ABSTRACT: In this text, we present narrative research conducted with children with disabilities, in which we aimed to investigate the meanings that these children attribute to their school experiences in the context of emergency remote education and, from their sayings, to stress the challenges that arise for the schooling process of these students amid the pandemic scenario. For this purpose, narratives were collected from five children aged 9 and 10 years (Ignatius, Fidel, Rosa, Leon, and Natalia), which allowed us an analysis of how they experienced remote teaching (boredom, hope, longing, fear), and the repercussions they felt with the changes created by this situation. Their narratives reveal that family members began to play a major role in monitoring their school lives: support in performing activities performed at home, contact with the school and teachers to withdraw, and return these activities in the school institution. The fact that the central concerns of schools focus on learning, has led these children to be accompanied individually by special education teachers, thus increasing the segregation of these children are victims of, highlighting the importance of taking care of processes that, when requiring the use of technologies, do not dispense with the guarantee of alternative forms of socialization.


RESUMO: Neste texto, apresentamos uma pesquisa narrativa realizada com crianças com deficiência, na qual tivemos como objetivo investigar os sentidos que essas crianças atribuem às suas vivências escolares no contexto do ensino remoto emergencial e, a partir de seus dizeres, tensionar os desafios que se colocam para o processo de escolarização desses alunos em meio ao cenário pandêmico. Com esse propósito, foram recolhidas narrativas de cinco crianças com 9 e 10 anos (Inácio, Fidel, Rosa, Leon e Natalia), as quais nos permitiram uma análise sobre a forma como vivenciaram o ensino remoto (tedio, esperança, saudade, medo), e as repercussões que sentiram com as mudanças geradas por essa situação. As suas narrativas revelam que os familiares passaram a ter um papel preponderante no acompanhamento de suas vidas escolares: apoio na realização das atividades realizadas em casa, contato com a escola e professores para retirar e devolver essas atividades na instituição escola. O fato de as
preocupações centrais das escolas se focarem nas aprendizagens, fez com que estas crianças passassem a ser acompanhadas individualmente pelos professores de Educação Especial, aumentando, dessa forma, a segregação de que estas crianças são vítimas, ficando evidenciada a importância de se acautelarem processos que, ao exigirem o uso de tecnologias, não prescindam da garantia de formas de socialização alternativas.


RESUMEN: En este texto, presentamos una investigación narrativa realizada con niños con discapacidad, en la que nos propusimos investigar los significados que estos niños atribuyen a sus experiencias escolares en el contexto de la educación a distancia de emergencia y, a partir de sus declaraciones, discutir los desafíos que se plantean al proceso de escolarización de estos alumnos en medio del escenario pandémico. Con este fin, se recogieron narraciones de cinco niños de 9 y 10 años (Ignacio, Fidel, Rosa, León y Natalia), que nos permitieron analizar cómo vivieron la enseñanza a distancia (aburrimiento, esperanza, añoranza, miedo), y las repercusiones que sintieron con los cambios generados por esta situación. Sus narrativas revelan que los familiares pasaron a desempeñar un papel preponderante en el seguimiento de su vida escolar: apoyo en la realización de las actividades realizadas en casa, contacto con la escuela y con los profesores para retirar y devolver esas actividades a la institución escolar. El hecho de que las preocupaciones centrales de las escuelas se centren en el aprendizaje, hizo que estos niños comenzaran a ser monitoreados individualmente por profesores de Educación Especial, aumentando así la segregación de la que estos niños son víctimas, resaltando la importancia de estar atentos a procesos que, al requerir el uso de tecnologías, no desconozcan la garantía de formas alternativas de socialización.


Introduction

This article is part of the field of narrative research with children, focusing on children with disabilities. Many studies, especially in the last decade, have sought to investigate the potential of narrative research with children (PASSEGGI et al., 2014; PASSEGGI et al., 2018, LANI-BAYLE, 2018, SARMENTO, T. 2018; SARMENTO, T.; OLIVEIRA, 2020); however, there are still few studies with narratives of children with disabilities, as pointed out by the investigation by Pizzi and Freitas (2020).

Sarmento (2018), guided by the International Convention on the Rights of the Child (BRASIL, 1990), highlights the legitimacy of the little ones to express themselves freely, so that he understands the child as a social actor, thinking, with skills to make choices and manifest their thinking. In their narratives, children can reconstruct their reality and do so with their ways of thinking, feeling and wanting and, thus, affirm themselves as biographical subjects, that is,
with the capacity to reflect on themselves and their experiences. In this line of thought, Lani-Bayle (2018) argues that, when narrating a fact, children reveal their feelings – what the fact does with them and, especially, the narrative allows children to elaborate what they will do with these feelings, that is, the narrative of children tells us about themselves and about their learning.

