

## **ESPECIAL EDUCATION VERSUS INCLUSIVE EDUCATION**

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Ten articles that highlight the inclusive treatment of diversity are included in this issue. Particularly, four descriptive studies based on bibliographic reviews and six empirical investigations with rigorous and replicable study methodologies are given.

Through a case study Melo, Almeida and Perovano demonstrates the relevance of pedagogical practices based on specialized educational assistance, the exchange of knowledge through collaborative teaching work, and, consequently, of the entire community school to promote the learning and development of an adult student with severe physical disabilities.

This same line Nogueira and Santos assesses the degree to which specialized educational attention offered by the specialized educational service of the Federal District from Brasilia (Brazil) for gifted students, has an influence on the graduates academic and professional development.

The study by Alvaristo, Santinello, Mamcasz-Viginheski and Shimazaki underlines the importance of assistive technology in students with visual disabilities. Specifically, it analyses the impact of assistive technology for visual and pedagogical stimulation in activities that involve dynamic and static movements of a student with low vision.

Through the perception of the teachers involved and the documentary analysis, Ávila, Zanon and Furcin analyses the extent to which the individualized implementation

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of a set of alternative tools such as the Picture Exchange Communication System (PECS) has had an impact on the skills development of students with Autism Spectrum Disorders. Specifically, with regard to the development of academic, motor, and social skills, as well as abilities for daily life and leisure.

The study by Castañares-Ávila y Alonso-Panizo analyses the degree to which the practice of Adapted Physical Activity (APA) and inclusive sport are complementary for the real inclusion of all students. It accomplishes this by presenting and analysing the experience that the "Foundation A LA PAR" has built up over the course of more than twenty years in the inclusion of individuals with intellectual disabilities.

With the same approach, but located in the field of Higher Education, Muñoz-Ballesteros, Aranzazu-Borrero, Valencia-Restrepo, Morales and Unás-Camelo carried out a study whose objective is to investigate the academic practices experienced by two students with visual disabilities; as well as by his colleagues, monitors, professors and career directors, at a private university in the city of Cali (Colombia) which counts the recognition, empowerment, and appreciation of diversity among its institutional policy.

From a legal and regulatory point of view, Freitas, Benitez, Kumada and Rocha review the latest versions of the Diagnostic and Statistical Manual of Mental Disorders (DSM-4, DSM-4-TR and DSM-5) with the aim of analysing the Modifications implemented for clinical diagnosis and their implications in the education of people with Autism Spectrum Disorders (ASD).

Ratero, Mateus and Ferreira create a comparative analysis of the special education legislative and regulatory frameworks in Portugal and Spain. The study's specific goal is to draw attention to critical turning points that ensure high standards of education for all students and have influenced how diversity is treated inclusively in both nations.

In this order of ideas, but with a theoretical and conceptual approach, Freitas, Camargo and Monteiro emphasizes the need to reflect on the pedagogical knowledge necessary for teachers when teaching students with disabilities. To do this, it analyses the texts of Vygotsky and some of his contemporary commentators focused on development and disability.

To finalize, the article by Sánchez-Huete & Díaz-Pino addresses the significance of encouraging the teacher's own reflection on attention to diversity in the promotion of an inclusive school. Approaches and methods are suggested that make this possible, particularly those that are framed within a metacognitive training based on simulation.

In conclusion, the contributions made by this monographic highlight the importance of reflection, training, coordinated teaching efforts, and access to specialized resources for treating diversity in students with disabilities inclusively. A theoretical and legal framework that supports and ensures all of this is crucial, in addition to implementing initiatives that encourage the inclusion of all students.

We thank the colleagues of Brazilian and foreign universities who participated with us in the construction of this dossier and we wish - everyone - an excellent reading.