

IMPLEMENTATION OF MULTIFUNCTIONAL RESOURCE CLASSES: LIFE AND EXPERIENCE

IMPLEMENTAÇÃO DAS SALAS DE RECURSOS MULTIFUNCIONAIS: TEMPOS VIVIDOS E VIVENCIADOS.

IMPLEMENTACIÓN DE LAS SALAS DE RECURSOS MULTIFUNCIONALES: TIEMPOS VIVOS Y EXPERIMENTADOS

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ABSTRACT: This experience report was written by professionals working in the Specialized Educational Assistance in order to illustrate to the readers the process of implementing the first Specialized Education Assistance (SEA) room in the city of Arraial das Flores, serving as a guide for future installments and implementations. The intention of this report is to present the experience of the first rooms of Specialized Educational Assistance in the city of Arraial das Flores, trying to show all the way from the beginning (space organization - with the materials provided by the Federal Government) to the SEA room, discussing the two rooms that provides means and resources for the development of learning of students with disabilities. For the realization of the experience report, a bibliography review was done in the related area to contain theoretical background, as well as the experiences of professionals working in the Specialized Educational Assistance in the given municipality. It is worth mentioning that the implementation took place according to the legal precepts, ensuring Specialized Educational Assistance to all children with disabilities, regularly enrolled in municipal schools.

KEYWORDS: Specialized educational assistance. Resource room. Significant learning.

RESUMO: *Este relato de experiência fora escrito por profissionais atuantes no Atendimento Educacional Especializado, nos anos de 2014 a 2017, a fim de ilustrar aos leitores o processo de implementação da primeira sala de Recursos Multifuncionais, no município de Arraial das Flores, servindo de ilustrações para futuras instalações e implementações. A intenção desse relato é apresentar como foram as experiências vividas nas primeiras salas de Atendimento Educacional Especializado na cidade de Arraial das Flores, apresentando toda trajetória desde a organização do espaço – com os materiais disponibilizado pelo Governo Federal até o funcionamento da sala de AEE, discorrendo sobre as duas salas que possibilitaram meios e recursos, ao desenvolvimento da aprendizagem do estudante com deficiência. Para realização do relato de experiência fora feita uma revisão de bibliografia na área afim, contendo*

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embasamento teórico, além das experiências vividas pelas profissionais atuantes no Atendimento Educacional Especializado no dado município. Vale ressaltar que a implementação aconteceu de acordo com os preceitos legais, assegurando Atendimento Educacional Especializado a todas as crianças com deficiência, regularmente matriculados nas escolas municipais.

PALAVRAS-CHAVE: *Atendimento educacional especializado. Sala de recursos. Aprendizagens significativas.*

RESUMEN: *Este informe de experiencia fue escrito por profesionales que trabajan en el Servicio Educativo Especializado, de 2014 a 2017, para ilustrar a los lectores el proceso de implementación de la primera sala de Recursos Multifuncionales en el municipio de Arraial das Flores, que sirve como ilustraciones para el futuro instalaciones e implementaciones. La intención de este informe es presentar las experiencias vividas en las primeras salas del Servicio Educativo Especializado en la ciudad de Arraial das Flores, presentando toda la trayectoria desde la organización del espacio, con los materiales puestos a disposición por el Gobierno Federal para el funcionamiento de la sala de la SEE, discutiendo sobre las dos salas que hicieron posibles medios y recursos, para el desarrollo del aprendizaje de estudiantes con discapacidades. Para llevar a cabo el informe de experiencia, se realizó una revisión bibliográfica en el área relacionada, que contiene antecedentes teóricos, además de las experiencias vividas por los profesionales que trabajan en el Servicio Educativo Especializado del municipio. Vale la pena mencionar que la implementación se realizó de acuerdo con los preceptos legales, asegurando la Asistencia Educativa Especializada a todos los niños con discapacidades, inscritos regularmente en las escuelas municipales.*

PALABRAS CLAVE: *Servicio educativo especializado. Sala de recursos. Aprendizaje significativo.*

Introduction

The present experience report brings experiences, results and expectations regarding the first multifunctional resource room in the municipality of Arraial das Flores, which is located in the northwest region of the State of São Paulo.

