



**Research Article**

## **STUDENT SUPPORT CENTER - NAD: INCLUSIVE HIGHER EDUCATION AND DIFFERENTIATED ACTIONS AT CEUB**

**Norma D' Albuquerque Augusto<sup>1</sup> and Ana Regina Melo Salviano<sup>2</sup>**

<sup>1</sup>Brasília University Center- CEUB- Sector Manager - Brasília-DF

<sup>2</sup>Brasília University Center- CEUB- NAD Pedagogue - Brasília-DF

### **ARTICLE INFO**

#### **Article History:**

Received 4<sup>th</sup> April, 2021

Received in revised form 25<sup>th</sup> May, 2021

Accepted 18<sup>th</sup> May, 2021

Published online 28<sup>th</sup> July, 2021

#### **Key Words:**

Citizen education, people with disabilities and support for students.

### **ABSTRACT**

The Student Support Nucleus - NAD, linked to the Academic Board of CEUB and in the actions of the Community Extension and Integration Advisory of CEUB - Support Program for the Internal Community, meets the guidelines and proposals of the institution in favor of excellence in quality and support to students with special educational needs and people with disabilities, in teaching, research and extension and training, as a whole as a citizen who seeks to organize his own universe.

The convergence of the focus, goal, commitment, mission and vision of undergraduate courses with programs and projects that meet the institution's guidelines and proposals in favor of teaching quality, is CEUB's Higher Education policy.

*Copyright©2021 Norma D' Albuquerque Augusto and Ana Regina Melo Salviano. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.*

### **INTRODUCTION**

One of the actions that differentiates the NAD-CEUB from other support centers is exactly the reception, the moment in which the person can find comfort, without judgment while their difficulties, fears, depression, anxiety and discomfort persist.

All assistance is based on theory, an approach focused on the person, on their feelings, conflicts and perceptions, believing in man's potential and, consequently, the capacity to grow and give new meaning to his life.

This article aims to present some actions and reflections carried out by the sector based on respect, ethics, acceptance of students who present a diagnosis or a combination of diagnoses. Understanding all the difficulties, intimidation, bullying, judgments they went through to make the decision to seek help, is the least that a person deserves to have as reception in the support room, by the team.

NAD offers support, diversified services and assumes responsibilities with the Psycho Pedagogical Support, Specialized Educational Service, Proficiency projects, in addition to the courses it offers to the administrative technical staff, teachers and students. Thus, as an educational and preventive action, it is aimed at offering an emotional shelter for solving problems, for reflection and decision-making.

The prevention and mediation of conflicts of any kind can be one of the sector's offers. The NAD Team recognizes the student's need, opportunity for recovery, and protective encounters during their academic career.

Regarding the reception, the affection of the different disabled students received by the professional team, we can consider exemplary and qualified actions. We serve students with pervasive developmental disorders, provide general guidance to the institution's faculty, study the current legislation on the subject and optimize other projects included in the new structure of the NAD.

#### **Psycho-Pedagogical Support Center – Nadap**

According to the new organization, NADAP was structured taking into account their real needs in order to make it possible to serve students. We present below the characteristics and functions of the nucleus aiming at the quality of the work performed. Objectively, NADAP performs the following actions:

- serve students from the institution's undergraduate courses;
- Refer students to CENFOR – Vocational Training Center, who need and wish to have psychotherapeutic follow-up and for diagnostic and vocational assessment, if they so wish, for assistance;
- Elaborate and develop a proposal for psycho pedagogical guidance for students;

*\*Corresponding author: Norma D' Albuquerque Augusto*  
Brasília University Center- CEUB- Sector Manager - Brasília-DF

- support the coordinators and teachers of the students served;
- assist the parents and professionals of the multidisciplinary teams of the assisted students;
- respond to requests from teachers regarding the application of tests for students who are doing homework or those who will be given new opportunities for assessment;
- organize, map and monitor the assessments applied at the center, according to the specifics of the students, file and return them to each faculty of the institution.

In addition to these specificities, this center enables and coordinates the Proficiency Project, which is thus structured, taking into account the examination process in a foreign language (English and Spanish) and Libras, through the preparation and publication of notices, applies the assessments, forwards its results and prepares a final report, having as foundations and principles the following institutional structure.

