Identification of specific needs: an intersectional look at the subject at the university

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Abstract

This text describes the conceptual and methodological aspects of developing an tool to identify the profile of students with specific educational needs, based on an intersectional view of the topic, involving the understanding of markers of social, educational, and cultural vulnerability. The instrument was called the Specific Educational Needs Identification Form, consisting of the following sections: a) Profile of respondents and, b) Specific Educational Needs, which characterizes the demands for accessibility services and resources and assistive technology so that students can carry out their activities at the university. The tool seeks to understand factors that compose the life experiences of collectives in situations of disability, especially due to marks of oppression based on gender, race, ethnicity, and social status. Its use is characterized as an tool that allows revisiting the census protocols for identifying university students in higher education, in Brazil and in other distinct international contexts.

Keywords: Disability. Higher education. Intersectionality. Specific educational needs.

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Identificação de necessidades específicas: um olhar interseccional sobre o tema na universidade

Resumo

Esse texto descreve os aspectos conceituais e metodológicos de elaboração de um instrumento de identificação do perfil de estudantes com necessidades educacionais específicas, a partir de uma visão interseccional sobre o tema, envolvendo a compreensão de marcadores de vulnerabilidade social, educacional e cultural. O instrumento foi denominado Formulário de Identificação de

Necessidades Educacionais Específicas, composto pelas seguintes seções: a) Perfil dos respondentes e; b) Necessidades Educacionais Específicas, que caracteriza as demandas de serviços e recursos de acessibilidade e tecnologia assistiva para que o discente realize suas atividades na universidade. O instrumento busca compreender fatores que compõem as experiências de vida de coletivos em situação de deficiência, especialmente, em decorrência de marcas de opressão de opção de gênero, raça, etnia, condição social. Sua utilização se caracteriza como instrumento que permite revisitar os protocolos censitários de identificação de universitários na educação superior, no Brasil e em outros contextos internacionais distintos.

Palavras-chave: Deficiência. Educação superior. Interseccionalidade. Necessidades educacionais específicas.

Identificación de necesidades específicas: una mirada interseccional sobre el tema en la universidad

Resumen

Este texto describe los aspectos conceptuales y metodológicos de la elaboración de un instrumento para identificar el perfil de estudiantes con necesidades educativas específicas, a partir de una perspectiva interseccional sobre el tema, que implica la comprensión de indicadores de vulnerabilidad social, educativa y cultural. El instrumento, denominado Formulario de Identificación de Necesidades Educativas Específicas, consta de las siguientes secciones: a) Perfil de los encuestados y b) Necesidades Educativas Específicas, que caracteriza las demandas de servicios, recursos de accesibilidad y tecnología de asistencia para que los estudiantes puedan realizar sus actividades en la universidad. El instrumento busca comprender los factores que conforman las experiencias de vida de los colectivos en situación de discapacidad, especialmente como resultado de las marcas de opresión de elección de género, raza, etnia y condición social. Su uso se caracteriza como un instrumento que permite revisar los protocolos censales de identificación de estudiantes universitarios en la educación superior, en Brasil y en otros contextos internacionales distintos.

Palabras-clave: Discapacidad. Educación superior. Interseccionalidad. Necesidades educativas específicas.

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Introduction

In recent decades, we have witnessed the growth in the number of enrollments of minority groups, with emphasis on the profile of students with specific educational needs, who recognize themselves as disabled, in higher education, in several countries of Latin America.

At the same time, several educational policies were influenced by movements in favor of the social rights of people with disabilities in Brazil, disseminated by the "Convention on the Rights of Persons with Disabilities" – CRPD – and its Optional Protocol, of the United Nations, published in New York (2007), through a constitutional amendment, the Brazilian government ratifies the commitment to offer education for all through Decree No. 6,949 of August 25, 2009 (Brasil, 2009), as a strategy to fight and combat social inequalities, with emphasis on higher education.

The implementation of programs and policies to recognize human diversity and inclusion at the university is among the reasons for expanding enrollment, particularly for self-declared people with disabilities, at this level of education. There is, for example, the National Student Assistance Program (PNAES, acronym in Portuguese), which supports the permanence of low-income students in higher education, through assistance to housing, health, food, transportation, among others; and Law No. 13,409 of December 28, 2016 (Brasil, 2016), which provides for the reservation of vacancies, not only for self-declared blacks, browns and indigenous people, but also for people in situations of disability in technical courses of high school and higher education of Federal Institutions of Higher Education (IFES, acronym in Portuguese) as part of the guidelines of Brazilian affirmative policies.

