CONTRIBUTIONS OF THE COLLABORATION CULTURE AND THE PERFORMANCE OF SUPPORT TEACHERS AND SCHOOL PROFESSIONALS: EXPERIENCE REPORTS

CONTRIBUIÇÕES DA CULTURA DE COLABORAÇÃO E A ATUAÇÃO DE PROFESSORES DE APOIO E PROFISSIONAIS ESCOLARES: RELATOS DE EXPERIÊNCIA

APORTES DE LA CULTURA DE LA COLABORACIÓN Y EL DESEMPEÑO DE DOCENTES Y PROFESIONALES ESCOLARES DE APOYO: RELATOS DE EXPERIENCIA

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ABSTRACT: This study is part of the actions developed in the School Psychosocial Vocational Internship, whose main objective was to offer a thematic training course on school inclusion to professionals from a state education network. Six online meetings were held on the Microsoft Teams platform with support teachers and pedagogical coordinator, between July 2021 and March 2022. We used the book "Index for Inclusion" as a scope for the preparation of the meetings, as well as materials from education policies special and inclusive. The results showed the importance of the work coming from the Culture of Collaboration, with a view to inclusion in the dialogue with the school in order to break any stereotype of the special education student. We conclude that, although the study was developed during the COVID-19 pandemic, moments of learning and exchange of experiences were noticeable, which made it possible to reflect and disseminate knowledge about the Culture of Collaboration.

KEYWORDS: Collaboration culture. Psychosocial internship. Learning. Pandemic.

RESUMO: Este estudo é parte das ações desenvolvidas no Estágio Profissionalizante Psicossocial Escolar, cujo principal objetivo foi oferecer um curso de formação temática acerca da inclusão escolar aos profissionais de uma rede estadual de ensino. Foram realizados seis encontros online na plataforma Microsoft Teams com professores de apoio e coordenador pedagógico, entre julho de 2021 e março de 2022. Utilizamos como escopo para a elaboração dos encontros o livro "Index for Inclusion", bem como materiais oriundos de políticas de educação especial e inclusiva. Os resultados demonstraram a importância do trabalho proveniente da Cultura de Colaboração, tendo em vista a inclusão no diálogo com a escola a fim de romper qualquer estereótipo ao aluno da educação especial. Concluímos que, embora o estudo tenha sido desenvolvido durante a pandemia da COVID-19, foi perceptível momentos

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de muito aprendizado e trocas de experiências, o que possibilitou refletir e disseminar conhecimento sobre a Cultura de Colaboração.

PALAVRAS-CHAVE: *Cultura de colaboração. Estágio psicossocial. Aprendizagem. Pandemia.*

RESUMEN: *Este estudio forma parte de las acciones desarrolladas en el Internado Vocacional Psicosocial Escolar, cuyo objetivo principal fue ofrecer un curso de formación temática sobre inclusión escolar a profesionales de una red estatal de educación. Se realizaron seis encuentros en línea en la plataforma Microsoft Teams con docentes de apoyo y coordinador pedagógico, entre julio de 2021 y marzo de 2022. Utilizamos como ámbito para la preparación de los encuentros el libro "Índice para la Inclusión", así como materiales de políticas educativas especial e integrador. Los resultados demostraron la importancia del trabajo proveniente de la Cultura de Colaboración, de cara a la inclusión en el diálogo con la escuela para romper cualquier estereotipo del alumno de educación especial. Concluimos que, aunque el estudio se desarrolló durante la pandemia de COVID-19, se notaron momentos de mucho aprendizaje e intercambio de experiencias, lo que permitió reflexionar y difundir conocimientos sobre la Cultura de Colaboración.*

PALABRAS CLAVE: *Cultura de colaboración. Etapa psicosocial. Aprendizaje. Pandemia.*

Introduction

The Culture of Collaboration in the school environment must be understood imbued with inclusive values, which aim at removing barriers, through the promotion of accessible resources. Educational aspects must be connected with rights, democratic participation, citizenship, health promotion, among others (BOOTH; AINSCOW, 2011).

For Glat (2018, p. 17, our translation) the absence of a culture of pedagogical and psychosocial collaboration among the various educational agents negatively influences and

> [...] the implementation of school inclusion policies. This collaboration, however, needs to be built on a pact to recognize the right and possibilities of development of this student, as well as the investment in a joint search for creative and diversified alternatives for the learning of all of them.