### ***The Proficiency Examination Project and its characteristics***

Regarding the performance of the Proficiency Examination, some standards were established by the Rector of the Unified Teaching Center of Brasília, Dr. Getúlio Américo Moreira Lopes, who established the following Normative Act No. 01/2012, of March 21, 2012.

The Rector of the University Center of Brasília, in the use of his regimental attributions, in view of the provisions of Art. 8, caput and § 1, Art. 9 and Art. 10 of Resolution nº 01, of March 30, 2012. RESOLVES:

Art. In order to take advantage of studies in a foreign language, the student must formalize an application with the CEUB Relationship Center, attaching the supporting documentation.

Single paragraph. The analysis of documents for the use of studies mentioned in the main section of this article will be carried out every six months and will comply with the deadline established in the Academic Calendar.

Art. The following diplomas may be analyzed for credits in English language subjects:

1. First Certificate in English – FCE, provided by the University of Cambridge;
2. Michigan Certificate of Proficiency;
3. Test of English as a Foreign Language (TOEFL)

Art. They are subject to analysis for the granting of credits in subjects in Spanish language

1. The Higher Spanish Diploma.
2. The Spanish Language Studies diploma

Art. To obtain credits in a foreign language, they will undergo a proficiency exam recognized by the CEUB;

1. Students who do not hold certificates or diplomas who have linguistic competence in the area.

Art. To take the proficiency exam, the student must be regularly enrolled in the subject subject to credit in a foreign language and or in an equivalent subject, indicated by the General Secretariat of CEUB.

Article 6. The proficiency exam will consist of oral and written tests prepared, applied and evaluated by an examining board designated by the Student Support Center (NAD).

Single paragraph. The examining board for the oral exam will be composed of two professors.

Article 7. The use of studies in a foreign language will be the responsibility of the course coordinator, according to the general regulations of CEUB.

### ***Specialized educational service center – nadaee and its functions***

Higher Education has been undergoing transformations, constant and accelerated challenges so that it can effectively serve with quality, commitment and social responsibility all those who enter its various Undergraduate and Graduate courses, being one of the realities that all Higher Education Institutions – IES, experience in their academic environment.

The HEIs currently modify and increasingly expand the bases of knowledge, of its dissemination, taking into account the development of scientific knowledge without losing focus on the search for creation, the realization of social improvements and the adaptation to the training offered in its most diverse courses.

The Law of Guidelines and Bases of National Education (Law 9,394/96 of December 20, 1966), presents, highlights and emphasizes, in its Chapter IV, regarding Higher Education that:

Art. 43. Higher education aims to:

1. stimulate cultural creation and the development of the scientific spirit and reflective thinking;
2. train graduates in different areas of knowledge, able to enter professional sectors and participate in the development of Brazilian society, and collaborate in their continuing education;
3. to encourage the work of scientific research and investigation, aiming at the development of science and technology and the creation and dissemination of culture, and in this way to develop the understanding of man and the environment in which he lives;
4. promote the dissemination of cultural, scientific knowledge and knowledge through teaching, publications or other forms of communication;
5. to arouse the permanent desire for cultural and professional improvement and enable the corresponding implementation, integrating the knowledge that is being acquired in an intellectual structure that systematizes the knowledge of each generation;
6. to stimulate knowledge of the problems of the present world, in particular national and regional ones, provide specialized services to the community and establish a reciprocal relationship with it;
7. to promote the extension, open to the participation of the population, aiming at disseminating the achievements and benefits resulting from cultural creation and scientific and technological research generated in the institution.

Inclusive education, with acceptance and corroboration in higher education, is a fundamental right of every human person. This right is guaranteed by the Federal Constitution of 1988 establishing that education is a right of all and a duty of the state, in addition to providing this access in accordance with Article 205.

It is noticed, however, that nowadays, education is faces a great challenge, which is to guarantee access, reception and personal and social empowerment to all students through inclusion, respecting all differences, including individual ones, that is, special educational needs (SEN) that they can appear at any point in the educational trajectory, as well as pervasive developmental disorders.

