INTRODUCTION
The educational inclusion is part of a larger movement of world level, called Social Inclusion, and its ultimate purpose to ensure the equal opportunity for all individuals, including those who, due to economic, cultural, racial, physical or intellectual challenges, were excluded from the study. The survey results can be seen in Table 1.

RESULTS
In the above databases were found about 436 related articles, being the base Lilacs with 259 articles, SciELO 59, SEER of 28, 45 and BVS 45. Of all these items included in the survey were used only 30 of them systematically presented in a summary table from the inclusion and exclusion criteria, he was that obey the criteria chosen and those who did not have them, they were eventually excluded from the study. The survey results can be seen in Table 1.

<table>
<thead>
<tr>
<th>Database</th>
<th>Deleted</th>
<th>Findings</th>
<th>Sample Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilacs</td>
<td>259</td>
<td>244</td>
<td>13</td>
</tr>
<tr>
<td>SciELO</td>
<td>59</td>
<td>51</td>
<td>08</td>
</tr>
<tr>
<td>SEER</td>
<td>28</td>
<td>27</td>
<td>01</td>
</tr>
<tr>
<td>BVS</td>
<td>45</td>
<td>40</td>
<td>05</td>
</tr>
<tr>
<td>EBSCOhost</td>
<td>45</td>
<td>43</td>
<td>02</td>
</tr>
<tr>
<td>Total</td>
<td>436</td>
<td>405</td>
<td>29</td>
</tr>
</tbody>
</table>

Source: The authors (2016).
DISCUSSION

In the review, the issues identified as relevant to the review process was the year of publication, the area of concentration in healthcare, the search mode and theme.

The first perspective is the relationship between year of publication and the number of published articles. In the year that most articles was the 2016 (N=7) to the time of searching the databases, followed by the year 2011 (N=3), 2009 (N=4), 2008 (N=2) 2012 (N=3), 2014 (N=2), 2015 (N=1) and 2013 (N=1).

The School Census data collected by the National Institute of Educational Studies and Research (INEP) in 1998 and 2012, show the evolution of admission of students with disabilities in inclusive educational networks. The Census of Basic Education 1998 recorded 337,300 registrations of students with disabilities. Of these students, 13% were in common regular education classes. In 2012, the census showed 820,400 registrations and found that 76% of students were in regular classes of regular schools, representing growth of 143%. This growth of enrolled students with disabilities in mainstream education may have boosted the scientific production in the area.

The second perspective is the location of the work area of concentration. The area of psychology included the largest number of articles (N=11), followed by the Multidisciplinary area (including the areas of Physical Therapy, Occupational Therapy, Nursing, Psychology, Postgraduate Programs) (N=5), Occupational Therapy (N=2), PE (N=2), Education (N=2) Physiotherapy (N=1), Nursing (N=1) Speech (N=1), History (N=1) Medicine (N=1), Education (N=1) and Sociology (N=1).

The training of professionals in health and education requires the study of social needs which will meet and working conditions. The school psychologist historically focused on the student considered deviant from the norm, to improve the teaching-learning process and assist in the composition of homogeneous classes (MATTOS; NUERBERG, 2010). In order to meet the social needs of the individual and personal, and develop more studies in the area.

The third perspective is about the mode of research. They found 13 articles and the qualitative type, 7 items of quantitative type, 7 items Mixed type (qualitative and quantitative) and 2 Bibliographical character articles.

Qualitative research is a social research. According to Minayo (2010, p. 47) social research can be understood as the various types of research that "dealing with the human being in society, their relationships and institutions, its history and its symbolic production." Being a social research increases the studies in the field of special education.

The fourth perspective is as the subject of research. He highlighted the predominance in the thematic teaching and learning axis by the theme of popular education (N=9), followed by the access to the school (N=8), inclusive public policies (N=4), family interactions (N=3) continuing education (N=3), early intervention (N=1), teachers' behavior (N=1).

The thematic teaching and learning is related to the Declaration of Salamanca World Conference on Special Educational Needs in this document there is the report that schools should accommodate all children, including children with disabilities, gifted, street, working, populations distant, nomads belonging to marginalized minorities. For this to happen inclusion is suggested to develop a pedagogy focused on the relationship with the child, able to successfully educate all, meeting the needs of each, considering the differences between them (VEIGA et al., 2011).