Regarding the authenticity of what the child says about himself and about the school as something worthy of interest for educational research, teacher training and public policies, Passeggi (2018, p. 112, our translation) assesses that "in the act of biographing, telling their own experiences, the child operationalizes the actions of remembering, reflecting, to project themselves into the future and to find alternatives that focus on their development as a social and historical being." For the author, children narrate by micronarratives, that is, minimal narratives, but that are full of meaning.

The scientific of the infantile narrating was also uttered by Bruner (1986) who, in seeking to understand the specificities of the child's thought, proposes the narrative to give meaning to the world and children's experiences. Thus, the narrative is configured as an appropriate material for the understanding of children and their modes of functioning.

Passeggi et al. (2018) explain that, through the narrative, children seek to attribute meaning to their experiences; this typically human capacity for reflection on oneself is called autobiographical reflexivity. The narrative, language activity, allows the awareness of experiences, which "makes the narratives produced by the child about their experiences a precious object of study for Access to the constructions they make about what they live in school" (PASSEGGI et al., 2018, p. 49-50, our translation).

About narrative research with children with disabilities, Herrera's study (2016) addresses the meanings they attribute to school experiences; the children's narratives in this study were constructed through photographic records of school spaces made by themselves, followed by comments on the photographs. The study points out that when narrating their school experiences, students with intellectual disabilities revealed that the common school is not yet prepared to offer them access to school knowledge.

The inclusion of students with disabilities in the common school is a reality, due to a set of laws and programs that make up the policy called Inclusive Education, outlined in Brazil especially between 1990 and 2015 (BRASIL, 1996, 2007, 2008, 2015). This policy represents a great advance in the guarantee of the educational rights of people with disabilities, whose historical trajectory is marked by segregation translated in the form of a teaching that took place, as a priority, in specialized institutions or special rooms in ordinary schools. As a
progress, we highlight the significant increase in enrollment of children with disabilities in the regular education system and the guarantee of Specialized Educational Care (ESA) and support professional. However, in general, studies indicate that the school organization has not sustained an effective process of schooling of these students (FREITAS; MONTEIRO and CAMARGO, 2015; DAINEZ; SMOLKA, 2019).

Given the complexity of achieving an inclusive educational system, the school scenario that emerges with the Covid-19 pandemic seems to contribute to intensifying the challenges for students with disabilities to achieve the knowledge expected by the school. Suddenly, face-to-face teaching becomes remote emergency, and further explains the unequal modes of Access to schools and school knowledge imposed on students with disabilities, since the conditions of Access to digital and assistive technologies are extremely unequal in developing countries, such as Brazil (SOUZA; DAINEZ, 2020).

In this direction, studies have pointed out the difficulty of accessing teachers and students to technological resources, such as internet and computer, as one of the main barriers to the effectiveness of remote education and, in view of this, educational interactions were restricted to mobile chat applications and were insufficient to ensure students’ access to curriculum content. Moreover, in the case of students with disabilities, it was found that, in general, teaching became the responsibility of ESA teachers, who received little or no guidance from the educational networks on how to deal with students and their families in this scenario, and also observed difficulties of families to accompany students in performing school tasks, due to the lack of schooling of parents or guardians. The activities were, in most cases, adapted by the teachers of the ESA and focused on recreational activities and those aimed at emotional, motor and cognitive aspects (OLIVEIRA NETA; NASCIMENTO; FALCÃO, 2020; QUEIROZ; MELO, 2021). As for curricular adaptations, Queiroz and Melo (2021) also point to those that aim at accessibility, such as the transformation of text to letter baton, language adequacy, addition of figures or marking of keywords, with the intention of facilitating the understanding of texts sent to students.

The analysis of such studies leads us to reflect that the problems experienced in the implementation of the inclusion of students with disabilities have intensified due to remote emergency education. With the removal from school, social interactions were compromised. Teaching relationships, mediated by cultural instruments and signs, such as language, are a fundamental condition to guarantee the possibilities of learning school content by all students. For the teaching-learning process to occur, children need to be inserted in social practices, with significant activities that produce meanings. In the case of children with disabilities, the
organization of the classroom, the intentional actions of teachers become even more necessary to enable the learning of cultural knowledge, so that the objective of pedagogical work should ensure practices that meet the singularities and specific needs of each student, oriented to the prospective dimension of development. What the studies reveal are adjustments that do not seem to ensure full participation of students in school processes.

If one of the great challenges to be overcome for the implementation of the inclusive education system is the schooling of these children, becoming participants in society and having Access to cultural knowledge historically produced, it is still up to us to ask: how is remote teaching for these students? How have children with disabilities experienced this situation? What meanings do they attribute to the experiences of emergency remote education? What feelings are mobilized when they are away from school?