The National Policy on Special Education from the Perspective of Inclusive Education – PEEPEI, acronym in Portuguese (Brasil, 2008) reiterates the right to formation at educational levels, later ratified "Brazilian Law for the Inclusion of Persons with Disabilities – Statute of Persons with Disabilities – LBI, acronym in Portuguese" (Brasil, 2015), with exclusive attention to a portion of the mentioned group, namely people in situations of disability, autism spectrum disorder, high abilities/giftedness. In this sense, LBI aims to ensure and promote, under equal conditions, the exercise of the fundamental rights and freedoms of

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this collective aiming at its social inclusion and citizenship. Its implementation calls for the removal of barriers and the creation of conditions that facilitate the participation of all social spaces characterizing the person with disabilities as

> Art. 2nd [...] to those who have long-term physical, mental, intellectual, or sensory impairments, which, in interaction with one or more barriers, can obstruct their full and effective participation in society on equal terms with others (Brasil, 2015).

The definition that considers the interaction between disability, barriers and facilitators that interact directly in the participation of this collective in different social contexts taken by the modes of understanding disability from the social model expressed in the LBI, marked by the theoretical studies of the first generation (Bampi, 2010; Gesser; block; Mello, 2020), has long been a stage for combating ableism in Brazilian universities.

However, it is asked today what to do when the resources of assistive technologies and technical accessibility aids are not always present in these environments and, when they do, they are not understood as sufficient to transform teaching environments into inclusive social and/or curricular practices. Such observations tend to ignore that the barriers (attitudinal, methodological, instrumental, communication, among others) coincide with the causes of discrimination in how this collective develops academically. In general, educational measures are based on conceptions centered on the injury of the body to be corrected, whose results of overcoming failure fall exclusively on the individual.

In these cases, the view of disability ignores that certain bodies, even in the face of the right to such specific resources, feel little change in their surroundings and, even so, they are required to perform the same as other students. Thus, the neoliberal and meritocratic logic of higher education that directs them to the labor market is ratified, which is not always a possible condition for many who circulate in formative spaces.

Ignoring this condition or visualizing institutional responses from society (in particular, from the university) aimed at understanding how these individuals develop academically, respecting their individualities and learning rhythms challenges everyone. The changes in culture will require a review of how we understand the experience of those who recognize themselves in a situation of disability beyond the constructs uttered by medicine, delimited in the guidelines

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of the World Health Organization (WHO), based on the parameters of studies in the area of Biological Sciences, whose responsibilities for success or failure in learning insist on falling on the individuals, imprinting an order and standards of normality and abnormality of these bodies when

> [...] interprets disability as a consequence of an illness or accident, which generates some disability to be overcome through rehabilitation treatment. The model is linked to the social integration and normalization efforts of people with disabilities to meet the standards of performance and aesthetics required by society. The model focuses on the functional limitation that is found in the person, disregarding the barriers present in the social context (Maior, 2017, p. 31).

This implies agreeing with the statement that society is responsible for the disability imposed on people, understanding that this condition goes beyond the vision of the injury of a body to recognize it from the identification of the restrictions that prevent its full participation in different social contexts. The institutional ethical commitment on the full exercise of human rights is highlighted, since this conception involves reinventing "[...] new spaces, policies, programs, products and services, designed in a universal and inclusive way [...]" amortizing the obstacles to guarantee a dignified life for all in society (Maior, 2017, p. 32). Therefore, the understanding of human diversity and uniqueness, of which disability has been recognized as a part, has been formally incorporated into the debate in this space more recently.

Although affirmative institutional policies establish the commitment to the prerogatives of equal opportunities in public higher education to a portion of the population, part of this, at the age of entry into this level of education, will remain outside the university, because of the restriction imposed by the meritocratic system and the small number of public institutions existing in the country. Added to the observation, we understand that the understanding of disability in a more open, plural, and respectful of differences perspective will provoke transformations aimed at expanding the possibilities of those who wish to attend this level of education.

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Disability as a life experience

The expression "in a situation of disability", adopted in this text, assumes the understanding that human experiences are shaped by different political, social, and economic contexts, in which individual singularities and subjectivities are manifested. And yet, it will require understanding that this condition is built by the multiple determinations of the human, mediated in relations in society with the other (Martins and Louzada, 2022; Martins, Ciantelli, Nunes, 2022). In other words, this understanding, when reiterated by social contexts that privilege certain bodies over others, conceived as something fixed or defined, will not always be guided by the normality of a body that must be corrected. The experiences of those who are in this condition will be in continuous movement, since the capacities and characteristics can change, a process of singularization in the relationship with the other (Martins and Louzada, 2022; Martins, Oliveira, Ciantelli, Segura, 2023; Pagni, 2023). Therefore, we risk understanding it as an event, considered a dynamic and open process, in which unforeseen experiences can occur, generating transformations in society, as Bárcena and Vilela (2006) assert.

