

Specialized Educational Service: Mishaps and challenges

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Abstract

inclusive education is still a controversial, non-consensual issue that generates doubts and insecurities for educators. In this sense, this article aims to reflect on the educational reality found by this public, and present the work done by the NAPNE (Center for Assistance to People with Specific Educational Needs) of the Federal Institute of Education, Science and Technology of Rio Grande do Sul Regarding the methodology used, this is a qualitative research, with a theoretical nature, through a literature review of the current legislation and the IFRS Institutional Pedagogical Project.

Keywords: school inclusion; curriculum adaptation; pedagogical practice;

1. Introduction

since the 1990s, significant advances have been experienced for special education, because, taking into account the slowness of this process, a more concrete, participatory and dignified space has been achieved in society and educational institutions for people with disabilities, special needs. However, it is known that for many years these people were excluded and neglected.

even today, inclusive school is the subject of debate and disagreement. Initially, some necessary adjustments have to be taken into account, as school difficulties should be recognized without focusing only on student limitations, but rather on the institution itself. This reflection reveals the most urgent adaptations to be made in order to better serve the special public.

these adaptations are necessary due to the diversity of cases that can be found, and their demands may be very different from each other, especially considering the structure of the federal network, object of this article, which receives students from Basic, Technical, Higher Education and graduate. In addition to these broader adaptations, we also need to prepare to implement curriculum adaptations that are relevant to the individual needs of students.

in the search for learning effectiveness, institutions have provided a differentiated, often personalized service: Specialized Educational Service (ESA). However, many problems present themselves for its implementation, such as lack of infrastructure, lack of trained professionals, time, overcrowded rooms...

aiming to achieve the purpose of a school for all, which also includes these special students, the IFRS Institutional Pedagogical Project (IFRS, 2011) addresses issues related to inclusion and affirmative action, aiming at equal access and permanence of people with specific educational needs.

in view of the above, this paper will address issues pertaining to Specialized Educational Care (ESA), possibilities of implementing this work, issues related to physical space and human resources for the

realization of this process, difficulties and anxieties, and ways to better meet students, who for some reason need some form of adaptation.

this article, built from a qualitative and bibliographic research, addresses these topics, and firstly, a reflection on the ESA, and then shows a brief history of the institution in question, as well as the proposal of care work performed by them.

2. A reflection on specialized educational care

when it comes to learning and school inclusion, many doubts arise and there are many obstacles to this process, such as the lack of teacher training, the lack of accessibility and structure of the school and, furthermore, the lack of commitment of some families that end up for transferring all responsibility to the institution.

in this context, curriculum adaptation emerges as a strategy to find immediate solutions for everyone is right to education, since the Brazilian Inclusion Law, which came into force on January 2, 2016, shows that disability is in the middle and not in people, requiring schools to be prepared to include students with specific educational needs. With this in mind, and having in mind that adapting content and material is not always sufficient, it is necessary to provide extra-individual or group care to facilitate understanding and fixation of past knowledge in the classroom, but at the pace of each individual.

according to Oliveira et al. (2009, p. 103), these attendances may occur outside the classroom, and the teacher, or the professional responsible for the student service, will produce a report to measure their frequency and their progress. They also say, "The teacher's role in his classroom is not limited to activities with students. It is necessary that their pedagogical practice is articulated with the work of other professionals of the school team". For Pasian et al. (2017, p. 973), the success of specialized care also depends on the preparation of the teachers involved. Since there is a set of specificities that require knowledge to work with a particular student, it is necessary that teachers have adequate training for this, and this training needs to be specific for the teacher to be able to enhance the learning of their students, providing the best teaching possible for them.

complementing this idea, regarding the preparation of ESA professionals, it can be said that this is one of the biggest challenges encountered in inclusive education. Many teachers feel unprepared and therefore afraid to face the education of students with special needs, not to mention the lag in the number of students and teachers. The government has been offering distance-learning courses, qualifying professionals to work in the ESA. However, there is still a significant demand regarding both the number of professionals and the way such qualification has happened for the proposal to occur effectively and with quality (Braun and Vianna, 2011, p. 6).

analyzing this limited number of professionals, many schools have the help of their own students, understanding that this service can involve their peers in a process of helping each other learn, learn from each other while teaching, and realize that everyone learns together, although having different goals and processes. Specialized care, as mentioned before, can occur outside the school context, and in view of this, it is possible to affirm that the inclusive curriculum is built through interdisciplinary, projects, thematic axes, transversally, among others, trying to overcome the limits of the organized curriculum by disciplines,

aiming at the significant appropriation of the knowledge that make up the curriculum, associating themes that permeate the various areas of knowledge to the practices of curriculum components. Thus, students are able to understand that the contents complement each other in the relationships of different experiences. Thus, it can be thought that ESA does not necessarily take place in a private room, but through attitudes and projects that facilitate learning.