In order to elucidate these questions, we put the listening of students targeted by the target of special education about their experiences in the face of remote emergency education. By knowing the ways of thinking, feeling, experiencing these children, it is possible to find clues to face this problem. Thus, our general objective is in this study to investigate and analyze the meanings that children targeted by special education attribute their school experiences in the context of emergency remote education and, from their sayings, to tension the challenges that arise for the schooling process of these students in the midst of the pandemic scenario.

The study is based on the dialectical conception of disability sustained by Vigotski (1997), that is, the deficits resulting from the organic condition may or may not materialize, depending on how, in social relations, disability is assumed, as disability or as a means of possibilities. In this context, it is worth understanding how the social environment is organized to deal with the specificities of organic conditions. When listening to children with disabilities, we consider that their narratives can reflect the meanings that are produced in the relationships between the child and his/her environment. Thus, we consider that children with disabilities have provisions to reflect when narrating their experiences and, through the narrative, they can reveal their ways of understanding the teaching conditions in the context of the pandemic caused by Covid-19.

Contextualization of the study

We developed the field research, approved by the ethics committee of the university, with five public children targeted by special education enrolled in the initial years of elementary school in schools of the municipal network of a small city in the south of Minas Gerais. They
are: Inácio, 9 years old, enrolled in the 3rd year, Fidel, 9 years, Natalia, 9 years, Leon, 10 years, all in 4th grade and Rosa, 10 years, enrolled in the 5th year. Rosa has an intellectual disability report and the other students are diagnosed with Autism Spectrum Disorder. The children were selected by the pedagogical advisor of the Special Education sector of the municipality according to the following criteria: having a mobile phone with Internet Access and communication application (WhatsApp and Google Meet) and ability to express themselves orally. Regarding the schooling process, the pedagogical advisor provided us with the following data: Inácio and Natália follow the classes in which they are enrolled and Fidel, Leon and Rosa are in the process of literacy.

Initially, we held a meeting with the family members to explain the project and, after the signatures of the terms of agreement, we held, depending on the availability of children and family members, between 4 and 5 online meetings with each of them, between the second half of 2020 and the first half of 2021. The meetings took place through video calls through the Google Meet platform, were previously scheduled with parents/guardians and took place at the time they were available, because the children participated using their mobile phones; except in the case of Rosa who had her own cell phone, so that the meetings were scheduled directly with her. The video calls lasted, on average, 40 minutes, were recorded and later transcribed in regular spelling. In all, the researcher and the children were in their homes. Fidel and Inácio participated accompanied by their mothers; Leon and Natalia did not live with their parents and were accompanied, respectively, by their aunt and grandmother. Rosa was alone in her room during the video calls.

The meetings were organized with the following procedures: an initial conversation with the children in order to perceive their willingness to participate in that day. Then a question about what they would like to talk about; when they did not propose a subject, we addressed topics about their routine, such as games, school activities and family. During his reports, we introduced some questions and/or comments in order to help narrate. In addition, we resort to some strategies: storytelling with books; videos of children's stories that we watch through the screen sharing feature of the Google Meet platform. We also try to focus on the most specific interests of children: planets, video games, TV series, among others. Inspired by the protocol for collecting narrative data from children, established by Passeggi et al. (2014) and Passeggi et al. (2017), we sought to create a pleasant environment to talk to them, as well as use mediating resources (books, videos, imaginary characters), letting them narrate what they wanted.
The theoretical-methodological approach is historical-cultural, which means highlighting the role of the word and social relations as central in the data collection process. The oral narratives of the children, in the interactions with the researcher, are taken as a unit of analysis. Vigotski (2007, p.16), when discussing the relations between thought and speech, present them under the aegis of unity: "Por unidad entendemos aquel producto surgido del análisis que, a diferencia de los elementos, contiene en sí todas las propiedades fundamentales inherentes al conjunto y representa una parte viva e indivisible de este". In this sense, in the analysis, we must seek to understand the elements that make up the whole. In the micronarratives of the children, we examine the process experienced by them in the school context in a pandemic situation.

The explanatory analysis of the material requires attentive listening to the children's sayings. From the historical-cultural perspective, the method should allow "no solo revelar la unidad interna entre el pensamiento y el habla, sino realizar fecundas investigaciones sobre la relación del pensamiento discursivo con la vida de la conciencia como un todo y con cada una de sus bes principales" (VIGOTSKI, 2007, p. 26). The analysis of children's narratives allows us to understand their ways of thinking; their sayings carry meanings that are produced in the social relations experienced and reflect the occupied places and the roles played by them in the social group.