Collaboration therefore involves democratic decision-making, such as joint action and, in precipice, communication between researchers and social agents (IBIAPINA, 2008).

It is in the power of collaborative teams that is

> [...] the ability to find educators with unique talent and skills to promote positive interdependent sentiment to develop creative problem-solving skills,

as well as to promote mutual support and shared responsibility (MENDES; ALMEIDA; TOYODA, 2011, p. 84, our translation).

It is through these skills that it is possible to build a society capable of dialoguing and devising actions for the Target Public Student of Special Education (PAEE) and, for this, we review the "Index for Inclusion" by Booth and Ainscow (2011), which brings together materials with the objective of assisting in understanding principles for an effective school, ranging from the configuration of teacher rooms and classrooms, as well as the elaboration of the structure of activities in the courtyard.

Stainback and Stainback (1999) corroborate the above idea by arguing that classrooms considered inclusive come from a philosophy that claims that all children can be part of community, school and learn life. Diversity is appreciated and it is said that this diversity offers everyone greater learning opportunities, in addition to strengthening the class.

Teamwork can be understood as a strategy that was conceived by the human being in order to develop a task considered complicated and achieve a more satisfactory result. These strategies can, in the present day, be carried out more efficiently in teaching and learning processes, after all, collaboration is understood as a pedagogical work strategy. Collaboration is directly linked with the contribution, that is, a person must interact with another in a unilateral or mutual help (CAPELLINI; ZANATA; PEREIRA, 2008).

Stainback and Stainback (1999) characterize that teaching offers more resources for education when students and adults collaborate in building a community that is conscious and sustains the work of the school. Students with disabilities and their parents and/or guardians can encourage the development of a more creative environment of a school community, but for this, it is necessary to have the commitment to seek the path facing the difficulties that arise, the strength to renew the sense of community when being threatened, and, finally, the courage to renegotiate the boundaries, relationships and family structures.

When there is no culture of psychosocial and pedagogical collaboration among educational agents, it makes it impossible and negatively influences the implementation of school inclusion policies. However, it is necessary that such collaboration be structured on the basis of a pact to recognize the student's and his-law's development possibilities, as well as on investment for the joint search for diversified alternatives that are creative for the learning of all students (GLAT, 2018).

Special Education aims to promote educational possibilities for students with disabilities, high skills or gifted and global development disorders, preferably in the regular school system (BRASIL, 2008).

In this sense, it is essential that continuous training be offered "[...] for all professionals involved in the process; to value the teacher, who is responsible for important school tasks; and to establish collaboration systems" (MENDES; ALMEIDA; TOYODA, 2011, p. 84).

Therefore, this study had as main objective to offer a thematic training course on school inclusion to support teachers and director of state schools in the southeast region of Minas Gerais.

Methodology

The scope of this study followed parameters of qualitative research with exploratory character, which according to Gil (2008, p. 27, our translation) aims to "[...] provide an overview, of an approximate type, about a certain fact."

The vocational internship was subsidized from the perspective of Culture of Collaboration and its importance for teaching and learning, especially to students in the target audience of Special Education.

In order to establish a dialogue with the State Department of Education, a meeting was scheduled in the last week of July/2021, in the morning period, with the head of the Regional Superintendence of Education together with the Coordinators of Special Education with the objective of dealing with the demands from the State Secretariat, and both parties reported on the importance of the agreement with the University, which was established from the Resolution of the State Council of Education - EEC No. 480, of March 13, 2021, which establishes information about the supervised curricular internship of basic education.

As a criterion for the inclusion of the participants in the training course, an e-mail invitation was sent to the Coordinators of the State Department of Education and these, in turn, sent the invitations to the principals of the schools, who invited teachers who had students from the target audience of special education to participate in the training.

The professional who was interested entered the Google Forms platform and filled out their registration form. Consequently, they signed a Free and Informed Consent Form - TCLE.

The Psychosocial - School Vocational Internship began in July 2021 and took place until March 2022, with 06 participants coded as (P1, P2, P3, P4, P5 and P6) participants being three teachers of Special Education, two Support Teacher and a Pedagogical Coordinator and mediators in the role of the trainees of the Psychology course and the Teacher guiding the internship led the formative process. It is worth mentioning that the participants belonged to 2 schools and were present in most of the proposed meetings, totaling more than 75% attendance.