Inclusion in the scope of higher education seeks, as a basic principle:

[...] the minimization of all and any type of exclusion in educational arenas and, with this, to maximize the level of collective and individual participation of its members. Based on these democratic ideals, inclusive proposals are revolutionary, as they unconditionally aim at a less hierarchical and excluding social structure, based on the argument that we all have the same value, simply because we are human. And that, for this very reason, we all need to be considered and respected in our subjective and unique way of existing (SANTOS; PAULINO, 2006, p.12).

Therefore, participation is the essence of every proposal for inclusion and should be seen as maximizing the participation of young university students within the educational and scientific process, thus removing any kind of impediment to the development of knowledge and their skills.

Within the scope of CEUB, NAD and NADAE aim to ensure the educational inclusion of students with disabilities, pervasive developmental disorders and high abilities/giftedness in higher education, therefore, in this way, the presence of students with educational needs in our institution, it has been challenging, because this process of mediation and construction of an inclusive and belonging space, in education, does not happen through standardization, that is, it happens the other way around because it is necessary that inclusion is based on adaptations and constant adjustments organized by the NAD, by the course coordinators and professors, in their methodologies and evaluation processes, but also starting from the experience and the recognition of differences as possibilities of assistance performed by the center to enable and carry out the inclusion.

In this way, the structure of NADAE performs the following activities, in its daily routine, of services and functions. These are:

1. Welcome, guide, prepare and encourage the social inclusion of students with special educational needs to acquire academic autonomy, the practice of citizenship and social responsibility taking into account the various disabilities (physical, auditory, visual, multiple and intellectual) and also, the specific cases of Pervasive Developmental Disorders and ADHD (attention deficit, dyslexia and CAPD) that receive care from the center;
2. Identify, develop and organize pedagogical resources that enable the full participation of students, considering their specific needs;
3. Prepare an accessibility plan for people with disabilities or reduced mobility, monitor and improve accessibility actions promoting the permanence of students, seeking to eliminate architectural barriers and the real conditions so that they can safely and fully use or assisted spaces, furniture and equipment in our institution;

4. Guide, in general, the directors, coordinators and professors about the students who are served and their specificities, at the beginning and during each semester;

5. Welcome students who need assistance at NAD with a report and diagnosis to guide them and monitor them throughout the semester. Students who come to us and do not present reports, we guide the procedures adopted and what they need to do to obtain assistance at the center;

- organize individualized assistance in the respective difficulties of students assisted at the center;
- prepare, monitor and train the NAD team regarding the difficulties and needs of the students served, and also organize studies, research, encourage participation in courses, events and in the preparation of projects;
- welcome and guide students to be referred to CENFOR (Professional Training Center) for psychological guidance;
- organize, map and monitor the assessments applied at the center, according to the specifics of the students, file and return them to each faculty of the institution.

In addition to these activities, we provide training and workshops for teachers, students, administrative staff and the external community.

#### ***Readers, Descriptors And Transcriptors***

Within the scope of CEUB, students who enter and are enrolled in our institution to carry out their studies at a higher level declare themselves, in the institutional student space, as well as request assistance at NAD and present their real special needs. Some are too specific to be able to study. Upon requests and due commitments, it was necessary to engage university students from the institution who wished to be LEDOR,

#### ***Descriptor and Volunteer Transcriptor***

Thus, to meet the specific needs of students in general, training was structured and organized for students who wished to work in courses other than their training and contribute to the inclusion of other students who need this type of service.

With the help of readers, descriptors and volunteer transcribers, students who need this follow-up will be able to study and thus be able to train to later act in society as professionals. Volunteer work helps and is a great opportunity to share your organization's mission with others as well as raising awareness of the role of responsible citizens in a more egalitarian and fair society.

This training aims to prepare volunteer students to act as an agent of inclusion and accessibility with students served at NAD according to each course, the real needs of the students and which are specified in the planning and implementation of the training.

#### ***Brazilian Sign Language - Libras***

Inclusion in the academic environment is of fundamental importance and responsibility for everyone, so that the production of knowledge is effectively expanded and built by everyone.