Studies on gender theories (queer and crip theories), combined with critical studies of disability and different embodiment that inhabit and bother the world today, constitute an important alternative in this path. Similarly, different bodies that do not fit the limitations imposed by heteronormativity face many challenges to exist as a collective in a situation of disability. Not only to perform some tasks that is accessible and adapted, but literally to exist as an individual who thinks and feels, a complete being like any other. In this field, new possibilities are opened to think about the theme in Brazil, establishing other debates around the limitations of the use of terminologies/vocabulary used to describe disability with the intention of highlighting the lack of a direct relationship between injury and disability, but, above all, to highlight the factors of oppression and discrimination that affect the lives of those who recognize themselves in this situation in excluding societies.

Such reflections influenced the second generation of critical studies of disability in the literature (Diniz, 2007; Barcena Vilela, 2006; Bampi, 2010; Gesser, Block and Mello, 2020; Martins and Louzada, 2022; Martins, Oliveira, Ciantelli, Segura, 2023) in defense of the promotion of social justice

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for historically invisible collectives, thus, the discourse in favor of the social model of disability expands to other horizons (Bampi, 2010). Discussing the subject, in dialogue with other theorists of the philosophy of difference and gender studies (queer and crip theories) allows us to affirm that inclusive education should not be restricted only to the production of public policies that guarantee the access of these bodies to physical and social spaces. Educational environments should also be created that value diversity from other ways of conceiving human uniqueness and the existence of the other through the otherness in which my existence provokes in the other.

In other words, it is necessary to overcome the view of disability itself and start proposing a university that recognizes this body as a power to think about new methodologies and pedagogies from the emerging epistemologies that have been gaining greater notoriety in studies related to education and disability, according to Pagni (2023).

One of the main issues addressed in these intersections is the criticism of the social model of disability of the first generation of theorists, which shifts the responsibility for the disadvantages of the individual condition faced by people with disabilities to the social structures that impose barriers and limitations, an issue insufficiently explored by the theorists of the first generation, especially in the field of studies in special education.

We agree with Diniz (2007) and Bambi (2010) that limiting understandings about disability contribute to homogenizing social views and representations, which do not consider differences in abilities, gender, sexual orientation, race, lifestyle, among other ways of experiencing disability in various social spaces. It is possible that a person with a certain injury does not experience disability, depending on how prepared society is to incorporate human diversity (Bampi, 2010). The experience of living in a stigmatized way and outside socially recognized values has been a factor that unites the different communities of disabled people around the same political project. All disabled people experience disability as a social restriction, no matter if these restrictions occur because of inaccessible environments, questionable notions of intelligence and social competence, the inability of the general population to use sign language, the lack of material in Braille or the hostile public attitudes of people who have no visible bodily injuries.

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Based on the considerations of the field of human rights, the philosophy of difference and higher education, in dialogue with the study models mentioned here, the text is dedicated to building an instrument for identifying the profile of students with specific educational needs (NEE, acronym in Portuguese), taking intersectionality as an analysis tool. It calls for including in studies and discussions, markers of oppression and social vulnerability (gender, race/ethnicity, social class, etc.) that can restrict and/or aggravate ways of life, with special attention to those who recognize themselves as disabled. Assuming that all people have multiple social identities that interact with each other and that systems of oppression do not act in isolation, intersectionality – considered a promising tool in disability studies – will help to understand the forms of oppression that interconnect, instead of analyzing them separately.

Intersectionality and specific educational needs

Intersectionality has been the agenda in disability studies, but it still appears timidly in the dialogues with academic productions in the areas of inclusive policies in higher education. With emphasis on the identification of causes of suffering from isolation and invisibility of the individuals, this tool enables attention to groups with minority status by different factors that promote social exclusion (Collins and Bilge, 2020). The term gained more prominence at the beginning of the 21st century, from studies in the areas of Social Sciences, together with the movement of activists, militants, and professionals in favor of valuing human rights and social justice for all, especially from black feminism.

