

SCHOOL INCLUSION POLICIES: WHAT ARE THE DIRECTIONS FOR PEDAGOGICAL SUPPORT IN THE BRAZILIAN CONTEXT?

POLÍTICAS DE INCLUSÃO ESCOLAR: QUAIS DIRECIONAMENTOS PARA O APOIO PEDAGÓGICO NO CONTEXTO BRASILEIRO?

POLÍTICAS DE INCLUSIÓN ESCOLAR: QUÉ DIRECCIONES PARA EL APOYO PEDAGÓGICO EN EL CONTEXTO BRASILEÑO?

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ABSTRACT: This paper aims to analyze the configurations of specialized pedagogical support offered to students with disabilities in contexts associated with school inclusion policies in Brazil. The analysis was developed from the municipal context of Capão da Canoa/RS and from the specialized literature referring to the figure of the support professional in association with school inclusion policies. Regarding the theoretical-methodological plan, analytical work has the cycle of policies and systemic thinking as priority bases. The investigation favored the identification of priority axes, involving the action of the special education teacher and the characterization of support professionals. Among the emerging aspects of the research, we highlight the multiplicity of meanings frequently attributed to the professional term of support, the high frequency of their presence in the schooling processes and the need for greater definitions about this professional profile. In this sense, there is a need for greater investments in new investigations which favor clearer political and legal definitions, to guide in a qualified way, the action of professionals responsible for supporting students with disabilities in the different educational networks.

KEYWORDS: Special education. School inclusion policies. Support professionals.

RESUMO: O presente artigo tem como objetivo analisar as configurações do apoio pedagógico especializado, oferecido aos alunos com deficiência em contextos associados às políticas de inclusão escolar no Brasil. A análise foi desenvolvida a partir do contexto municipal de Capão da Canoa/RS e da literatura especializada referente à figura do profissional de apoio em associação com as políticas de inclusão escolar. A pesquisa de cunho qualitativo tem como bases prioritárias o ciclo de políticas e o pensamento sistêmico. A investigação favoreceu a identificação de eixos prioritários, envolvendo a multiplicidade de

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sentidos constantemente atribuídos ao termo profissional de apoio, e a elevada frequência de sua presença nos processos de escolarização. Nesse sentido, problematizou-se a necessidade de maiores investimentos em novas investigações, que favoreçam definições políticas e legais mais claras, no sentido de orientar de forma qualificada a ação dos profissionais responsáveis pelo apoio aos alunos com deficiência nas diferentes redes de ensino.

PALAVRAS-CHAVE: *Educação especial. Políticas de inclusão escolar. Profissionais de apoio.*

RESUMEN: *Este artículo tiene como objetivo analizar las configuraciones del apoyo pedagógico especializado, ofrecido a los estudiantes con discapacidades en contextos asociados con las políticas de inclusión escolar en Brasil. El análisis se desarrolló a partir del contexto municipal de Capão da Canoa/RS y de la literatura especializada referida a la figura del profesional de apoyo en asociación con las políticas de inclusión escolar. La investigación cualitativa tiene como base prioritaria el ciclo político y el pensamiento sistémico. La investigación favoreció la identificación de ejes prioritarios, involucrando la multiplicidad de significados constantemente atribuidos al término profesional de apoyo, y la alta frecuencia de su presencia en los procesos escolares. En este sentido, se problematiza la necesidad de mayores inversiones en nuevas investigaciones, que favorezcan definiciones políticas y jurídicas más claras, con el fin de orientar de manera cualificada, la actuación de los profesionales encargados de apoyar a los estudiantes con discapacidad en las diferentes redes educativas.*

PALABRAS CLAVE: *Educación especial. Políticas de inclusión escolar. Profesionales de apoyo.*

Introduction

Over the last decade it is possible to follow a redefinition of special education from an inclusive education perspective, as far as Brazilian education is concerned. To this end, we could follow, in recent years, the approval and dissemination of a series of normative devices, guidelines, projects and ministerial programs that aimed to restructure the curricular organization and school practice in order to meet the needs of accessibility to ordinary education (DELEVATI, 2012).

From the National Policy on Special Education from the Perspective of Inclusive Education (BRAZIL, 2008) and the publication of Resolution CNE/CEB 04/2009 (BRAZIL, 2009), the process of inclusion of students considered target audience of special education⁴, in regular education, should have the specialized support offered primarily by the service named Specialized Education Service (SES). Thus, it is the responsibility of special education,

⁴ Special Education target students are considered to be: students who have some type of disability, global developmental disorders, or high abilities/super ability. (BRAZIL, 2008).

through this offer of support, to eliminate or minimize the barriers that compromise the access of these students to regular education.