During the supervision meetings, it was discussed what each student would do in these formative processes with teachers and professionals in the school environment. The orientation of the internship showed us how the intervention would be with the group of teachers and professionals of the school, and then we started the preparation of the interventions, and in parallel, we developed the creation of an informative booklet on collaboration culture in the school environment. At the end of the course, even with the reduced workload, a 20-hour certificate was made available to participants who obtained at least 75% attendance.

The tasks were distributed to each team member and from there we created a form in *Google Forms* for meetings with teachers. We have developed a group *on WhatsApp* with teachers and other professionals to communicate better. Educators filled out the application form prepared in *Google Forms* containing information that should be filled out with name, days and times of availability for participation in the training course. After filling out, we evaluated the day of the week and the time when it was more comfortable for each, being the teachers, interns and advisor.

A link was posted in the group with teachers so that they would have weekly access to meetings through the *Microsoft Teams* platform. Then, the internship advisor formulated a detailed schedule with all the themes, objectives and activities that would be developed at each meeting of the training course, at which time we sent the schedule in the participants' e-mail group and WhatsApp.

It is worth considering that the course started in the first week of October 2021 and took place in remote format through a virtual room called *teacher training in Microsoft Teams* due to the security measures of the COVID-19 pandemic. We ensured and followed the protocol of the "Psychological Practices in the Covid-19 Pandemic" (2020), a document prepared by the Regional Council of Psychology of the state of São Paulo. However, it is also noteworthy that the meetings were recorded in audio and video format, according to the agreement established between the parties, it was foreseen the use of the data for scientific analysis purposes.

In total, 07 thematic meetings were held and in each of them we made a slide show to guide, more effectively, the dynamics with the themes and raise the discussion with teachers and other professionals, since we talked about what they had understood, so that they also exposed their ideas, in which a listening space was provided when they reported their daily work experience in the classroom students in the target audience of special education in the context of the pandemic. The meetings took place once a week, at night and lasted an average of 2 hours. During the meetings, the schedule had to be adjusted in order to meet the needs of all participants.

For data analysis, we used content analysis (BARDIN, 2011) of the audios of the meetings, which were transcribed to be later analyzed. The analysis by categories was used according to the dismemberment of the text in units of analysis, according to the themes described.

Findings

Theme 1 - Virtual Roulette Dynamics

The first meeting was very important in view of the presentation of its format, as well as all the members being teachers, coordinators, interns and advisors. After the personal presentation of each member, we present the virtual roulette in which each participant talked about their characteristics as well as about their profession and one of the questions that caught our attention was about the question: "Tell us about your motivation to take this training course?" –

I spoke at the time of my presentation, [...] interact, [...] exchange experience, contribute and learn [...]. (P6)

In view of the above, it was possible to notice a certain interest in the participation of the training by a member of the training course. Other topics were developed in this meeting, but more in the sense of getting to know each other, and starting the formation of bonds.

Theme 2 - Inclusive Values: Inclusion Panel

This meeting aimed to bring the developments of Collaborative Culture in the school environment through a panel representing what was inclusion for each team member. As a result of this proposal, it was possible to notice the speech of one of the participants, who made a drawing full of representativeness and explained that:

> [...] the idea would be this, would be that the three pillars that make up our world and, at least the world of school, which should be so, which is this triple alliance between the external community, the school community and the family... A network that supports this student right, that thinks improvements for this student inside and out of this space. (P1)

And it goes on,

> [...] there's no point in the school wanting to do it and, like, not having family support. There is no point in the school wanting to set up what would be the

> participation or inclusion of this subject or that subject within the community and the community does not allow itself to accept this subject or that subject. So that's my idea of what inclusion would be right. (P1)

The above speech corresponds to what Sebastian-Heredero and Anache (2020, p. 1032, our translation) with a view to

> [...] the need to continue working for inclusive education, as this is a challenge that has no end. An inclusive school is never finished, it is always under construction, thus needing the involvement of the entire educational community, to move towards a quality education for all.

It is important to strengthen the ties between the school community and the inclusion of PAEE students in the search for integration between the actions involved, providing greater harmony and, consequently, quality of teaching not only for the PAEE student, but for all.

As well as the study developed by Silva (2020, p. 128) demonstrated by one of his teaching teams about the attribution of the role of the school "[...] for the acceptance of the PAEE with the school community, it explained the lack of the school in enabling training spaces to assist teachers in the common class and specialized educational care - ESA".

