

**PROFESSOR DO ATENDIMENTO EDUCACIONAL ESPECIALIZADO NA ESCOLA COMUM E AS PRÁTICAS METODOLÓGICAS INCLUSIVAS**

**PROFESOR DE SERVICIO EDUCATIVO ESPECIALIZADO EN LA ESCUELA COMÚN Y PRÁCTICAS METODOLÓGICAS INCLUSIVAS**

**TEACHER OF SPECIALIZED EDUCATIONAL ATTENDANCE IN THE COMMON SCHOOL AND INCLUSIVE METHODOLOGICAL PRACTICES**

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**RESUMO:** Perante contextos de algumas escolas, é preciso expor a transversalidade do professor do Atendimento Educacional Especializado (AEE) e as conexões necessárias na perspectiva inclusiva para garantir a inclusão e o ensino/aprendizagem dos alunos público-alvo da Educação Especial. A escola e a Política Nacional de Educação Especial na Perspectiva Inclusiva ressaltam a necessidade dessas conexões. Assim, este estudo se constitui em uma pesquisa bibliográfica com o objetivo prático de contribuir com professores do AEE, demonstrando ações do serviço para a inclusão e promoção dos alunos público-alvo com equidade e qualidade no desenvolvimento e processo de ensino/aprendizagem. Vimos que a formação do professor em uma perspectiva inclusiva e a transversalidade do serviço no todo da escola, com a organização de doze ações em favor dessa perspectiva, são apontados para garantir a acessibilidade comunicacional e pedagógica.

**PALAVRAS-CHAVE:** Professor. Atendimento educacional especializado. Inclusão.

**RESUMEN:** *En el contexto de algunas escuelas, es necesario exponer la transversalidad del maestro de Asistencia Educativa Especializada (ESA) y las conexiones necesarias en la perspectiva inclusiva para garantizar la inclusión y enseñanza / aprendizaje del público objetivo de Educación Especial. La escuela y la Política Nacional de Educación Especial en la Perspectiva Inclusiva subrayan la necesidad de estas conexiones. Por lo tanto, este estudio es una investigación bibliográfica con el objetivo práctico de contribuir con los docentes de la ESA, demostrando acciones del servicio para la inclusión y promoción de estudiantes objetivo con equidad y calidad en el proceso de desarrollo y enseñanza / aprendizaje. Hemos visto que la formación del profesorado en una perspectiva inclusiva y la transversalidad del servicio en toda la escuela, con la organización de doce acciones a favor de esta perspectiva, tienen por objeto garantizar la accesibilidad comunicativa y pedagógica.*

**PALABRAS CLAVE:** *Profesor. Servicio educativo especializado. Inclusión.*

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**ABSTRACT:** *In the context of some schools, it is necessary to expose the transversality of the teacher of Specialized Educational Attendance (AEE, Portuguese initials) and the necessary connections in the inclusive perspective to ensure the inclusion and teaching/learning of special education target students. The school and the National Policy for Special Education in the Inclusive Perspective underscore the need for these connections. Thus, this study is a bibliographic research with the practical objective of contributing with teachers of the AEE, demonstrating actions of the service for the inclusion and promotion of target students with equity and quality in the development and teaching/learning process. We have seen that teacher education in an inclusive perspective and the transversality of service throughout the school, with the organization of twelve actions in favor of this perspective, are aimed at ensuring communicational and pedagogical accessibility.*

**KEYWORDS:** *Professor. Specialized educational Attendance. Inclusion.*

## **Introduction**

The school defends Inclusive Education and understands that it refers to a school that meets the specificities of all student profiles, regardless of their physical, social, economic or ability. On the other hand, in school spaces we realize misconceptions that do not benefit the inclusive perspective. In the midst of this, Special Education is affected and urgently needs clarity in its interpretation.

The misconceptions come from understanding basic concepts such as inclusive education is directed to all, and that special education is geared toward students with disabilities, global developmental disorders, and high skills or giftedness. Therefore, special education should take place from an inclusive perspective, but inclusive education encompasses the inclusion of everyone in the school, not just that of the special education target audience.

