" people to education, preferably within the regular education system (BRASIL, 1961).

Law No. 5,692/1971, which amends the LDBEN of 1961, by defining "special treatment" for students with "physical, mental disabilities, those who are considerably behind the regular age of enrollment and the gifted", does not promote the organization of an education system capable of meeting special educational needs and ended up reinforcing the transfer of these students to special classes and schools (BRASIL, 1971).

In 1973, the National Center for Special Education (CENESP) was created in the Ministry of Education and Culture (MEC), responsible for conducting special education in Brazil, which, under the integrationist support, promoted educational

actions aimed at people with disabilities and people with giftedness, actions still configured by welfare campaigns and isolated actions of the State. During this period, a public policy for access to education was not yet in place; the concept of "special policies" to address the issue of education of students with disabilities remained, and despite access to regular education, specialized care that considers the particularities and singularities of learning of these subjects was not organized.

In Brazil, the Federal Constitution of 1988 brings as one of its fundamentals objectives "to promote the good of all, without prejudice to origin, race, sex, color, age and any other forms of discrimination" (BRASIL, 1988, art. 3, item IV). Article 205 defines education as a right of all, ensuring the full development of the person, the exercise of citizenship and qualification for work. Article 206, item I, establishes "equal conditions of access and permanence in school" (BRASIL, 1988, art. 206, item I), as one of the principles for teaching, and guarantees as a duty of the State the provision of specialized educational care, preferably in the regular education network (BRASIL, 1988, art. 208).

In 1994, the National Special Education Policy was published, which guides the process of "instructional integration", which provides access to common classes of regular education to those who "[...] are able to follow and develop the curricular activities programmed in common education, at the same pace as the so-called normal students" (BRASIL, 1994). As well as the Law of Guidelines and Bases of National Education (Law No. 9,394), presents the right of "exceptional" to education preferably within the regular education system (BRASIL, 1996, art. 59).

The National Education Plan (PNE), Law No. 10,172/2001, emphasizes that "the great advance that the decade of education should produce would be the construction of an inclusive school that guarantees the attendance to human diversity" (BRASIL, 2001). By establishing objectives and goals for education systems to benefit the meeting of students' special educational needs, it points to a deficit regarding the provision of enrollments for students with disabilities in regular education classes, teacher training, physical accessibility and specialized educational care.

However, the realization of the right to education for students with disabilities, including intellectual disabilities, in regular schools only occurred, in fact, from the National Special Education Policy (PNEE), in 2008. In this perspective, the Ministry of Education/Secretariat of Special Education presents the National Policy of Special Education in the Perspective of Inclusive Education, which follows the advances of knowledge and social struggles, with a view to constituting public policies that promote quality education for all students.

The National Policy for Special Education in the Perspective of Inclusive Education aims to ensure the school inclusion of students with disabilities, global development disorders and high abilities / giftedness, guiding education systems to ensure: access to regular education, with participation, learning and continuity at higher levels of education; transversality of the special education modality from early childhood education to higher education; provision of specialized educational care; training of teachers for specialized educational care and other education professionals for inclusion; family and community participation; architectural accessibility, in transport, furniture, communications and information; and intersectoral articulation in the implementation of public policies (BRASIL, 2008).

It should be noted that the target audience of special education was mentioned in Law No. 12,796 of 2013, which proposes "as a preferential alternative, the expansion of care for students with disabilities, global development disorders and high skills or giftedness in the regular public education network itself [...]" (BRASIL, 2013, p. 3). Among the individuals named in the legal provisions as people with disabilities, there is the subject with intellectual disability (ID), the focus of this study.

The Brazilian Inclusion Law (LBI), also called the Statute of Persons with Disabilities (Law No. 13,146), mentioned the autonomy and capacity of these citizens to exercise acts of civil life on equal terms with other people (BRASIL, 2015). These declarations, laws and political plans for educational inclusion have brought visibility and dignity to those who previously lived segregated in philanthropic institutions or special classes.

In 2020, the National Special Education Policy (PNEE, Decree No. 10.502) was expanded by the Federal Government, "bringing an equitable perspective throughout life. It guarantees families and the special education public the right to

choose in which educational institution to study, in inclusive common schools, special schools, or bilingual schools for the deaf" (BRASIL, 2020). For civil society organizations working for the inclusion of diversities,

[...] the policy represents a great risk of regression in the inclusion of children and young people with disabilities and that this initiative will replace the National Policy for Special Education in the Inclusive Perspective by stimulating enrollment in special schools, where students with disabilities are segregated (BRASIL, 2020).

The article "Geography and Inclusive Education" by da Silva, published in the journal *Geography Education in Focus* in 2020, addresses the relationship between the discipline of Geography and the promotion of inclusive education.

