

# The teachers' conception of specialized educational service in multifunctional resource classrooms

A concepção de professores sobre o atendimento educacional especializado em salas de recursos multifuncionais

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## Abstract

The specialized educational service (SES) has been considered part of the inclusion process of special education target group in the regular educational system. Guidelines of current Ministry of Education policy recommend that this service should be offered in multifunctional resource classrooms (MRC). With the purpose of getting to know better the characteristics of this service, this study aimed to describe and analyze some aspects of the SES offered in MCR in municipal schools of a midsize town localized in the southwest Bahia, Brazil. Data were collected using two instruments, the questionnaire to characterize the MRC's teachers and the script of trigger questions about *Teaching organization in the MRC and mainstream classrooms*, also structured as a questionnaire. Data were analyzed using the thematic categorization technique of the content analysis. The results showed that the specialized teachers presented a positive conception about the SES work that can be developed in the MRC, however, they pointed out the importance of having adjustments, related to the resources available in the classrooms as well as to the school's dynamic so that the student can be served in a way that fulfills his educational needs. They point to the importance of developing studies to cover the managers' conceptions on this process, since some necessary changes involve managers' decisions.

**Keywords:** Special Education. Specialized educational services. Multifunctional resource classrooms. Specialized teachers.

## Resumo

O atendimento educacional especializado (AEE) tem sido considerado parte integrante do processo de inclusão de alunos público-alvo da educação especial no sistema regular de ensino. Diretrizes da atual política do Ministério da Educação recomendam que esse serviço seja ofertado em salas de recursos multifuncionais (SRM). Visando conhecer melhor as características de tal serviço, este estudo teve por objetivo descrever e analisar aspectos do AEE ofertado em SRM das escolas municipais de uma cidade de médio porte do Sudoeste Baiano, Brasil. A coleta de dados foi realizada por meio da aplicação de dois

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instrumentos, sendo o questionário de Caracterização dos professores das SRM e o Roteiro de questões disparadoras sobre o tema organização do ensino nas SRM e classes comuns, também no formato de questionário. Os dados foram analisados por meio da técnica de categorização temática da análise de conteúdo. Os resultados mostraram que os professores especializados apresentaram uma concepção positiva do trabalho que pode ser desenvolvido nas SRM, porém salientaram a importância de haver uma adequação, tanto no que se refere aos recursos disponíveis nas salas, como na dinâmica da escola para que o aluno possa ser atendido de uma forma mais adequada, que atenda às suas necessidades educacionais concretas. Aponta-se a importância da realização de estudos que possam abarcar as concepções de gestores acerca desse processo, uma vez que dentre as mudanças requeridas, algumas pequenas e importantes envolvem decisões dos gestores.

**Palavras-chave:** Educação especial. Atendimento educacional especializado. Salas de recursos multifuncionais. Professores especializados.

## Introduction

From the Constitution of 1988 and the Law of Directives and Bases of National Education of 1996 (BRAZIL, 1996), and by publishing and reformulation of new laws related to the area of Special Education (BRAZIL, 2001; 2008), municipalities have restructured their educational system grounded in assumptions of the inclusive education pattern. By means of Decree No. 6949/2009 (BRAZIL, 2009), the country publicly committed itself to ensure the access of people with disabilities to an inclusive educational system at all its levels of schooling and following measures approving the conditions for the participation of the special education target group (SETG) and other minority populations, so that they are not excluded from the educational system.

In Brazil, although studies indicate the occurrence of failures in educational systems through the inoperability of the governing bodies, the prejudices, the communication barriers, the architectural barriers, the lack of training and teaching activities, among others (CAPELLINI; RODRIGUES, 2009; CHACON, 2004; MONTEIRO; MANZINI, 2008; SANTOS, 2011), one cannot deny that there has been a movement to restructure the schools, and the creation of MRC as part of this process. Mendes (2006, p. 392) states that

(...) the restructuring of schools also increased awareness and respect for diversity, and produced changes in the role of the school, which now responds better to their students' different needs, providing varied features centered at the school.

On the restructuring of schools, Calheiros and Fumes (2012, p. 4811) report that

(...) It is essential, for school restructuring with an inclusive perspective, the proposal of public policies to ensure effective participation of the student with special educational needs (SEN) in ordinary schools, with unconditional opportunities to expand their knowledge.

