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TEACHER TRAINING FOR INCLUSIVE EDUCATION IN ELEMENTARY EDUCATION

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ABSTRACT

The aim of this study was to analyze teacher training for inclusive education in elementary school, investigating pedagogical practices, challenges faced, and the instruments that operationalize inclusion in the school environment. To this end, an observational approach was adopted through systematic classroom observations and document analysis, including internal guidelines and records that guide school practice. The results indicated that teacher training plays a decisive role in consolidating high-quality inclusive education, as there are gaps in both initial and continuing training, making it difficult to implement effective strategies to meet the needs of students with disabilities (PcDs). Insufficient adapted teaching resources, limited school infrastructure, and the absence of multidisciplinary teams offering technical support were also identified. In addition,