The author discusses the importance of an inclusive approach in geography education that considers the needs and characteristics of students with disabilities. He emphasizes that Geography, as a discipline, has the potential to promote inclusion by allowing the understanding of space, social relations and cultural diversity.

Da Silva (2020) argues that inclusive geography education must go beyond simply adapting materials and methodologies, emphasizing the importance of creating a welcoming school environment, promoting the active participation of all students and recognizing their singularities.

The author also discusses the relevance of using accessible pedagogical resources, such as tactile maps, models and assistive technologies, to ensure the participation and engagement of all students in geographic learning.

Finally, the article emphasizes the importance of the teacher's role in promoting inclusive education in Geography, highlighting the need for continuing education, sensitivity to the demands of students and constant search for inclusive pedagogical practices.

In summary, the article by da Silva (2020) discusses the relationship between Geography and inclusive education, highlighting the importance of an inclusive approach in the discipline and the need to adapt pedagogical resources and pedagogical practices to meet the needs of students with disabilities. The text emphasizes the role of the teacher in promoting an inclusive school environment and highlights the importance of continuing education to achieve inclusive geography education.

The reflections focused on the provision of inclusive education in Brazil reinforce the importance of the Geography teacher in presenting a differentiated look to serve students with intellectual disabilities. According to Valentine, Gomes and Bisol (2016, p. 125), "An important characteristic of this condition is the impossibility of translating, in a single definition, the different potentialities and difficulties presented by subjects with intellectual disabilities". This heterogeneity is due, among other issues, to the diversity of etiological factors, behavioral characteristics and unique educational needs.

According to Prieto (2005), it is necessary that educators overcome the idea that, for the student with intellectual disabilities, the common class in regular education is only a space for socialization. There is a misconception that some students are in school to learn and others only to socialize. This type of insertion of students in regular education only masks the permanence of the student in schools in which there are no plans and actions that explore their capabilities and thus disregard their cognitive and social development process. The student with intellectual disabilities, when schooled in regular school, has possibilities to make several advances, however such advances become possible according to the level of intervention offered.

In the context of school Geography, we seek a teaching and learning in which students are encouraged to understand the spaces and the relationships that form them, based on practices that encourage them to perceive themselves as transforming agents of the environment. For this, it is essential to confront scientific knowledge with everyday life, aiming at a meaningful learning from which it is possible to reflect critically on the production, organization and spatial transformation. However, according to Silva and Pinho (2019), the teaching of Geography, in reality, is based on a sum of geographical data, based on descriptive practices of phenomena and distant from reality. Luz Neto and Silva (2019, p. 319) state:

The geographical space is constituted inseparably by constant interactions of physical-natural and social components, which are presented in the form of landscape in the eyes of the subjects. Therefore, the teaching of Geography in Basic Education can enhance the interpretation of these spatial phenomena through the development of the geographical reasoning of students, among them, the intellectually disabled.

Thus, in the face of everyday school life in the teaching of Geography, combined with theoretical reflections, we began to realize the need to develop and stimulate geographic reasoning as a possibility to promote transformations of these subjects to interpret and act in their spatial practices.

Geographical reasoning plays an important role in the teaching and learning process of school geographical knowledge, after all, it serves as a presupposition for the affirmation of a culture, a way of thinking and ways of acting and reflecting in and with the geographical space, a specific and exclusive way of geographical science. Its recognition also contributes to the teaching of spatial representations as a form of expression and communication of the various knowledge and knowledge produced from the work of the teacher in the classroom.

Araújo and Reis Júnior (2019) suggest the use of technological resources, fieldwork, case studies, debates and interdisciplinary projects as ways to engage students and stimulate their active participation in the construction of geographical knowledge. The authors defend the need to rethink the teaching of Geography for the third millennium, considering the transformations of the contemporary world, "concerning Geography, especially its dualism with regard to the object of study that defines it and also the relational dynamics, in the geographical space, involving human beings and nature" (ARAÚJO; REIS JÚNIOR, 2019, p. 13).

As well as thinking about teaching and learning processes, according to Cavalcanti (2002), the development of geographic reasoning is also a process that implies intellectual and cognitive movements, and it is the role of the teacher to provoke situations, trigger processes and use intellectual mechanisms required by learning, understanding that the attribution of meanings and the understanding of the various subjects addressed will be given from references, often provided by this professional. That said, geographic reasoning is a cognition developed in the teaching of Geography oriented in the fundamentals of Geography (SILVA; ASCENÇÃO; VALADÃO, 2018). According to the authors, the use of this category has grown as being peculiar to the teaching developed in Geography classes, which serve as a cognitive instrument so that students can interpret and act in spatial practices in a critical-reflective way. The authors argue that the teaching of Geography should go

beyond the simple understanding of geographical space and spatial thinking, in order to seek to develop broader skills of geographical reasoning. They propose that the teaching of the subject should consider other aspects, such as understanding the social, political, economic and cultural relationships that shape geographical space.

