

PARAPROFESSIONAL AS MEDIATOR OF ASSISTIVE TECHNOLOGY IN THE SCHOOL ENVIRONMENT¹

PROFISSIONAL DE APOIO COMO MEDIADOR DA TECNOLOGIA ASSISTIVA NO AMBIENTE ESCOLAR

PROFESIONAL DE APOYO COMO MEDIADOR DE TECNOLOGÍA DE APOYO EN LA ESCUELA

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ABSTRACT: All students have the potential to develop and for inclusive education, support is needed for schooling to occur with quality, including the paraprofessional or caregiver to take care of the food, hygiene and transportation of students with multiple disabilities or who have a profile of greater commitment. The objective of this qualitative descriptive research is to discuss the possibilities of the caregiver of students with disabilities as a mediator of Assistive Technology (AT) in the school context. A questionnaire was applied to 46 caregivers who worked in elementary schools. Participant observation was carried out in two schools and semi-structured interviews with caregivers. At the end, a focus group was held, with 13 participants. The data were analyzed by content analysis and gave rise to five categories: Mediation of AT in feeding activities, Mediation of AT in locomotion situations and attention to the positioning of students to participate in school activities, Mediation of AT in hygiene activities, Mediation of AT in communicative interactions and AT that enhance human development: strategies and practical applications of AT in collaborative partnership with teachers and other professionals.

KEYWORDS: Including education. Paraprofessional. Caregiver. Assistive technology.

RESUMO: *Todos os estudantes têm potencialidades a desenvolver, e para a educação inclusiva são necessários apoios para que a escolarização ocorra com qualidade. O profissional de apoio ou cuidador integra a equipe escolar para cuidar da alimentação, higiene e locomoção de estudantes com deficiências múltiplas ou que apresentam um perfil de comprometimento maior. O objetivo desta pesquisa qualitativa descritiva é discutir acerca das possibilidades de atuação do cuidador de estudantes com deficiências, enquanto mediador da Tecnologia Assistiva (TA) no contexto escolar. Aplicou-se um questionário em 46 cuidadores que atuavam em escolas do ensino fundamental, sendo realizada observação participante em duas escolas e entrevistas com os cuidadores. Ao final, foi realizado um grupo focal com 13 participantes. Os dados foram analisados pela análise de conteúdo, da qual emergiram cinco*

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categorias: Mediação da TA em atividades de alimentação, Mediação da TA em situações de locomoção e atenção ao posicionamento dos estudantes para participar das atividades escolares, Mediação da TA em atividades de higiene, Mediação da TA em interações comunicativas e TA potencializadora do desenvolvimento humano: estratégias e aplicações práticas da TA em parceria colaborativa com os professores e outros profissionais.

PALAVRAS-CHAVE: *Educação inclusiva. Profissional de apoio. Cuidador. Tecnologia assistiva.*

RESUMEN: *Todos los alumnos tienen potencial para desarrollarse y para una educación inclusiva se necesita apoyo para que la escolarización se produzca con calidad, incluyendo el profesional de apoyo o cuidador para cuidar la alimentación, higiene y transporte de alumnos con múltiples discapacidades o que tengan un perfil de mayor compromiso. El objetivo de esta investigación descriptiva cualitativa es discutir las posibilidades del cuidador de estudiantes con discapacidad como mediador de la Tecnología de apoyo (TA) en el contexto escolar. Se aplicó un cuestionario a 46 cuidadores que trabajaban en escuelas primarias. La observación participante se realizó en dos escuelas y entrevistas semiestructuradas con los cuidadores. Al final, se realizó un grupo focal, con 13 participantes. Los datos fueron analizados por análisis de contenido y se originaron cinco categorías: Mediación de TA en actividades de alimentación, Mediación de TA en situaciones de locomoción y atención al posicionamiento de los estudiantes para participar en actividades escolares, Mediación de TA en actividades de higiene, Mediación de TA en Interacciones comunicativas y TA que mejoran el desarrollo humano: estrategias y aplicaciones prácticas de TA en asociación colaborativa con profesores y otros profesionales.*

PALABRAS CLAVE: *Educación inclusiva. Cuidador escolar. Profesional de apoyo. Tecnología de apoyo.*

Introduction

From the inclusive educational perspective, all students have the potential to develop and seek ways to contribute to their social environment, among them, there is the Special Education Target - Audience (SETA), which presents deficiencies, whether physical, intellectual, sensory or multiple, with Global Developmental Disorders (GDD) or high skills/giftedness, as characterized by Decree No. 7,611/2011 (BRAZIL, 2011).