This paper⁵ has as its general objective to analyze the configurations of pedagogical support offered to students with disabilities in contexts associated with school inclusion policies in Brazil. In order to contemplate this investigative interest, the initial analysis occurred from a specific context - Capão da Canoa/RS - aiming to reflect on the singularities of this context and on possible approximations with processes described in other studies, in addition to identifying its relationship with the general guidelines for special education.

The theoretical and methodological basis of this work, with a qualitative approach, has as reference the field of public policy analysis, using as foundations the policy cycle (BALL, 2009) and systemic thinking (BATESON, 1986). It starts from a reflection on how to "think policies" and know how they are produced (BALL, 2009), besides enabling a variety of instruments to carry out the research, contemplating a circularity between action and experience as elements in the production of the investigated phenomena.

The relationship with systemic thinking makes it possible to value the complexity of processes, expanding the focus of relationships and considering the subject in context (VASCONCELLOS, 2013). Thus, based on these assumptions, we seek to develop an analytical process that favors continuous reflections arising from contextualized actions, in order to understand the links that articulate the singularity and generalization in the understanding of the phenomena that constitute the educational policy.

The research movements enabled the identification of axes around which it was possible to follow, in context, the characterizations present in the different spaces presented, building a map of this reality, involving the characterization of support professionals, with emphasis on: nomenclature, profile, training, valuation/working conditions, spaces of performance, services, attributions, responsibilities, relationship between special education teacher and support professional, and the normative plan.

Capão da Canoa and the services offered by special education

The movements of implementation of public policies related to special education in the perspective of inclusive education reflect a process of structural reorganization in common education schools, seeking to enable an environment with accessibility, not only architectural, but also attitudinal, communicational and technological, resulting in aspects that limit or

⁵ The present article has its origins in a master's research developed by Marquet (2018).

facilitate pedagogical practices favoring the work with diverse groups. According to Law No. 13,146/2015 (BRAZIL, 2015), barriers are obstacles, obstacles of any kind, which limit or prevent the social participation of people to their right to accessibility.

In order to offer conditions for progressive learning and autonomy to students with disabilities, the education systems perform a (re)reading of these norms, (re)interpreting them in local contexts and organizing the configuration of the services offered.

The National Policy for Special Education from the Perspective of Inclusive Education (BRASIL, 2008) provides about the settings for special education, considered a transversal modality, highlighting that it must constitute the Pedagogical Policy Project (PPP) of the school, going through all levels and stages of education, as well as the implementation of specialized educational care in reverse shift and not as a substitute for regular education. It is possible to see that this service has been assuming a prominent role in the processes of school inclusion.

Baptista (2019), in presenting an analysis of the schooling processes of people with disabilities in Brazil, discusses the changes in the normative plan in recent decades, as well as the production of devices and ministerial programs that direct school inclusion as an educational guideline. It emphasizes the challenge of the organizing lines regarding the SES and the relationship of this service with the space of the resource room, stating that the normative plan opens possibilities for the SES to occur in an articulated manner with the teaching work in general, not limited to a specific space, such as the resource room.

Haas (2016) reaffirms the understanding that the SES is a central pedagogical device of the National Policy of Special Education from the Perspective of Inclusive Education, which has transformed the configuration and participation of special education in everyday school life and, due to its relevance, has constituted the current political agendas, in order to allow its implementation, evaluation and reformulation process.

To reflect on the reconfigurations of the SES services, based on the normative updates, we focus on the reality of the municipality of Capão da Canoa. It is a municipality located on the North Coast of Rio Grande do Sul, with 42,040 inhabitants, according to the 2010 Census (IBGE, 2012). In terms of education, the municipality has 22 schools⁶ of basic education, of which 11 are elementary schools, 10 are pre-schools, and one is a special school. The municipality is constituted as its own system and has a Municipal Education Council. Thus, it

⁶Available at: <http://www.capaodacanoa.rs.gov.br/site/home>. Access on: 17 Apr. 2021.

has the autonomy to organize local guidelines, not being dependent, in an exclusive way, on national guidelines or state determinations.