The school must allow the student to develop their means so that it can then intervene in the socio-cultural process and innovate the society. Its function is to cause imbalances and make challenges, leading the student to work as independently as possible. Children should be encouraged to explore their environment and themselves, expressing through the various intelligent systems your perception of the world, ideas and actions. It is important to consider what to do to educate children within their culture and meet the expectations that the school where they are inserted proposes to develop. Should be created favorable conditions for cognitive development through learning processes, taking into account the mediation or sociocultural interaction in the teacher-child relationship and also in child-child relationship (LIMA; LAPLANE, 2016).

The main themes of teachers on the inclusion addresses the school in a dialectical process, that is, presents itself as a contradiction of space, and as expressed by Paulo Freire (2011), "if education can not do everything, something fundamental it can ". Thus, it is understood that an inclusive school is constituted as democratization of defense space of knowledge and the education of students with disabilities is presented as a challenge in this, that drives the school to change their structures to fight for achievement educational policies, claiming the conditions for its implementation at school. In this context, there emerges an opportunity to review the school in their views, so that it fulfills its main function: the emancipation of the subject (FUCK; CORDEIRO; RENGELE, 2016).

For Vasques and Baptista (2014), nowadays, Special Education is identified as an area of knowledge in changes of course, and the school processes of people with disabilities are at the center of these changes, boosting the changing ways of tenders, the implementation of policies, and the re-invention of ways to understand who and how are these subjects. Articles on the subject public policy report that the discussions and theoretical guarantees about the international and national policies and government guidelines for inclusive education are fairly consistent. But still, it is considered that at this time, it is also investigate their way of implementation. In this perspective, to promote initiatives that seek to see how the law enforcement and public policies are ensuring the realization of inclusive proposals (MARINS; MATSUKURA, 2009).

The theme of family interactions reported that the birth of a child is a moment that involves changes and adaptations for all family members, especially when it comes to families of people with special educational needs (SEN), in particular the intellectual disability (DI). The quality of life in this microsystem is essential for the development of all, since it provides the basis for the current and future social relations of its members. Family members, especially parents, can experience in any dimension, feelings and reactions to the child's diagnosis: shock, fear, guilt, anger, denial, anger, rejection, sadness, among others (SILVA; ALMEIDA, 2014).

The theme early intervention the authors describe the benefits of this activity. Interventions can improve the identification of environmental factors that affect the severity of tics and provides support for the management of behavioral symptoms. Strategies used in the context of occupational therapy can also help, such as, the use of relaxation techniques, which can enable the individual a better knowledge on the part of the individual, of his body and also the distinction between the body contracted and relaxed (TERRA; RONDINA, 2014).

And the last issue relates to the behavior of teachers on the inclusion scenario, it is important to discuss the behaviors that teachers must issue in order to promote the learning of their students and what skills he can take to deal with the specifics of each student. That for a teacher to be considered socially responsible, not just the issue of certain behaviors, but you need to consider the functional aspect, since the action of the teacher is to take effect, which probabilistically, generate changes in the repertoire of students (GUERRA, et al., 2015).

CONCLUSION

Given the initial objective of analyzing the scientific production on continuing education aimed at inclusive educators, we found the results the incidence of production in 2016 totaling 07 of the 29 items listed since 2006 to research, estimating
demand students with disabilities is increasing and thus boosting the scientific production in this area. That among the same 29 selected articles, 11 were produced by the field of psychology, to meet the special needs, 13 surveys and the qualitative type, which are social research, and 9 of them with thematic teaching and learning, emphasizing the inclusion as a whole and welcoming all children, enabling the development of their skills.

Despite their divisions, it was found that in any one of them, this process presents itself in constant development and improvement. Given the integrative review carried out, enabled by a summary on the production of scientific knowledge about the continuing education that is referred to inclusive educators.

Keywords: Continuing Education. Inclusive education. Health Education.

REFERÊNCES

CONTINUING EDUCATION INTENDED TO EDUCATORS INCLUSIVE: AN INTEGRATIVE REVIEW

Abstract: The principle of inclusive education is that schools must recognize and respond to the diverse needs of students by providing them quality education. The aim of this study was to analyze the scientific production published in national journals and written in English on the continuing education aimed at inclusive educators. The methodology was the integrative review. The databases consulted were SciELO, LILACS, BVS, SEER e EBSCOhost. In total were found 30 articles published between 2006 and 2016 stood out the predominance in the main theme teaching and learning, followed by the main theme conceptions of teachers about inclusion, inclusive public policies, family interactions, continuing education, early intervention, teachers’ behavior. The area of psychology contemplated as many articles as the year with the largest publication was 2016. The mode of production was the predominant qualitative items. Given the integrative review carried out, enabled by a summary on the production of scientific knowledge about the continuing education that is referred to inclusive educators.