Historically, since the sixteenth century, care for people with disabilities has been merely custodial, and institutionalization has favored segregation "justified by the belief that the different person would be better cared for and protected if confined in a separate environment" (MENDES, 2006, p. 387). In the 1970s, some schools began to accept students with disabilities in common education, but most attended special classes; this period became known as integration, and brought the idea that the disabled person should adapt to the school;

on the other hand, the school did not perform a movement of reflection in relation to its educational paradigms (BUENO, 1999; MENDES, 2006).

For students with disabilities to have their right to education preserved, support is needed for inclusive schooling to take place with quality. As a member of the school team, the support professional or caregiver has the task of taking care of actions related to the feeding, hygiene and locomotion of this student, among other aspects, and thus collaborating to avoid school dropout of students with multiple disabilities or who have a higher profile of commitment.

Under the perspective of Vygotski's historical-cultural approach and the ICF – International Classification of Functionality, Disability and Health (OMS, 2015), The Assistive Technology (AT) contributes very much to the development of students with disabilities, enabling a window aimed at compensation for disability by allowing execution of tasks and participation in activities of interest to this student, offering opportunity to participate in their social environment. On the other hand, if there are students with disabilities who present interaction difficulties, this situation can be aggravated when there is overprotection, lack of stimuli or prejudice in the family, school or social environment, which may generate a tendency to passivity, difficulty in believing in oneself and in the development of their potentialities, causing difficulties to adapt to the use of AT and, in this sense, school professionals, such as teachers and supporters, will be able to collaborate by implementing inclusive actions aimed at reversing this exclusionary situation. The Technical Aid Committee (TAC/CORDE/SEDH) defines AT as:

[...] an area of knowledge, of interdisciplinary characteristic, which encompasses products, resources, methodologies, strategies, practices and services that aim to promote the functionality, related to activity and participation, of people with disabilities, disabilities or reduced mobility, aiming at their autonomy, independence, quality of life and social inclusion" (BRASIL, 2007).

Characterized as an interdisciplinary area, AT is pointed out in several researches in the educational area, which approached and exposed it in relation to the importance of products and resources to develop a pedagogical work aimed at the SETA, in different educational segments (ANDRIOLI, 2017; BERSCH, 2017; GALVÃO FILHO, 2012). Others were directed to study methodologies, strategies, practices and services (MANZINI, 2010, 2013; DELGADO GARCIA; STEPNI, 2017; FIORINI, 2018), among others.

Law No. 13.146/2015, Brazilian Law for the Inclusion of People with Disabilities (BLI), mentions that it is the responsibility of the government to ensure, create, develop, implement,

encourage, monitor and evaluate, among other aspects, the training and availability of teachers for specialized educational care (SEC), from Libras translators and interpreters, from interpreter guides, as well as the offer of school support professionals (BRAZIL, 2015). According to BLI, in its Chapter I, it is considered a school support professional:

[...] a person who carries out activities of feeding, hygiene and locomotion of the student with disabilities and acts in all school activities in which it is necessary, at all levels and modalities of teaching, in public and private institutions, excluding the techniques or procedures identified with legally established professions. (BRAZIL, 2015)

Several professionals collaborate with the inclusive educational perspective, so it is important to clarify the difference between the support professional and the support teacher. According to Lopes and Queiroz (2018), the first, as already mentioned, usually acts with the responsibility of support for food, hygiene and locomotion of students with disabilities, in a differentiated role of the support teacher, who must have an academic training specialized in special education to support teachers of common education in planning activities, curricular adaptation and flexibility.

The school support professional receives several nomenclatures according to the location of his/her performance (caregiver, school life assistant, among others), and the human rights perspective is seen as a right of the citizen who needs it, therefore, in this study, the support professional will be called a caregiver, to emphasize his role of care under this aegis and not to confuse with the other supports that the student may need in his/her schooling trajectory.

Knowledge mediation is an essential role in the entire educational process and, according to Vygotski (2003), it can be performed by adults, such as the teacher, caregiver or other more experienced partner, such as classmates. For Neves (2017, p. 70), according to the Vygotskian approach, "the mediator can stimulate the exploration of intellectual instruments, developing criticism and autonomy".