Experiences and senses about the school narrated by students with disabilities

Studies conducted with children with intellectual disabilities found the same marks that characterize the narrative of children without disabilities: use of connectives (there, then, after, etc.); markers of beginning and end of narratives (one day, there end, it is over, etc.) and use of verb in the past (PACHECO; MONTEIRO, 2007; CAMARGO, 2011, 2012). However, these studies highlighted a greater dependence on the interlocutor, who need to encourage the narration of these children through questions and comments. In view of this, we chose to present the data in the form of episodes, focusing on the interaction between researcher and children.

In order to answer our questions, we organized the results in the following themes: 1. school activities and interaction with teachers; 2. mobilized emotions and impacts of the pandemic context and 3. experiences with technology resources.

1. School activities and interaction with teachers

In this episode, Fidel tells the researcher about her school routine in times of remote teaching. This is their first meeting.
Researcher: I want to know you better. What do you have to say to me?

Fidel: Me, I got the business back at school. Remember I was going to pick it up there? (the day before, his mother had cleared the scheduled video call with the researcher, justifying that Fidel had gone to school with his father to pick up activities).

Researcher: Did you go there to pick it up? How did you do? Who took you?

Fidel: My father

Researcher: Oh that's good! And you had a lot of homework?

Fidel: And... (Is silent)

Researcher: Did you bring enough lesson?

Fidel: So, I brought the school to be very different.

Researcher: Are you quite different?

Fidel: Yes, the cafeteria is older, broke the corridor and now mixed with the cafeteria.

Researcher: Ah! Are they renovating?

Fidel: Âhã. [inaudible] (he moves and his face disappears from the screen, preventing understanding of what he says)

Researcher: And you tell me, when you got to school to get your lesson, did you miss school?

Fidel: Yes, but she's a little different when I did, I, when I, me, me, when I was there at school and now, now it was a little different [...] when I came back, I was taking a little walk around to school, take a walk, a walk at school and then, then, asked my father to go there on the court to, to, to take a little walk.

Researcher: What activity do you do, writing, painting, what?

Fidel: It's just, I... (he gets distracted by the baby sister and the mother in the room). What were you really talking about?

Researcher: You were talking about the school and I asked about the activities.

Fidel: A tá.

Researcher: Remembered?

Fidel: Remembered. But I'm going to talk a little bit again. I'm going to go. Because the mirror, there was no mirror there, in the cafeteria did not exist yet, but when he complained, they put mirror and the same glass doors of my house. He's got the glass doors; he's renovated the school a little bit. And the cafeteria's big and then on the other side there's the rooms, right? The classroom, on the second floor, right? (Fidel continues to count on the reform, but does not return to the subject of school activities).
In this episode, we see Fidel narrating his school experiences in pandemic time: seeking activities, 'walking' around school to kill the longing and know the news that is in the school building. The researcher wants to talk about the activities - 'are there many?' 'What are they?' However, for Fidel it is important to talk about the reform they are doing in the school building – 'the school is a little different, the cafeteria mixed with the corridor, is bigger'. For him, what is worthy of being narrated are the changes in the physical structure of his school. In the discursive movement, the researcher and the child construct the senses to narrate it.

The reasons for Fidel not talking about the activities he carries out are not explicit. As a biographical subject, he can choose what he wants or does not narrate, affirming his thinking and feeling (PASSEGGI, 2016). But the children's narratives give us clues of the meanings they give to their experiences. Thus, we question – isn't performing school activities at home something to be narrated? Doesn't it make sense to the child? Souza and Dainez (2020, p. 9, our translation) reported the case of a student with autism spectrum disorder (ASD) who refused to perform school activities in the context of remote education, because, according to them, the student "does not engage in online activity, which becomes meaningless when proposed the distance from the school community and without the teacher's conduct. In the absence of references that refer to the school, the house space demobilizes the act of studying."

Rosa, 10 years old, diagnosed with intellectual disability, talks to the researcher about the school's activities. It shows the researcher a mathematical activity she had to perform (positions the activity sheet in the direction of the camera of the cell phone).

Researcher: You've done a lot of things these days, you've had a lot of chores?
Rosa: Yes.
Researcher: It was easy, wasn't it?
Rosa: Easy.
Researcher: Is it?
Rosa: Just the math that's a little difficult, my mom, she reads with me. (It positions the activity sheet in the direction of the cell phone camera and shows the researcher a math activity.)

Researcher: This one you think will be easy or difficult?
Rosa: I think it's going to be difficult.
Researcher: And then your mother reads to you? And you do? Then you show it to the teacher?
Rosa: Uh hã (stating), my mother first sees if it's right there I show it to the teacher.

Researcher: So, if your mother thinks she's wrong, correct and do it again?
Rosa: Explain it to me again.
Researcher: Your mother explains again. And the teacher, when she sends these activities, does she explain too?

Rosa: No.

Researcher: Only your mother explains it to you then?