In addition to the walls of the school, we also need to think about the greater participation of families in the actions developed in the school context, in order to value the culture, knowledge, experiences and experiences they have in order to aggregate and add collaboratively in school spaces. To the extent that families are partners of the school, everyone benefits from their contribution, since:

> [...] parents feel socially valued, which is a factor of considerable importance in the popular classes, leading to a strengthening of the role of parent associations and their social legitimacy; communities, in turn, also benefit, as this collaboration with the school can contribute to the construction of their identity. Furthermore, the strengthening of relations between school, family and community, by implying an attitude of communication and participation of the various actors, induces a culture of citizenship and a democratic deepening, both at representative and participatory level (SOUSA; SARMENTO, 2010, p. 149, our translation).

Due to the above, it is observed that often the discourse conveyed as ideological in the above quotation is distanced from what teachers actually act, observe and interpret, and that

> [...] many times too, this family is so fragile for "n" reasons, that we forget to include the family as well... because the family goes through a lot of daily struggles, or sometimes she doesn't even go after many things because she doesn't even have information that she's entitled to it. So, I talk a lot about it to my students, right, "oh you need this, you know there's such?" (P1).

P1's speech comes to an agreement with what the author Cavalcante (1998) says, which brings that the greatest barriers to the development of collaboration between these two important institutions, which are family and school, are usually the result of stereotypes, distorted perceptions and lack of mutual understanding between parents and educators. It also points out that "it is only through the valorization of families and the development of partnerships with the parents of students that the school can provide a more relevant and meaningful education" (CAVALCANTE, 1998, p. 06, our translation).

Theme 3 - Inclusive Values: Effective Partnership

With regard to inclusive values, it is worth considering that the culture of collaboration involves overcoming exclusion through participation, considering that the institution of values of a society turns to understanding how we want to live together and educate each other. When we have a negotiated value system, a potential is established, resulting in dialogue between teachers, managers and families (BOOTH; AINSCOW, 2011).

From this meeting, whose theme was focused on the interpretation of inclusive values to have an effective partnership whose focus was to dialogue on communication, professional competence, respect, commitment, equality, advocacy and trust, with a view to discussing the principles of engagement for an effective partnership.

With regard to the development of this proposal, there was a tread to be conquered, taking into account the cultural values mentioned above. As we opened the word to the participants, it was expressed that

> [...] we know that in practice there are still several impediments to look at the student with disabilities, special education, the inclusive student, which are called [...] ASD [...] they are corporified by diagnosis. (Mediator 1).

The above speech denotes how much there are impediments, social barriers that express the invisibility of students from the target audience of special education. In such a way that they are diminished to their condition of disability.

It is crucial to advance in discourse and political positioning in view of capacitive, which, in turn, produces relationships based on the ideal of subject, standardizes the capacities, beyond their bodies[3], subjecting them ontologically and materially.

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[3] The concept of body subjecting is based on disciplinary norms which should be seen as targets of standardization strategies (FOUCAULT, 1979).

According to Gesser, Blöck and Mello (2020, p. 18), the discourses produced by capacitism reverberate their roots in biomedical precepts, supported by norm/deviation binarism. In this sense, it is very important to give visibility to the rupture with the mechanisms of oppression experienced by PAEE students since their bodies are seen as deviating from the normative body.

Theme 4 - Special Education Policies in the Perspective of Inclusive Education partnership of the student's family of the target audience of special education

The theme of this meeting was to know the participation of the families of the students of the target audience of special education with regard to the democratic participation bodies of the school, as well as it was possible to observe aspects correlated with the identification for the student's eligibility, while we know better the diagnostic criteria when the child enters school and are received by educators without having the diagnosis.

As a result of understanding about the approximation of parents at school in democratic organizations, it was noted by the speech of the support teacher identified with the code (P3).

So, I'm with a student with autism, and so since 2017 I'm his supportive teacher and always parents participate, I always try to bring them to the Council. (P3)

The above speech denotes an important fact, considering that in Borges's study (2015) there was also, on the part of the school, the incentive to participate in the School Board by the teacher to support school inclusion. Highlighting the importance of providing the interest of parents in dialogue about the academic needs of their children.

It was also possible to identify that, in addition to the democratic participation of parents in the School Board, there are other bodies in the school context that also have the duty to include them in decision-making processes as in the case of the Political-Pedagogical Project - PPP, as reported by participant P4, who revealed:

> [...] as this year was, had the pandemic right, so on the day of the PPP was invited many people to participate, but many parents were not, did not participate in the Web, did not participate, but always in the schools I worked, parents are invited yes, and many participate. (P4).