In this sense, the Brazilian Sign Language – LIBRAS is recognized in our country as an official language by Law 10.436/2002, as well as Decree 5.626/2005 which aims to regulate the referred law and also establishes in its article 10 on the Institutions of Higher Education that should provide in

an extension and research course about LIBRAS. It is noteworthy that, this same decree, presents and highlights in its article 26, on the importance and relevance of LIBRAS and priority care for deaf people in various social and educational contexts.

The center is responsible for requesting, dialoguing and selecting the professional translator and interpreter of LIBRAS -TILS, together with the institution's Human Resources - HR to assist students with hearing impairments and monitor the work carried out in the classroom.

The TIL is the professional who dominates the Sign Language - LIBRAS and the spoken language of the country, being qualified to perform the role of Translator and Interpreter of LIBRAS. This means mastering the processes, communication, models, strategies and techniques of translation and interpretation to accompany the deaf in the undergraduate course chosen by the student, as well as respecting and acting with ethics, valuing the commitment to the deaf and the institution. The affection, attention and companionship of TIL is necessary for the student to feel supported.

Monitoring in Brazilian Sign Language - LIBRAS is carried out according to the needs of the deaf and LIBRAS should be highlighted and emphasized for communication between people, expanding the relationship between classmates, as well as other people living on *campuses*.

We provide training in LIBRAS to expand the experience, communication and vocabulary of deaf students with classmates and other people who are part of the institution's internal community, that is, teachers, other students from other courses and the administrative technical body aiming at the continuing education of all.

The general premise of the training focuses on the development of language skills and abilities for the deaf and for all course participants. All assistance, guidance and support are provided by NAD for the organization of courses.

From this perspective, the organization and structuring of Continuing Education are necessary as it allows everyone to use the Brazilian Sign Language – LIBRAS at a basic, intermediate and advanced level, thus enabling communication in LIBRAS in different social contexts.

### ***Workshops, Courses and Lectures***

During each academic semester, workshops, courses and lectures are offered and provided by NAD for the entire institution. Our objective is the dissemination and expansion of knowledge for the ongoing training of coordinators, teachers and students as the entire administrative technical staff, employees and outsourced workers on inclusion, accessibility, mobility regarding learning difficulties and how to act, serve and refer students who need the NAD intervention. They are structured taking into account the participants and the real objective of the group when serving students or the external community that visit us or seek information. Planning and execution are carried out taking into account varied activities, experiences, activities that articulate theory and practice and their respective evaluations, comments and suggestions from the participants.

The lectures are held with the directors of the respective faculties, coordinators and professors during the pedagogical

week of each semester, based on the schedule of each faculty. We participate to clarify core points and our daily activities to serve students. We remove doubts, guide the teaching-learning process of the students we serve and explain the procedures adopted with the student. We present their difficulties and actions that must be changed by understanding what is presented for the students' success.

The courses are structured according to the real needs of the nucleus, the academic community and the programs stipulated by the institution. Each course is taught in accordance with the established workload, content, methodologies and structured assessments according to the theme to be taught and with wide dissemination to the internal community and with possibility for the external community, when necessary.

### ***Meetings and Participation in Congress***

NAD organizes meetings with the sector team constantly throughout the semester on various topics, we constantly update our employees, so that they can serve with quality and competence all those who seek the center. The guidelines are dialogued and discussed with the entire team so that the same language and adequate clarifications are provided to those who seek us out.

Every beginning of the semester, we participate in the institutional pedagogical week, with faculties and their directors, coordinators and professors, where relevant and current topics are addressed. Subsequently, there are collegiate meetings of each faculty in which we participate to clarify, remove doubts and guide the procedures and actions developed by NAD, in meeting the specific needs of students enrolled in all courses.

The meetings, seminars, congresses, both local and national, for dissemination, exchange of experiences, expansion of knowledge and dialogue with other institutions, count on the participation of NAD.

TILS participate in internal and external events at the institution, as well as at the national level. Offering and promoting the inclusion of people with hearing impairment is a work carried out by the nucleus. Institutional partnerships and invitations are always accepted.