Rosa: Yes.

Researcher: Then it returns corrected or not?

Rosa: What do you mean? I don't get it.

Researcher: She returns the activity saying: I received your activity was all right, she sends you an audio?

Rosa: No, she puts a little right and then when I'm done all, my mom takes her to school and she brings new activities.

Researcher: And is there any day that you talk to the teacher?

Rosa: It's just that I don't have her WhatsApp, just my mom.

Researcher: And you have a class on television? Do you have anything to watch?

Rosa: There is.

Researcher: Do they put class to attend?

Rosa: Like how are we here? No.

Researcher: Ah! I'm just trying to figure out how the school is working in this pandemic time, so it means it's just the activities, your mom goes there, takes it, brings it, you do it and then you give it back.

Rosa: But what kind, these people I'm saying that's like me, it's the people of AEE (specialized educational service), the most, like, I think for people like this more ... (interrupts the speech and makes a head-shaking motion and at the same time turn the look up) kind of like that I think.

Researcher: So, you think these activities are for those who do AEE is this?

Rosa: (affirmative nod with the head).

Researcher: And the classroom teacher, not from the ESA, what are the activities, is not having?

Rosa: You're having it.

Researcher: Only the EEA you talk just like you're talking to me, is that it? Oh, now I get it, so with the AEE's business you talk, but with the school's only activities.

Rosa: Yes. She does a lot of activity, she also explains to me, I'm doing the activity and she explains it to me in the connection (refers to the AEE teacher).
In this episode Rosa reveals to us how her routine has been with regard to school activities and the role that her mother assumes: "my mother, she reads to me... she's right. she explains it to me again... takes it to school, brings new activities...". When the researcher asks her about the interaction with the teacher, she explains "I don't have her WhatsApp, just my mom." From his narrative, we realize that his mother assumes the responsibility of following school tasks. The relationship with the classroom teacher ceases to occur, however, about the AEE teacher, Rosa narrates "She does a lot of activity, she also explains to me, I'm doing the activity and she explains to me in the connection".

Regarding the interactions between teachers and children, research reveals that, in general, students with disabilities were followed by ESA professionals (OLIVEIRA NETA; NASCIMENTO; FALCÃO, 2020; QUEIROZ; MELO, 2021). This is in line with the fact established by Opinion 11/2020 of the CNE/CP (BRASIL, 2020) which, when assuming a conception of disability based on the organic condition, gives room for segregating practices by indicating that such students can, due to the need for social isolation, have a more direct follow-up, preferably by the ESA sector, while reducing the opportunity to talk to the other members of the class.

It draws our attention in Rosa's narrative, the way the girl speaks of himself – "people who are equal to me, the most like me" – and the body movement she performs (shaking her head and turning her gaze). Through gestures and words, Rosa narrates how she sees it or how others define her. It does not find a word to name, but carries out a movement, which in our culture is understood as a gesture to refer to people with disabilities. In this micronarrative, Rosa tells us about her constitution as a subject and how she identifies with her colleagues and, at the same time, her gesture, is also a way of narrating, of naming how she sees herself and others tell her that they see her. Freitas et al. (2014), based on Vigotski (2000), discuss how the process of constitution of children with disabilities occurs from the understanding that others (educators, peers, family members, etc.) have of this child – "we of collective life forms deduce individual functions" (VIGOTSKI, 2000, p. 28, our translation).

Two of them. Mobilized emotions and impacts of the pandemic context.

Inácio, 09 years old, diagnosed with ASD and enrolled in the third year of elementary school, is sitting in a chair in the living room of his home. He holds his cell phone while participating in the video call. Your mother is sitting next to you. He was telling the researcher that he likes children's game apps. All of a sudden, he's going to stop talking and he starts making a face.

Inácio: I always do so, O! (close your eyes and open your mouth simultaneously).
Researcher: Oh, I don't know how to do so, no, close your eye and open your mouth at the same time?

Inácio: Close your eye and close your mouth (closing your eyes and mouth)

Researcher (imitates)

Inácio: I do so because I get bored.

Researcher Gets bored?! What makes you bored? Tell me.

Inácio: Bored, because so sometimes some things, sometimes I do not like to do task, sometimes I like to play because I like to play (while talking, he holds a line by the tips and goes moving his hands, winding and unwinding the line), because (Inaudible) my stepfather does not install my game, because on his cell phone, why even? (look at mom), it's sad that (referring to the video game i wish I had installed on the phone).

Researcher: So, you get bored because you have things you like to do and others that you don't like, task sometimes you like, sometimes you don't like.

Inácio: I like football, catch-up and hide-and-seek.

(Then he whispers something in his mother's ear, which tells him "talk to her."