The statement expresses how much the school was reorganized in the face of a pandemic scenario to involve the entire school community in the participation of the PPP, although there was low participation of families in the p4 school, which it believes was due to difficulties in participating and having access to connections and social networks.

In view of this scenario, it is possible to interpret the social exclusion experienced by families because they no longer access knowledge so important that it makes their needs invisible, in view of the support to be claimed in order to be inserted in the PPP for greater accessibility of their children in these years 2020 and 2021 and 2022.

Another theme discussed in this meeting was based on the performance and composition of the multidisciplinary team, which refers to a team that is usually composed of several professionals such as psychologist, speech therapist, physiotherapist and occupational therapist who, together, can act to provide greater accessibility to the student of the target audience of special education. It is crucial to reflect how necessary is the guarantee of other professionals who work in partnership with teachers, in order to involve families in this process (ZERBATO, 2014).

On multidisciplinary teams, Yannoulas and Souza (2016, p. 107, our translation) state that

> [...] the postulate of the multidisciplinary team arises in the context of rationalization to ensure better cost-benefit of school work, expansion of access and improvement of the quality of educational service, in parallel with the awareness of the complexity and multidetermination of the relationship between schooling and poverty situation.

In this sense, due to the statements about this axis, it was noted that the State Department of Education itself has the support of partner teams of special education to contribute to the inclusion of students in common education. What was observed in the speech of P3, which considered

> [...] we have a multidisciplinary team very present, very well [...] we have a very good resource, from our team here, we also have the special education school, where our students who do not yet have reports [...]. (P3).

Theme 5 - Importance of School Inclusion Support Professionals (PAIE)

In this meeting, with the theme that involved "Support professionals in school inclusion", we work on the repercussion of the activities performed by professionals to support school inclusion.

The School Inclusion Support Professional (PAIE) exercises support services with Special Education, he works in ordinary schools offering support to PAEE students, as well as are responsible for contributing to personal care activities, among others in which students need "[...] as, for example, assisting the teacher regent, as long as he is not responsible for "teaching

planning", but carries out activities that may be related to the execution of activities in the classroom" (LOPES, 2018, p. 30, our translation).

Here we discuss the relevance that these support professionals have with schools, but mainly as partners of ordinary teachers and specialists in the search for the guarantee of the rights to effective participation by the PAEE student. We work on aspects of the performance of this professional provided for in the Brazilian Inclusion Law - LBI. We used exhibition material through the slide show and was later opened for discussion.

Mediator 2 invited the participant (P4) to dialogue about her experiences in relation to the support professionals. Then she reported "*Who is hired for student hygiene in our school is the ASD (basic education service assistant), we support teachers help in the activities.* (P4)"

Consequently, Mediator 3 - asked: "*How is the service of these support professionals? Do families participate? Do all students have coverage of these professionals?*"

And the same participant, P4, replied,

> In the school I am currently in, there is a lot of engagement with school inclusion. She calls the family, offers support to students..., but it is complicated because many families do not accept that their students need the support professional and ends up making the school's work difficult. And I have many students who have enough autonomy within the school environment, but there are others who really need these professionals to accompany her in hygiene and food and school activities. (P4).

With regard to the above, it is very important that schools provide information and dialogues with families with a view to adopting consistent expectations regarding the work performed by school professionals (CABRAL; SILVA, 2017).

Theme 6 – Collaboration of the family in supporting the inclusion of the target public student of special education in the common school

For this meeting had been programmed a dynamic of the family tree, whose objective was to identify the characteristics we inherited from our family, among which the family customs we maintain, as well as the traditions of personality, tastes, desires and desires. However, as only one participant attended, we had the performance of the dynamic for the following week.

Theme 7 - Family tree dynamics

For the seventh meeting, we planned the continuity of work from the dynamics of the family tree, but it was not possible to perform it, because the teachers were applying tests of the Evaluation Program of the Public Basic Education Network - PROEB for the third year of High School - MS and for the second year of elementary school - EF.

After the difficulties encountered for the continuity of the training, the Coordinator of Special Education informed us that at the beginning of December were applied the tests of the Minas Gerais System of Evaluation and Equity of Public Education - SIMAVE and Basic Education Evaluation System - SAEB, and there was the closing of the diaries, and, due to this, the teachers were unable to attend the meetings, because they would go on vacation in January and returned only at the beginning of February.

From then on, we replanned the meetings in order to reduce the hours previously established after contact with (P5).