### ***Other Nucleus Actions, Attributions and Realities***

When the sectors interacted, we had several benefits: for the student, because everyone is in the same place, in relation to the teachers, it facilitated communication, student referrals and the delivery of assessments. For the sectors of the NAD, the team was expanded and favored the reception and organization of care.

Pedagogical guidelines continue to take place individually when requested by students and teachers. With regard to referrals for psychological support at CENFOR, continuity was continued, when necessary.

On the Taguatinga campuses, the work continues under the supervision of the multidisciplinary team at the CEUB headquarters, with the same structure as the headquarters of Asa Norte. Guidance and registration of the work performed and the performance of the professional who serves students and teachers, also as a reader in the three shifts and other activities, training, events, lectures, courses and others. Systematic visits are carried out by a NAD professional to

assess the sector's needs on the campuses. We work based on quality, aiming at the success of the students served and the growth of the nucleus.

The principals and coordinators are aware of the complete list of students served, so that they can communicate it to the teachers. Studies, research and new technologies are offered to better serve students with special needs.

NAD's vision, by the student and faculty community, has been expanded and better understood when the center is recognized as an extension project to support teachers, students and families.

#### ***Accessibility and Mobility: contexts and realities***

With regard to the theme of accessibility and mobility, the NAD perceives and highlights that it is fundamental for the inclusion of people with disabilities and reduced mobility, presented and characterized by Law 10.098/2000, as having "temporarily or permanently [...] limited their ability to relate as a means and to use it" (BRASIL, 2000, p.1).

For purposes of understanding, the aforementioned law regulated by Decree 5296, of December 2, 2004 presents and thus defines, in its Article 8, what is meant by accessibility and the barriers that impede or hinder it.

For Sasaki (2009), the six dimensions are: architectural (no physical barriers), communicational (no barriers in communication between people), methodological (no barriers in methods and techniques for leisure, work, education, etc.), instrumental (no barriers, instruments, tools, utensils, etc.), programmatic (no barriers built into public policies, legislation, standards, etc.) and attitudinal (without prejudices, stereotypes, stigmas and discrimination)

CEUB puts into practice the principles outlined by the legal basis to benefit students who have any kind of disability. The creation of NAD was to provide adequate and quality care to students with special educational needs.

The implementation of the dimensions of accessibility and mobility at the institution favors students, teachers, managers, families, employees and the entire school community with an educational inclusion articulated with the institutional and pedagogical project.

Students with disabilities face numerous and varied difficulties, whether social, economic, pedagogical, among others, so it is also essential to ensure accessibility and mobility in the institution, so that students can participate in academic activities and use the spaces, services available in higher education independently, preserving and expanding the autonomy and dignity of students who need it.

It is noticed that the coming and going of all people who are linked to the various barriers, including mainly the physical and architectural ones, are present in their daily lives as: - the homes themselves, in the various work environments, in public areas, in the diverse educational spaces and at any level of education, in hospitals and others.

In the current context, accessibility does not only refer to people with disabilities counted by censuses. Elderly students, pregnant women, people with temporarily reduced mobility (victims of fractures and sprains) and other situations, are received by the CEUB.

CEUB and NAD, understanding accessibility and mobility as one of the main factors that contribute to the issue of the interrelationship between society and students with disabilities, aim to improve integrated actions for students and comply with the legislation that enables internal parking for wheelchair users and students with reduced mobility through protocols and authorizations to enter spaces intended for students.

#### ***Final Considerations***

The development of actions taken by the NAD Multidisciplinary Team is based on learning, research, daily experiences and studies on new themes and challenges that arise every day.

The advances and overcoming of the core occur with dialogue, balance and a lot of understanding from the team, always willing to contribute and give their best to the growth, development of skills and potential of each one of our students.

It is absolutely undeniable the recognition of the excellence and successful experience of the NAD, by the student and faculty community and beyond our limits. The external community sees the exquisite work of NAD and seeks the institution to enroll their children.

