

CONSULTORIA COLABORATIVA COMO ESTRATÉGIA DE FORMAÇÃO CONTINUADA PARA PROFESSORES QUE ATUAM COM ESTUDANTES COM DEFICIÊNCIA INTELECTUAL¹

LA CONSULTORÍA COLABORATIVA COMO UNA ESTRATEGIA DE FORMACIÓN CONTINUA PARA PROFESORES QUE TRABAJAN CON ESTUDIANTES CON DISCAPACIDAD INTELECTUAL

COLLABORATIVE CONSULTING AS A STRATEGY OF CONTINUING EDUCATION FOR TEACHERS ACTING WITH STUDENTS WITH INTELLECTUAL DISABILITIES

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RESUMO: A colaboração entre profissionais da educação especial e comum fomentou uma pesquisa de pós-doutorado, cujo objetivo foi analisar a Consultoria Colaborativa como estratégia pedagógica para formação continuada de professores que atuam com estudantes com deficiência intelectual. Trata-se de um estudo de abordagem qualitativa pautado nos pressupostos da pesquisa colaborativa e da Teoria Histórico Cultural. Ocorreu na Universidade Federal de Goiás – UFG e em duas escolas; participaram seis professoras da rede estadual de ensino. Os dados foram construídos nos meses de fevereiro a dezembro de 2016. Nesse recorte analisou-se uma das categorias advindas do Roteiro de entrevista, contendo a avaliação da formação. Os resultados apontaram que esse tipo de formação proporciona discussões com foco na escolarização, apresenta caminhos possíveis para uma prática docente que visa a potencialidade desses estudantes e pode se constituir como estratégia para os cursos de formação continuada.

PALAVRAS-CHAVE: Educação especial. Consultoria colaborativa. Formação de professores. Deficiência intelectual.

RESUMEN: *La colaboración entre profesionales de la educación especial y común fomentó una investigación de postdoctorado, cuyo objetivo fue analizar la Consultoría Colaborativa como estrategia pedagógica para formación continua de profesores que actúan con estudiantes con deficiencia intelectual. Se trata de un estudio de abordaje cualitativo pautado en los supuestos de la investigación colaborativa y de la Teoría Histórico Cultural. Ocurrió en la*

¹ Part of the Postdoctoral research: *Consultoria Colaborativa Educacional viabilizando o Coensino entre professor regente e de apoio à inclusão escolar* (Collaborative Educational Consultancy enabling the Coensino between a teacher and a teacher in support of school inclusion), developed in the Graduate Program in Education at the Federal University of Goiás, Regional Catalão, currently the Federal University of Catalão (UFCAT).

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Universidade Federal de Goiás – UFG y en dos escuelas; seis profesoras de la red estadual de enseñanza participaron. Los datos fueron construidos en los meses de febrero a diciembre de 2016. En este recorte se analizó una de las categorías advenidas del Guía de entrevista, conteniendo la evaluación de la formación. Los resultados señalaron que este tipo de formación proporciona discusiones con enfoque en la escolarización, presenta caminos posibles para una práctica docente que tiene en cuenta la potencialidad de estos estudiantes y puede constituirse como estrategia para los cursos de formación continua.

PALABRAS CLAVE: *Educación especial. Consultoría colaborativa. Formación de profesores. Deficiencia intelectual.*

ABSTRACT: *Collaboration between special and common education professionals stimulated a Post-doctoral research, whose goal was to analyze the Collaborative Consulting as a pedagogical strategy for continuing education of teachers acting with students with intellectual disabilities. This is about a study of a qualitative approach discussed on the assumptions of the collaborative research and the Historic Cultural Theory. It occurred at the Federal University of Goiás - UFG and another two schools; six teachers of the state education network had participated. The data were constructed on the months of February to December of 2016. Within the scope were analyzed one of the interview scripts resulting categories, containing the formation evaluation. The results pointed out that this kind of formation provides discussions focusing on schooling, presents possible paths to a teaching practice that aims the potentialities of those students and can be constituted as a strategy for continuing education courses.*

KEYWORDS: *Special education. Collaborative consulting. Formation of teachers. Intellectual disability.*

Introduction

Universalize basic education for students with disabilities, global developmental disorders and high skills or giftedness, named in the Special Education Policy in the Inclusive Perspective of 2008 and in Decree 7,611/2011, as the target audience of special education, is more a challenge for Brazilian education. This challenge has ramifications for several areas, among them, the continuous formation of teachers and education professionals to work with this public. In this sense, courses and specializations that address the demands that involve school inclusion are among the most requested by teachers (LAGO; TARTUCI, 2016; 2018).