Another misconception is in the implementation of the specialized educational attendance (AEE, Portuguese initials) service, the decrees, laws and policies regulate a service from an inclusive perspective, however the interpretation of the texts has been hampered by actions of integration. It is understood that the movement for education to take place in an inclusive perspective requires training and that the professionals involved are open to building and deconstructing values and concepts established by the history of society.

Now, a closer look at reality is needed, punctual actions for the inclusive perspective to be enhanced, and in order to focus on special education, punctual actions need to maximize the learning and development of their target audience. This is not the time to say that it does not work, but to correct the implemented mistakes.

Thus, in this article we propose to clarify some actions of the AEE, carried out at the regular school by the teacher of specialized educational service, in order to contribute with practical actions to this professional in benefit of his service. Mistakenly, we find the AEE service often segregated in the Multifunctional Resource Room (SRM, Portuguese initials), and its actions are not transversalizing the whole of the school, there is no dialogue between the ordinary classroom teacher and the AEE teacher, and it is in the common classroom where the greatest obstacles, both methodological and pedagogical as well as attitudinal, to make this effective inclusive education happen are found, but it is also the most important space to happen.

However, how to leave the walls of SRM and seek to transverse the whole of the school? Knowing and understanding what laws, decrees and policies regulate the service is the first step. The second would be to establish a methodology for the service from an inclusive perspective. For this, we searched the scientific literature, involving articles, monographs and dissertations and doctoral theses from 2008 to the present day, highlighting 18 studies to elucidate actions that meet inclusive methodological practices for the teacher of AEE.

### **The various studies**

Understanding the need to look into the guiding documents of Special Education, we start from the Brazilian Law of Guidelines and Bases of National Education (LDB, Portuguese initials) which in its art. 58 states: “[...] Special education means [...] the type of school education offered preferentially in the regular school system for students with disabilities, global developmental disorders and high skills or giftedness” (BRASIL, 1996, p. 23), and guarantees the specialized support services needed to meet the peculiarities of the target audience.

The services offered are called Specialized Educational Services, and, according to Decree 7,611 of November 17, 2011, “[...] understood as the set of activities, accessibility and pedagogical resources institutionally and continuously organized [...]” (BRASIL, 2011, p. 5), is complementary and/or supplementary, and not a substitute for regular education.

In art. 3 of Decree 7,611 / 2011 are presented four objectives of the AEE whose teachers need to know and foster the necessary connections so that the target students of Special Education can be effectively included in the school environment:

I - provide conditions of access, participation and learning in regular education and guarantee specialized support services according to the students' individual needs; II - guarantee the transversality of special education actions in regular education; III - foster the development of didactic resources and pedagogical ones that eliminate the barriers in the teaching and learning process; and IV - ensure conditions for the continuity of studies at the other levels, stages and modalities of teaching (BRASIL, 2011, p. 5).<sup>3</sup>

We note that these documents present the transversality that the service brings and that the AEE teacher needs to articulate. Seeking to better organize this inclusive environment, in 2008, a document entitled National Policy for Special Education in the Inclusive Education Perspective (PNEEPEI, Portuguese initials) was presented to the Minister of Education, highlighting and clarifying important aspects of AEE, a service that:

[...] function is to identify, elaborate and organize the pedagogical and accessibility resources that eliminate the barriers to the full participation of the students, considering their specific needs. The activities developed in the specialized educational service differ from those carried out in the common classroom, and are not a substitute for schooling. This service complements the formation of students with a view to autonomy and independence at school and beyond (PNEEPEI, 2008, p. 15).<sup>4</sup>

Alves and Guareschi (2011) point out that, at school, the AEE specialist teacher is the one who will need to make articulation to ensure movements that provide the inclusion of the students target audience of special education:

In addition to arranging attendance at the Multifunctional Resource Room, the teacher should advise other regular school colleagues who work with students attending AEE. It should also guide and monitor the pedagogical and accessibility resources used by the student in other school spaces (ALVES; GUARESCHI, 2011, p. 41).<sup>5</sup>

In addition, the aforementioned authors state that the AEE professional needs to look for the other professionals who attend this student, such as psychologist, physiotherapist, speech

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<sup>3</sup> I – prover condições de acesso, participação e aprendizagem no ensino regular e garantir serviços de apoio especializados de acordo com as necessidades individuais dos estudantes; II – garantir a transversalidade das ações da educação especial no ensino regular; III – fomentar o desenvolvimento de recursos didáticos e pedagógicos que eliminem as barreiras no processo de ensino e aprendizagem; e IV – assegurar condições para a continuidade de estudos nos demais níveis, etapas e modalidades de ensino (BRASIL, 2011, p. 5).