The authors discuss the importance of stimulating students' critical and analytical thinking, to enable them to understand the complex interactions between geographical elements and to reflect on the different perspectives and problems surrounding space. The proposal is to integrate different languages and approaches to enrich the understanding of geographical processes and promote a more comprehensive view of geographical space.

Still in this perspective, Duarte (2016) points out that the understanding and development of spatial thinking give geographic education a solid and coherent foundation to guide the structuring of the discipline's own methodological theory in basic education, as well as assist in the selection of content, curricular organization and elaboration of teaching and learning activities/methodologies. Therefore, spatial thinking presents itself as a skill and also a form of organization of thought that can assist in the didactics of the teacher in the classroom, as it ends up becoming an essential component for the discipline of Geography, since basic education presents us with several teaching and learning challenges in the field of Geography and School Cartography, as shown by Duarte (2016). The author describes different classroom situations in Geography Teaching; among them, the reduced use of the map as a didactic resource is present, which results in the reduced number of questions involving interpretation and ultimately affects the students' ability to understand representations in the field of cartographic language.

In addition, it is necessary to consider geographical knowledge and the formation of spatial thinking for students with intellectual disabilities, since both geographical knowledge and spatial thinking have been assuming centrality in research, in defenses around this school discipline and also in its presence as a textual surface in some curricula, such as the National Common Curricular Base (BNCC), which also acts with this concept when presenting a framework of the principles of geographical reasoning (BRASIL, 2017).

In a recent work, Straforini (2018) defends the construction of notions related to the elaboration of a spatial thinking equipped with concepts and methodologies associated with geographical knowledge, which incorporates our discussion about geographical reasoning and, with regard to the BNCC, how it intends to promote reasoning based on active methodologies based on Problem-Based Learning (PBL). According to the BNCC, "to read the world in which one lives based on learning in Geography, students need to be stimulated to think spatially, developing geographical reasoning" (BRASIL, 2017, p. 357).

In view of this, the teaching of Geography in Basic Education can enhance the interpretation of these spatial phenomena through the development of the geographical reasoning of students, among them, the intellectually disabled.

The reflections focused on the provision of inclusive education in Brazil reinforce the importance of the Geography teacher in presenting a differentiated look for the care of students with intellectual disabilities.

In this perspective, we must make some considerations about the teaching of Geography. The text presented here in the form of a systematic literature review explores the dissertations and articles published between the years 2008 and 2021 that address the theme of Geography teaching, Geographical reasoning and intellectual disability. According to Cavalcanti (2019, p. 15), "We, geographers, educators, researchers, have to defend Geography as a discipline of fundamental importance in the formation of people, in the formation of citizens". Thus, the theme is interesting, since it is a study centered on the need for inclusion of people with disabilities from the perspective of a social model of human rights and potentialities.

According to publication in the Ibero-American Journal, "The contemporary movement in favor of an inclusive society presupposes the reordering of social and educational paradigms for minority groups, which include people with disabilities" (MARTINS; GIROTO; POKER 2015, p. 577). Given this premise, this article aims to delve into the issues of inclusion of students with intellectual disabilities in the teaching of geography in basic education with the intention of answering a question: How is the

teaching and learning of Geography, in addition to the development of geographical reasoning for students with intellectual disabilities, addressed in research between 2008 and 2021? To answer this question, we present as an objective to analyze the research that addresses discussions about the teaching and learning of Geography and geographic reasoning for students with intellectual disabilities. To carry out the investigation, we adopted as a procedure the review of articles and dissertations published from 2008 to 2021, available in the Brazilian Digital Library of Theses and Dissertations (BDTD), in the CAPES Periodicals Portal and in Google Scholar.

In this sense, it is necessary to reinforce the social and identity importance of Geography for students with intellectual disabilities. It is believed that this can be done when the teacher mobilizes geographical knowledge for the development of these students, combining didactic-pedagogical strategies both from the student's reality and from the type of difficulty presented.

The current research is justified as the importance of discussions that encompass the understanding of geographical space grows, in addition to the need for a better connection of the principles of geographical reasoning (analogy, connection, differentiation, distribution, extension, localization and order) (BRASIL, 2018, p. 358) with geographical categories (landscape, territory, region, place and nature) (CASTELLAR; DE PAULA, 2020, p. 309).