The most recurrent use of this terminology in the literature was observed in the 1990s, arising from the struggle of black women for social equality of feminist movements with denunciation of situations of oppression experienced specifically by black and peripheral women, in addition to the dialogue with studies on disability (Akotirene, 2019; Gesser; block; Mello, 2020; Collins, Bilge 2020, p. 16). This tool is used to understand the intersecting power relations that "[...] influence social relations in societies marked by diversity, as well as individual experiences in life [...]" especially of the populations of migrants, refugees, indigenous peoples, and people of African descent who inspired UNESCO's concerns to denounce the various situations of oppression they face to access and complete education, especially at higher levels of education.

Farias, Bezerra, Medeiros, Freitas (2022), when discussing the subject, remember that it is necessary to consider that, when added together, the conditions of vulnerability enhance the forms of oppression of minority collectives, in relation to the phenomena investigated, especially when dealing with the theme of access and permanence of people with specific educational needs, who recognize themselves as disabled in higher education, taken in this text as an example.

There is a difference that it is necessary to express about the use of the terms "specific educational needs" and "situation of disability" in education studies (Coll, Marchesi, Palacios, 2004; Leite and Martins, 2012; Vilaronga, Silva, Franco, Rios, 2021; Martins and Louzada, 2022; Martins, Ciantelli, Nunes, 2022; Martins, Oliveira, Ciantelli, Oliveira, 2023). In general, they clarify that specific educational needs do not always result from the impediments of a body that is in the situation of disability, it is very likely that such impediments are related to the absence of barriers and/or adequate responses of the institutions to the presence of these bodies in the mentioned spaces. This relationship is not a rule, so a person with a disability may or may not have present specific educational needs, as on the contrary is true, preventing such terms from being used as synonyms.

The wrong uses of these terminologies reinforce losses to the processes of evaluating the educational demands of those who recognize themselves or not in a situation of disability. This makes it difficult to make decisions and promote responses so that educational formative processes align with the political-institutional norms that define them, causing changes in the education system capable of formulating a curriculum accessible to all (Martins, Alves, Louzada, Menezes, Pagni, 2025). These reflections are shared and woven from the re-reading of Warnock's report, the policies of special education in basic education (Brasil, 2002), and chapter V – Special Education and the National Basic Education Guidelines Law – LDBEN, acronym in Portuguese – Law No. 9.394, of December 20, 1966 (Brasil, 2013), by the mentioned authors.

Thus, reviewing the conceptual forms used in the literature and in specialized policies allows us to shed new light on the understanding of disability present in inclusive university institutional policies (resulting from the production of the aforementioned legislation), reiterated by the Brazilian Inclusion Law, No.

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13,146, of July 6, 2015 (Brasil, 2015), which, among other measures, allude to the protection of social justice rights to one of the collectives addressed in the study, considered marginalized – namely: people in situations of disability (Brasil, 2015).

Based on the above, the study aims to describe an instrument for identifying the profile of the specific educational demands of the student, identified or not in a situation of disability and which may require different learning responses from the educational institution and access to the curriculum, especially at the university. Thus, specific educational needs are understood to

> […] those resulting from the interactions of students with and/or without disabilities, which restrict and/or prevent their participation in academic life. These needs may be of a permanent or temporary nature and require specific institutional support of resources, strategies and/or differentiated services to provide opportunities for the equalization of conditions that lead them to the full expression of educational and integral development in society, such as the offer of a professional sign language interpreter translator, an academic monitor, an extended time to take a test, etc. (Martins and Lousada, 2022, p. 68).

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In general, these are characterized by (1) demands for resources of differentiated technologies assistive technology – TA, acronym in Portuguese, information and communication technologies – TIC, acronym in Portuguese, and specialized services); 2) flexibility of teaching pedagogical strategies, materials/resources, evaluation and differentiated curriculum; and 3) strategies of communication management and socialization (social/communication interaction, planning of academic activities), among others. The strategies of support, resources and differentiated services offered by the educational institution may be characterized by assistance of monitoring/tutoring in the classroom and/or by a specialized professional to support the development of adaptive abilities, whether they related to communication, society, or concepts. They can also be characterized by the offer of assistive technology resources to ensure student access to academic material using screen readers, subtitled audiovisual presentations, locomotion space without physical barriers (stairs, holes, obstacles, among others). Teaching flexibility is considered extremely important so that all students can take full advantage of the curriculum and study and classes. It can

be characterized, for example, by sending basic texts in advance of classes, verbalizing aloud the text of the slide presentation, using different evaluation methods/strategies, among others, to make the class more accessible and learning more equal to all.