Among the proposed public policies to try to ensure this goal, there is the Special Education National Policy in Perspective of Inclusive Education – SENP – IE (BRAZIL, 2008), which proposes new changes concerning the delimitation of Special Education target population, especially the role assigned to special

education, which needs to work as a partner in the process so that the participation and student learning in ordinary schools can be assured. Thus, the special education assumes an educational profile and should be integrated into the ordinary education system, i.e., to be incorporated into the pedagogical proposal of the regular school, so that all students from SETG will receive SES (BRAZIL, 2008).

Throughout the process of education, at all levels and modalities, the SES is a mandatory part of educational systems to support the development of the SETG students. Entering the SES consists of the student's right, competing to school guide the family and the student about the importance of participation in this service. To receive the services of the SES, the students must be properly enrolled in regular education and specialized education, and the classes should be primarily taken in multi-functional resource classrooms of the same school or in another regular school, in different school shifts compared to the regular school, not being a substitute to regular classes (BRAZIL, 2009).

In this context fits the Multifunctional Resource Room – MRC, a space designed to offer the SES in regular schools. The SENP – IE sets the SES with complementary and/or supplementary function towards students' training, specifying that “specialized educational service's function is to identify, develop and organize educational and accessibility features that eliminate barriers to the full participation of students, considering their specific needs” (BRAZIL, 2008, p.15).

Studies in the area showed that the SES offered in the regular school where the student is enrolled, is more likely to ensure its role in promoting inclusion, removing students from public and private specialized institutions, which apart them from a common training space for all (BORCHARDT; SCHEFER; ANDRADE; DUWE, 2012; FIRMINO; OLIVEIRA; LIMA, 2008). However, researches have shown that teachers who work in the SES feel the need of specific training directed to the SETG as they find difficulties to develop their teaching activities in the MRC (BRITO et al., 2012); they report that there are also difficulties in the operation of these rooms, such as the service being offered at a different time provided by the legislation, the completion of the service into groups with different disabilities, lack of physical space and appropriate teaching materials (FUMES; OLIVEIRA, 2012); lack of trained teachers to offer the SES to SETG students and lack of support staff to teachers of the SES (FANTINATO; MENDES, 2014).

Whereas recent, from the historical point of view, the publication in 2005, by the former Department of Special Education/Ministry of Education (MEC), of the MRC Implementation Program and the importance of offering these services to SETG students in regular schools, studies that investigate how these services have been structured and offered constitute a topic of interest for further researches. As pointed out by Nozu e Bruno (2012, p. 4315),

(...) in the context of the current special education policy, SES offered in MRC are considered a support strategy for the inclusion of pupils with SEN in regular education. Thus, it is important to check the limits and the possibilities of these services on the promotion of access, participation and learning for the special education target audience.

In 2010, the National Centre for Special Education (NCSE) was established, with the objective of promoting studies that initially aimed to “investigate the limits and

possibilities that the MRC may offer as a support service for all types of Special Education target students” (MENDES, CIA; TANNÚS-VALADÃO, 2015, p. 12). The project was carried out in stages between 2011 and 2014 by researchers from different institutions and regions of the country, covering 56 municipalities in 17 states. Such studies were then subdivided into three areas, namely: 1) Organization and operation of the MRC; 2) Evaluation of students attended in the MRC; 3) Teacher training for operations in the MRC.

The results were published in four books and, as concerned to this study, the interest is referred to the first area, and, in general, the data showed that: few SETG students enrolled in regular schools have received the SES (about one third); SES's organization in terms of number of students and the student attending frequency is stipulated by the teacher of the MRC (twice a week is the most common type); the duration of the service is variable, with the 50-minute class the most practiced; the SES has been offered in the reversed school hours, although some exceptions; the number of students served at the MRC is very variable; there is a predominance of students with intellectual disabilities; it is difficult to meet students with different types of disability in the same MRC, which leads the municipalities to create different strategies to meet these demands; there are widespread complaints about the infrastructure of MRC; the preparation of the SES plan is made most often by the teacher of the MRC individually, etc. Data showed that the MRC deployment policy has been configured as a breakthrough, but pointed out the importance of considering some questions and challenges (MENDES, CIA; TANNÚS-VALADÃO, 2015).

Despite their specific and regional character of the SES in MRC, these studies add relevant knowledge on good practices and/or help us understand changes that are needed so that those practices can be improved. This way, the aim of this study is to describe and analyze SES aspects of multifunctional resource rooms of regular schools, in a city in the southwest Bahia, under the view of specialized teachers.