We hope that this article contributes to research in this area of study and thus arouses interest in the proposed theme and can provide reflections on the teaching and learning of Geography, in addition to the development of geographical reasoning for students with intellectual disabilities.

2 Methodological Pathway

Subsequently, in the definition of the research field, it was decided to carry out a systematic literature review on the chosen theme, to better delimit and define the research object. According to Galvão and Ricarte (2020, p. 57), the systematic literature review:

It is a type of research that follows specific protocols and seeks to understand and give some logic to a large documentary corpus, especially by verifying what works and what does not work in a given context. It focuses on its reproducibility by other researchers, explicitly presenting the bibliographic databases that were consulted, the search strategies employed in each database, the process of selecting scientific articles, the criteria for inclusion and exclusion of articles and the process of analyzing each article. It also explains the limitations of each article analyzed, as well as the limitations of the review itself.

The present article is structured in a systematic literature review, presenting procedures in meta-analysis, which is superior to traditional forms of literature review for estimating more accurately the effects of treatments, adjusting them for experimental heterogeneity. However, meta-analysis requires the effects in the systematization and analysis of research results assumed under the focus of qualitative research, retrieving information of its evolution and basic methodologies for its realization.

Supported by Galvão and Ricarte (2020), who state that "The systematic review is a research modality that follows specific protocols and seeks to give some logic to a large documentary corpus", before starting the searches, we elaborated a research protocol (Figure 1) in which the objective was defined, the databases to be used, the selection criteria of the research, such as inclusion and exclusion, the search procedures, the forms of organization and presentation of the results, in addition to the forms of treatment and discussions of the data achieved.

In order to carry out a careful analysis and achieve the objective of this research, we used content analysis based on Laurence Bardin (2016, p. 37) as support:

Content analysis is a set of techniques for analyzing communications. It is not one tool, but a range of tools or, more strictly speaking, a single tool, but marked by a wide variety of forms and adaptable to a very wide field of application: communications.

Following the detailed procedures for the systematic literature review, searches were carried out on platforms such as Google Scholar, Digital Bases of Theses and Dissertations (BDTD), CAPES journals, Brazilian Journal of Special Education and, finally, Scielo; due to the specificity of the theme, we always chose to

do an "advanced search", in order to locate theses, dissertations and articles referring to the descriptors, which were "geography teaching", "geographic reasoning", "intellectual disability" and "inclusion". These descriptors were interspersed with boolean And: "intellectual disability" And "geography teaching" and "geographic reasoning" and "inclusion". The combination of descriptors aimed to track as many studies as possible on the subject.

Figure 1 - Protocol for Systematic Literature Review.



Source: Organized by the author based on Sampaio and Mancini (2007).

However, given the scarcity of scientific papers and research related to the topic, we chose to choose the first three databases, so that we could give greater credibility and scientificity to our research. The search was carried out between the years 2008 and 2021. This time delimitation took into account the possible impacts that the National Policy for Special Education in the Perspective of Inclusive Education (BRASIL, 2008) may have brought to this discussion. And the final period, 2021, was considered to enable the observation of what were the advances or setbacks brought by the policy.

The content analysis proposed by Bardin (2016) was used, consisting of three stages: pre-analysis, material exploration and treatment of results.

In the pre-analysis, according to Bardin (2016, p. 126-127), the researcher will "[...] establish contact with the documents to be analyzed and get to know the text by letting himself be invaded by impressions and orientations [...]". In the process of constituting the corpus of analysis, we were careful to respect the principles of "completeness, representativeness, homogeneity and relevance" defined by Bardin (2016, p. 126-127).

The organization of the data of the nine selected productions took place through a preliminary synthesis carried out through the Mendeley software program and Excel, containing the theme, author's name, year of publication and/or defense, higher education institution linked to the research, methodological approach, research objective, theoretical approach, empirical field of investigation, research subjects, main results and conclusions of academic productions (dissertations and articles) on intellectual disability, geography teaching, geographic reasoning and inclusion; of the eleven works, three dissertations and eight articles identified in the initial search, nine were selected, because two productions did not meet the inclusion criteria proposed in this study because they did not focus on the theme with intellectual disability, geography teaching, geographic reasoning and inclusion. With this, there was the final quantitative of nine academic productions in three different search bases, consistent with the criteria outlined, whose analysis will be presented below.

Results and Discussion

- The teaching and learning processes of Geography and the Development of Geographical Reasoning for students with intellectual disabilities

In the discussion about what has already been researched on the teaching of Geography for students with intellectual disabilities, it is essential to briefly present the concepts and practical approaches that the main authors of this theme point out. The existing literature articulated on this topic is not very broad. According to Cavalcanti (2010), teaching Geography is teaching a way of thinking geographic, a geographical look, a geographical reasoning, historically structured by a set of categories, concepts and theories about space and about the relationship of society with space.