For the realization of this report, we used the bibliographic survey and review methods, for the analytical description, initially there was the reading and interpretation of what was found in the area of special education, there was a careful selection of academic articles, books, federal documents that would be pertinent to our proposal to write an experience report about the resource room, in which we would share our practices, reflecting them so that we could find the results, of these two years of SEA, in Arraial das Flores.

It is worth mentioning that we will use names of characters from Brazilian and Portuguese literature to identify schools, so as not to create constraints on those involved with the proposal to implement the multifunctional resource room in a city in the state of São Paulo.

The multifunctional resource room started in June 2014, at the Guimarães Rosa Municipal School, in 2016 the second resource room was created at the Fernando Pessoa Municipal School.

At the beginning of the work, the uncertainties surrounded the teaching practice, but over time the uncertainties were concretized in successful practices, as it will be presented throughout this text, for this writing to be possible there was the presentation of this as Proposal of Structure and Functioning from the Multifunctional Resource Room to the Secretary of Education, as prescribed in the legislation that underlies Specialized Educational Assistance (SEA) in Brazil. In this sense, the present experience report is the SEA proposal of the municipality, together with the practices and their reflections, for the composition of this experience report.

The challenges in relation to Specialized Educational Assistance in public schools are numerous, but the challenges do not prevent people with disabilities from having their rights guaranteed, such challenges can be exemplified as the absence of materials, the lack of understanding by professionals in basic education in the country. what is the Specialized Educational Assistance and the availability of hours to provide quality service to the greatest possible number of people with disabilities, among others that if measured here we would write another report of experience.

Specialized educational assistance

The SEA takes place within the Multifunctional Resource Rooms, in accordance with Resolution No. 4, of 2 October 2009, this service is aimed at people with disabilities, with global developmental disorders, high skills/giftedness, enrolled in class regular education, ensuring access, participation and learning conditions.

Students with disabilities - those who have long-term physical, intellectual, mental or sensory impairments, which, in interaction with various barriers, may have obstructed their full and effective participation in school and society;

Students with global developmental disorders - those who present a picture of changes in neuropsychomotor development, impaired social relationships, communication and/or motor stereotypes. This definition includes students with childhood autism, Asperger's syndrome, Rett's syndrome, childhood disintegrative disorder

Students with high skills or giftedness - those who have high potential and great involvement with the areas of human knowledge, isolated or combined: intellectual, academic, leadership, psychomotor, arts and creativity (BRASIL, 2009, p. 1, our translation).

Students with disabilities, on the other hand, must attend the SEA, so that there is the necessary pedagogical support for regular education, for the development of potential.

Numerous expectations and speculations about the work developed during the SEA are created, for example, the lack of understanding of what the SEA is about, the absence of teaching practices and the overcoming of challenges for people with disabilities and their families.

The first activities of the SEA in the municipality Arraial das Flores were in 2014 and constituted the visit in all teaching units (eight units) to collect information about students with disabilities enrolled in Elementary Education for nine years, especially from the 1st to the 5th year.

These technical visits consisted of listening to the needs of education professionals in relation to special education, in addition to conducting some conversations with students' guardians, clarifying doubts, emphasizing that individualized educational practices would bring the possibilities for children to assimilate and better understand the contents proposed in regular education.

While the visits to the Schools were made, simultaneously, the study of the materials and documents provided by the Ministry of Education (MEC) was carried out, as Guiding Document: program for implementing Multifunctional Resource Rooms (2012), intended for teaching units, this The document contains the rules for the organization of spaces, guidelines for the registration of students, appointment and functionality of computer equipment, guaranteeing the enjoyment of assistive technology and presentation of pedagogical teaching materials.

In this sense, the implementation of these multifunctional resource rooms at the national level responds to a historical need, as there is a noticeable gap between cognitive development and the lack of access to quality education, in the case of special education.