## 2 Development

The project was submitted to the Ethics Committee on Human Research of the Federal University of São Carlos for evaluation and approval (CAEE: 20926913.7.0000.5504).

### 2.1 Participants

A group of 12 teachers from public schools that operate MRC in a southwestern municipality of Bahia (BA) took part of this study. The teachers, who were all female, had an average age of 44.17 years old (SD = 6.06). Of the total, 11 teachers were graduated in the Faculty of Education, and only one had a degree in Mathematics.

Table 1 provides characterization data related to participants concerning their Training (specific or continuous), teaching time in special education, and the operation time in the SES.

**Table 1. Characterization of MRC teachers regarding specific training, teaching time, and operation in SES.**

Teacher	Specific or Continuous Training	Teaching Time (A=5.96 SD =4.73)	Operation Time in SES (A=3.04 D=0.45)
T1	(S) School Psychology and Learning Psychology	2	2
T2	(Q) ID and (S) Special Education –Intellectual Disability, Psychomotricity, Special Educational Service	16	3
T3	(Q) ID, HI, VI, PD, MD (S) and Psycho-pedagogy	3	3
T4	(Q) ID, HI, VI, PD, MD and (S) Special Educational Service	3	3
T5	(Q) VI and (S) Special Educational Service	3.5	3.5
T6	(S) Special Education	15	3
T7	(S) Special Educational Service, Teaching in Higher Education, Educational Management	5	3
T8	(Q) ID, HI, VI, PD, MD and (S) Special Educational Service	8	3
T9	(Q) HI and (S) Brazilian Sign Language (Libras), Inclusive Education, School Supervision and Pedagogical Coordination, Neuroscience, Psycho-pedagogy	5	3
T10	(S) Special Educational Service	5	4
T11	(S) Special Educational Service	3	3
T12	(S) Special Educational Service, Pedagogical Practices for children's education, School Management	3	3

**Legend:** (Q) Qualification; (S) Specialization; ID = Intellectual Disability; HI = Hearing Impairment; VI = Visual Impairment; PD = Physical Disability; MD = Multiple Disability; IG = Intellectual Giftedness; PDD = Pervasive Developmental Disorder

It is noted that all teachers have some training in special education, either in the qualification or specialization form, besides the courses in the area, which were not mentioned in the table. The teachers' working time in the special education field, such as the SES, is relatively short, and the average time in the field of special education, in years, is 5.96 (SD - 4.73), and working in the SES is 3.04 (SD = 0.45).

## 2.2 Place

Data collection occurred in 11 regular schools in the researched city that had MRC. The medium-sized municipality is located in the southwest of Bahia, in South the Central mesoregion with 78,833 inhabitants, according to the 2010 Census (IBGE, 2010).

### 2.3 Materials and instruments

There were used (two) questionnaires, which were the 'Characterization of the MRC's teachers', and the Teaching organization in the MRC and ordinary classrooms.

### 2.4 Data collection procedures

Firstly, the Municipal Department of Education (MDE) was contacted in order to be requested for an authorization to carry out the research with teachers of MRC. After the consent, it was requested a list with the amount of schools in the municipality, in which there were MRC. Next, a visit was made to the directors of each school who stipulated dates and times and, also, a first contact with each teacher of MRC. After an oral presentation by the researcher through the reading of the consent form, each teacher who showed interest in participating in the study signed the term. On this visit, an appointment was settled with the teachers who agreed to participate so that they could answer the questionnaires.

These questionnaires were originally applied in a group arrangement, but due to the teachers' schedule incompatibility, questionnaires were given to each participant (with instruction for the activity to be carried out individually). They had a period of 15 days to give the questionnaires back, completely answered.

### 2.5 Data analysis procedure

To meet the objectives of the study, questionnaires were submitted to a reading for analysis of the contents (FRANCO, 2012). For each category, a rate of participants was defined representing the frequency of the observed sample, and a few lines of illustrative passages were also used. Data were equated in tables, but also in the form of text using illustrative passages.

## 3 Results

The results are divided into two parts: (1) characterization of the special education target audience and the kind of service performed in the MRC, in the teachers' point of view, and (2) conception of teachers with regard to education in regular rooms and MRC and teaching organization in MRC.

### 3.1 Characterization of the Special Education target audience and the kind of service performed in the MRC, according to the teachers' point of view.

Table 2 shows data of the target audience identification and the kind of attendance these students received in the MRC.