Teacher formation, both initial and continuing, has undergone conceptual changes with a view to reflective practice, and these changes reverberate in the formation for special education from an inclusive perspective. Studies point out the need for courses in line with the demands of the school context in articulation between theory and practice, aiming at the professional autonomy of teachers when reflecting on their action, seeking to transform their practice. Teachers point to the need for formative courses that consider the context of the school

and its classroom, as well as greater interaction between university and school (PLETSCH, 2009; VIRALONGA; MENDES, 2014; CAMAROMRI, 2014; LAGO; TARTUCI, 2016; 2018; CAMPOS, 2018).

In Brazil, Capellini (2004); Mendes (2006); Braum (2012), Camaromri, 2014; Vilaronga and Mendes, 2014; Araújo and Almeida (2014); Machado and Almeida (2015); Lago and Tartuci (2016; 2018) and Campos (2018) developed or analyzed research based on collaboration between professionals working in special and common education. In general, they reported that these surveys brought positive results for teachers who participated, as well as for educators and students with disabilities. They highlighted that the collaboration between education professionals has occurred in the form of Collaborative Teaching or Collaborative Consulting, and that both modalities have broken with the culture of isolated work among these professionals, which has favored in-service formation with a view to effective school inclusion of students with disabilities, resulting in an effective strategy of continuing education, since they are courses that seek a close articulation with the school context.

In view of the above, it was sought during a Post-doctoral research to implement a continuing education course for teachers based on collaboration as a work methodology. This article, part of the larger research, had the research question: Can Collaborative Consulting constitute itself as a strategy in the formation of teachers who work with students with disabilities? And, as an objective, to analyze the Collaborative Consultancy as a pedagogical strategy for the continuous education of teachers who work with students with intellectual disabilities.

The following text presents the methodological path of the study, the analysis of the results and discussions based on the reports of the participating teachers on the contributions of the Collaborative Consulting.

Methodological path

This study was approved, by means of a Term of Consent, by the Regional Secretariat for Education - SRE of Catalão - Góias and those responsible for the Special Education sector. Then the UFG Research Ethics Committee approved the study under CAEE no. 49751915.4.0000.5083.

It is a collaborative research based on the assumptions of Historical Cultural Theory, whose analysis methodology was the qualitative approach. It is a type of research intrinsic to practice, without, however, failing to use scientific knowledge in the search for the professional

development of the participants. In this type of research, teachers are encouraged to reflect critically on their teaching practice, to refine their ideas, to have access to academic knowledge on a given subject and to link them to the practical knowledge of their professional life (BOGDAN; BIKLEN, 1994; IBIAPINA, 2008).

Altogether six teachers participated, named in order to keep their identification confidential, from P1 to P6; were selected based on the following criteria: a) having contact with a student with a disability; b) accepting to participate in the research by signing the Free and Informed Consent Term - TCLE. These teachers performed different functions within the school where they worked, as described in Chart 1.

Table 1 - Identification and role of participating teachers

PARTICIPANT TEACHER	FUNCTION
P1	School management (Principal)
P2	Support Teacher for school inclusion
P3	Multifunctional Resource Room Teacher – SRM
P4	School management (pedagogical coordinator)
P5 ⁴	Voluntary teacher working in collaboration with the SRM Teacher.
P6 ⁵	Researcher/master's student who accompanied and evaluated the effectiveness of the course

Source: Devised by the authors.

All participants have initial formation in Pedagogy with specialization in the area of Education; one of the participants has a Master's in Education and another was in a Master's course; the age range varied between 20 and 50 years; the length of professional experience was more than 20 years for most teachers, and only two worked for two to six years as teachers.

Based on the assumptions of the collaborative research, we sought to systematize some procedures in accordance with Ibiapina (2008): the teachers participated in a first meeting at UFG aiming to raise their awareness; at that meeting, they knew the purpose of the research, answered their questions, signed the informed consent form and answered the personal and professional identification questionnaire. A diagnosis of formative needs was also carried out and then the cycles of reflective formation were elaborated.

In the first cycle, each teacher received printed and bound support material, prepared by the researcher/consultant and the research supervisor, containing theoretical framework on

⁴ This teacher worked in the private education network, the course was open to the community, and as a strategy she would have to carry out collaborative teaching with a teacher from the state network and thus worked collaboratively with a SRM teacher participating in the study.