In the teaching and learning process, the teacher has a fundamental role and should not simply be a transmitter of knowledge, but rather a stimulator/mediator of knowledge and, at the same time, a researcher contributing to the development of education. According to Melo and Sampaio (2007, p. 128):

[...] the Geography teacher in the classroom has the function of empowering his students, using all the various forms of expressions to reach them. It is necessary to understand how these students think and feel about school and the space in which they live.

An inclusive school should be understood and discussed in a broad sense, since it is a reality that needs to be embraced. Thus, the teacher must work together with the entire school community, because, in order for there to be an inclusive education, the active participation of all is necessary, so that there is an effectiveness of this practice. In this context, Melo and Sampaio (2007, p. 128) emphasize the importance of the Geography teacher and state:

Ensuring a Geography class accessible to all in order to build an inclusive school together with other teaching colleagues means creating conditions for the participation of all members of the school community, whether they are deaf or fat, blind or short, black or white, mentally handicapped or very tall, paraplegic or hyperactive, gifted or barefoot, very rich or anorexic.

As the inclusive movement is disseminated throughout the world, the conceptualizations are adapting and being incorporated into the new discourses, in

a conception of valuing human beings (SCHWARTZMAN; LEDERMAN, 2017). For Bastos and Deslandes (2005, p. 390):

[...] the designation of people with intellectual disabilities is polysemic, and some works name them as mental retardation, others as people with special needs, some as people with mental disabilities or simply people with mental disabilities.

Intellectual Disability (ID) is the type of disability that interferes with a person's intellect, rather than the mind as a whole. In addition, we warn that the term Mental Disability (MD) risks being confused or inferred as synonymous with mental illness. This relates to emotional disturbances, psychoses and disorders, and MD refers to decreased intellectual performance.

According to Pletsch and Oliveira (2013, p. 62), the term "Intellectual Disability" is considered "recent in the literature and was disseminated during the International Conference on Intellectual Disability, held in Canada, an event that originated the Montreal International Declaration on Inclusion". In addition, the term mentioned has been used by the International Association for the Scientific Study of Intellectual Disabilities (IASSID) and the American Association on Intellectual and Developmental Mental Disabilities (AADID), "an entity that has historically influenced the classifications adopted by the World Health Association and the American Psychological Association (APA)" (PLETSCH, OLIVEIRA, 2013, p. 62), which presents:

The terms Mental Disability and Intellectual Disability are widespread in the literature and are employed by different authors, according to their conceptions. For ethical reasons, when making references to these conceptions, we will keep the record of the conceptualization adopted by the authors cited (AADID, 2010).

Some cases of intellectual disability result in significant restrictions on intellectual functioning and social and practical skills of daily life, however such differences do not minimize the rights or the possibilities of learning from the other, because disability should not be seen as the identity of the subject, but rather as a particularity that he has (AAIDD, 2010).

Therefore, Intellectual disability is revealed as the reduced capacity in some skills. Diniz (2007, p. 8) shows that the "conception of disability as a variation of the normal of the human species was a discursive creation of the eighteenth century, and since then, to be disabled is to experience a body out of shape"; and this body is always being compared with the one considered normal. Respecting this range of subjects, guaranteeing all the conditions that allow them to potentiate and develop the abilities that have not been affected by the disability, is fundamental for the construction of a more equitable society.

Students with intellectual disabilities, when enrolled in regular schools, can represent a great challenge for the school community, as they require changes in curriculum, methodology, among others. However, such changes also benefit the teaching and learning process of all subjects.

3.2 Discussion on the teaching and learning of Geography, in addition to the development of Geographical Reasoning for students with intellectual disabilities, published in the BDTD database.

According to Ferreira (2002, p. 268), abstracts "inform the reader quickly, succinctly and objectively about the work from which they originate". In these circumstances, the preliminary reading of the abstracts was carried out with the intention of identifying the propositions of the academic productions and their similarity with the theme. These are empirical and bibliographic research on Inclusive Education, Geography Teaching, Intellectual Disability, Practical activities and Geography teachers. Through the bibliographic survey, we can infer that the number of publications on studies related to this theme in the inclusive perspective has remained linear in recent years, which signals the interest of researchers in this area.