Due to the low support of teachers, we were asked to create a new group of teachers to start in January, however, the suggestion did not show a plausible possibility due to the group having only one more month of operation in view of the deadline for the completion of the internship.

Therefore, we tried to continue with the proposal until mid-February, although it was not possible, since we did not have access to the new academic calendar for the 2022 school year so that we could replan new meetings, since, when we contacted (P5), she informed us that the teachers were in class assignment week and that they were having difficulty attending the proposed meetings.

On the other hand, in this interval, we use the days and times of the formative meetings to dedicate ourselves to the transcription of the meetings, as well as to the construction of an informative booklet on collaborative culture in the school environment.

It is considered that the content of the booklet served as the basis for teacher education, although it was not addressed in the present study.

Discussion

When developing a training course, we noticed the expansion of knowledge about educational and inclusive public policies, and it provides varied results during interventions with teachers and school professionals.

We have achieved the goal of promoting reflection on the Culture of Collaboration in the school environment, while providing knowledge and/or improvement of collaborative strategies for teachers and professionals. On the other hand, we observed difficulties in participating in virtual meetings that, according to Oliveira and Souza (2020), are the problems related to the availability of technological resources, the lack of an adequate environment, and also the gaps in the lack of access to a quality internet network, which hinders the opportunity of adaptation to remote education.

We also provide opportunities for the discussion of the school inclusion policy and we know the performance of School Inclusion Support Professionals (PAIE) with PAEE students. We also present and dialogue about the consequences of biopsychosocial diagnostic evaluation at the request of course participants, as well as discussing ways of collaborative participation of the PAEE student's family at the school.

At the first meeting, we noticed that teachers, in general, present discourse that propagates the importance of networking. Although they did not know the methodological proposal from the Culture of Collaboration.

In our second meeting, the teachers were very excited and adept at performing the activity, which made communication extremely productive, with the establishment of bonds and openness so that there would be greater dialogue about their daily practice.

The third meeting returned in appreciation for the theme that turned to equality, considering that their speeches reverberate the importance of breaking with the biological view of disability, and it is crucial to identify the barriers engendered by capacitism that prevent the PAEE student from progressing.

In our fourth meeting we observed statements that contained the participation of families in the School Board, but not in this year's Political-Pedagogical Project because parents have difficulties participating via the Internet, due to the COVID-19 pandemic. At the request of teachers, we comment on the evaluation criteria of the National Guidelines for Special Education in Basic Education.

In the fifth meeting, regarding the developments of the service performed by the Basic Education Services Assistant (ASD), it was possible to verify that the support teacher showed strong engagement on the part of the school in providing opportunities for this professional's performance, but signaled difficulties of acceptance by some families regarding the support of this professional in the school environment, which makes it difficult for teachers as a whole to work.

For the sixth and seventh meeting, a dynamic of the family tree was scheduled, but it was not possible to perform it. As we were already finishing the semester with the Vocational Internship, it was not possible to continue the meetings according to the organized schedule.

Final considerations

The exchange of experiences was certainly what stood out throughout the proposed course, after all, it was possible to see what it would be like to work in practice within this context, and it is also important to know the reality of the work of teachers in this area, as well as the difficulties they face for the accompaniment of special education students in the context of the COVID-19 pandemic.

The culture of collaboration presupposes that there are inclusive educational resources so that strong and engaged leadership is established, involving, among other factors, the partnership of families to become closer, so that these and community partners can benefit from relationships with the school in various ways, including learning about inclusive cultures.

The culture of collaboration is essential to promote learning. A teaching with inclusive development is a different way of working from the traditional methodology, in which the student remains in his portfolio and copies what the teacher goes through on the board. Collaborative teaching proposes the active participation of students in the learning process, cooperating with each other and exchanging experiences. The student is the "protagonist" and, because of this, develop characteristics of great relevance, such as ability to lead and autonomy.

The training course, based on the culture of collaboration, derived from this work was of great relevance, because, in addition to assisting in a greater knowledge about the inclusion of students from the target audience of special education, also revealed the need for a second support plan if the principal does not work, because, according to the reports of the participating teachers, several setbacks may happen.

Adequate school inclusion for students and their full potential is more stimulated when teachers are well prepared in their didactics and know how to act according to the necessary demands. Moreover, in addition to the culture of collaboration, the school's partnership with the family needs to exist, since, through this collaboration, the education and care offered to special education students will be of quality, in addition to meeting the specific needs of each individual regarding their own learning, access and participation.

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