The relevance of this research to the academic and school environment is directed towards the caregiver's performance being still recent in Brazil. Therefore, little is known about their thoughts, opinions, perspectives, training and feelings, as well as about their practices and their reflections in school and on the behavior of students and other professionals who work in the school environment. It is configured in an area that needs to expand studies that investigate the caregiver's performance as a favoring element of AT in school.

Thus, it presents itself as a general objective: to discuss the possibilities of the caregiver of students with disabilities as mediator of AT in the school context. For this, the following specific objectives were determined: to get to know the characteristics and the professional daily life of the caregiver, as well as to know the contributions revealed by the caregivers as mediators of AT in municipal elementary schools.

Methodological path

This is a descriptive qualitative research, for which the following methodological path was outlined: firstly, in search of knowing the characteristics and daily professional life of these professionals, a questionnaire was applied to 46 caregivers who worked in elementary schools in a city located in the state of São Paulo. Next, the participant observation was performed with a field diary record in two schools in this educational system, randomly chosen, among those who had more than one student with disabilities and who had the role of the caregiver, in order to recognize the possibilities of this professional's performance before the AT in the school environment. At the end of 40 hours of observation, distributed in ten school days, a semi-structured interview was conducted with these professionals. To finalize, the professionals were invited to participate in a focus group session, aiming to discuss the possibilities of their performance with students with disabilities, as mediator of AT in the school context, exposing about their knowledge and actions, possibilities and difficulties found in school, as well as other professionals and resources that subsidize their work or generate obstacles, dent other pertinent subjects. A total of 13 caregivers attended the group session.

For this, there was a need for authorization from the education system, the research ethics committee and signing the participants' Free and Informed Consent Form (FICF). The data were analyzed according to the content analysis proposed by Bardin (2011), which resulted in five thematic categories of AT mediation in the school environment performed by the caregivers.

Results and discussion

Among the 46 participants in this study, all of them worked 40 hours per week, only two were male, 18% had a higher education level and 82% had finished high school. They worked on average for three years in the function and attended between four and five students per period who had cerebral palsy, autism, multiple disabilities, among other disabilities.

The main functions performed involved the feeding, hygiene and locomotion of these students. In the researched education system there are trainees in the pedagogy area to assist the teacher in monitoring the pedagogical activities developed in the classroom in most classes that have students with disabilities.

The participants demonstrated their conception of AT, as well as the observations and contributions they make in the face of implementation in the school environment for students with disabilities. Next, the categories that emerged from the data analysis will be reported and discussed.

Assistive Technology Mediation in Feeding Activities

This category refers to feeding activities observed or reported by caregivers that involved their performance stimulating the use of AT by students with disabilities at the time of meals in the school environment, such as snack time and lunch. In this context, it was observed the use of aids for daily living and practical life (BERSCH, 2017) by students with disabilities for situations involving feeding in the school environment, such as the use of a cup with beak and handle to avoid spillage of the liquid; a professional complained about the lack of the warped spoon, a resource that would facilitate feeding da student. For some students, the aid was performed to bring the spoon to the mouth, others fed on autonomy and the caregiver was close, caring, checking for possible choking.

The participants also reported situations in which they made resources for practical and daily life and how positive it is when they can count on the support of a specialist, such as, the look of an occupational therapist, confirming or not the need to use the resource in view of the functional profile of the student attended, as C5 mentions: "because sometimes you have a problem there of warping the spoon, but maybe you don't have to bend the spoon, maybe with a normal spoon the child can already eat." ⁴

⁴ In this study, the participants' statements are in quotation marks and in italics.

One strategy observed was: the professional left the dessert within the student's field of vision while feeding him/her, so that they knew they would receive it after lunch, however, taking care to leave it at a distance that they did not bring it down due to presenting many occurrences of spasticity of their upper limbs. Such situation demonstrates that this professional must have in their formation, whether initial or continued, knowledge about AT and its relationship with the functional profile of the student, to know how to determine which resource or strategy is necessary to be applied in the occurrences of his/her professional daily life.

There were also other reports regarding food, as C9 mentioned: "In my case, the student went to school and only took it in the bottle, everything was smoothen and given in the bottle, then the girls (referring to the supervisors and specialists of the department of education) spoke, because we do not exchange for the glass that has silicone beak. We switched for the glass and he accepted, now, we're going to switch to the spoon, the spoon, he refused because of the metal, so we're going to put a plastic one, because the silicone one never went to school, so we're going to the plastic one, and he took it nicely and I think that helps us a lot, that's why I think so (referring to the caregiver's role as a mediator of AT aimed at students with disabilities in school)".