<sup>4</sup> [...] tem como função identificar, elaborar e organizar os recursos pedagógicos e de acessibilidade que eliminem as barreiras para a plena participação dos alunos, considerando suas necessidades específicas. As atividades desenvolvidas no atendimento educacional especializado diferenciam-se daquelas realizadas na sala de aula comum, não sendo substitutivas à escolarização. Esse atendimento complementa e suplementa a formação dos alunos com vistas à autonomia e independência na escola e fora dela (PNEEPEI, 2008, p. 15).

<sup>5</sup> Além de organizar o atendimento na Sala de Recursos Multifuncionais, o professor deverá orientar os demais colegas do ensino regular que trabalham com os alunos que frequentam o AEE. Deverá, também, nortear e acompanhar os recursos pedagógicos e de acessibilidade utilizados pelo aluno nos demais espaços escolares (ALVES; GUARESCHI, 2011, p. 41).

therapist, because “It is based on the assessment of learning, family and school history and dialogue with others professionals [...] will verify what he, the student, has already built in terms of learning in all these spheres” (ALVES; GUARESCHI, 2011, p. 41).

Through differentiated looks, which see the subject in their skills and abilities, the teacher of the AEE will be able to develop his function successfully. However, it is not easy to become this versatile professional, and the difficulties encountered in the school context are many, ranging from physical and pedagogical issues to attitudinal issues of peers. Therefore, it is necessary to know possible realities, as well as research by scholars that point the way. In the studies performed, we realize that the complexity of special education from the perspective of inclusive education is present in all readings made and, at the same time, the paths pointed out are congruent.

Some works differ subtly in the understanding of inclusive education as the responsibility of the AEE teacher; in other studies, this professional is appointed as a collaborator in the development of actions within the school, from an inclusive perspective.

The study “Understanding Specialized Educational Attendance (AEE)” by Marcia Doralina Alves and Tais Guareschi, published in 2011, describes the role of the AEE teacher, emphasizes the uniqueness of the target audience of Special Education and highlights the training of this professional as key to good service performance. It points out that the AEE teacher needs to develop their actions in an inclusive perspective and establish advisory services to teachers and students in the common classroom, taking a different look at these subjects, who have countless possibilities.

In the studies *Assistive Technology – TA(Portuguese initials): applications in education*<sup>6</sup>, by Rita Bersch and Rosângela Machado; *Specialized educational attendance for people with physical disabilities*<sup>7</sup>, from Amaral Netherlands T. Battistel; *School as a space for respect for difference*<sup>8</sup>, by Eliana da Costa Pereira de Menezes, Renata Corcini Carvalho Canabarro and Maria Alcione Munhoz, are presented important reflections on inclusive education, documents and movements that guided this perspective. The authors point out advances, such as everyone's access to education, and question the school, which still performs its functions in a traditional perspective, considering its homogeneous audience. They emphasize the importance of rethinking school practices.

<sup>6</sup> Tecnologia Assistiva – TA: aplicações na educação

<sup>7</sup> Atendimento educacional especializado para pessoas com deficiência física

<sup>8</sup> A escola como um espaço de respeito à diferença

They clarify that inclusive education does not only refer to Special Education students, but encompasses all. They underscore the importance of partnership between all involved for the inclusion of students in the Special Education target audience and point out that the AEE teacher is the one who conducts the movement so that these partnerships between parents, teachers and clinical professionals are established so that the student be benefited. They reinforce the seriousness of the education of the AEE teacher so that he/she is able to deal with all the demands of the service, as this should not always be restricted to the student.

The Marquezine, Tanaka and Busto *Specialized Educational Attendance* study, published in 2013, discusses the key milestones for reaching special education from the perspective of inclusive education, its role and how AEE service would need to be established. The authors present some research to explain how the service has been implemented in schools. They are concerned to note that SRM may neglect the inclusive perspective when it is seen as the exclusive place for AEE to happen, because, in this mistaken view, the AEE teacher performs segregated actions and of integration and does not make the necessary connections and advisement with the common classroom and others involved for student success. Thus, they emphasize the importance of proper organization of the service, which must be articulated with the common teaching, and, besides creating partnerships with segments that include education, the investment in teacher training is also emphasized.