Teacher	Target Audience of the SES*	Number of Students Attended at the MRC A=13.25 SD=4.47	Grouping
T1	ID, VI, PD, MD	16	Individual, Trios
T2	ID, VI, PD, MD, PDD	14	Individual, Pairs
T3	ID, PD	15	Individual, Pairs, Trios, Foursome

T4	ID, PD, MD, PDD	10	Individual, Pairs, Trios
T5	VI	2	Individual
T6	ID, VI, PD, MD, PDD	9	Individual, Pairs
T7	ID, VI, MD, PDD	13	Individual, Pairs
T8	ID, VI, PD, MD	14	Individual, Pairs
T9	HI, VI, MD, Autistic	18	Individual, Pairs, Trios
T10	ID, VI, PD, MD	14	Individual, Pairs, Trios
T11	ID, VI, PD, MD	16	Individual, Pairs, Trios
T12	ID, VI, PD, MD	18	Individual, Pairs
Total		159	

**Legend:** ID = Intellectual Disability; HI = Hearing Impairment; VI = Visual Impairment; PD = Physical Disability; MD = Multiple Disability; IG = Intellectual Giftedness; PDD = Pervasive Developmental Disorder

According to the table, 159 is the total number of SETG students attended in the MRC in the municipality. Each teacher receives an average of 13.25 students (SD = 4.47), ranging from two to 18 students. Although quantifying the total students served, the data do not allow us state the number of students served by category, nor even the age, gender, regular school grade of such students, among others.

Among the SETG attended, there is: visual impairment, hearing impairment, intellectual disabilities, physical disabilities, multiple disabilities, high ability or giftedness, and pervasive developmental disorder. Teachers attend SETG specific groups and, in the municipality, there were not high-ability students identified, which meets the results found by Mendes, Cia and Tannús-Valadão (2015), who point to a minority of that group attended at MRC. The arrangement group during the attendance of these students, by SES teachers, is done individually, in pairs or in trios. Due to different reasons, the attendance does not often occur at opposite school hours, also point by Fumes and Oliveira (2012).

Concerning to the adequacy of the MRC space at school, all the teachers stated that the rooms occupy a suitable environment at school, but one of the teachers, in her speech, makes it clear that the MRC operated as support room without resources

*Actually, we operate it more as a support room, it falls short of being a multifunctional room, at all, system is very slow; up to now, the Ministry of Education (MEC) hasn't sent supplies to schools yet (T1).*

According to the teachers' reports and to Fumes and Oliveira's data (2012), some rooms have certain equipment, but others don't, and the available resources in the MRC vary from one room to another, with differences regarding the amount and type of materials in the rooms, and difficulties with the technical assistance of certain equipment.

*We have suitable materials, despite lacking some materials and having an incompetent technical assistance, because the Braille printer and scanner are not set yet (T2).*

*The resources I use are those acquired from my own resources. The room lacks the visual equipment, such as TV, DVD, DataShow, books, among others, which are essential for visual communication (T10).*

### 3.2 Conception of teachers with regard to education in regular rooms and MRC, and teaching organization in MRC.

Table 3 shows the SES teachers' conception about the schooling purpose, in regular classrooms and MRC, for SETG students.

Table 3 – SES teachers' conception about the schooling purpose, in regular classrooms and MRC, for SETG students.		
Schooling Purpose	Teachers	Illustrative Passages
Promote social integration	T1, T2	<i>Promote students' inclusion and social integration.</i>
Ensure equality among students	T2, T6	<i>First of all, the inclusive school ensures equality among students.</i>
Prepare students for citizenship (autonomy and independence)	T1, T3, T5	<i>(...) it is to prepare them for citizenship, offering them accessible strategies for their autonomy and participation.</i>
Contribute to student's development	T3, T9	<i>(...) it contributes to the full development of the person.</i>
Ensure the right to education	T7, T11	<i>(...) we have a commitment with the right of everyone to education.</i>
Ensure the right to difference	T8	<i>The school works as a guarantee of the right to difference (...)</i>
Provide everyone the construction of knowledge, respecting their differences.	T3, T5, T8, T10	<i>(...) providing everyone the construction of knowledge according to their abilities, ensuring them the right to express themselves freely.</i>
Contribute to students' educational and social growth.	T10	<i>Provide a quality education to the student with SEN (...) which will result in both educational and social growth.</i>
Regular Class Purpose	Teachers	Illustrative Passages
Welcoming and socialization	T1	<i>(...) provide welcoming, aiming at socialization for all.</i>
Teach the curriculum content and receive support from the SES.	T2, T4, T5, T6, T7	<i>The regular class will work its contents, receiving support from the SES teacher; and it is up to that teacher the contents of the many different areas of knowledge and teaching them.</i>
Ensure participation and quality education for everyone	T3, T8, T10	<i>(...) offer an education that ensures participation and quality education for everyone.</i>
Adaptation of pedagogical approaches	T11, T12	<i>(...) recognize the students' differences during the learning process, looking for the participation of all, adapting new pedagogical approaches.</i>
SES Purpose	Teachers	Illustrative Passages
Give support to the school, students, their family and teachers.	T1	<i>Offer support to the school, students, their family and teachers, as a mediation on the teaching/learning process. (...)</i>
Plan and implement interventions	T2, T7	<i>The SES plans and implements its interventions individually or in groups, according to the student's needs (...)</i>
Identify, elaborate and organize pedagogical resources	T2, T5, T7	<i>The SES (...) identifies, elaborates and organizes pedagogical and accessibility resources that may eliminate barriers for students' full participation (...)</i>
Encourage the student development	T3	<i>SES aims to organize situations that encourage the development of students with SEN.</i>
Complement and supplement the student's education	T4, T6, T8, T9	<i>SES aims at complementing and/or supplementing the student's education (...)</i>