We emphasize, therefore, the importance of clarifying, anchored in Ferreira (2002), that it is considered indispensable to read the anteposed works in full, since the abstracts found in the catalogs are generally not well produced, cut and cut for various reasons. Also, according to Ferreira (2002, p. 265-266):

[...] there is always the feeling that reading only the abstracts does not give you the idea of the whole, the idea of what the research is 'really' about. There is also the idea that [...] may be doing a careless reading of the abstract, which will mean a misclassification of the work in a particular grouping, especially when it comes to framing it in terms of methodology, theory or even theme.

Thus, when proceeding to the analysis stage, we consider it necessary to read the researches chosen for the composition of the state of knowledge. However, before understanding how we structured these analyzes, we present Table 1, with a time scale of the number of articles and dissertations related to our theme.

Table 1 - Disposition of works alluding to the teaching and learning of Geography for students with intellectual disabilities (ID) - BDTD, CAPES journals and Google Scholar.

| Year | Articles | Dissertations | Total |
|--------------|-----------|---------------|-----------|
| 2021 | 00 | 01 | 01 |
| 2020 | 01 | 00 | 01 |
| 2019 | 01 | 01 | 02 |
| 2018 | 01 | 01 | 02 |
| 2017 | 01 | 00 | 01 |
| 2016 | 00 | 00 | 00 |
| 2015 | 01 | 00 | 01 |
| 2014 | 00 | 00 | 00 |
| 2013 | 00 | 00 | 00 |
| 2012 | 00 | 00 | 00 |
| 2011 | 00 | 00 | 00 |
| 2010 | 00 | 00 | 00 |
| 2009 | 00 | 00 | 00 |
| 2008 | 00 | 00 | 00 |
| Total | 05 | 03 | 08 |

Source: prepared by the author (2021).

The analysis of the productions that make up the corpus of this subsection of study was based on 09 (nine) texts. Of this total, 03 (three) are presented in the form of dissertations, and 06 (six), as articles as systematized in chart 1 and 2. It was necessary to produce two tables so that dissertations and articles were presented separately.

The aforementioned dissertations are produced in different locations in Brazil: Londrina, Brasília and Dourados, in the years 2018, 2019 and 2021, respectively (Chart 1).

Chart 1 - BDTD dissertation database.

| Title | Autor(s) | Year | Institution | Keywords |
|--|--------------------------------------|------|--|--|
| Perceptions and practices of primary school teachers about teaching geography to students with Down syndrome: a case study | FREITAS, Juliana Santiago de | 2018 | State University of Londrina- UEL | Geography, Study and teaching, Down syndrome, Inclusive education. |
| Possibilities and challenges for teaching geography in practical activities of school gardens: experiences with elementary school students, final grades, diagnosed with intellectual disabilities | SILVA, Juanice Pereira Santos | 2019 | University of Brasilia - UNB | Intellectual Disability, Geography Teaching, Practical Activities, School Garden, Inclusion. |
| The path of inclusion of students with intellectual disabilities in regular education and the saying of geography teachers of basic education in Dourados-MS: discourse and practice | DIAS, Dayane Caroline Gomes da Silva | 2021 | Federal University of Grande Dourados - UFGD | Municipal Schools of Dourados-MS, Inclusive Policies, Students with Intellectual Disabilities, Geography and Inclusion Teachers. |

Source: prepared by the author (2021).

When analyzing the titles of the papers, it was possible to verify that all of them bring the descriptors Geography Teaching and intellectual disability or Down syndrome; descriptors that I also used in the search process, with the exception of Down syndrome, because it is not the focus of this research. The term inclusion is explicit only in the third dissertation.

Continuing the analysis, I made a survey of the Research Institutions, the year and the State in which the defenses of the works were carried out. The focus of this action was to contextualize the studies considering the period and the location of the institutions. In Table 1, we present the data collected in which it is possible to observe that there is a predominance of research carried out in institutions located in the central-western and southern regions of Brazil, in the period from 2018 to 2021.

The first dissertation is entitled "Perceptions and practices of primary school teachers about teaching geography to students with Down syndrome: a case study", and although the focus of this article is not the study with a student who has Down syndrome, we did not exclude this research, as it is related to the teaching of Geography and inclusion. The present research aimed to investigate how the process of inclusion of students with Down syndrome (DS) in the teaching of Geography in the Final Years of Elementary and Secondary Education has taken place, based on the characterization of the perceptions and practices of Geography teachers who have

students with DS in their classrooms. Therefore, we sought to characterize the perceptions of these teachers about the process of inclusion of students with DS.