The studies *Support Group for Parents and pedagogical support for teachers in the network and students with special educational needs in inclusive education*<sup>9</sup>, by Carina de Souza Cantarelli; and *The support network permeating the teacher's work in the inclusion process*<sup>10</sup>, by Vanessa Caroline da Silva, Mônica Cecilia Gonçalves Condessa-Franke and Laura Ceretta Moreira, both published in 2013, describe the importance of support networks between teachers, family members and professionals who serve the students target audience of Special Education.

They state that, in the case of inclusive education, there are no ready-made recipes and that collaborative work is a way that enriches actions, enhancing the success of the common classroom and student development. They cite training as a fundamental requirement not only for AEE teachers, but for everyone at school, and that inclusive education is not an easy task, but that schools need to revise their conceptions and organize their curricula from an inclusive perspective, all this being clarified in the Pedagogical Political Projects.

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<sup>9</sup> Grupo de suporte aos pais e apoio pedagógico aos professores da rede e alunos com necessidades educacionais especiais na educação inclusiva

<sup>10</sup> A rede de apoio permeando ao trabalho do professor no processo de inclusão

Exemplifying this inclusive perspective, the study *The importance of AEE and teacher mediation in the inclusion of students with intellectual disabilities in school*<sup>11</sup>, by Maria Jusciane de Oliveira Silva, Jozenice Fernanda de Paiva Oliveira and Ana Lúcia Oliveira Aguiar, published in 2014, reports a case where the AEE service is properly implemented, articulated with all segments of the school, as well as with the family and other professionals involved in student development. They describe a school in which the actions of the AEE service and the concepts of inclusive education are present in the institution's Pedagogical Political Project (PPP), and that the transversality of the service, in a collaborative way, ensured that the student graduated as an active citizen in society. However, for this to happen, the school had to review its practices and consider the heterogeneity of its audience.

In the study *Articulation between Specialized Educational Attendance and common education: building inclusive educational systems*<sup>12</sup>, by Theresinha Guimarães Miranda, published in 2015, the author seems, at first, to understand that the teacher in AEE is responsible for making the school inclusive, but clarifies this view during the text, when she clarifies that the AEE teacher is responsible for the target audience of Special Education.

It is in this text that the complexity of establishing Special Education in the Inclusive Education Perspective comes to be approached and justified by commonplace issues that appear in the other texts, for example, the lack of articulation between the AEE teacher and the common classroom teacher, made difficult by the lack of time for these two groups of teachers to dialogue, and the work demand of the service is also pointed as a hindrance, since there is no time left for the AEE teacher to establish these connections with the teacher in the common classroom. However, the authors point out the seriousness with which AEE teachers understand their roles in the service, there is often a feeling of loneliness, that collaborative work is important and that continuing education for all teachers is also an important way to improve the difficulties presented, as well as the organization of the school's PPP from an inclusive perspective.

Regarding two studies, published in 2015 respectively: *Inclusive pedagogical practices in the classroom in dialogue with the multifunctional resource classrooms: educational attendance and successful learning*<sup>13</sup>, by Ivanilde Apoluceno de Oliveira and Kátia do Socorro Carvalho Lima; and *Specialized Educational Attendance and educational practices in the*

<sup>11</sup> A importância do AEE e a mediação do professor na inclusão do aluno com deficiência intelectual na escola

<sup>12</sup> Articulação entre o Atendimento Educacional Especializado e o ensino comum: construindo sistemas educacionais inclusivos

<sup>13</sup> Práticas pedagógicas inclusivas em sala de aula em diálogo com as salas de recursos multifuncionais: atendimento educacional e aprendizagem com sucesso

*perspective of inclusion in the school of Maria Rafols de Breves-PA*<sup>14</sup>, by Ineide Ferreira Baia, are presented two examples of actions in the inclusive perspective. In the first, the action of a teacher developed from the perspective of the Universal Design of Learning to ensure inclusive education for all students in her class. Although the title brings the articulation of the AEE teacher with the common classroom, it is clear from the reading that the agent of actions is the conducting teacher, which emphasizes the importance of the AEE teacher, but that this dialogue is not established in a constant and effective way.