It is possible to perceive that the reflections that are intended to be printed in this text distance themselves from an organicist and abstract look that returns the problem and the adaptation of the teaching conditions to the individual, but, rather, demonstrates that the adequacy needs to start from society, especially from the managers of higher education and that it is up to the university to adapt to the specific needs of each person – not the other way around – to "[…] transform regular and special education into social education" (Pagni, 2023, p. 31). To understand that the spheres of institutional organization of Brazilian higher education, by their nature/constitution, impose obstacles to the participation of people in these spaces, we advocate that inclusive education be aimed at as a horizon and

> […] visualized, based on characteristics such as the following: first, besides learning to live and work/collaborate together, it alludes to ways of sharing opportunities and available social goods; second, it is not a strategy to help people integrate into existing systems or structures, but rather the formation of plans, programmes and actions that enable transforming those systems and structures to make them better for all those involved; and third, it is not a postulate focused on a specific individual or group of people, whether by age groups or with certain specific characteristics for whom different teaching and work approaches should be developed, or to provide them with certain types of "support assistance". Therefore, inclusion, from a perspective like the one mentioned, is and must do more with the response to the heterogeneous, to the diverse within the institutions, where all individuals are an exceedingly important element (UAM-I Inclusive Academic Commission, 2021 apud Gutiérrez and Vianey, p. 6, 2024).

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Method

The data shared in this text are part of a broader study resulting from the Project "Accessibility and inclusion in different university contexts," which aimed

to evaluate the institutional policies of inclusion and accessibility in five public universities in three Latin American countries: Universidade Estadual Paulista, Unesp (Brazil), Universidade Nacional do Nordeste, Unne (Argentina) and Universidade da República, Udelar (Uruguay) (UNIVERSAL Program/CNPq).

For the construction of the instrument, five instruments were analyzed to identify the profile of self-declared students with disabilities in the mentioned universities. The analysis focused mainly on the aspects related to the characterization of the respondents, the form of self-declaration of the deficiencies and the ways of understanding the deficiency apprehended in each of the instruments.

Online meetings with the researchers who are part of the network, in order to discuss the terminologies and criteria used in each instrument, such as the differences between the realities of each country in the university context, helped to consolidate the proposal of the following form, the result of the analysis of the evaluation of the three aforementioned instruments.

After its application and analysis in the mentioned universities, the form underwent changes based on the contributions of researchers from the "International Research Network on Accessibility and Inclusion in Higher Education", in CNPq Call No. 26/2021 to Support Scientific, Technological and Innovation Research Scholarships Abroad, coordinated by the main author of this study, carried out in partnership with the University of Chile (Uchile, Chile), the National University Entre Rios (UNER, Argentina), the University of Algarve (Faro, Portugal), the Federal University of Paraná (UFPR, Brazil), the Federal University of Santa Maria (UFSM, Brazil) and the University of the State of São Paulo (Unifesp, Brazil). The changes were incorporated to ensure greater adherence to the purposes in which the form was created, aiming at its expansion and immediate use in subsequent studies. The intention was to ensure greater adherence and representativeness in relation to the ethnic, cultural, social, racial, and political-institutional diversity of the parameters, which could contribute to the outlining of the profile of the members of the academic community of the universities that are part of the aforementioned Research Network.

FIUNEE: Identification Form for Students with Specific Educational Needs

The University Students with Specific Educational Needs Identification Form (FIUNEE, acronym in Portuguese) is based on reflections from the Social Model of Disability, in addition to considering the concept of intersectionality (França, 2013; Collins, Bilge, 2020). The instrument was developed to understand the profile of the participants of the research mentioned above in the methodology of which this study is also part. The purpose of the form is to raise the specific educational demands of university students so that it is possible to understand in greater depth the facilitating factors and the barriers that guarantee or not the effective participation of students in academic life. The Identification Form moves away from the medical understanding of disability, that is, it is not interesting to know what type of disability the participant has, but rather what specialized resources, strategies, and/or services he recognizes as necessary to participate in academic activities.

Characterized as a multiple-choice questionnaire, its questions bring together information in two major parts: 1) profile of the respondents: personal, institutional and sociodemographic data of the respondent, such as name, gender identity, ancestry, age, marital status, among others, and data related to the course, university enrollment, affirmative actions and student assistance; and 2) indicators of specific educational needs that allow us to understand which institutional responses should be given to welcome their diversity in classroom learning, accessibility services and resources and assistive technology.

The following table presents a description of the indicators that comprise the elements analyzed in the Identification Form, divided into two parts:

- Part 1: Personal information;

- Part 2: Indicators of specific educational needs – subdivided into three axes: assistive technology and information and communication technologies (axis 1); teaching flexibility (axis 2) and management, communication, and socialization strategies (axis 3).