⁵ Professor of the State Network who during the course participated as a Master's Student in the Graduate Program in Education, Regional Catalão, whose object of her research was the referred course.

school inclusion and Brazilian educational policy; Schooling of students with intellectual disabilities: history and political guidelines; Definitions of intellectual disability over the centuries; Organization of pedagogical work involving students with intellectual disabilities in the common classroom and in Specialized Educational Assistance; Collaborative teaching or co-teaching as a support service for teachers who work with students with disabilities and on Consulting Educational Collaborative as an in-service formative strategy. All of these topics were discussed and analyzed throughout the course.

Data production was carried out in two locations: Federal University of Goiás - UFG - Regional Catalão and in two state schools. The reflective formation cycles took place from March to December 2016, during two to three days of the week of each month - making a total of 17 formative meetings at UFG. Concurrent with the formative cycles, Collaborative Consulting took place in the context of the two schools, about 10 meetings in each school unit where the participants worked. Each meeting lasted an average of 3 hours, distributed among observations, conversations with teachers, with parents, conducting evaluations and pedagogical reevaluations of students.

The focus of the formation was the teachers, however, it is necessary to briefly describe how this partnership with these students took place. The first contact took place during the Consulting in schools: they were evaluated in their pedagogical aspects and then a plan was proposed, individually, containing academic guidelines and curricular adaptations. In total, 8 students with Intellectual Disabilities (ID) from elementary school I, whose age ranged from 7 to 15 years old, were followed.

In this section, data from the Category is described, analyzed and discussed: The contributions of a continuing education course based on Collaborative Consulting, elaborated from the Semi-structured interview script, applied at the end of the course; the analysis was developed through the qualitative approach and the reports are described in indentation and in italics in order to demonstrate the participant's speech and not be confused with direct quotes.

The contributions of a continuing education course based on Collaborative Consulting

Countries such as the United States, Canada and Italy have been based on the model of collaboration between teachers of ordinary and special education as yet another strategy for schooling students with disabilities and teacher formation. Since the 1980s, researchers like Pugach and Johnson have already pointed out the importance of establishing a collaborative partnership between these professionals. However, a systematized proposal occurred in the

United States, in 1993, in the State of Louisiana, when Friend and Cook (1990) implemented a collaborative work with ordinary school teachers who worked with students with disabilities (MENDES, 2006; ARAÚJO; ALMEIDA, 2014).

In Brazil, the studies carried out by Capellini (2004); Mendes (2006); Braum (2012), Araújo and Almeida (2014); Machado and Almeida (2015); Lago and Tartuci (2016; 2018) and Campos (2018) corroborate the collaboration strategy and affirmed the need to expand mutual support among education professionals, from sharing responsibilities to exchanging successful experiences about students' schooling with disabilities.

Effective collaborative work requires commitment, mutual support, respect, flexibility and a sharing of knowledge. No professional should consider himself better than others. Each professional involved can learn and can benefit from the knowledge of others and, with that, the greatest beneficiary will always be the student. (CAPELLINI, 2004, p. 89)⁶

This collaboration can occur through two models: Collaborative/Co-teaching Education or Collaborative Consulting. The first is based on the performance of two or more teachers in the common classroom with a view to promoting the learning of students with disabilities; it usually occurs between a teacher/specialized consultant in special education and a teacher of the common classroom who together develop different teaching strategies so that these students develop their potential in terms of autonomy, socialization and learning. The second model consists of school consultants - special education teachers, speech therapists, occupational therapists, physiotherapists, psychologists, etc. - which aim to promote professional expansion to teachers and the participation of students with disabilities not only in the common classroom, but in the entire school context through the partnership established with the school community (MENDES, 2006; MACHADO; ALMEIDA, 2015; LAGO; TARTUCI, 2016; 2018).

In this perspective, in the formation described here, the Collaborative Consulting model was used to assist participants, based on collaborative research, which aims to produce knowledge and form teachers in different areas. This assistance took place during the cycles of reflective training at UFG and in loco, in the schools of the participants. Collaborative research and the collaborative consultancy process follow some steps: referral, initial discussions with teachers aiming at establishing a collaborative partnership, observation of the classroom of

⁶ O trabalho colaborativo efetivo requer compromisso, apoio mútuo, respeito, flexibilidade e uma partilha dos saberes. Nenhum profissional deveria considerar-se melhor que os outros. Cada profissional envolvido pode aprender e pode beneficiar-se dos saberes dos demais e, com isso, o beneficiário maior será sempre o aluno. (CAPELLINI, 2004, p. 89)

these teachers, possible meetings with parents/guardians of students with disabilities, pedagogical evaluation, referrals and an intervention plan that must be monitored throughout the process. In other words, it is necessary for the consultant/researcher to obtain as much information as possible about each case (KAMPWIRTH, 2003; IBIAPINA, 2008).