3. The Institution – IFRS Campus Ibirubá

in order to fulfill its social function, linking theory and practice, the Federal Institute of Education, Science and Technology of Rio Grande do Sul - Campus Ibirubá was created on June 6, 2009, as Advanced Campus, after the federalization of the Technical School Alto Jacuí. Occupying an area of 101 hectares, the Campus began its activities in February 2010.

aiming to reach the public with special needs, the institution has the Nucleus of Assistance to People with Specific Educational Needs (NAPNE) that works aiming at the inclusion of any person, with permanent or temporary limitations, that presents cognitive, physical or sensorial disabilities. . The work goes against the search for the “inclusive school”, despite the resistance of fundamental pieces in this educational process, considering its recent insertion in the didactic-methodological discussion circles, and the lack of education for teachers and managers regarding thematic of inclusion.

the IFRS Institutional Pedagogical Project (IFRS, 2011) addresses issues related to inclusion and affirmative action, aiming at equal access and permanence of people with specific educational needs. For this purpose, the principles of inclusive action in the IFRS are listed, which constitute - respect for difference; - equal opportunities and conditions of access, inclusion and permanence; - ensuring free and quality public education for all; - the defense of interculturality; - integration with the school community.

NAPNE, in addition to attending to the student and ensuring the principles mentioned above, works directly with the teacher in the construction of curriculum adaptation, assisting in the production of strategies for the success of the teaching-learning process, and shortening the path to materialize a “school for all”. According to Carvalho (2004, p. 29), inclusive schools are schools for all, involving an educational system that recognizes and addresses individual differences, respecting the needs of any student. From this perspective, not only people with disabilities would be helped, but all students who, due to numerous causes, endogenous or exogenous, temporary or permanent, have learning or developmental difficulties.

the fears and insecurity of education professionals are barriers that delay the successful insertion of these students in regular education. In order for the institution to use the term “inclusive school” with merit, it is often necessary to review practices and methodologies, forcing the disengagement of thoughts and the breaking of prejudices.

4. The proposal of implementation of specialized educational attendance (AEE)

the implementation of this type of project, in many cases, makes one think of a room with specific materials, with a multidisciplinary team, a lot of financial, human and time investment. Certainly, this would be the ideal scenario, but most institutions do not have it. In the case of the campus in question, this is the context presented. There is no room available to be intended exclusively for this purpose. Over time, it is hoped

that this will be possible with the completion of other blocks under construction. However, with the current situation, one must think of alternative ways to provide this service, without harming students and teachers. given the current conditions, the Campus has monitoring projects that provide the exchange of knowledge between monitors and students, not only content, but also providing cooperation and solidarity, fundamental values in pedagogical practice, enabling not only the structuring of the individual's knowledge, but, above all, the structuring of the individual as a subject and as a citizen.

the methodology used in this project is associated with the inseparability between Teaching, Research and Extension that seeks to know the cognitive and cultural universe of those involved, and based on this develop interactive and participatory teaching and learning processes, involving many moments of study and research by the monitor to support student activities in ESA.

the intervention is designed and developed from the interdisciplinary perspective, where the monitor and the student have conditions arising from their experience, learning in practice with real life issues and their daily life, combined with the condition of learning theoretically systematized knowledge, enabling give them a globalizing understanding of reality.

the structuring of curriculum adaptations and individualized care provided by Campus teachers, as well as NAPNE members, has gone through and still goes through various moments of awareness, discussion, studies and actions. Inclusion challenges changes in diverse philosophical conceptions, curriculum organization, and teaching procedures.

5. Conclusion

the work carried out by NAPNE, regarding the specialized educational attendance at the Ibirubá Campus has been reaching satisfactory and expressive goals even outside the state, being its members invited to give courses and lectures throughout Brazil. Nevertheless, the mishaps along the way are not few. Quoting Carvalho (2005, p.103), educational inclusion requires us to explain school difficulties not only by focusing on students, but also by considering the limitations that exist in our education systems and schools. The challenge implies a new vision of special educational needs, which, besides those of students, translate into the needs of schools, teachers, and all the human resources that work in them.

the view that ESA is not just the role of the teacher brings the reflection of what would be the best way to successfully perform an inclusive education, with principles based on the integrated education of students, offering all the same opportunities. In the search for renewal of didactic-methodological actions, teachers and students become subjects of the evaluation, through continuous and permanent evaluation process, prioritizing the qualitative aspects over the quantitative ones. The evaluation by projects allows analyzing the educational action and, if necessary, to readjust the objectives, methodologies and activities proposed during the action. Much has been achieved to this day, but it is still far from ideal. Some attitudes are no longer taken because of expenditure restraint, as, unfortunately, the government does not see these "expenditures" as an investment, and other progress does not leave the paper because of the resistance of society. However, advocates of inclusive education continue to pursue the constitutional rights: quality education for all, in regular classes, guaranteed access and permanence.

6. References

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