In continuity C5 expressed:

There's a student at school who, he at school, takes the juice, the yogurt, everything in the glass, but in his house, the mother gives in the milk bottle or the spoon, then I approached it one day that the father asked if he was eating right, I said, yes, he's even drinking the yogurt or the juice in the glass. In the glass? I told you, yes, at your house, your wife can't? He said, no, she just goes in the bottle. I said, here he takes in the glass, I give in the glass, safe for him, because he is tetra (referring to tetraplegia), I hold and he 'sends inside'. Then he was like this! (expression of amazement). I don't know if they're doing it at home because I don't talk to their parents much. But so, if at school he takes it, at home the mother could do the same thing, for him it will be great.

Regarding the feeding difficulties of the students related by the participants, C4 exposes:

It's an important topic! I have a student with CP who had a follow-up with speech therapist, who showed an excellent advance in swallowing. However, she missed the follow-up. What I try to do is always remind her to chew the food slowly. Because she has a habit of swallowing and not chewing. I do repetitive movements with my hand, indicating the chewing she has to make. It's a long job I'm having with my student. In which I always try to encourage, and make it have a certain evolution.

In view of the report, C11 complements:

During the period when I worked in another school, there was a case of suspected dysphagia of a student with CP he was referred by the speech therapist to perform the videofluoroscopy exam, leaving the guidance that, in proving the disorder the presentation of food and liquids offered to him should suffer some differentiated processes, but soon after the same reported that the result was negative.

C10 commented: "We should seek the guidance of the professional to better feed him according to his needs", and C12:

In the unit where I work, there are two students with dysphagia. Both with very similar characteristics in the way of swallowing food, usually tilt the head back to facilitate. I try to be very attentive during their meal, because I am worried about a possible choking. I try to help them in the best way by mixing and crumpling the food.

It is noted from the reports exposed that, in addition to the resource, these professionals use, mainly, strategies and practices of AT in their daily lives with students with disabilities and express how much the collaborative partnership with other professionals who offer AT services, such as occupational therapist and the speech therapist, bring security to their professional practice and, in their absence, seek to perform the best possible work with the knowledge they have, which denotes the formative need of these professionals according to their field of activity.

Mediation of Assistive Technology in situations of locomotion and attention to the positioning of students to participate in school activities

This category refers to locomotion activities observed or reported by caregivers in situations of locomotion or positioning of students with disabilities in the school environment. On mobility aid, which refers to "walking sticks, crutches, walking carts, manual or electric wheelchairs, scooters and any other vehicle, equipment or strategy used to improve personal mobility" (BERSCH, 2017, p. 9). C9 commented, "*We don't have much access to resources, it's basically the same wheelchair.*"

Regarding postural adequacy (BERSCH, 2017), participants reported adaptation in some school furniture. C10 mentioned: "*A support that took place at school, made to fit a wheelchair that did not fit, so that the student could use the school desk, was thus suspended and their wheelchair fits right underneath*". C11: "*In my school, a few straps were welded to the student's chair so that the child would not fall to the sides.*"

According to the study by Piovezanni, Rocha and Braccialli (2014), the appropriate school furniture for students with cerebral palsy is very important, being able to maximize

functional skills, favor postural stability and interfere in fine motor coordination, reflecting in the improvement of performance of school activities.

Assistive Technology Mediation in Hygiene Activities

This category refers to hygiene support activities observed or reported by professionals in everyday situations of students with disabilities in the school environment. In this sense, caregivers give students who are able to use the support bars in the toilets, hand hygiene, among others. Therefore, it should be mentioned that the two schools observed had adequate architectural accessibility in the bathrooms, regarding the size of the doors, height of the toilet, washbasins and support bars, but unfortunately this is still not a reality in many public schools nationally, configuring itself in a barrier faced by students with disabilities in many schools.

One relevant aspect refers to the technical transfer of the wheel clip to the changer and vice versa for students who use diapers. The participants mentioned having some knowledge about resources that help in transfer situations, such as the individual elevator for electrical transfer, but commented that it was very expensive and, therefore, very unlikely to be able to count on these resources in the school environment. Another cheaper resource that could assist in transferring the student from the chair to the toilet, is the transfer disc, which is used being placed on the floor, however, it was also not observed in any of the schools.