The results showed several contributions from Collaborative Consulting as a strategy for continuing education combined with collaborative research. Chart 2 shows the Subcategories of the Category object of this article.

Chart 2 - Category and subcategories analyzed

CATEGORY: The contributions of a continuing education course based on Collaborative Consulting	
Subcategories	Main changes in teaching practice after participating in this course
	The articulation between University/School
	The knowledge and skills acquired during the course and the relationship with pedagogical practice at school
	Collaboration between teachers
	Collaborative Consulting as an in-service formation strategy

Source: Lago and Tartuci (2016/2018) based on the interview’s transcriptions.

Main changes in teaching practice after participating in this course

In addition to expanding knowledge, this training provided changes in the teaching practice of the classroom and the understanding that students with ID are capable of learning. In this sense, Campos (2018, p. 128) reported in his research that the Collaborative Consultancy focuses on the education of students with disabilities and not the disability itself. For this author, this proposal differs from the medical-pedagogical model in boosting student learning in the academic and human sense, because according to “[...] Historical-Cultural Theory, the teacher must provide all students with the knowledge systematized and historically constructed by humanity”⁷, assumptions contained in teacher formation based on collaboration.

[...] evaluating the students' level of development gave us a real position, of what the student is really capable of learning, of developing as a student and as a human being with potential was one of the first changes [...] this formation showed us that it is possible to expand our theoretical knowledge about disability and put that knowledge into practice. [...] the support of the educator inside the school was contagious! (P1 - Teacher/School Principal)⁸

⁷ “[...] a Teoria Histórico-Cultural, o professor deve proporcionar a todos os alunos os conhecimentos sistematizados e construídos historicamente pela humanidade”

⁸ “[...] avaliar o nível de desenvolvimento dos alunos nos deu uma posição real, do que o aluno realmente é capaz de aprender, de desenvolver enquanto estudante e enquanto ser humano com potencial foi uma das primeiras mudanças [...] essa formação nos mostrou que é possível ampliar nossos conhecimentos teóricos sobre a

The report of P1 corroborates with Pletsch (2009, p. 145), when it signaled that the teacher must be formed in the perspective of “[...] mobilizing their knowledge, articulating them with their skills through action and practical theoretical reflection”⁹.

The articulation between University/School

Another highlight pointed out by the participants was the partnership between a University researcher/teacher with the school. Campos (2018) emphasized in a study, whose objective was to evaluate this formation course, which

[...] the articulation between university and school allowed spaces for collective reflections and personal and professional improvement of the participants, since, the view about their own practice, these professionals, was being reframed throughout the formation process and contributed to professional development with an emancipatory character (CAMPOS, 2018, p. 112).¹⁰

According to Mendes (2006), Caramori (2014) and Araújo and Almeida (2014), the intention of this type of partnership is to contribute to a critical reflection on educational practices linked to formation in the school context, favoring the resolution of real problems with repercussions positive in expanding the learning of students with disabilities and in the direct role of teachers with these students. The opportunity to participate in theoretical formation at meetings at the University, combined with the support of the consultant at the school, was fundamental in expanding knowledge, as reported by P2.

For me it was a different course from the others I have taken so far, because at the same time that I went to the university to acquire theoretical knowledge, the professor from the University came to our school to meet our students and help us direct the work with students with ID; [...] (P2 - Support teacher in the common classroom).¹¹

deficiência e colocar esses conhecimentos em prática. [...] o suporte da formadora dentro da escola foi contagiante! (P1 – Professora/ Diretora escolar)

⁹ “[...] mobilizar seus conhecimentos, articulando-os com suas competências mediante ação e reflexão teórico prática”

¹⁰ “[...] a articulação entre universidade e escola possibilitou espaços para reflexões coletivas e aprimoramento pessoal e profissional das participantes, posto que, a visão acerca da própria prática, dessas profissionais, foi sendo ressignificada durante todo o processo de formação e, contribuiu para o desenvolvimento profissional com caráter emancipatório (CAMPOS, 2018, p. 112).