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Table 1 – FIUNNE: Personal Information (part 1)

Parts of Form	Indicators	Questions
Personal Information	1.1 Registration data	**Gender** identity, what is your **ancestry**, age, marital status, place of birth, which city you currently reside in, if you **are** the first person in the **family** to enter a **public** university.
	1.2. University and the program in which **it is** enrolled	In which program **you are** enrolled, modality of the program, **period** of operation of the program, what year of the course **you are in**, if you develop any management activities and/or participate in any university committee, year of admission.
	1.3. Affirmative actions for student **assistance**	If you joined with any quota, if you use or **have used** any type of student **assistance**.

Source: study data.

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Table 2 – FIUNEE: indicators of specific educational needs (part 2)

Parts of form	Indicators	Questions
2. Indicators of specific educational needs	2.1. Data related to the needs of accessibility and assistive technology services and resources for the respondent to carry out their activities at the university.	If you need specialized services, diversified resources and/or assistive technologies to carry out academic activities at the college, if you need any supporter, caregiver, specialized technical teacher or personal assistant, if you need any pedagogical tutoring in any discipline, if you have any specific needs that have not been mentioned in the selection questions, if the needs are of a permanent or temporary nature.

Source: Study data.

Table 3 – FIUNNE: indicators of specific educational needs (part 2.1 – continuity)

Axis 1 – **TA and TICS**	
Assistive Technology	Use screen reader; have texts enlarged from magnifiers; have enlarged screens; have increase and/or adaptation of the font size of the texts; make use of **orthosis**, **prosthesis**, and/or mobility resources (wheelchair, walker, and/or crutches) to move, among others.
Information and communication technologies	Make eye contact with the teacher and other students to communicate better (such as to perform lip reading); have more time to read in the classroom; use **accessible** online communication format; have adaptation in the modality of the assessments (such as the use of a computer and that the delivery times and/or the time of the exam are more **flexible**), among others.
Expert Services	Have specialized educational and/or professional support services; receive support from a monitor in the classroom; receive significant support in adaptive abilities (personal, communication, social, conceptual care, among others).
Axis 2 – **Flexibility of education**	
Teaching **strategies**	That the teacher uses visual/concrete resources; that the materials are sent **in advance**; be allowed to leave classes at **specific times**; verbalize out loud what **is** written on the board in **Powerpoint**; that the teacher performs fragmentation of tasks; among others
Materials / resources	Receive **pedagogical** material **in advance**; receive the summary description of the visual material; permission to use a computer.
Assessment	Have flexible work delivery and closing times; receive precise instructions for the assessments; have adaptation in the modality of the assessments (such as the use of a computer and that the delivery times and/or the time of the exam are more **flexible**); among others
Differentiated curriculum	**Have** curricular deepening and enrichment in their **area** of interest; have extracurricular deepening and enrichment in their **area** of interest; have an individual teaching plan – **PEI**, acronym in Portuguese; have curricular acceleration.

Source: study data.

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Table 3 – FIUNNE: indicators of specific educational needs (part 2.1 – continuity)	
Axis 3 – Management, communication, and socialization strategies	
Social/communication interaction	Receive clear and systematic information; receive support to communicate and interact socially; have adaptation in relation to sensitivity to sensory **stimuli** (vision, hearing, touch, among others).
Planning of **academic** activities	Have help with the organization and planning of time; perform work in small groups or individually; be allowed to sit near the **exit**; receive support to deal with unforeseen events and routine changes.

Source: study data.

Results and discussions

The results will be presented, considering the way the indicators were organized in the form.

As for personal information (part 1)

Identification forms allow universities to better understand what institutional responses should be offered to resolve the barriers present in the academic environment so that students can fully participate in their academic activities. The construction of the instrument made it possible to expand the understanding of the educational demands/possibilities of those who identify themselves in a situation of disability or not. It also allowed to conceptually revisit the specific educational needs to undo mistaken views that its understanding is linked to the typification of the person in a situation of disability, as referenced in the introduction of this text (Martins and Louzada, 2022; Martins, Oliveira, Ciantelli, Segura, 2023; Pagni, 2023). In view of the importance that higher education institutions know their students in their diversity and promote inclusive institutional public policies, it is proposed to use an instrument that points to human plurality and that is based on the social model of disability. The specific educational needs must be characterized from a set of educational responses that guarantee access to the curriculum to all university students, regardless of whether or not they recognize themselves in a situation of disability.