They reported having the support of another school employee in situations of transfer of adolescent or adult student from the chair to the changer, due to the weight required, however, it was perceived that this context generates many controversial situations, because other participants mentioned that rarely someone is qualified to help, because they think that students with disabilities are only the caregiver's task, thus, they feel that they always need to keep asking for favors, a fact that causes conflicts in interpersonal relationships in the school environment.

Inclusive education cannot be the responsibility of a single professional in the school, be it the teacher of the SEC or the caregiver: the inclusion takes place in the school routine with each one doing his or her part and assuming the responsibilities inherent to his/her function in a collaborative way; for inclusion to happen, it is not enough to insert the student with disabilities in a class at school, planned support is needed according to the functional characteristic of each, among other resources.

In the moments of hygiene support it is very important for the professional to check the student's body, if there are no marks or eschars due to positioning, as was observed in a situation where the student was without the adductor supports of the wheelchair, and because there is

no sensitivity of the lower limbs, due to myelomeningocele⁵, he did not realize that the chair seat was pressing his thigh, causing a reddish mark that, if not noticed in time, could become an injury at the site. The professional provided a temporary cushion for the place and warned the school board, who informed the family of the incident and warned that he should send the student to school with the adductor accessory in his chair.

Assistive Technology Mediation in Communicative Interactions

This category refers to activities of communicative interactions, both of the caregiver with the student and among students, mediated by some action of the professional, which were observed or reported by the participants. Sobre communication, C11 commented: *"When I was in another school the resource room teacher made use of some communication systems, in the school that I am now it is not used"* and C5: *"Here at school came the board for a student, but he did not respond to any communication system that the teacher offered"*.

On the other hand, other participants reported on the use of Supplementary and Alternative Communication (SAC); C7 said, *"at my school there was a teenage student who used SAC"*; C10: *"Yes, I followed (SAC user student) in the case and a great learning and development for the student"*; C7: *"Yes, I've followed children who use and I found this technique very good"* and C2: *"The images of tooth brushing sequence are necessary for some children"*.

Still on CSA, C3 believes to be: *"Very usable, for those who have students with ASD"* and C12: *"[...] the fact that he uses images to indicate the step by step makes the student assimilate more easily."* The same participant said about students with autism: *"I notice their difficulties mainly with noise. For example, there is a student who at recess gets more agitated, does not interact with other students. In addition, he has a specific fact, every interval he likes to stay in the bathroom, stirring in the tap."* This comment raises the reflection about the strategies that children with ASD use to calm down in the face of sensory stimuli (such as the noise of the playground, for example) and how caregivers can collaborate in this process. In this sense, Posar and Visconti (2018) stated that sensory alterations are a very frequent characteristic in the clinical picture of children with ASD and this atypical sensory reactivity may explain many of their behaviors. This aspect should be taken into account in the daily management of these children in all contexts in which they live.

⁵ Myelomeningocele, also known as spine bifida, is a congenital anomaly of the spine, than if externally protruding from the medulla through a cavity.

On the making of communication boards, C11 commented: "*The preparation of PECS, within the school is easy. You don't even need a color printer, you do. It is very easy and for an autistic in the case is paramount and should start in Early Childhood Education, which already follows in the fundamental*". The same participant exemplifies:

the PECS, those of the images, then the student could have with him for the caregiver to use, the teacher use. So, if the caregiver uses it outside the classroom and works very well, inside the classroom he won't be able to interfere, whether it's going to be used or not, understand? It can be used here and there, in the pedagogical and outside, out there can work very well, if the student brings, if it is made by the teacher of the resource room, Do not know by whom, even by the family. But inside the classroom, the caregiver can no longer guarantee that. What concerns us when we already have a good structure or resource. I think it works really well.

Regarding the use of SAC in various school environments, C9 stated:

I have a PECS inside the bathroom, indicating what can and can not, what will be done inside the bathroom, only inside the classroom, he no longer has it, so inside the classroom he is loose, although we have some access, and we can use, but inside the room is a little more difficult, so when we have we use yes, and it's very good.

Referring to the colleague's speech, C11 was positioned: "*And in this case the student loses. Because he's got it there, but he doesn't have it here.*"

In this context, they were asked if they noticed any difference in the behavior of the scum when using the SAC feature. C9:

A lot, inside the bathroom he knows that in the trash he can not move, the faucet he opens, lava the hand and knows that it is not to mess, inside the bathroom does not have this whole mess of climbing in the places, now, inside the classroom as there is no this limit, he climbs in the chair, he throws things, he litters the trash, so, like, I think if everyone could speak the same language, he could understand a lot more.