However, the actions of this teacher affect the development of all her students, because she develops a practice considering their profiles. The text makes it clear that this teacher is a reference for inclusion in her school, an admired model, but not developed by all, and, because it is an isolated action, the authors, in the final considerations of the text, forget to mention the teacher of AEE, leaving the merit of student success only to this teacher.

The Carla Barbosa Alves study *Specialized Educational Attendance in the Uberlândia Municipal Network: Implementation, Organization and Development*<sup>15</sup>, published in 2015, explores the concepts of Inclusive Education from the ideal perspective of happening, where the first thing to understand is that education is the right of all, and the school has a duty to ensure permanence and fairness of learning. The author points out that the Inclusive School needs to understand that all of its students are different, that teachers are different, but that everyone has the potential to learn, and that the teaching/learning process based on traditional models no longer contemplates the school public. It also gives deep thought to changes in conception, which require transformations that are rooted in our academic and sociocultural backgrounds.

It also emphasizes the need to change the look, to see the subject in its potential, highlighted, thus, like the other texts, the relevance of training for teachers, be it initial or continuing, and the inclusive perspective should be offered to all, because the complexity is in the need to redefine social paradigms, concepts and values. In addition, the author refers to the initial and continuing education of all teachers, both from an inclusive and special education perspective, and stresses the importance of this training considering both the attitudinal and emotional development of teachers who need to deal with diverse and complex situations in everyday school life.

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<sup>14</sup> O Atendimento Educacional Especializado e as práticas educativas na perspectiva da inclusão na escola Maria Rafols de Breves-PA

<sup>15</sup> Atendimento Educacional Especializado na rede municipal de Uberlândia: implantação, organização e desenvolvimento

In the study *Specialized Educational Attendance: a dialogue with the practices of the Multifunctional Resource Room*<sup>16</sup>, by Lidianny Susy de Queiroz Dias and Jhonnys Ferreira do Nascimento, published in 2016, the importance of discussing inclusive education and special education, the authors differentiate and conceptualize the expressions, as well as the need for the AEE teacher, who needs to organize the service in an inclusive perspective, to receive adequate training. At the same time, the training of all teachers needs to be rethought so that they are prepared to work from the perspective of inclusive education, and it is emphasized that the model practiced by schools is no longer effective for the public that belongs to it. These authors point out that special education is a clipping of inclusive education, however it seems that it is the flagship for the deconstruction of prejudice and paradigms based on discrimination and exclusion. They mention that SRM, in the face of all this complexity, is often organized in a segregated perspective. They also affirm that inclusion will only be possible when everyday acts are free of prejudice and learning considers the potential of the human being to learn, without being framed in standards.

Corroborating the advances that special education has made in history, the studies *Teaching practices in the regular class and in the Multifunctional Resource Room: a reflection on collaborative work*<sup>17</sup>, by Flavia dos Santos Cota, Carolina Soares Gorne and Flávia Câmara, published in 2016, and *The articulation between Multifunctional Resource Rooms and regular classrooms: a case study in the municipal school system in Jacobina, Bahia*<sup>18</sup>, by Ana Lúcia Oliveira Freitas de Carvalho and Juliana Cristina Salvatori, published in 2017, reaffirm that education is everyone's right and, analyzing the context in which the AEE service is being organized, discuss the difficulties they have observed and the ways in which they could be invested.

They praise the PNEEPEI, but criticize the fact that the effective practices are superficial, pointing out the difficulties mentioned in previous texts, such as the little or no dialogue existing between the teachers of the AEE and the teachers of the common classroom, as well as the segregated work of these professionals, resuming the need for paradigm changes, as teachers need to be open to the development of collaborative work. They are imperative when talking about the problem facing Brazilian teacher education, which reflects on the organization of schools, and that, when it comes to inclusion or, in other words, education for

<sup>16</sup> Atendimento Educacional Especializado: um diálogo com as práticas da Sala de Recursos Multifuncionais

<sup>17</sup> Práticas docentes na classe regular e na Sala de Recursos Multifuncionais: uma reflexão sobre o trabalho colaborativo

<sup>18</sup> A articulação entre as Salas de Recursos Multifuncionais e as salas regulares de ensino: estudo de caso na rede municipal de ensino no município de Jacobina, Bahia

all, the school needs not only to guarantee access, but also permanence and success of students with equity and quality in the teaching/learning process. They consider the existence of a policy in which the AEE teacher and the common classroom teacher can establish this dialogue at school, and point out that this action also needs to be articulated in the school PPP.