This municipality, in its historical context, has proposed different configurations regarding the educational services available to people with disabilities. Such movements range from offering services in spaces of education that replace schooling in common education, in philanthropic institutions, the creation and maintenance of a municipal special school, to directing enrollments to regular schools. It is worth noting that, since 2008, there has been an intensification of services in regular schools with an inclusive educational proposal and an increase in the offer of SES.

Special education services and their settings in the analyzed context

Regarding the provision and training of the professionals involved to work in different times and spaces, it is possible to identify gradual changes in this framework of professionals. In 1998, students with disabilities began to be directed to a municipal special school, in which teachers worked in the special education area, prevailing training in a pedagogy course with an emphasis on special education (such as a license), or a complementation of studies in the form of training. Until the inauguration of this school, professionals who worked in the special education modality were provided by the sponsor and worked in a philanthropic institution – Association of Parents and Friends of the Exceptional– APAE in the Portuguese acronym.

In 2005, there was a change in the training required to take on the role of teachers specializing in special education in this municipality. The current requirement for training these teachers within the municipal network follows what is determined in Opinion nº 25/2005 (CAPÃO DA CANOA, 2005), in its art. 5, which tends to indicate the minimum requirement for: a Full Degree in Special Education, a Pedagogy course with an emphasis on Special Education, a Licentiate and Training course, with a minimum workload of 360 hours, or courses at the postgraduate level. degree in Special Education.

In 2007, a municipal public contest took place, generating the concomitant appointment of 48 special education teachers. Subsequent to this movement, in 2009, the municipality became the center of the Inclusive Education Program: Right to Diversity, assuming responsibilities in strengthening inclusive educational systems, involving teacher training activities from a group of nearby municipalities. Possibly, due to this new dynamic that brings the municipality closer to the guidelines of that program, there is a reorganization

in the distribution of teachers between the special school and the common schools, which become the predominant space of action of these professionals. It is likely that these events have produced reflections on the understanding of the roles foreseen for teachers with special education training and, consequently, on the redistribution of these professionals who, previously, were destined to fill existing vacancies in the special school and, after this movement, were redirected to common schools to work in the SES and in the classroom in collaboration with the common education teacher.

These actions generated impacts on the municipal structure, with regard to the place where the specialized teacher works. They enabled multiple configurations in the pedagogical practices offered to students with disabilities and favored the implementation actions of the policy, expanding and diversifying the spaces of action of professionals who then began to contemplate the performance of special education teachers in different spaces, such as such as: special school and common schools – complementing and/or supplementing pedagogical work in the resource room and accompanying students in the regular classroom, in collaboration with the regent teacher (MARQUET, 2018).

During the first six years after the contest, there was the possibility of special education teachers working in regular education classrooms, in bidocence with the curricular area teacher. The presence of a second teacher in a regular classroom includes, according to Mendes (2006), a proposal for collaborative teaching, which follows a model of providing special education services in partnership with the common school teacher, where they share the responsibilities in front of the teacher. to the planning, instruction and evaluation of a heterogeneous class. This model is presented as an alternative to resource rooms and special classes in response to the demands of inclusion proposals.

In 2009, there were 10 elementary schools and three resource rooms in the municipality, spaces in which 48 special educators worked. Therefore, there was a predominant tendency of the performance of these professionals in the monitoring in the classroom, in a situation of collaborative teaching or bidocency.⁷

According to the specialized literature, the performance of special education teachers in the common classroom allowed greater conditions for participation and access to school activities (DELEVATI, 2012). In other words, this configuration provided the opportunity to carry out different strategies associated with daily pedagogical practices such as: transcription of Braille, interpretation in Libras, adaptation of material and mediation in activities involving

⁷ This term is not official in the municipality, not existing in the career plan, only in practice.

the teaching and learning process of students with autism, deafness, visual impairment and with intellectual disability.

This organization, which involves the second teacher in a common classroom, constituted a point of tension and dispute in the organization of the local educational structure, since there is no regulation at the municipal level that guarantees the presence of a second teacher, nor this configuration of pedagogical action. The municipal management decided to change the presence of professionals specialized in special education in the classroom, moving them to the special school. This movement caused changes in the school context, resulting in some instability and probable fragility in the teaching work, as the regent teacher started to act alone.

A new scenario began to be defined, and some aspects that favored these changes could be identified, such as: the growing demand associated with the increase in the number of students with disabilities enrolled in the municipal education network and the implementation of Law n° 12,764/2012, which institutes the National Policy for the Protection of the Rights of Persons with Autism Spectrum Disorder. In its sole paragraph, the law indicates that “in cases of proven need, the person with autism spectrum disorder included in regular classes of regular education [...] will have the right to a specialized companion” (BRAZIL, 2012, p. 2).