¹¹ *Para mim foi um curso diferente dos demais que fiz até agora, pois ao mesmo tempo que ia para a universidade adquirir os conhecimentos teóricos, a professora da Universidade vinha para nossa escola conhecer os nossos alunos e nos ajudar a direcionar o trabalho com os alunos com DI; [...] (P2 – Professora de Apoio sala de aula comum).*

The participants, in general, reported that the consultancy linked to the experience of the consultant/educator in special education fostered the search for other possibilities of action with students with intellectual disabilities, as well as the university/school partnership expanded the perspectives of a collaborative formation, based on dialogue in conjunction with the school's daily life.

The knowledge and skills acquired during the course and the relationship with pedagogical practice at school

For the participants, the expansion of knowledge about intellectual disability in its historical, biopsychosocial and academic aspects had an intrinsic relationship with classroom practice. From the discussion and reflection of these aspects, they were able to implement pedagogical changes in the school, as this knowledge started to base their teaching practices.

With the increase of students with disabilities in regular schools in regular classrooms, many teachers do not feel prepared to meet the specific needs of these students academically, as many people lack information about the various deficiencies and syndromes: there is also a lack of professional formation, which can cause obstacles to the development of quality academic work in the school that is said for everyone (SILVA; CARNEIRO, 2016, p. 938).¹²

They reported that they started to act with a view to eliminating the barriers and difficulties imposed by the disability and turned their attention to the search for possible ways for the education of these students, focusing on the potential of each one and not their disability.

There was a lot of relations, especially when we study about intellectual disabilities: the historical context, the characteristics, the possibilities of working with them [...] even the way of treating the student, talking to him. [...] The assessment instruments that we had access to in the course were put into practice in their evaluation, the different teaching strategies [...]. Everything was related to our practice within the school. The most theoretical themes were the basis for thinking about our activities with these students [...] we changed the focus that was more centered on disability and started to look at their potential (P3 - SRM Teacher).¹³

¹² Com o aumento de alunos com deficiência nas escolas regulares em sala comum, muitos professores não se sentem preparados para atender academicamente as especificidades que esses alunos apresentam, pois para muitos falta informação sobre as variadas deficiências e síndromes: falta também capacitação profissional, o que pode acarretar entraves para o desenvolvimento de um trabalho acadêmico de qualidade na escola que se diz para todos. (SILVA; CARNEIRO, 2016, p. 938)

¹³ *Tiveram muita relação, principalmente quando estudamos sobre deficiência intelectual: o contexto histórico, as características, as possibilidades de trabalhar com eles[...] até o jeito de tratar o aluno, de falar com ele. [...] Os instrumentos de avaliação que tivemos acesso no curso foram colocados em prática na avaliação dos mesmos, as diferentes estratégias de ensino [...]. Tudo era relacionado a nossa prática dentro da escola. Os temas mais teóricos foram a base para pensarmos nossas atividades com esses estudantes [...] mudamos o foco que era mais voltado para deficiência e passamos a olhar o potencial deles (P3 – Professora da SRM).*

For Braum (2012) and Campos (2018), the possibility of pedagogical work aimed at the historical, biopsychosocial and academic aspects of the student is the starting point for reflecting on the teaching and learning process involving students with intellectual disabilities. The complexity lies in the realization that the changes did not occur because the focus was on disability or even because they were unaware of how to implement certain actions.

Collaboration between teachers and other school professionals

According to Mendes (2006), Pletsch (2009); Araújo and Almeida (2014) and Tartuci; Vinhal and Dias (2019), the formation based on collaboration between professionals addresses theoretical knowledge, conducts their pedagogical practice in the moments of consulting, in addition to fostering the culture of collaboration in the school environment. It is a formation that provokes discussions and reflections on pedagogical practices aimed at the learning of all students.