#### **References**

- BARBOSA-JUNIOR, J. The role of the translator and interpreter of Brazilian Sign Language – Libras: areas of activity and the educational interpreter. *PROFT in Revista*, São Paulo, v.1, nº 1, out. 2011.
- BOHOSLAVSKY, Rodolfo. *Vocational Guidance: the clinical strategy*. Translated by José Maria Valeije Bojart. 11 ed. São Paulo: Martins Fontes, 1988.
- BRAGA, Sonia. *Ontological COACHING: self-awareness and actions*: Available in <http://ideiasnocaos.blogspot.com/2009/10/o-coaching-ontologico-consiencia-de-si.html>.
- BRAZIL. Constitution (1966). Law No. 9394, of December 20, 1966. Law of Guidelines and Bases for National Education. BRASÍLIA, DF: Deputy Chief of Legal Affairs, 20 Dec. 1966.
- \_\_\_\_\_. Presidency of the Republic. Civil House. Decree n.5.296/2004, Available at: [http://www.planalto.gov.br/civil\\_03/\\_ato20042006/2004/dcreto/d5296.htm](http://www.planalto.gov.br/civil_03/_ato20042006/2004/dcreto/d5296.htm). Accessed on: October 27, 2014.
- \_\_\_\_\_. Law No. 10,436 of April 24, 2002. Presidency of the Republic. Provides for the Brazilian Sign Language - Libras and other measures. Available: [www.planalto.gov.br/ccivil\\_03/LEIS/2002/L10436.htm](http://www.planalto.gov.br/ccivil_03/LEIS/2002/L10436.htm).
- \_\_\_\_\_. Decree No. 5626 of December 22, 2005. Regulates Law No. 10,436, of April 24, 2002, which provides for the Brazilian Sign Language - Libras, and art. 18 of Law No. 10,098, of December 19, 2000. Available: [https://www.planalto.gov.br/ccivil\\_03/\\_Ato20042006/2005/Decreto/D5626.htm](https://www.planalto.gov.br/ccivil_03/_Ato20042006/2005/Decreto/D5626.htm).
- UniCEUB's Institutional Policy for Community Extension and Integration. The training of graduates for sustainable social development. Brasília, 2007.
- SANTOS, Mônica Pereira dos, PAULINO, Marcos Moreira (Orgs.). *Inclusion in education; cultures, policies and practices*. São Paulo: Cortez, 2006.

SASSAKI, Romeo Kazumi. Inclusion: accessibility in leisure, work and education. National Magazine of Rehabilitation (Reaction). São Paulo, Year II, mar./abr.2009, p.10-16.

\_\_\_\_\_.A World for All. Accessibility: the key to Social Inclusion. Available in <https://www.sociedadeindique.com.br>. Published May 1, 2020 by Inclusive Society. Accessibility: the key to social inclusion.

EAT. Suyane Elias. Psychological Counseling. Psychology – Info Escola Serviços em Informática Ltda, CNPJ 10.409.355/0001-92. Navigating and learning. Available in <http://artigos.psicologado.com/atuacao/advisamentopsicologico/>.

<http://www.psicologiaeanalise.com.br/2008/12/advisamento-psicologico.html>.<http://www.counselingvih.org/en/definicion/definitions.php?langue=en>.

UniCEUB - University Center of Brasília. PDI - Institutional Development Plan (Desired Situation – 2015-2019).

\_\_\_\_\_.PDI - Institutional Development Plan (Current situation – 2014).

\_\_\_\_\_. PPI - pedagogical proposal - CEUB Guiding reference for the training of professionals - 2015 - 2019.

\_\_\_\_\_.Programa de Apoio à Comunidade Interna - Projeto Inclusão Profissional dos Talentos. Portaria n.º 01, de 12 DE FEVEREIRO DE 2014 Ato Normativo de PROFICIÊNCIA de 01/2012 e 01/2013.

**How to cite this article:**

Norma D' Albuquerque Augusto and Ana Regina Melo Salviano (2021) 'Student Support Center - NAD: Inclusive Higher Education and Differentiated Actions at CEUB', *International Journal of Current Advanced Research*, 10(07), pp. 24712-24717. DOI: <http://dx.doi.org/10.24327/ijcar.2021.4923.24717>

\*\*\*\*\*