Inácio: My mother, you know, was married to my father, but they fought once, right? (looking at the mother), then in a new relationship and they broke up and I never see my father, because this coronavirus made my life worse, I know it's hard to try to kill this coronavirus, but then hopefully have a day, like 2021, and then make a celebration of this coronavirus that was difficult [...] the covid 19, and how nice that has something to defeat the virus.

Researcher: And now with Covid-19 cannot go to school... (Inácio interrupts her)

Inácio: Some things I liked at school, like, lunch was even cool, right? But the jokes were nicer. And actually, I miss going to school and playing on the computer, I miss you.

Researcher: Yes, I imagine you must miss a lot, so you miss the computer, the lunch... and your friends, do you miss it?

Inácio: Yes, because we play a lot of things.

In the pandemic scenario, the children were suddenly removed from school. They are no longer in contact with friends, with teachers, they have been relieved of the school routine. 'I get bored,' Inácio reveals. He would like to play video games on his cell phone, but his stepfather didn't install his game. In narrating, he tells us of his emotions: boredom, sadness. Inácio recounts his conflicts – the separation of his parents, the distancing from his father, the coronavirus that 'made his life worse'. At the same time, their hopes: a solution to contain the virus, the celebration that can be made when this occurs. His narrative also reveals to us the territorial demarcation that is between the home and school environments. Doing a task is a
school activity; home is place to play video games, football, play hide-and-seek. In the context of emergency remote education, the home space becomes the place of school activities; the child loses his leisure space.

In his narrative, Inácio tells us of these relationships and their tensions/contradictions: "Life is an internal struggle of social positions converted into a personality dynamic that, therefore, cannot be harmonic, but tensioned, dramatic, in the sense of contradictory systems [...]" (VIGOTSKI, 2000, p. 35, our translation). When narrating, the child reveals his thought: doing task or playing video games; enjoy school for lunch or play... Inácio' thoughts materialize in his narrative and tell us about his choices and motives, which allows us to resume the words of Vigotski (2007, p. 508, our translation) by attest that thought arises "[...] de la esfera motivationcional de nuestra conciencia, que comprende nuestras inclinaciones y necesidades, nuestros intereses e impulsos, nuestros afecs y emociones. Tras el pensamento se hall ala tendencia affecta y votiva".

His narrative is revealing of the senses the school has for him. Affection and will – human psychic functions – that intertwine in the dynamics of psychism mediated by the word. How is the affective dimension manifested in children? Such functions originate and develop in social relations through the process of meaning that takes place in contact with the other, in intersubjective relationships. Inácio, diagnosed on the autism spectrum, shows us his possibilities of interaction – playing with friends, playing on the computer. Immersed in social relationships, the subjects develop (VIGOTSKI, 1995). The school is a privileged locus for intersubjective interactions – relationships between teachers and students, between students – that move learning. At home, Inácio does not have friends to interact with, does not have the computer. 'I miss going to school and playing on the computer, I miss you,' Inácio reveals in his narrative. Emergency remote education has uncover social inequality and, consequently, increased educational inequality (SOUZA; DAINEZ, 2020).

By peering through his narrative, we find clues to think about ways to deal with him in the school context: Inácio reveals his motivations – the computer, the play with friends. Listening to children allows them to understand their life histories and understand their ways of participating in different cultural contexts. Sarmento, T. and Oliveira (2020), when they research children narratively in the school context, highlight that listening to what children have to tell can be a resource for planning pedagogical actions and to get to know children in their culture and historicity.
Next, Fidel's narrative also reveals the emotions and impacts he experiences in relation to the pandemic context. He loved to talk about the solar system and planets and would always insert this topic into online conversations.

Fidel: When this coronavirus arrived, I think you could talk on the phone right?
Researcher: When the coronavirus arrived, he could talk only (Inácio interrupts the researcher's speech)
Fidel: Only with the cell phone.
Researcher: And have you been talking to your teacher on her cell phone?
Fidel: Well, no, but I think someday, I think I'll get it, I managed to talk to my teacher, that she sent some activity you know?
Researcher: And friends, do you talk on your cell phone?
Fidel: No... is in the way, is hindering the (interrupts) of people here in this world.
Researcher: What are you getting in the way of people?
Fidel: From the world.
Researcher: All the people in the world and are getting in the way why?
Fidel: Oh, because the Earth had, I think the Earth had a flu, a corona, and it affected all the coronaviruses on Earth, I think the Earth got sick, so I think.
Researcher: The Earth got sick, affected everyone. Tell me, what did the coronavirus get in the way of your life?
Fidel: It was a little hard, you know? When at the beginning of the coronavirus she was going without a mask, and then at first, she was wearing a mask.
Researcher: Were you wearing a mask at the beginning of the coronavirus?
Fidel: Yes, at first i was without a mask, right? And then Dad bought my mask, then I was wearing a mask, when I went to E. (name of the city), but here in the place no one wears a mask, but in E. he has, corona, right? That's luck here, isn't it?
Researcher: And when you leave the house, you leave in a mask?
Fidel: Yes, wear a mask and go there to E..
Researcher: And in E., and then what do you do when you go there?
Fidel: Well, I'd go there in E., i'd go with dad buy, go there, in the store, buy ice cream, buy a snack with mask, take off mask to eat, that's life, these things there are vacations, isn't it?