The studies by the authors Mara Silvia Pasian, Enicéia Gonçalves Mendes and Fabiana Cia, published in 2017 and entitled *Specialized Educational Attendance: aspects of teacher education*<sup>19</sup> and *Aspects of the organization and operation of Specialized Educational Attendance: a large-scale study*<sup>20</sup>, present two excerpts from a large-scale research conducted in Brazil, through the National Special Education Observatory (ONEESP), can reveal in general manner how the organization of Special Education has been taking place in Brazilian schools and how the protagonists of this movement have positioned themselves in these spaces, the challenges that need to be overcome and the actions that already take place.

Among the actions that already take place, the AEE teacher is responsible for organizing the service, family and school feel supported by these professionals or, at least, expect this support to happen. On the other hand, the majority of AEE teachers feel frustrated and lonely in performing the service, since they cannot establish dialogue with other school professionals, that the demand for service requires a lot of time and technical knowledge and that the complexity of Special education from the perspective of inclusive education must take place for the student to be promoted in his or her skills and potential. They point training as a fundamental factor to improve their actions, mentioning that it should happen from an inclusive perspective, but that the specificities within special education are also important. In addition, the existence of another AEE professional in schools could contribute to a better performance of the service, as both professionals would discuss and organize the actions, supporting and establishing connection with teachers of the common classroom and other segments of the school.

Mirlene Ferreira Macedo Damázio's study *Specialized Educational Attendance in an Inclusive Perspective: Methodology in Question*<sup>21</sup>, published in 2018, presents the AEE service across the whole of the school and, in an inclusive perspective, outlines 12 actions that AEE needs to develop for the service to happen.

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<sup>19</sup> Atendimento Educacional Especializado: aspectos da formação do professor

<sup>20</sup> Aspectos da organização e funcionamento do Atendimento Educacional Especializado: um estudo em larga escala

<sup>21</sup> Atendimento Educacional Especializado em uma perspectiva inclusiva: metodologia em questão

The author states that the AEE teacher should act flexibly and dynamically, establishing interlocutions and provoking good work movements, and suggests at least 12 actions to be performed within the school from an inclusive perspective: (1) initial reception and elaboration of the AEE plan according to student profile; (2) individual student or subgroup attendance at SRM; (3) adequacy of teaching material and assistive technology (TA); (4) student support and advice in the regular common classroom; (5) support and advice to the common class support teacher; (6) support and advice to the teacher of Arts and Physical Education; (7) support and advice to the school support teacher; (8) support and advice to monitors, caregivers and/or trainees; (9) support and advice to managers (direction and coordination); (10) family support and guidance; (11) intersectoral actions - health and social action; (12) preparation of opinions and descriptive analytical reports of pedagogical nature (DAMÁZIO, 2018, p. 48).

Therefore, it is important to understand that the performance of the AEE teacher, from an inclusive perspective, is not limited to SRM care in a segregated view, but rather interlocutions with other professionals and sectors of the school directly or indirectly in favor of development of these students. The service should include transversality, complementarity, interlocutions and connections, that is, to offer the AEE service in a systemic view. The author argues that the performance of the AEE needs to transversalize the service in the school context, in a dynamic, dialogic and full of movement, seeking to lead the school staff and take an inclusive stance towards the target audience of special education. Reflects on the demand and points out that these actions must be articulated with the specific needs of each case, i.e., there are 12 important actions, but they will not always be necessary for all students.

The text places the AEE teacher as an agent of change, but not as a lone actor, but with connections to help build an inclusive education, as he needs to develop the actions of the AEE service in this perspective, but his responsibility lies with the target audience of special education. The complexity of the service is also pointed out, as well as the need to rethink practices and the importance of training. In addition, he stresses that the AEE teacher needs to be brave and dynamic to face the obstacles of schools that are not yet ready to meet all student profiles.