After we study what collaboration is, the perspective of us as a professional also changes, because we come from a culture that each professional takes care of his square, his service, his room, isolated work [...]. I thought that it was not even possible, nor had I thought of that perspective [...]. Today I realize that it would be the solution to improve education because the ease of one teacher can be the difficulty of the other, and so on; [...]. This collaboration network makes perfect sense, [...] this collaboration has to be with all the school's professionals: conducting teacher, support teacher, AEE and coordination too (P4 - Pedagogical Coordinator).¹⁴

Corroborating with the report of P5, the research carried out by Tartuci, Vinhal and Dias (2019, p. 175) highlighted that the interaction between the conducting teachers of reference and the teachers of support for inclusion in general occurs in isolation, without there being joint planning or even dialogue, a condition that is different from the strategies adopted by collaborative teaching, which “is an effective strategy with [...] which requires participation, commitment, mutual support, flexibility, sharing the knowledge of the professionals involved, [...]”¹⁵. The practice of collaboration in the school space requires changes for the entire school

¹⁴ *Depois que a gente estuda o que que é colaboração, a perspectiva da gente enquanto profissional muda também, porque a gente vem de uma cultura que cada profissional cuida do seu quadrado, do seu serviço, da sua sala, trabalho isolado [...]. Eu achava que nem era possível isso, nem tinha pensado nessa perspectiva [...]. Hoje percebo que seria a solução para melhorar a educação porque a facilidade de um professor pode ser a dificuldade do outro, e assim por diante; [...]. Essa rede de colaboração faz todo sentido, [...] essa colaboração tem que ser com todos os profissionais da escola: professor regente, professor de apoio, do AEE e da coordenação também (P4 – Coordenadora Pedagógica)*

¹⁵ “é uma estratégia eficaz junto aos [...] a qual exige a participação, compromisso, apoio mútuo, flexibilidade, partilha de saberes dos profissionais envolvidos, [...]”

team, from changes in conceptions about teamwork to favoring democratic practices that seek to share knowledge and experiences.

This type of consultancy requires intensive work and training to work as a team; such training includes learning social skills and ethical principles, such as respect for cultural differences. This work also requires the revision of certain beliefs and concepts regarding common and special education, leading to an overcoming of the binomial common/special education (ARAÚJO; ALMEIDA, 2014).

With the collaboration, the individual skills of the education professionals are articulated in solving the problems and demands of the school, as according to El Kadri, Molinari and Ramos (2019, p. 2098) “[...] professional formation should not be strictly technical; it should aim, above all, to prepare citizens who value democratic practices, including collaboration”¹⁶. From the collaborative perspective, it is possible to establish various types of partnerships within the school and within the classroom, as in the example pointed out in the report of P5.

*When I started in this work, I had no experience with students with intellectual disabilities, with collaboration and I worked in isolation! Until now, I had only participated in technical training [...]. The experience of the educator and the examples discussed with the team helped me a lot. [...] Childish tasks, repetitive, without news, out of context were replaced by activities close to the content of the room. The conducting teacher started handing me the lesson plan with the contents for me to adapt [...] the educator invited the conducting teacher to join us and democratically devised more strategies (P5 - Volunteer teacher working collaboratively at SRM).*¹⁷

During the Collaborative Consulting, collaboration between the conducting teacher, the support teacher and the SMR teacher was sought, as generally these three teachers accompany the same student and do not share knowledge, experiences, neither among them nor with the community.

¹⁶ “[...] a formação profissional não deve ser estritamente técnica; ela deve ter como objetivo, sobretudo, preparar cidadãos que valorizem práticas democráticas, dentre as quais figura a colaboração”

¹⁷ *Quando eu iniciei o trabalho, eu não tinha experiência com estudantes com deficiência intelectual, com a colaboração e trabalhava isolada! Até o momento só tinha participado de formação técnica [...]. A experiência da formadora e os exemplos discutidos com a equipe me auxiliou muito. [...] As tarefas infantilizadas, repetitivas, sem novidades, fora do contexto foram substituídas por atividades próximas ao conteúdo da sala. A professora regente passou a me entregar o plano de aula com os conteúdos para eu adaptar [...] a formadora convidou a professora regente para se juntar a nós e democraticamente elaborávamos mais estratégias. (P5 - Professora voluntária atuando em colaboração na SRM).*

Collaborative Consulting as an in-service formation strategy

According to Vilaronga and Mendes (2014); Araújo and Almeida (2014), Collaborative Consulting as an in-service formation strategy establishes systems of collaboration and cooperation by creating and strengthening a support network for school professionals.