Subjects with special needs in this service can enjoy significant learning, which seeks to respect their limitations and develop their potential, allowing the inclusion process in regular rooms to take place in a dialectical way, between the SEA and regular education, as proposed by Resolution No. 4, of 2 October 2009.

The teaching units that received the multifunctional resource room for specialized care need to respect and accept the necessary changes for the act, because

In both circumstances, what is evident is the need to redefine and put into action new pedagogical alternatives and practices, which favor all students, which implies the updating and development of concepts and educational

applications compatible with this great challenge (MONTANO, 2007, our translation).

Inclusion is placed in the contrast between the old and the new in the school institution, because at the same time that we have pedagogical proposals subsidized by technologies, among others, there is still the segregating model of schools in the 17th century, that is, the total democratization of the Brazilian education has not yet occurred, so the need for all professionals involved directly or indirectly with the teaching/learning process to understand that there is a need for articulation between specialized educational assistance and regular education, for then the process of educational inclusion and be successful.

However, we understand that no single person will be able to review ingrained practices in the Brazilian educational system, everyone should believe in the transformative and liberating power of education (FREIRE, 1987), since the educational structure is not changed by magic.

According to Sasaki (1999), inclusion should not only be in the educational area, but the theorist also proposes an inclusion of people with disabilities in the social sphere, leisure, sports and in the religious system, with all these aspects ensured by legislation, in this sense the implementation of Multifunctional Resource Room guarantees clarifications and information to those responsible for the real rights of people with disabilities.

The infrastructure and materials available in the multifunctional resource room - Arraial das Flores

The schools received federal funds from the Money in School Program (PDDE, Portuguese initials) Accessibility, in the total amount of R\$ 10,000.00, of which R\$ 8,000.00 in costs (consumable materials) and R\$ 2,000.00 in capital (permanent materials) , for its application, the guidelines of the MEC present in the Accessible School Program Guidance Document of 2013 were followed.

The PDDE – Accessibility budget aims

Promote accessibility and inclusion of students with disabilities, global developmental disorders and high skills/giftedness enrolled in common classes of regular education, ensuring them the right to share common spaces of learning, through accessibility to the physical environment, didactic resources and pedagogical aspects and to communications and information (BRASIL, 2013, our translation).

In 2014 and 2015, the Principal of the Guimarães Rosa School in the municipality of Arraial das Flores - SP, with twelve years of experience at PDDE-School, presented difficulty in information about the amount in question. We contacted the Municipal Education Secretariat of Arraial do Mar - SP (fictitious name), for knowing the work that the Secretariat developed in relation to assisting students with disabilities, in order to obtain information, clarifications on how to proceed with the investment received.

Information was obtained that a Service Plan should be made on the website of SIMEC - Integrated Monitoring System of the Ministry of Education. There was also a need to contact us by phone for further clarification, at the Ministry of Education - Executive Secretariat in Brasília, we received the information that the Guidance Document of the Accessible School Program, Manual of the Accessible School Program, Resolution No. 19 of 21 May 2013, Resolution No. 27 of 02 June 2011, and Resolution No. 27 of 27 July 2012, would solve the problems and remove doubts.

When the school's data had already been completed, the director then had to prepare the Service Plan, to be posted on SIMEC. In the Service Plan, there was a field described as action, with two actions to be chosen and, a field described as financeable items.

In the first action there was the indication "Acquisition of materials and goods and/or contracting services for construction and adaptation of ramps, widening of doors and passages, installation of handrails, construction and adaptation of toilets for accessibility and placement of visual, tactile and sound", in this action the financeable items are: labor, construction material, sink and toilet, plates and tactile floors, project and others, the program asked: select one or more financeable items, sequentially.

In the second action, there was the indication "Acquisition of wheelchairs, high-tech assistive resources, accessible drinking fountains and accessible furniture", in this action the financeable items are: drinking fountain, wheelchair, accessible table and wallet, high-tech assistive resources.