However, there is no more discussion, the school is everyone's place, thus turning to the special education modality. The AEE teacher is responsible for articulating the transversality of the service in favor of student development and learning, ensuring permanence and academic success. He is not alone, but needs to position himself as a protagonist.

## Final considerations

Given all of the foregoing, we understand that the special education modality needs to happen from the perspective of inclusive education, as this will ensure that your target audience has opportunities for quality and equity in both learning and development. It is very important to emphasize that the paradigms of inclusion are involved by the concept of universal design, that disability, deficits and stereotypes are not the focus of inclusive actions, but the potential present in all human beings, considering their profile and styles of learning.

The AEE teacher is of significant importance and is responsible for fostering and articulating connections so that the inclusive perspective is empowered, but he is not responsible for making the school inclusive.

The practices found to contribute to this professional in the performance of his service, so that the student is met in their specificities and that the anguish of the school are transformed into motivation, start from the training of the teacher, and not only the specialist of Specialized Educational Attendance, but for everyone involved in the school; that this formation needs to be focused on the inclusive perspective and on paradigms that consider human potential, not a pattern of development.

At the same time, specific training for certain areas of special education is also elucidated, so we can point out a first path that begins in teacher education. We also found that the organization of schools, with traditional methodologies, focused on a homogeneous public view, no longer meets the demand of students, and the reformulation of their practices is necessary.

We have seen that the advice, support and dialogue of the AEE teacher with the common classroom teacher are described in the documents that guide special education, but that schools need to organize their spaces for this connection to happen efficiently and constantly, and the organization of the school PPP in this inclusive perspective, considering the necessary actions, is a way to this to be pursued. Importantly, the dialogue between AEE teachers and common classroom teachers is the most complex action to take place, and everyone understands it as the most essential. The space of SRM is pointed as important, but it is clear that the AEE service must go beyond its walls, and that special education, from the perspective of inclusive education, only happens when this student is successful and active subject in the other environments of the school, especially within the common classroom.

We also found that, even in the face of all the complexity of special education, the AEE teacher is still the protagonist of the inclusion of the students target audience of special

education. Thus, we need to agree with Alves (2015) when the author makes us reflect on the importance of this professional being assisted in both technical and emotional skills.

Thus, offering answers to minimize the distress of AEE teachers, the transversality of the service is the way. No one is alone to include the student, everyone is responsible, and movement, mobilization, paradigm shifting, and belief in the other's potential are needed.

Therefore, the AEE teacher needs to leave the SRM cocoon, propose to exchange knowledge and experience with the other teachers of the school, be and offer the AEE actions where they are needed, because, as the authors have said, for the inclusion of the student happens not always the teacher of the AEE will be restricted to attendance at SRM.

It is common sense the great complexity of the context in which special education is inserted, however it is noticeable that the movements are happening and moving towards significant changes.

Public policies on education need to outline more strategies for accelerating change, such as appropriate training and guidelines for the necessary connections in the school environment.

When it comes to inclusion, it must be made clear that it is not restricted to people with disabilities, but to everyone, and that inclusion does not happen only in the school environment; It must be present in all environments of society. For this, society needs to become inclusive and free from prejudices rooted in the extinction and exclusion of those who do not fit into standards set by groups that are not always the majority.

Referring to special education, it is the most prominent feature of inclusive education, since it is closely linked to the required academic capacities, and when students are assisted in their potential, they become a reference that inclusion is important and a right for everyone's right to citizenship.

Although special education stands out, it is not responsible for making school inclusive; it should happen in this perspective and contribute, but this responsibility is the responsibility of all agents who need to reflect their practices and, in daily school life, to seek more inclusive actions that respect the profiles and characteristics of all.

The AEE teacher is an expert who, from an inclusive perspective, needs to delve into human development, universal design practices and an action methodology from an inclusive perspective, always considering human potential. Specific knowledge is important, but before that, knowing how to deal with the human being is more.

We consider that this article can dialogue with the professionals of AEE, contextualizing their greatest anguish, while illustrating possible actions that may enhance the service, as well as draw the attention of the State to the implementation of Public Policies in Education that guarantee a space dialogue and reflection on inclusive practices in schools.

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