Therefore, the collaborative consulting proposal consists in taking the work of the specialists inside the school, so this model proposes to contribute in a healthy way so that, based on some problems experienced by the teacher at school, it is feasible to build actions that enhance their work and meet the needs of its students (MACHADO; ALMEIDA, 2015, p. 224).¹⁸

In the reflective training cycles, the nuances surrounding the access and permanence of students with disabilities were discussed, not only due to the expansion of enrollments in the last 15 years, but mainly due to the lack of human and material resources that could effectively collaborate with education quality. Themes such as school inclusion and Brazilian educational policy; the historical aspects and political guidelines that involved/involve the schooling of students with intellectual disabilities; the ways of identifying this disability, including the definition of the term, school inclusion and the organization of pedagogical work involving these students in the regular classroom and in the SRM, the importance of collaboration/partnership between school professionals, special education and university/school partnership. These discussions were followed by reflections and analyzes about the reality experienced by the participants based on the cases of students with intellectual disabilities enrolled in their schools.

The formation with collaborative consulting showed the best way to work; we left that paper and paperwork bureaucracy and went to the real; [...] many teachers don't do what should be done, it's not because they don't want to, it's because they don't know what should be done. Sometimes the person is super capable, but still does not have the necessary knowledge to work with the student with disabilities and this formation worked on our real problems [...] (P4 - Pedagogical Coordinator).¹⁹

In the development of the formation, the participation of students with disabilities was discussed with teachers and the community not only in the common classroom, but throughout

¹⁸ Portanto, a proposta de consultoria colaborativa consiste em levar o trabalho dos especialistas para dentro da escola, assim esse modelo propõe contribuir de forma salutar para, a partir de alguns problemas vivenciados pelo professor na escola, seja viável a construção de ações que potencializem o seu trabalho e atenda às necessidades do seu alunado. (MACHADO; ALMEIDA, 2015, p. 224)

¹⁹ *A formação com a consultoria colaborativa mostrou a melhor a forma de trabalhar; saímos daquela burocracia do papel e ficha e fomos para o real; [...] muitos professores não fazem o que deveria ser feito, não é porque não querem, é por desconhecimento do que deveria ser feito. As vezes a pessoa é super capaz, mais ainda não tem os conhecimentos necessários para trabalhar com o aluno com deficiência e essa formação trabalhou nossos problemas reais. [...] (P4 – Coordenadora Pedagógica)*

the school. In these moments, there was also a survey of the demands of the school context and the monitoring of the implementation of the pedagogical changes suggested during the training cycles.

It was a training that motivated and motivated students with intellectual disabilities. They loved the day the researcher came to school. [...] The biggest contribution I point out was to open our eyes about the fact that the student with a disability is a student at the school and not just of that teacher, the responsibilities were divided. I had never gone through a course like this before! It gives you the smallest details, it explains; you have the theoretical part that is as if it were a practice, [...] it is as if I were in a classroom and that this was happening; I experienced the situation (P3 - SRM teacher).²⁰

For Machado and Almeida (2015); Lago and Tartuci (2016; 2018), it is up to the special education consultant to provide opportunities for expanding the professional development of teachers based on the demands of the school environment, helping them in the construction of pedagogical strategies that favor the potential of students with disabilities. In this sense, Almeida (2016, p. 55) argued that “[...]. It is necessary for the school to rely on what the child is, and not on what the child lacks, [...] adopting a pedagogy anchored in positive aspects [...]”²¹.

Collaborative formation fosters discussions, expands information on the subject, presents possible paths for a differentiated and meaningful teaching practice for all students, without, however, failing to make a critical reflection on the best schooling and work conditions for professionals in the school that work or will work with these students.

I grew up very professionally with this monitoring [...] because as I had no experience as a support teacher and the course was guiding, providing security, [...] during the consultancy we had the return of the actions that were being implemented and the consultant pointed out other ways that people who are involved in the daily process with the student go unnoticed and cannot see that way (P2 - Support Teacher in the common classroom).²²

²⁰ Foi uma formação que nos motivou e motivou os alunos com deficiência intelectual. Eles adoravam o dia em que a pesquisadora vinha à escola. [...] A maior contribuição que eu aponto foi abrir nossos olhos sobre o fato do aluno com deficiência ser aluno da escola e não apenas daquela professora, as responsabilidades foram divididas. Nunca tinha passado por um curso assim! Ele te dá nos mínimos detalhes, ele te explica; você tem a parte teórica que é como se fosse uma prática, [...] é como se eu estivesse em uma sala de aula e que isso tivesse acontecendo; eu vivenciava a situação. (P3 – Professora da SRM)

²¹ “[...]. É necessário que a escola se apoie no que a criança é, e não no que lhe falta, [...] adotando uma pedagogia ancorada em aspectos positivos [...]”