In narrating, Fidel can elaborate his interpretations about the pandemic scenario and the impacts it causes: his understanding of social distancing that no longer allows face-to-face interaction – "when the coronavirus arrived, I think you could talk on the phone"; about the virus - "a flu, a corona, the Earth got sick"; about the changes in the ways of acting – "it was a
little bit difficult [...] Dad bought my mask, I was wearing a mask when I went to E. [...] take a mask to eat" and about the differences in places – "here in the place no one wears a mask, that's lucky here". In his micronarratives, Fidel unveils every sense he was having for him his experiences with the arrival of the pandemic. They are small fragments, but they carry the whole history lived by the child (PASSEGGI et al., 2018).

The narrative of the Fidel child also allows us to know his feelings in relation to the experienced with the presence of the virus: (the coronavirus) "is hindering the people of the world ... it was a little bit difficult." As discussed by Lani-Bayle (2018), by the narrative, understood as a language activity, Fidel speaks of his feelings in relation to the changes in the ways of life caused by the pandemic context and, especially, of how he is elaborating this fact.

3. Experiences with technology resources.

Children's narratives also tell us about how they deal with technological resources in the context of emergency remote education. Let us see, in the following episode, what Natalia, a fourth-year elementary school student diagnosed with ASD, reveals.

This meeting took place in 2021 and the researcher asks her to talk about the school.
Natalia: I'm taking online class.
Researcher: Ah, online class! And what's this online class thing like? Will you tell me? Explain it to me, what's it like?
Natalia: The teacher sends a picture of the duty, then we have to do and then send the photo
Researcher: Oh, she sends a WhatsApp with duty, you do the duty and send her photo of duty after that it's?
Natalia: It's
Researcher: So, you don't talk to the teacher like you're talking to us?
Natalia: No.
Researcher: Do not talk and then the teacher corrects the duty you did?
Natalia: Yes.
Researcher: Is it? And is there a time she explains? What are you supposed to do? The story. Or do you have to watch some video? What's that like?
Natalia: She explains the story every day, it's an audio.

As we seek to interpret what Natalia reveals to us through her narrative, we are met with the concrete conditions offered by Brazilian municipalities to offer emergency remote education to students. In their narrative fragments, the child explains what this teaching has been: online class, which translates into a photographic image of activity sent by the teacher.
and explanations of the content through voice messages, via WhatsApp application. Thus, its narrative allows us to capture life in the pandemic school scenario, told by it.

Camizão, Conde and Victor (2021) analyzed possibilities of offering emergency remote education to students with disabilities in two municipalities in Espírito Santo. The study reveals some differences between the ways of organizing these municipalities, especially due to the economic conditions of each one: in one of them, in April 2020, the activities were inserted for all students in an online platform, with an orientation so that, to the students targeted by special education, these should be in line with the curricular proposal in force for the student's school year/stage; however, without guidelines on adaptations or flexibilities considering the specificities of each one; in the other municipality, only in August 2020, there was the organization of a website that hosted a specific page for Special Education, but that did not include a list of activities developed or mention of curricular adaptations. Despite these differences, the objectives in relation to establishing links with students with disabilities were achieved; however, when analyzing the achievement of goals with regard to Access to learning and the development of these students, the authors found that they were far from being achieved.

The results of this study lead us to reflect on Natalia's narrative fragments about her school experiences and we ask ourselves: are technological resources, without any human mediation, sufficient to guarantee the student with disabilities the right to learn and develop in the common school?

In this line of argument, we continue to present the narrative of Leon, a fourth-year elementary school student, with 10 years and diagnosis of ASD, which also narrates about his experiences with technological resources.

Researcher: And Leon, and back at school how was it this week? Did you have a lot of activity? Tell me how it's doing.

Leon: Internet caught haha (Puts your hand on your face and laughs).
Researcher: Eita! (laughing).
Leon: The activities I'm doing.
Researcher: But it counts.
Leon: I made one yesterday.
Researcher: Did you do one yesterday?
Leon: Um hum (stating). It's right here. Here ô (Positions the activity toward the camera)
Researcher: What is it? You drew a picture. Oh! How beautiful!
Leon: A little bird, that's it, this, get out, military out. That's the bird's name. The teacher had asked to draw any animal that was endangered, then I went there and drew.