After meeting with the School Council and assessing the school's needs, we started by researching companies that work with accessibility materials and products.

In our municipality, we only obtain construction materials, as the attendant was able to make a specific budget for the necessary materials. All other products were quoted in other cities in the northeast and northwest of the state of São Paulo, as well as companies in the south of the country.

It is worth mentioning that the amount of R\$ 2,000.00 of capital would only be enough to buy the simplest accessible drinking fountain, and we needed to buy a wheelchair and

accessible table. With the tactile floor, we needed approximately 180mt, and the cost of the placement alone budgeted at R\$ 7,300.00, excluding the 180mt of tactile floor plates, and we only had R\$ 8,000.00 in funding.

We did our best to apply the amount received in the best way, considering exactly what the legislation provides, but the difficulties were many. There was a balance of the amount received, as the legislation limits in a way, that it was not possible to buy what the Service Plan indicated.

This report is to exemplify some difficulties that a school principal faces in applying the PDDE-Accessibility. There is a need to make the application of this resource feasible, facilitate work, streamline and not bureaucratize, to achieve the proposed objective.

It is worth mentioning that some materials were not purchased, as they are not part of the National Program for the Implementation of Resource Rooms, of the federal government, so the pedagogical materials necessary to complement teaching practice were acquired by the Municipal Department of Education, such materials are listed in annex.

General objectives of Specialized Educational Assistance in the municipality of Arraial das Flores

- Enable inclusive education, allowing the student to have a teaching/learning process that offers them equal conditions in regular education.
- Allow the integration of education professionals and the participation of the school community in welcoming people with special needs.

Specific objectives

- Guide regular education teachers about special education, especially SEA.
- To assist students with disabilities individually.
- Conduct collective studies with the professionals of the school units that host the multifunctional resource room.
- Guide those responsible for the child's global development.

The environment for Specialized Educational Assistance in the municipality of Arraial das Flores

Art. 5 The SEA is carried out, primarily, in the multifunctional resource rooms of the school itself or in another of regular education, in the reverse shift of schooling, not being substitute for ordinary classes, and can be carried out in a specialized educational service center of a specialized institution from the public network or from specialized community, confessional or non-profit philanthropic institutions, in agreement with the education department or equivalent agency of the states, the Federal District or the municipalities (BRASIL, 2009, p. 1, our translation).

The first SEA in Arraial das Flores took place at Escola Municipal Guimarães Rosa, the person responsible for this service has the qualifications required by Brazilian legislation to offer this practice.

It is worth mentioning that the teacher spent two days in the space reserved for the SEA room and three days in schools, collecting data, talking, offering the necessary guidance to education professionals and guardians, as mentioned in this report.

The anamneses were constituted from the compilation of academic materials offered in the discipline of Evaluation and Intervention I and II of the Special Education course of the College of Sciences and Letters - Campus Araraquara of the São Paulo State University - Júlio de Mesquita Filho (UNESP).

The anamneses with the guardians were made in the educational institutions, the days and times for the interview were scheduled, during these conversations some parents vented and asked for advice, help, because many were alone amid their feelings. For the reception to be given in a healthy way, everything was heard, understood, discussed, presenting suggestions for possible solutions to some problems, however some anamneses took more than 6 hours, having to be divided into two days.

In 2015, consultations started at the Guimarães Rosa School, there was SEA for 17 people with disabilities, 4 children with Down syndrome, 5 children with intellectual disabilities, 2 deaf children, 2 children with cerebral palsy, 1 child with low vision, 1 with Autistic Spectrum Disorder.

The resource room had flexible hours, had SEA in both periods, afternoon and morning, on Tuesdays and Wednesdays this SEA occurred in the afternoon, the rest of the week occurred in the morning. It is noteworthy that during the visits, the guardians accompanied the children, these moments were used to offer the necessary guidance to family members.

In 2016, the number of children attended at the Guimarães Rosa School's SEA was reduced to 10 children, 2 with Down syndrome, 1 deaf, 1 with low vision, 2 with intellectual disability, 2 with Autistic Spectrum Disorder, 1 with cerebral palsy.