As well as in the teaching of Geography for students with intellectual disabilities, it was found that there are few literatures that have as their theme the inclusion of students with DS in the teaching of Geography, considering the existing inclusive policies. Already in the theoretical survey, we realize that the author addresses about Intellectual Disability (ID) and DS from a dialogue with the historical-social conception, in which it seeks to enhance the potentialities that the individual presents in the learning process to the detriment of its pathological characteristics. There was also a lack of guidance on the inclusive process, both in initial training and in continuing training. It was also found that, despite not understanding the concept and the process of inclusion, some results were positive with regard to curriculum adaptation, evaluation and willingness to face the process. However, other results were negative regarding the investigated process, which increasingly demonstrates the need for adequate guidance and training for the effectiveness of the inclusion process.

It can be seen in chart 1 that Silva (2019) researches and investigates the possibilities and challenges in the process of teaching and learning Geography in practical activities of school garden to students with intellectual disabilities of the 6th and 9th year of inclusive regular education in the Center for Elementary Education 03 of Gama-DF. Also, according to the author, the interest in the theme arose from the situations experienced when following the difficulties of Geography teachers in teaching and preparing classes with pedagogical practices that favor the student with intellectual disabilities to understand the geographical contents. This study, with a qualitative approach, aimed to analyze the use of practical activities in the garden as a didactic-pedagogical resource applied by the Geography teacher in the teaching and learning process of intellectually disabled students. However, it is necessary to reflect on how the skills and competencies of the themes worked in the classroom are developed and to guide this research as a resource and means of encouragement for the construction of scientific knowledge, in the teaching and learning process for

students with intellectual disabilities. The results of the research presented here found that students achieved different extracurricular learning experiences in practical activities in the school garden, interacted with geographical concepts in other disciplines and achieved improvement in interpersonal relationships.

The analysis of the third dissertation presented in Table 2 deals with the right to education for students with intellectual disabilities in regular schools. Like the other two dissertations already analyzed, this one is also qualitative. The main objective of the research is to understand the whole contextualization of inclusion policies and how they have guaranteed the education of students with ID in a regular classroom. From this assumption, it seeks to give voice to geography teachers, to understand their thinking about teaching and learning before the student with ID.

Evidently, the importance of the research lies in understanding the words of these teachers who develop teaching practice in the context of classrooms with students with ID.

Although the BDTD is an established database in the Brazilian educational scenario, we share the ideas of Romanowski and Ens (2006), when defending the position that we should not stop at a single source of data, in the search for a certain knowledge. Thus, we consider it pertinent to scrutinize other domains, especially Google Scholar, which will be represented in Table 2 by GA, and Capes Periodicals, represented by PC.

Table 2 - Articles from Google Scholar and CAPES journals

| Database | Year of publication | Title | Author |
|----------|---------------------|---|--|
| GA | 2019 | The geographic reasoning of students with intellectual disabilities in a public school in gama-DF. | LUZ NETO, Daniel Rodrigues Silva; SILVA, Juanice Pereira Santos |
| GA | 2018 | Inclusive geography: a literature review. | SPADA, Sofia Bheatrice Gianeri |
| GA | 2018 | School inclusion and pedagogical strategies for curriculum adaptation: a systematic review. | GUIMARÃES, Jucimara |
| PC | 2020 | The pedagogical practice in specialized educational care for students with intellectual disabilities. | MANZOLI, Luci Pastor; BATISTA, Bruna Rafaela de; SANTOS, Caio Vinicius dos |

| | | | |
|----|------|---|---|
| PC | 2019 | Inclusive education and disability in secondary education: from the point of view of the other. | SOARES, Andrea; GIRARDI, Luiza Bento |
| PC | 2015 | Knowledge production on geography teaching for people with disabilities. | PASTORIZA, Taís Buch; ORLANDO, Rosimeire Maria; CAIADO, Kátia Regina Moreno |

Source: Prepared by the author (2021).

The first article, entitled "The geographical reasoning of students with intellectual disabilities in a Public School of Gama-DF", Luz Neto and Silva (2019) point out as the objective of a qualitative empirical research to analyze the geographical reasoning of four students from a public school in Gama, in the Federal District. In the field, the researchers used participant research actions through the realization of on-site activities. The results showed that students with intellectual disabilities can develop through geographic reasoning as they appropriate the concepts and logical principles of Geography correlated to didactic-pedagogical strategies. Among these, fieldwork was a differential in this research because it was found the mobilization of the geographical reasoning of the students surveyed by the interpretation and reflection on the citizen performance in their spatial practices.

As we continue the analysis in the second article of Table 2, which was published in 2018, it appears that Spada proposes to analyze the role of the University in the production of knowledge about inclusive teaching of Geography due to the emerging debate arising from current public policies; this argument is of great relevance, since, for the most part, universities do not offer disciplines for this debate to be held.