Thus, the instrument called Identification Form for Students with Specific Educational Needs is composed of the following sections: a) Profile of the Respondents – covers data such as name, gender identity, ancestry, age, marital status, etc., in addition to data related to the course and enrollment at the university; b) Specific Educational Needs – with questions related to the needs of accessibility and assistive technology services and resources for the respondent to carry out their activities at the university. Questions about gender identity, ancestry, and specific educational needs ensure that all voices are heard.

Regarding the profile of the students, it should be noted that the instrument asks "What is your gender identity?" instead of the designation "sex," which is strictly linked to the biological factor and does not consider social and cultural issues. In this field, the instrument offers the following options: "cisgender woman," "cisgender man," "trans woman," "trans man," "not defined" and "other."

Regarding the first set of information about the respondent, especially that linked to gender identity, Nogueira (2020) recalls that this condition transcends biological sex and is a historical-social construction that encompasses a complex set of relationships, attributes, roles, beliefs, and attitudes that define what it is to be a man or woman in society. This definition is flexible and can be transformed over time. Thus, sex is related to anatomy to the biological, while gender comprises culture, behaviors, and social roles.

In line with such considerations, Farias, Bezerra, Medeiros, Freitas (2022) warn of the importance of safeguarding such positions to prevent sexist practices from being maintained as cultural traits and to establish different treatment influences for men and women, loaded with prejudice. The authors also state that sexism directly affects girls and women in different spheres of their lives, who suffer from barriers to access certain institutional and work spaces, as well as interpersonally, through negative behaviors and actions expressed by men in relation to women.

In the study, Farias, Bezerra, Medeiros, Freitas (2022) carry out a bibliographic survey of studies from an intersectional perspective, involving aspects related to race, gender, and disability, focusing on black women in situations of disability. And such aspects are part of the form in question.

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With regard to ethnic-racial identification, the form asks "Which category best describes you?" and has options such as "black (African, Jamaican, Nigerian, Haitian, etc.)", "Hispanic, Latin or Spanish origin", "Middle East or North Africa (Lebanese, Iranian, Syrian, Moroccan, etc.)", "Asian (Asian/ Eastern descendants)", "white (European/Western descendants)", "indigenous" and "other" in order to value all ethnic-racial diversity, greater social recognition and understanding of cultural identities present in institutions.

It is known that racial issues have historically been permeated by inequalities and discrimination. Farias, Bezerra, Medeiros, Freitas (2022) also point out that racism is expressed through actions of supremacy of one race over the other. People of color have been and are historically conditioned to economic and social subordination. Racist practices minimize the ethnic culture of individuals, influencing the forms of participation in the spaces of society.

In addition, ethnic-racial issues are necessary, given the presence of quotas in Brazilian federal higher education for students from public schools, low-income, black, brown, indigenous and people with disabilities (Brasil, 2016). These data, as well as socioeconomic issues – "Are you the first person in your family to enter university?" "Did you join using any quota? Which one?" "Have you used any student assistance policies? Which?"– are important to be analyzed to apprehend the various conditions and markers of social vulnerability present in the lives of these students, signaling the areas that need greater support from the institution.

By obtaining information about gender identity and other demographic and academic characteristics, the instrument allows an understanding of individual needs. This is crucial for developing effective support strategies and for promoting an inclusive and equitable educational environment.

As for specific educational needs (part 2)

Regarding the self-declaration of situations of disabilities, the instrument was built seeking to focus on the specific educational needs of students and to blur the categorizations and typifications, historically supported by a biomedical conception of disability. From this perspective, it is observed that the sociocultural situation sometimes disregards the potential and functionalities of people

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in situations of disability, summarizing them to their injury. Body normativity is a term that aims to denounce a rooted structure that discriminates against people who flee from the hegemonic body pattern, culturally established in society. Such a concept can be understood as a process that goes beyond the body, considering social and cultural productions that define bodies as inferior, incomplete, and incapable (Farias, Bezerra, Medeiros, Freitas (2022).

Thus, the form presents questions such as "Do you need services or resources to move, do you use a wheelchair or electronic equipment to move?" – which would be compatible with physical limitations or barriers faced by people with physical disabilities – or " Can you read enlarged printed texts from optical resources (magnifiers or magnified screens, high-grade glasses, etc.) or "Do you need to increase and/or adapt the size of the letter?" – which would be compatible with limitations or visual barriers faced by people with low vision.