The caregiver's exposure values the importance of using SAC for students with this profile; SAC "is an area of science dedicated to developing resources, strategies, processes and techniques aimed at communicating individuals with restrictions in verbal communication" (DONATI: DELIBERATO, 2017, p. 53)."

The researchers Bittencourt and Fumes (2017) sought to promote the reflection about the importance of providing an alternative communication system in order to increase the communication potential of the participants of the research; this fact allowed us to know their

perceptions about teachers, schools and friends, their interests and difficulties, positive, negative experiences and feelings.

Assistive technology that enhances human development, strategies and practical applications of TA in collaborative partnership with teachers and other professionals

This category refers to the strategies and practical applications of AT observed or reported by caregivers in situations of follow-up to students with disabilities in the school environment. AT allows students with disabilities to demonstrate their potential and, in this sense, the participants have verbalized as essential the collaborative partnership with teachers and other professionals who work with the student.

One participant reported: C12: *"There is the teacher from the Resource Room who helps me a lot, [...] as far as possible because there are so many students in school, so whenever possible I ask for help."* C8 continued, *"Because she (the teacher) is interested in interacting with a child."* And C4 added: *"It's the will, right? If everyone wanted, for everyone on the team to work, improve for the student, it would be a huge contribution, but, that's it, it's the want, it's the will, it's the student's thinking, what's best for the student, just want it."*

The caregivers commented on the importance of the collaborative partnership with the teacher and with the professionals who accompany the student, such as, for example, speech therapist, physiotherapist, psychologist, among others, to collaborate in order to subsidize caregivers by providing more strategies for practical applications. We should add here that there is the need for the common school teacher to also be part of this inclusive collaborative network and, thus, we bring some statements from participants.

C2 said:

The caregiver can also be the mediator of this communication, because I worked in a school, that the little girl cried a lot and one of the resources I got was a song for her to listen to to calm down and then the teacher saw it, took a laptop to the classroom and began to use music also for pedagogical activities. You have the professional's will too. I didn't tell you, the teacher just saw it and you've used the appeal, you don't have this opening with everyone.

This report refers to a strategy adopted by the caregiver for the student's school adaptation and that was used by the teacher for pedagogical practice, a family that makes a lot of information about the potential that occurs when an inclusive work occurs together with all the professionals of the school acting for the student. In this sense, there is no hierarchical

knowledge, but one must take all the eyes to get to know the student well and thus trace the best educational practices.

However, it is noted that the participant resents, when expressing that she "does not have *this* openness with everyone", that is, it is not all teachers who are attentive to this perception, this inclusive view of welcoming the student with disabilities and adapting pedagogical practices or even dialoguing with the caregiver about the potentialities and difficulties observed in the student.

Final considerations

It is perceived from the reports presented in the categories that caregivers need and use knowledge about AT in their daily professional life, but revealed a conception of AT only as resources, although they reported several strategies that they use in their professional practice. They also expressed the need for an improvement of collaborative educational work inside and outside the classroom, in the school environment, and expressed as a suggestion to use the resources in an integrated way, which they expressed as: "speak the same language".

It is important to make it clear that caregivers are not the only mediators of AT in the school environment, however, their contribution is relevant, especially in activities outside the classroom, such as play time, food, interactions at the time of entrance and exit, activities on the court or outside, such as excursions, among others. Thus, the support offered in inclusive education should be implemented according to the characteristics and needs of students and evaluated periodically regarding the feasibility of their permanence. Support should not be instituted only because the student has a disability, that is, students with the same diagnosis may need differentiated support, because they are different people both in their biological characteristics and in the history of life and development.

In this context, it was believed that the caregiver could find his/ her sense of belonging among the professionals who provide AT services, due to the interdisciplinary nature of their performance, reported by the partnership with supervisors, specialists and teachers, and the express need for partnership with teachers of the common teaching, believed with the definition of AT, which constitutes an area of interdisciplinary character promoting functionality aiming at the participation of these students, encouraging their autonomy, school inclusion and quality of life in this environment with the greatest possible independence. For this, it is necessary to make investments in the training and professional improvement of caregivers so that they can contribute to the realization of a more inclusive education.

It is indicated as a positive narrowing of structured actions, supervised by the SEC teacher, which were still very distant and of personal initiative, depending on the profile of both. There is no systematized planning of this collaborative partnership, whether between the SEC teacher or the common education. There are several good actions occurring in isolation that could be enhanced for the benefit of the student if they were better articulated in the school environment.

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