In addition to these factors, there is also the approval of Law n° 13.146/2015 (BRAZIL, 2015), which in its art. 3, considers the existence of the school support professional to carry out activities of feeding, hygiene and locomotion of the student with disabilities and to act in school activities, to which they are necessary. Lopes (2018, p. 31), when discussing the presence of specialized professionals and support professionals, highlights that:

Thus, the other professionals are not explained in these documents. [...] throughout the decade, there were changes in the profile and performance of professionals who are part of the support network for school inclusion. The 2001 resolution included the presence of a specialized professional, however, in the most recent documents one can identify the absence of the guarantee of this teacher with specific training and the emergence of the support professional, without training requirement, who has the profile of the caregiver of PAEE students, as described in the Special Education Policy from the perspective of Inclusive Education (our translation).

These aspects may have potentiated the restructuring of the offer of services to the target public of special education students. The figure of these professionals - the specialized companion and the support professional - has been shown to be profiles with reduced training requirements, such as high school, and often involving higher education interns, therefore,

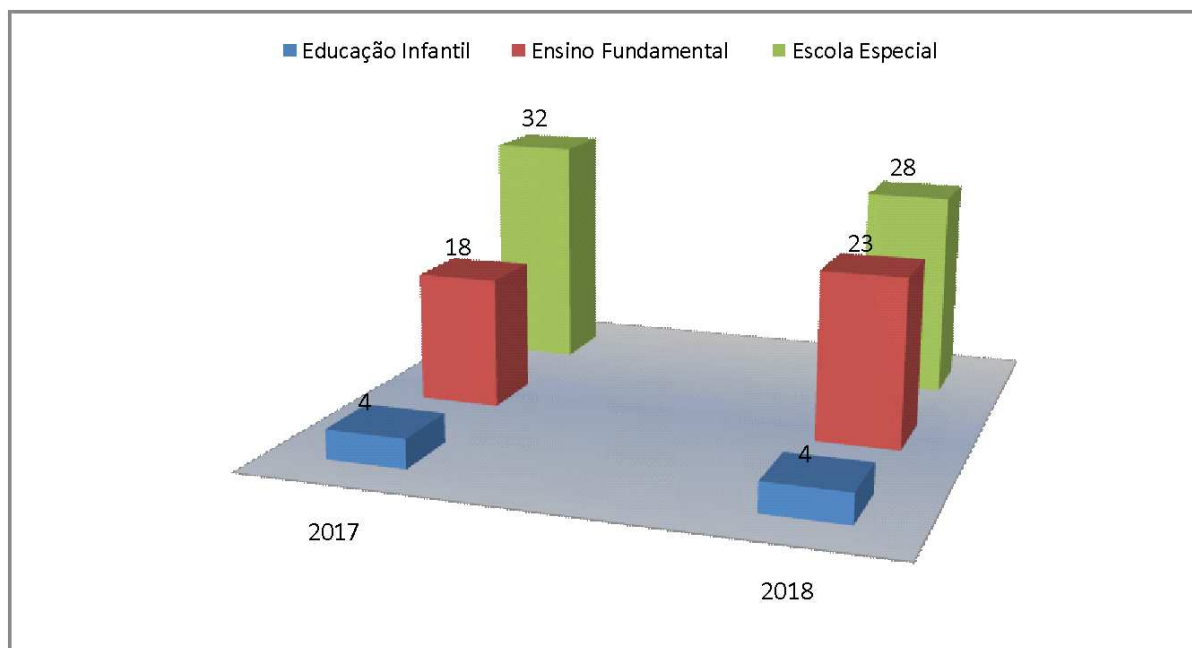
professionals in the training phase. Lopes (2018, p. 130) points out in his research, as a challenge, the “absence of a qualified professional to support the teacher in inclusive practices [...]”. The solution given to the problem by the municipalities was to hire interns and caregivers”.

In 2015, a competition was held with vacancies for the position of special education assistant, requiring only high school training. This action provoked new changes in the municipal context, as the special education teachers had their performance in the classroom replaced by the special education assistant. Thus, from 2015, with the officialization and availability of vacancies for this position, it shifted from the priority focus, support in common teaching of pedagogical mediation, to support actions such as locomotion, food and hygiene (BRASIL, 2015) , because the professional who takes part in a regular class has these functions legally determined.