Oliveira and Ciantelli (2024), when paraphrasing the studies of Martins and Louzada (2022), reinforce that specific educational needs should not be linked exclusively to people in situations of disability, but understood as demands that can arise throughout the educational process of any individual. Such needs result from the interactions of students, which limit or prevent their participation in academic life. They explain that specific educational needs may be of "[...] permanent or temporary character and that they require specific institutional support of differentiated resources and/or services to provide opportunities for the equalization of conditions that lead them to the full expression of educational and integral development in society".

In this sense, the form adopted the specific educational needs terminology to expand the scope of identification of students who need some type of support from the institution. Similarly, Cabral and Santos (2017) developed a computerized institutional instrument that identifies, at the time of enrollment and re-enrollment, the possible educational needs of university students, conceptions about barriers and accessibility within their institution.

The presented form template contributes to the creation of comprehensive databases and allows the establishment of a replicable design protocol for future research, thus creating a pattern of data collections that can be analyzed and compared longitudinally. Collecting information on age, gender, ethnicity, sexual orientation, and other factors allows a better understanding of the diversity

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of the student body and, if analyzed as such factors, imply in the educational process. This information serves to support public and institutional policies aimed at inclusion, collaborating to develop specific strategies, as well as facilitating the monitoring and evaluation of such aspects implemented in the university and society. In the context of higher education, understanding the importance of intersectionality and disability offers a comprehensive look that recognizes the complexity of the relationships between oppression and privilege. All those involved in the university context, from students, teachers, employees, managers, and the community, can, when considering intersectionality, act in their different roles with the objective of promoting fairer and more inclusive actions, reducing systemic barriers.

Conclusion

The intersection of the production of knowledge in the areas of philosophy of difference, education and gender studies offers valuable insights for the promotion of inclusive and equal education at the university. From the theoretical--methodological point of view, it is considered necessary to approach these fields of studies to think about disability from intersectionality as the possibility of looking at bodies that are excluded and/or oppressed when they are judged by society outside the current standard of normality, intersecting racism, sexism, classism, LGBTphobia, ableism, among other psycho social and cultural markers that only aggravate this condition.

Exploring the intersections in this field of study that considers the multiple dimensions of identity and oppression promotes equality and social justice. Queer and crip theories highlight the importance of diversity and dissent in relation to social norms of gender and sexuality, which may be especially relevant for people with disabilities who challenge conventional expectations about their bodies and identities. In turn, the crip theory questions the traditional conceptions of bodies and disability, promoting a political and identity approach that values the uniqueness and diversity of bodily experiences. This perspective challenges the medical and social models of disability (first generation of studies in this area), emphasizing the importance of recognizing and valuing the experiences and identities of people in situations of disability in all their complexity.

That said, Identification Form for Students with Specific Educational Needs principle is to contribute to the reflections on the theme and especially to produce effects of approximation of the studies of the disability of the second generation from an intersectionalized perspective, with other forms of experience of oppression experienced in the daily life lived by groups considered socially marginalized.

Noting the presence of the singularities of these bodies and the functioning of their practices in the contexts analyzed in universities points out a way to implement new inclusive institutional policies. These will certainly require accessibility and assistive technology responses, services and resources aimed at promoting support networks, ensuring equal conditions that promote the leading role and participation of people in situations of disability in the production of knowledge that circulates in higher education, in the field of studies in special education, among others. Access to university needs to be democratized to ensure that everyone could participate and experience the knowledge produced in educational spaces, involving traditionally excluded and marginalized communities and groups

> […] in multinational and multi-cultural societies, where racism, whether assumed or not, is a fact, racial or ethnic discrimination must be confronted as such with affirmative action programs (quotas and other measures) that must aim not only at access, but also at monitoring, especially during the first years when [there are] sometimes high rates of abandonment (Santos, 2004, p. 28).

It is expected that the use of Identification Form for Students with Specific Educational Needs will contribute to raise new ways of conceiving the educational demands of students who recognize themselves or not in the situation of disability and who have specific educational needs – which may or may not be the target audience of Special Education Services in Brazilian educational policies (Brasil, 2008, 2013, 2015). A comprehensive look at the specific educational needs not only allows us to recognize these needs as part of the educational process and teaching environments and not as an intrinsic characteristic of the person. Otherwise, it intends to clarify aspects of the presence of bodies and experiences of lives very different from those that reach the privileged spaces of educational formation, in different teaching contexts. Intersectionality is recommended and admitted as a favorable tool for the

production of institutional policies aimed at all university students. Finally, there is a commitment to dialogue with university management as capable of offering differentiated responses to the learning of all students and not just some considered targets of special education services in the country.

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