Researcher: And then you had to write the name of the bird too? Or did you just draw?
Leon: Oh, I drew and wrote the name (Shows again the drawing)
Researcher: "Will leave military". And he's military green like that, his wings. Did you know that little bird? Have you seen it before?
Leon: No.
Researcher: And how did you find out? What did you do to draw?
Leon: The teacher told me to go on YouTube and I went there and I googled,
Researcher: Oh, you googled it and then you chose this one?
Leon: Uhum (shakes his head in statement)

Leon begins his narrative by talking about the internet he had caught. His laughter at narrating this fact may be an indication of how access perceives technological resources: the difficulty in accessing the network ends up preventing his participation in remote classes, which seems to be something fun for him. Still, he continues to say that he has done the activities and even shows one of them to the researcher. It's a drawing. He explains that it was an activity to draw an endangered animal. To develop the teacher's proposal, Leon is guided by the teacher to do research on YouTube and for this he uses the Google application.

We draw attention here to the way the child narrates about technological resources and their familiarity with them. Leon asserts himself as a biographical subject (SARMENTO, 2018) who chooses what he wants to narrate to the researcher – about the internet that did not work and about the activity he performed, through internet research. The narrative, also understood as a symbolic sphere of language, allows the child to make choices – it narrates what he wants and what is worthy of being narrated for him (PASSEGGI et al., 2018). Leon chooses to narrate about technological resources and his sayings reveal to us how he has made use of these devices.

Based on the narratives of Natalia and Leon we have no data to state whether these students are learning (or not) the school contents; if, on the one hand, their narratives reveal to us that technological resources are being used by them and are being part of their stories, on the other hand, their school experiences, within the scope of emergency remote education, seem to be limited to carrying out activities. When analyzing their narratives, we found that they do not narrate about their learning. And, in this sense, we reflect on the challenges that arise for the schooling process of these students in the midst of the pandemic scenario, to the extent that, effectively, for learning to occur is necessary more than technological resources, we have to think about the teaching-learning relationships, that is, the role of interactions, exchanges...
between teachers and students and between peers and the different technical-semiotic instruments that need to be made available so that they need to be made available so that education is significant for all students (SMOLKA, 2010).

Final considerations

In this text, we present narrative research conducted with children with disabilities in which we aimed to investigate and analyze the meanings that these children attribute to their school experiences in the context of emergency remote education and, from their sayings, to tension the challenges that arise for the schooling process of these students in the midst of the pandemic scenario.

The analysis of the episodes allows us to identify that children with disabilities narrate their experiences, highlighting the impacts that the context of social distancing demanded by the spread of coronavirus caused in their lives, both in the family and school contexts. The children's narratives reveal that family members began to play a major role in monitoring their school lives: support in performing activities performed at home, contact with the school and teachers to withdraw and return these activities in the school institution.

About the school, children with disabilities narrate their memories of the time that teaching was face-to-face: they remember the school routine (snack time, recreation, playing games with friends), reveal to miss school, friends and activities they performed. As they talk about the school, they narrate about the physical space and what it contains with enthusiasm. His narratives also reveal the emotions aroused by the pandemic scenario: boredom, hope, longing, fear and difficulties faced.

However, their narratives reveal little about their learning in the context of emergency remote teaching – the references they make to activities relate more to the operational aspect – to seek activities and return them to school, to do, not to do, to use technological resources – than to the aspect of the content, of what they are learning. The interventions of the Teachers of the ESA in relation to the teaching-learning process, according to the children's narratives, were restricted to explanations via voice messages of the WhatsApp application.

We consider that the narratives of children with disabilities give us clues about what was the period of withdrawal from face-to-face school activities for them and contribute so that we can think about the challenges that arise for the actors involved with the schooling of these children in relation to access to school knowledge.
If, in the context of face-to-face education, providing these children with favorable conditions for learning school content was one of the main challenges for the implementation of an inclusive educational system, after the emergency remote education period, this challenge becomes even greater, as only the follow-up of these children was delegated to ESA teachers, excluded from the right to have Access to school content corresponding to their school year. In addition, the child who "sees" himself on the screen of a video call or who "listens" in a voice message, is very different from the child who was sitting in the school portfolios and their specific needs need to be taken into account.

Finally, we have in mind that the findings of our study can contribute to narrative research with children, to the extent that they allow the recognize of children with disabilities as biographical subjects, who narrate their lived stories and, when they narrate, elaborate on these experiences.

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**How to refer to this article**


Submitted: 17/01/2022  
Required revisions: 20/04/2022  
Approved: 13/09/2022  
Published: 29/12/2022

**Processing and publication by the Editora Ibero-Americana de Educação.**  
Correction, formatting, standardization and translation.