Thus, it is noteworthy that the changes related to the action of professionals with higher education, replaced by professionals with high school, brought a significant change, since the role played by the special education assistant does not match the legal guidelines. These movements in the management of professionals in this municipality gained visibility as they occurred in several schools, which produced changes in inclusion as a perspective, indicating new directions throughout the municipal education system. With this restructuring, the positions intended for professionals who work in the care of students with disabilities, in the special education modality, are: special education teacher (full/supplemented and contracted) and special education assistant (full and contracted).

The configuration of the staff of these professionals, special education teachers, is organized according to the following chart:

Graph 1 – Number of Specialized Teachers in common education (kindergarten and elementary school) and in special schools - 2017 and 2018⁸



Source: Prepared by the authors

It is worth mentioning that, in 2017, of the total of 54 professionals trained as special education teachers, 32 worked in the special school, serving 92 students. On the other hand, in Early Childhood Education and Elementary School, 22 of these teachers work in ordinary schools, serving a total of 400 students with disabilities. This distribution remained similar in 2018, when out of a total of 55 teachers, 28 worked in the special school with a target audience of 97 students, and the other 27, in elementary school and early childhood education, serving 289 students.⁹ In other words, one can highlight the predominance of the action of special educators working in the exclusive service school. Considering the period of 11 years covered in this research, it was observed the existence of a high contingent of special educators in the municipality, however, with internal changes in the addressing of these professionals (MARQUET, 2018). Despite the concentration of these teachers in special schools, their work takes place in different spaces, not being restricted to the Resource Rooms, considered, in many works, as the locus of the work of these professionals in common education. The concentration of a greater number of specialized professionals working in the special school must be evidenced as a controversial movement, when we

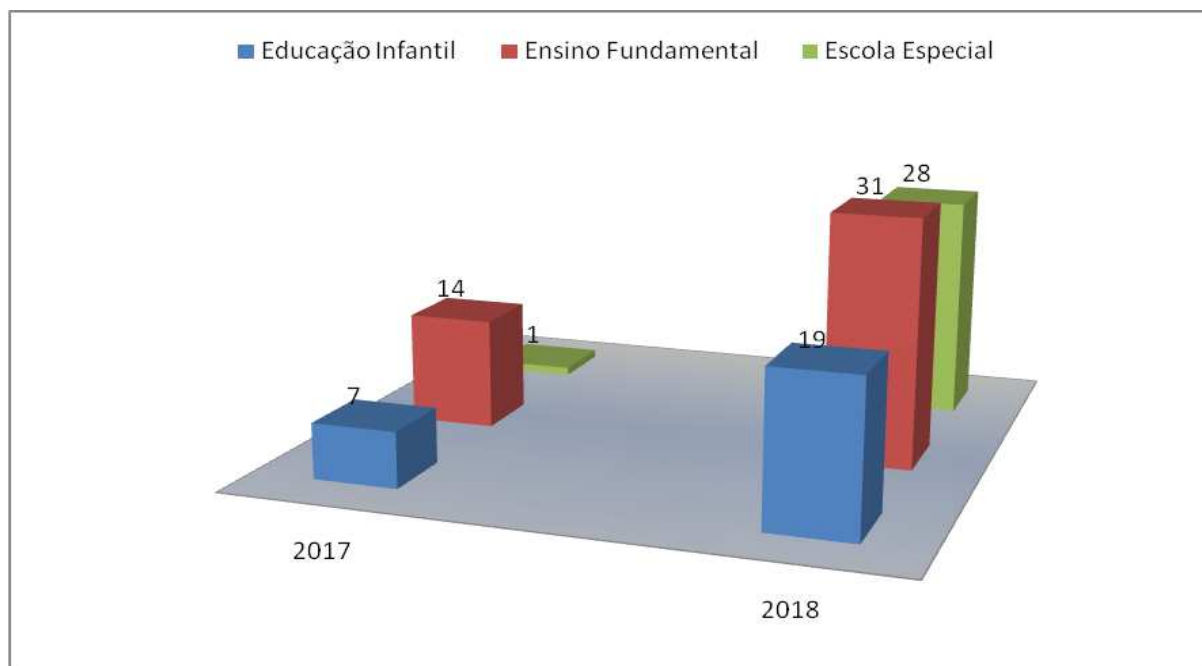
⁸ Educação infantil = child education; Ensino fundamental = Elementary Education; Escola especial = Special School

⁹Preliminary data SME/2018, obtained in consultation with the Special Education Manager.

consider the public policies of school inclusion, which tends to disfavor the guarantee of qualified support for the follow-up of this work in the common education.