At the beginning of 2016, the Fernando Pessoa School now has a Specialized Educational Assistance room. In the first months, the organization of the resource room had been made, as were each space and teaching materials. During this period, meetings were also held with the teacher in the SEA room at Guimarães Rosa School, to learn about the work with children who would attend the resource room at Fernando Pessoa School. After all this organization, a meeting was arranged with the parents of these students, where we introduced the new classroom and teacher. This multifunctional resource room would have its activities concentrated in the afternoon, while the Guimarães Rosa School's functional resource room would only attend students during the morning shift.

This service has as its main foundation to prepare students to develop skills and use support tools that facilitate their development. Being a way to further develop social interaction and reduce the barriers that prevent inclusion, which unfortunately are still many.

For the service to be effective, concrete is used, with pedagogical games that stimulate learning, motor coordination, tactile, sensory activities, activities that stimulate oral language and writing, a work is done with the stories told by the teacher or made by the students.

The resources of the multifunctional room at Fernando Pessoa School are necessary for the development of learning. An effective example is software for assistive communication, oral communication and encouragement for various activities. Another very significant resource is the pedagogical games on the Tablet, with these games students have more incentives to learn the letters of the alphabet, for example, since playful literacy will be used. (SILVEIRA; PEREIRA, 2015)

It is worth mentioning that the teachers established individual plans for each child, since the needs are different, in addition to the need for joint curricular adaptation with the professionals responsible for regular education.

With these resources, the Specialized Educational Assistance at the Fernando Pessoa school was very relevant for the learning of children with disabilities who attended regular classrooms, stimulating and helping to develop their skills and learning.

According to Decree no. 7611/2011, the multifunctional resource rooms had all the legal specifications and equipment provided by the Ministry of Education, such as those described above, in addition to the materials provided by the MEC, there was the acquisition of materials for the feasibility SEA and adequacy of physical space.

These consultations obsessed the needs of each student, making it necessary to carry out anamneses, interviews with parents and teachers to get to know the subjects and organizations of individual care plans, as it is known that each person is endowed with unique specifications and not all are equal. It is worth mentioning that the children participating in the Specialized Educational Assistance have public transport to take them to and from their respective homes.

Method used during SEA

It is known that in special education the methods used are those that most closely match the needs and limitations of the students, so tracing or defining a single work methodology does not match the teaching practice in special education, during the services the methods are mixed thinking exclusively about the cognitive development.

However, we can say that the method that surrounded our practice was the Decroly method, this method was developed from the associations of ideas, which is based on the needs and interests of the child, the center to which they should converge and from where they would diverge.

This theory is based on a psychobiological and social conception, deserving emphasis, among these aspects, the psychological. The Decroly method has three phases, observation, association and expression.

According to Decroly's thinking, for the observation to contribute to the later stages and to develop the students' minds, the teacher must select the possible themes that are compatible with the students' development and desire so that the interests are activated.

Through the association are related notions acquired by observing objects and facts, near or far (space), current and past (time), with regard to the adequacy of the object to the needs of man (technology), and what it refers to cause and effect, stimulating critical thinking and starting the process of forming children's thinking habits.

Expression in the Decroly method encompasses everything that allows "expression of thought" in a way that is accessible to others. Whether through speech or writing, drawings, manual works, as long as they are related to the centers of interest under study, based on the postulations of the document São Paulo (1985).

In this sense, the centers of interest lead the student to effective learning, as the entire process is focused on the interests of students, respecting their individualities.

In addition to this methodology, during teaching practice, we use synthetic and analytical methods of literacy, emphasizing the phonic method, in relation to mathematical logical reasoning we use activities to problematize and solve problem situations with the use of materials, that is, games.

Schedule of Specialized Educational Assistance activities

Specialized educational assistance took place with a schedule of activities, being individual, to provide necessary support to the special educational needs of students, depending on the specific area, favoring their access to knowledge.