²² Eu cresci muito profissionalmente com esse acompanhamento [...] porque como eu não tinha experiência como professora de apoio e o curso foi norteando, dando segurança, [...] durante a consultoria tínhamos o retorno das ações que estavam sendo implementada e a consultora apontava outros caminhos que a gente que está ali envolvida no processo diário com o aluno passa despercebido e não consegue enxergar e ver daquela maneira (P2 – Professora de Apoio sala de aula comum).

During the research, the participants had access to several pedagogical assessment instruments proposed by Vilaronga and Mendes (2014), Lago and Tartuci (2016; 2018). Other instruments, such as field diaries and a script for pedagogical evaluations for students with intellectual disabilities, were developed together with the participating teachers. At each new meeting, guiding questions regarding the subject/content presented on the day were addressed, as well as issues that would involve classroom and consultancy practice in schools.

The contributions were many! [...] it was a continuing formation; [...] at each meeting, issues relevant to inclusive education were discussed; both the legal and the pedagogical part, the documentation part and even things we didn't know, those tests I had never seen... so, it was totally different. The discussions, the exchange of experiences and even the motivation we had were different. Wow, I found it exceptional! [...] doing this work directly at school gave us a real position, of what the student is really capable of doing, of developing [...] (P1 - Teacher/School Principal).²³

For Campos (2018, p.104), “[...] Continuing education can be an important way to bring teachers closer to the assumptions and the practice of school inclusion and, in this way, contribute for the school to actually fulfill its role of socialization of knowledge”²⁴. In a formation from a collaborative perspective, participants become co-authors in the process of generating knowledge. Consultant and participants look for theory not as an isolated product, but as a process articulated with educational practice.

From the theories studied, discussions and reflections proposed by the teacher about the schooling of students with intellectual disabilities and the importance of collaboration at school, I noticed changes in the attitudes and actions of the participants that were reflected in the performance within the schools I visited. [...] All participants considered this course to be a true continuing education, in which they had not yet participated (P6 - Master's student who participated in the course as a researcher/evaluator).²⁵

²³ *As contribuições foram muitas! [...] foi uma formação continuada; [...] a cada encontro foi discutido assuntos pertinentes a educação inclusiva; tanto a parte legal quanto a parte pedagógica, a parte de documentação e até coisas que a gente não sabia, aqueles testes eu nunca tinha visto...então, foi totalmente diferente. As discussões, as trocas de experiências e até a motivação que a gente teve foi diferente. Nossa, eu achei excepcional! [...] fazer esse trabalho diretamente na escola nos deu uma posição real, do que realmente o aluno é capaz de fazer, de desenvolver [...] (P1 - Professora/ Diretora escolar).*

²⁴ “[...] A formação continuada pode ser uma importante forma para aproximar professores dos pressupostos e da prática da Inclusão escolar e, dessa forma, contribuir para que a escola cumpra de fato seu papel de socialização do saber”

²⁵ *A partir das teorias estudadas, das discussões e das reflexões propostas pela professora formadora acerca da escolarização dos alunos com deficiência intelectual e da importância da colaboração na escola, verifiquei mudanças nas posturas e nas ações das participantes que se refletiram na atuação dentro das escolas que visitei. [...] Todas as participantes consideraram esse curso, uma verdadeira formação continuada, da qual ainda não tinham participado (P6 –Mestranda que participou do curso enquanto pesquisadora/avaliadora).*

The participating teachers' conceptions of Collaborative Consulting as an in-service formation strategy were based on the importance of the university/school partnership, until the finding that collaborative work favors the schooling of students with disabilities and expands the knowledge of the school team on inclusion school.

Final considerations

At the end of this research, it was found that it is necessary to rethink the initial and continuing formation of teachers with a view to inclusive education. The participants were unanimous in reporting that the format and methodology of a collaboration-based course more effectively meet the demands arising from school inclusion, as they encourage the participation of the teacher who works directly with the student with disabilities and the entire management and administrative team of the school.

To meet the demands of inclusive education, school professionals need to acquire new skills, and this type of formation instigates a movement to rebuild both initial and continuing education, as it strengthens professional autonomy in a critical and emancipatory perspective of the social role of the teaching profession.

The proposal for formation based on Collaborative Consulting is not intended to become the only way of teacher formation or to present “recipes” of how the teacher of the regular classroom, the teacher of support for school inclusion, the teacher of SRM or even the school manager must act with the student with a disability, on the contrary, the intention of this formative strategy is to dialogue, contextualize the educational reality experienced by teachers through interaction and collaboration between the consultant in Special Education and school professionals.

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