Graph 2 includes the position of special education assistants, showing the distribution in teaching spaces (common or special) and in which these professionals work.

Graph 2 – Quantitative number of Special Education Assistants in common education (kindergarten and elementary education) and in special schools - 2017 and 2018¹⁰



Source: Prepared by the authors

The data in Graph 2 indicate a total of 22 professionals in 2017 and 53 professionals in 2018, showing a significant increase with the maintenance of the work spaces. It is noteworthy that, in the two years observed, there is a prevalence of the participation of special education assistants in common education.

One can see the centrality of the work of special education assistants happening in the classroom in regular education. This organization changes the logic of the service of teachers in the area of special education: the articulation of this professional with the other teachers in the classroom becomes a responsibility attributed to the assistants in special education, who, for the most part, do not have pedagogical training for such. This configuration makes these assistants more present than the special education teacher, also responding to pedagogical demands in the common classroom.

¹⁰ Educação infantil = child education; Ensino fundamental = Elementary Education; Escola especial = Special School

This management direction indicates a perspective that could hardly guarantee the same quality of specialized support, given the functions assigned to the support professional under Law No. in all school activities in which it is necessary (BRAZIL, 2015).

Considering these legal attributions defined for the work of support professionals - food, hygiene and locomotion - it is identified that there would be a loss of educational support for students with disabilities with regard to pedagogical intervention and the mediation of the teaching, learning, planning and evaluation.

It is noteworthy that this organization of services seems to neglect the plurality of action of the specialized educator, confirmed by the legislation. According to CNE Resolution No. 4, of October 2, 2009, which establishes Operational Guidelines for Specialized Educational Assistance in Basic Education, Special Education modality, establishing in its Art. 13 the attributions of the Specialized Educational Assistance teacher: identification, elaboration, production and organization of accessible pedagogical resources that respect the singularities of the students; prepare and execute the SES plan, monitor functionality and applicability and accessibility of pedagogical resources in the common classroom; work in partnership with the other sectors of the school, articulating with the teachers of the common classes accessibility strategies and pedagogical resources that favor the development of the student, as well as guiding families on the use of these resources (BRAZIL, 2009).

The interpretation that managers make of these normative devices constitutes a political position, expressed in this duality of perspectives – maintenance of substitutive education and precarious investment in common education. According to the analysis presented here, it seems that this interpretation tends to find gaps that ensure a kind of “financial optimization”, disregarding the dimension of quality necessary for the provision of specialized support in special education.

It is important to remember that the National Policy on Special Education, in the Perspective of Inclusive Education of 2008 (BRAZIL, 2008), proposes access, participation and learning for students with disabilities, global developmental disorders and high abilities/giftedness in ordinary schools. , guiding education systems to promote responses to educational needs, guaranteeing SES as a service that must be offered in a complementary and/or supplementary manner to the schooling of students, not being a substitute for the work carried out in ordinary education. Such guidelines indicated a search for qualified support that has been undergoing transformations.

After analyzing a specific context, we seek to expand the reflections proposed here, considering the specialized literature and its conclusions on this topic.

Support professional: what the research says

According to research in the field of special education aligned with Lopes (2018), Portalette (2017), Fonseca (2016), among others, in recent years, a “new” character has gained prominence in the political scenario regarding the organization of pathways. inclusive. This character has received different denominations, such as: "attendant", "caregiver", "intern", "assistant", "companion", "professional to support school inclusion", "monitor", and his performance still does not have functions. and well-defined assignments. Without a specific professional profile and with adverse working conditions, the figure of this professional, relatively recent in schooling policies, has become increasingly frequent in school contexts.

We believe that this “new” professional profile can be an important support to enable the process of school inclusion of students who require different types of support. However, as Lopes (2018) points out, this organization can be used as a cheapening and/or simplifying mechanism for the educational system and the services offered for pedagogical support to students, the target audience of special education, when these professionals begin to be confused with the special education teacher or act replacing functions that should be associated with specialized educational care.