Keywords: Continuing Education. Inclusive education. Health Education.

FORMATION CONTINUE DESTINEE A EDUCATEURS INCLUSIVE: UN EXAMEN INTEGRATIVE

Résumé: Le principe de l'éducation inclusive est que les écoles doivent reconnaître et répondre aux divers besoins des élèves en leur fournissant une éducation de qualité. Le but de cette étude était d’analyser la production scientifique publiée dans des revues nationales et écrite en anglais sur la formation continue destinée aux éducateurs inclusifs. La méthodologie a été l'examen d'intégration. Les bases de données consultées étaient SciELO, LILACS, BVS, SEER et EBSCOhost. Au total ont été trouvées 30 articles publiés entre 2006 et 2016 se distinguent la prédominance dans l'enseignement du thème principal et l'apprentissage, suivi par les principales conceptions thématiques des enseignants au sujet de l'inclusion, les politiques publiques inclusives, les interactions familiales, la formation continue, l'intervention précoce, le comportement des enseignants. Le domaine de la psychologie envisagée autant d'articles que l'année avec la plus grande publication était 2016. Le mode de recherche prédominait éléments qualitatifs. Compte tenu de l'examen d'intégration réalisée, activée par un résumé sur la production de connaissances scientifiques sur la formation continue que l'on appelle les éducateurs inclusifs.

Mots-clés: Formation continue. L'éducation inclusive. Éducation à la santé.

FORMACIÓN CONTINUA PREVISTO PARA EDUCADORES INCLUIDO: UNA REVISIÓN INTEGRADORA

Resumen: El principio de la educación inclusiva es que las escuelas deben reconocer y responder a las diversas necesidades de
Los estudiantes, proporcionándoles una educación de calidad. El objetivo de este estudio fue analizar la producción científica publicada en revistas nacionales y escrita en inglés en la formación continua dirigida a los educadores de todo incluido. La metodología fue la revisión integradora. Las bases de datos consultadas fueron SciELO, LILACS, BVS, SEER y EBSCOhost. En total se encontraron 30 artículos publicados entre 2006 y 2016 se destacó el predominio en la enseñanza y el aprendizaje del tema principal, seguido de las principales concepciones de los profesores sobre el tema de la inclusión, políticas públicas inclusivas, las interacciones de la familia, la educación continua, la intervención temprana, comportamiento de los maestros. El área de la psicología contemplado tantos artículos como el año con la publicación más grande era 2016. El modo de búsqueda predominó elementos cualitativos. Teniendo en cuenta la revisión integradora llevado a cabo, habilitado por un resumen en la producción de conocimiento científico acerca de la formación continua que se refiere a los educadores incluido.

Palabras clave: La educación continua. La educación inclusiva. Educación para la Salud.

EDUCAÇÃO CONTINUADA DESTINADA AOS EDUCADORES INCLUSIVOS: UMA REVISÃO INTEGRATIVA

Resumo: O princípio da educação inclusiva consiste em que as escolas devem reconhecer e responder às diversas necessidades dos alunos, assegurando-lhes uma educação de qualidade. O objetivo deste estudo foi de analisar as produções científicas publicadas em periódicos nacionais e escritos na língua portuguesa sobre a educação continua destinada aos educadores inclusivos. A metodologia foi de revisão integrativa. As bases de dados consultadas foram SciELO, LILACS, BVS, SEER e EBSCOhost. Ao total foram encontrados 29 artigos publicados no período de 2006 a 2016. Destacou-se o predominio no eixo temático ensino e aprendizagem, seguido do eixo temático concepções dos professores sobre a inclusão, políticas públicas inclusivas, interações familiares, formação continuada, intervención precoce, comportamento dos professores. A área da Psicologia contemplou o maior número de artigos e o ano com maior publicação foi o de 2016. Quanto a modalidade da pesquisa houve um predominio de artigos qualitativos. Diante da revisão integrativa realizada, possibilitou-se uma síntese sobre a produção do conhecimento científico acerca da educação continua que é referida aos educadores inclusivos.

Descritores: Educação Continuada; Educação Inclusiva; Educação em Saúde.

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