We can see that, in the following article, Guimarães (2018) had as a research proposal to identify which pedagogical strategies school spaces are using in the curricular adaptation of Special Education students. The data showed that many educational initiatives are being developed to make the school truly an inclusive teaching and learning space for all. When inclusion encourages the continuing education of teachers, it is ensuring the development and potential of each student. This realization is possible by joining the conviction that learning is possible for all students and that there are no limits when it is planned with pedagogical strategies adapted to each individual, according to their peculiarities.

In the fourth paper, the study aimed to describe the pedagogical practice of a special education teacher to develop the logical-mathematical thinking of students with intellectual disabilities in a specialized support room. Although the research is not related to the discipline of geography, we find it necessary to do the study, because it is a research on the potential of the student with ID. The results showed that the pedagogical practice of the teacher is focused on the teacher/student relationship, social interaction and stimulation of learning, aiming at the construction of knowledge to overcome difficulties.

In search of answers, the sixth article proposed the production of research on geography teaching for people with disabilities, focusing on the visual. The results of this analysis showed that the schooling of people with disabilities has been a growing theme in research in recent years, but that the focus of research is on teaching methodologies. There is also an indication for a possible diversification in the disabilities studied and in the Higher Education Institutions.

In the fifth article, the authors intended to analyze the ways in which relationships are established between different school actors in the context of inclusive education and, through the point of view of a student with visual impairment, to identify factors that acted as barriers or facilitators in her inclusion process in high school. In this article, the results show that inclusive education is built in a complex and dynamic way, through networks of interaction between different political, social and cultural elements. Attitudes, beliefs and values guided by prejudice and stereotypes, such as "ableism", can define the ways in which relationships are established at school and limit student development. On the other hand, the belief in the individual's capacity, collaborative work and interaction between different actors and institutions enable the construction of their autonomy and thus guarantee their right to and in social life and, consequently, inclusive education.

In a closer look at the articles presented in Table 2, we can make some notes. All report concern about public policies directed to students with disabilities, including intellectual disabilities, so that they are inserted and can develop their

potential in the most diverse disciplines. And, for this to happen, it is necessary that the debate on the inclusion of subjects with disabilities begins in higher education institutions, where professionals who will work with these actors are trained, and that these professionals can have a solid knowledge base to be trainers and not merely transmitters of knowledge.

The research also points out the demand for new studies in the field of Curriculum Adaptation that allow better practices to support school inclusion and the schooling process, in general, of this public. Regarding future studies, new reviews and empirical works grouped by disabilities involving different areas of study/knowledge are proposed. It is suggested that schools and teachers systematize and publish their practices, carried out with students with different disabilities, as a way of contributing to the educational process.

Final Considerations

This systematic literature review sought to analyze research that addresses discussions about the teaching and learning of Geography, in addition to the development of geographic reasoning for students with intellectual disabilities published in the Brazilian Digital Library of Theses and Dissertations (BDTD), Capes Periodicals and Google Scholar, from 2008 to 2021. I did not expect to find so much difficulty in locating research with the selected descriptors that I had defined a priori: "geography teaching", "geographic reasoning", "intellectual disability" and "inclusion".

The theme of teaching and learning Geography and the development of geographical reasoning for students with intellectual disabilities is recent in the educational literature. We found a copious number of studies related to students with ID. Because it is a recent and so scarce theme, the discussions produced in this regard are still limited, especially when it comes directly to the teaching and learning of Geography and, in particular, focusing on geographic reasoning for students with intellectual disabilities.

According to Cavalcanti (2012), the teaching of Geography concerned with geographical reasoning cannot be centered on practices based on memorization - which is also important - but on the construction of knowledge from the analysis of the students' reality through the teaching contents, as they function as a kind of tool that will mediate the student's relationship with reality.

The BNCC and researchers in the field of school geography state that geography as a school component in the schooling process has the function of training students through the development of geographical reasoning. This document brings some guidelines to be listed in the development of geographical reasoning, both with the logical principles and with the founding concepts of Geography.

The PNNE brings significant benefits by promoting educational inclusion and the integral development of students with special needs. However, it is essential to overcome structural challenges, improve teacher training and combat discriminatory attitudes to ensure quality inclusive education.

From the results found in this systematic literature review, we reiterate, among other things, that the teaching of Geography needs and seeks its renewal. Thus, it was concluded that the discussions on the thematic cut, in general, signal a latent demand for studies in this area, hence the need for new research, new studies that will consolidate and disseminate the relevance of this theme, as well as proposals for educational practices that enable the inclusion of students with intellectual disabilities in the teaching of Geography and the importance of geographical knowledge for the understanding of geographical space. In addressing these challenges, it is essential to emphasize the continued importance of the commitment to inclusion and the search for solutions that guarantee access, participation and educational success for all students, regardless of their characteristics and needs.

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