This schedule of activities was flexible, organized, reorganized whenever necessary, according to the needs of students, and all activities developed in this schedule were approved by the teaching unit's management and pedagogical team.

This service began with the completion of Anamnesis with the students' guardians and teachers, as already mentioned, with applications of the Basic Literacy Repertoire Assessment Tool (IAR, Portuguese initials) to learn about children's skills.

After the diagnostic evaluations, pedagogical guidance was initiated, in order to assist teachers of regular education, but unfortunately with the lack of time, not all teachers of the seventeen children had the appropriate pedagogical guidance, it is important to emphasize that the absence of time occurred for the non-acceptance by the technical team of the Secretariat of Education of the establishment of the SEA - Itinerant, the one that allows the teacher of the SEA to go to the child's school to accompany him and offer guidance to parents, teachers and the entire school team.

The pedagogical activities developed at the SEA took place weekly in the counter shift of the regular education activities of the student, that is, the schedules respected the school and outpatient needs of these children. There are children who were accompanied by their guardians, so there was a direct contact with the family, which can be guided weekly, which is a fundamental link for the success of the SEA.

Workload

Each individual service lasts one and a half hours, and cannot exceed two hours per service.

The workload of the teacher responsible for the multifunctional room is 40 hours per week divided into SEA and Assistance to parents and teachers, thus 30 hours in SEA, and the other free hours were destined to preparation, activity studies to SEA, filling out forms and reports, which can take place in the unit that offers the multifunctional room, Secretariat of Education, or in a facilitating environment for such practice.

In this sense, the schedules are defined as follows:

Table 1 – Turns

SCHOOL UNIT	Turn
E.M. Fernando Pessoa	Afternoon
E.M. Guimarães Rosa	Morning

Source: Devised by the authors

Evaluation

The evaluative practice in the school environment allows the professional to choose the most diverse procedures, it will be something continuous, that is, it will be procedural, occurring during the appointments. Interviews, games, analysis of the student's production, among others, to compare data, results and carry out a detailed analysis.

According to Luckesi (2005) the evaluation consists of:

- Check which sociocultural contexts the student is in.
- Understand the student's motor, cognitive, affective and school development.
- Find the best learning strategies used by the student.
- Identify the methodology used by the teacher in daily interventions.
- Validate the (prior) tacit knowledge that the student manifests in the classroom, as well as the individual difficulties/needs, in relation to the new learning contents.

Interviews (anamneses): they were carried out with all those involved, teacher(s), direction, pedagogical team, however family anamneses were considered essential for the knowledge of who the student is, and then to outline individual teaching plans, information about the difficulty, limitations and deficiencies presented constituted the teaching practice, in this sense, from the data collected, it was evaluated how daily life in the SEA would take place.

The observations of the students, during the application of the IAR allowed the analysis of the problem in the school context, so there was one more element for the constitution of the individual teaching plans.

After all this work described, at the end of each semester, an Individual Performance Report is prepared, describing everything that was observed and done by the students during the SEA, in addition to this report done every six months, the individual was also made weekly, in which the activities were described in topic, in that same space, the records of the event are carried out allowing the teacher, to evaluate beyond the student actions, this record triggers the evaluation and reflection of the teaching practice.

Final considerations

In line with the legal proposals for the implementation of the resource room, this experience report helps to understand some pedagogical aspects for the SEA.

However, all the steps for the SEA room to be put into practice were reported, as well as the infrastructure and materials for the room, as is the space, the target audience served, the workload, the evaluation and how the activities were carried out.

Given the above, we see how essential the Specialized Educational Assistance room is for education to be inclusive and how important it is for these children to have their learning highlighted by pedagogical means such as: games and concrete activities, in addition to assistive technology.

For all these aspects, if the relevances discussed here are put into practice by all professionals committed and involved in the educational process, the probability of success will increase with each SEA. In this sense, the subject served in this multifunctional resource room will have minimal conditions for inclusion in the school environment and in society at no charge.

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