Ballet *al.* (2013), when approaching the relationship between educational reforms and neoliberal educational propositions, show the existence of trends and similarities at a global level. Some similarities in this process can be highlighted, such as: the redefinition and intensification of teaching work, the possibility of making the teaching workforce more flexible, the terms and conditions for hiring faculty and the ways in which they are trained, evaluated and represented. These authors also point out that the deprofessionalization and disqualification, present worldwide, generate impacts such as the undervaluation of teaching and teachers, with the increase of unqualified teachers, offer of less academic and more flexible teacher training courses, impacting on the effectiveness of teaching practices.

In the analyzed context of the municipality of Capão da Canoa/RS, for example, the use of the support service, provided by the "special education assistants", caused the replacement of teachers in the area of special education who worked in collaboration in the classroom in the regular education, limiting the work of teachers of specialized educational services in order to focus primarily on the resource room and/or the special school. As already highlighted above, the purpose of this text is to discuss, based on the recent history of a

specific context and on the specialized literature, how it has been instituted and what are the configurations of this support.

It is understood that this new type of bond called "support professional" deserves attention, in order to recognize and outline objectives compatible with the employment bond of these professionals, as well as to identify the challenges in their training in the face of contemporary pedagogical demands, such as well signals Oria (2017).

The need for clarity regarding the role of each professional is highlighted by Zerbato (2014), in order to avoid an oscillation that does not contribute to the definition of challenging responsibilities in the context of school inclusion. The author also considers that it is not the role of the support professional to assume responsibilities related to the school learning of the students attended and that the role of this professional is related to helping with activities of daily living. She adds that the partnership between the regular school teacher and other professionals involved in the school environment is of fundamental importance.

The school is considered a space that must be prepared to meet the needs of students, providing a welcoming teaching-learning environment, which considers the differences of each subject in the proposition of their activities. The support professional becomes one more element of action and possible articulation in this context. However, the presence of these professionals in the school should occur in order to qualify the work to be based on a collective construction of pedagogical practice. In this sense, Santos (2017) indicates the importance of expanding the availability of continuing education in school contexts, so that there is greater professional improvement, as well as the institution of collective work, partner and greater interaction in the classroom, providing the existence of an environment that favors the harmony between support professionals, teachers of the common class, teachers of specialized educational services and other professionals of the pedagogical team.

When discussing the characterization of the performance of the support/monitor professional provided for in the legal documents and on the manifestation of this phenomenon in a private school in the city of Santa Maria/RS, Fonseca (2016) analyzed the possibilities of action and the conceptions about the professional support/monitor in the school context. The author highlights the preference that the analyzed school has for professionals linked to the field of special education¹¹ to act as support professionals/monitors, as well as an understanding that they must act pedagogically with the target-audience students of special

¹¹ This preference is possible due to the fact that the analyzed municipality presents a specific reality by providing, through the Federal University of Santa Maria, the degree course in Special Education. In this way, many students, and even professionals trained by the course, assume this employment relationship.

education, enrolled in the regular education network. The role of these professionals, in that specific context, is linked to planning and evaluation of the pedagogical action, thus being in contradiction with the legal guidelines regarding hygiene, locomotion and food activities; that is, these professionals assume responsibilities that go beyond what is indicated in public policies for school inclusion. This author also emphasizes that the work of the support professional is not regulated and does not constitute a specific field of knowledge, however, it has been constituted in the school context with the possibility of being exercised by professionals from different areas and with different training (FONSECA, 2016)

From the analyzed researches, it was possible to understand that a recurring aspect of dissent has been the identification of the responsibilities and attributions of this professional, who is associated with the pedagogical support present in the school inclusion processes. Considering this reality, in the researches investigated, we can evidence three predominant forms of action. The first is consistent with resolution CNE/CBE 02/2001 (BRAZIL, 2001) when evoking the professional name as “support for the common education teacher”, which indicates that professionals assigned to this function must have training in some degree, have training or specialization to act in the “planning and teaching responsibilities”, being able to play the role of *bidoc*, collaborative consulting, co-teaching and collaborative teaching. It is, therefore, the teacher designated in the literature as the one “specialized in special education”.

The second form of attachment refers to a profile that, despite the variability in the designation, has been predominantly named as “support professional”. It is, here, an action associated with care, guidance and support for students, such as food, locomotion and hygiene, in cases where a relationship of dependence on support in some area of development is identified, as indicated by the National Policy for Special Education (BRAZIL, 2008), Technical Note no. 19 of 2010 (BRAZIL, 2010), and the Brazilian Law of Inclusion No. 13,146 of 2015 (BRAZIL, 2015). For these functions there is no normative definition about the need for initial training.

Regarding working conditions, research points to a tendency towards precariousness and a certain devaluation of the professional profile provided for support, with incipient criteria in the selection process, as well as the reduced training required. Thus, we arrive at a third direction, related to a set of situations that have become frequent. Studies report that, sometimes, professionals are hired in order to follow the second type of professional link presented, without the requirement of initial training that links them to the teaching role, however, in many cases, these professionals end up answering also for questions pedagogical activities, in addition to those considered as basic hygiene, locomotion and feeding care. In

this way, situations of role deviation and overload of activities for professionals in schools are highlighted, indicating inadequacy of those responsible for management, as these are the definers of such responsibilities. In addition, these studies highlight the identification of temporary contractual forms, with high turnover of professionals and low salaries for the function performed (ORIA, 2017; ZERBATO, 2014).

We can thus highlight the need for new investments in research on the subject studied, seeking to intensify a debate that reaffirms political and legal definitions, in order to guide in a more qualified way the presence of this professional bond - support professional - in Brazilian schools.

Final remarks

Throughout the text, the relationships present in the implementation scenario of the pedagogical support in the Brazilian special education field were discussed, including the specialized educational service, and how this offer of support has been configured, aiming at the direction of the inclusive perspective, indicated by the legislations and guidelines in force.

It was sought to contemplate the theme from two approaches: one based on the analysis of a specific context and the other based on approximations and distancements identified based on the reflections present in other academic productions.

The reconfigurations of these services were analyzed, as well as the negotiations between the different actors involved in this process, based on the observation of the following axes that refer to the characterization of support professionals: nomenclature, profile, training, valuation of working conditions, spaces of action, services, duties, responsibilities, relationship between special education teacher and support professional and the normative plan.

Throughout the analysis, we tried to show that there was in Brazil a political direction present, including in the normative plan, which sought to ensure qualified support through the action of teachers specialized in special education, often designated as special educators or special education teachers. However, in recent years, the "support professional", who generally does not have a higher education degree and whose action should be restricted to monitoring and hygiene care, has been gaining prominence on the national scene, with a kind of expansion of responsibilities related to the organization of educational services.

It has been noticed the presence of different denominations for this professional, such as: "special education assistant", "attendant", "caregiver", "trainee", "assistant", "companion",

"support professional to School Inclusion", "monitor", etc. The plurality of nomenclatures also goes along with the different requirements related to the initial training of these professionals. The level of education required differs, in each context, as follows: complete high school level, trainee with higher education in progress, or even, with higher education completed in several areas.

The emphasis on the work of professionals in the training phase or lacking properly qualified training seems to be associated with the assumption that the support would not require high pedagogical knowledge and that it could be enhanced with the action of companions of "low cost" to the system. This direction tends to reaffirm the understanding that the person with disability would have as a predominant mark his or her incapacity, since the proposed direction tends to minimize the challenges faced in the encounter with the educational work in a class group. The risks are evident, in the sense of a tendency to simplify the didactic proposals, to move away from the action project developed by the other students and to be enclosed in a support that, not being systemic, limits and does not challenge.

From the aspects described in the analysis of a specific municipal context, it can be clearly seen that there is an interpretation of the guidelines provided in the legal provisions that deal with professional support over the last decade that may be seen by managers as convenient, but that tends to put at risk the quality of the work offered.

It is possible to identify that there have been changes in the profile and performance of professionals who are part of the support network for school inclusion, due to the restriction of the work of the special education teacher to the resource room and special school, due to investment in "support professionals" to work in the regular education classroom. Thus, the work of more qualified professionals is intensified in contexts of exclusive service to students targeted for special education, and these teachers are removed from the context that represents the priority space for school inclusion - the regular classroom. This is a direction that we consider harmful to the necessary investment between specialized educational service and the teaching work of the teacher responsible for the class, with risks of precarious support and weakening in terms of the learning of students with disabilities. From the present study, we conclude the need to verify if this is a trend in other contexts and, if the hypothesis is confirmed, it would be relevant to discuss the possibility of intervening in this process, to ensure the quality of the specialized support directed to these students.

There are countless impacts and effects already identified in the Brazilian educational context concerning this "new configuration" of the so-called support professionals. Besides the need to turn it into a problem and invest in academic research, we recognize the need for

more precise political and normative definitions, to guide public management in offering more qualified forms of professional support to the processes of school inclusion.

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