Regarding the schooling purpose, it is observed that teachers agree that the school provides the construction of knowledge to everyone, respecting their differences and preparing students for citizenship, making them more independent and more autonomous. Among other points that stand out there are: social integration, equality, contribution to the students' development, assurance of the right to difference, and their educational and social growth.

According to the teachers, the regular class purpose is to teach the curriculum content and receive support from the SES. Another task is to adapt pedagogical approaches, due to diversity among students, providing participation and quality education for everyone.

The teachers agree that the role of SES is to complement and supplement students' learning, identifying, elaborating and organizing pedagogical resources that soften students' difficulties, so that they can have a full participation throughout the development of activities. Four teachers of the twelve (T4, T6, T8 and T9) presented identical answers, similar to what is written and prescribed in the code (BRAZIL, 2008; 2009). These data show that those teachers probably consulted the training material received during specialization courses they had taken. Such courses are certainly updated to the roles of SES according to the current law.

One of the teachers (T6) fled the theme, but had an interesting speech: *"Our school cannot offer much yet, but the presence of the clientele favors interaction thus making the educational system restructure itself"*.

Concerning to the educational relationship that should exist between MRC and ordinary classes, teachers believe that there must be harmony, understanding and partnership among teachers so that a collaborative, articulate and reflective learning may occur. This way, they can understand how students learn and identify the barriers that cause learning difficulties. The research has revealed that some teachers (T1, T6, T7, T8, T10) believe that the relationship between the MRC and the regular class educational contents must occur through a complementation among contents, although this is still something they wish and point as important to improve the services in those rooms (FANTINATO; MENDES, 2014; MENDES; CIA, TANNÚS-VALADÃO, 2015).

Some teachers (T4, T9) think that there must be a different education for everyone, with an inclusive perspective, in which the MRC contents are not specifically based on the syllabus. Other teachers (T2, T3) agree when talking about a relationship between contents to promote better results for SETG students. Three teachers (T5, T11 and T12) did not respond that question.

With regard to the teaching organization in the MRC, all teachers mentioned that the SES occurs weekly, about once or twice a week, and the majority stated that the length of service is around 60 to 120 minutes (T4, T5, T6, T7, T8, T9, T10 and T11). Other participants (T1, T2 and T3) pointed out that the service time varies between 30 and 60 minutes; or depending on students' needs (T12). According to the national study of the MRC (MENDES; CIA; TANNÚS-VALADÃO, 2015), the average time is 50 minutes.

When asked about the adequacy of the service time to the students' needs, seven teachers mentioned that the service time is not enough or too short for each student (T1, T2, T3, T6, T9, T11 and T12). The remaining five teachers said there is enough time, although recognizing that there are some cases that require much more

service time: *“The time is enough for some students, however insufficient to those with greater limitations”* (T12)

All teachers agreed that the SES should be operated at a different school hour, as prescribed by law. However, there are several exceptions. Among other reasons, there is the student who “does not remain” in the regular classroom and is directed to MRC (T1, T2); lack of transport to return to school (T3, T11); the student lives far from school and cannot come back at a different time to be attended in the MRC (T4, T6, T7); the SES teacher works at another institution at the opposite shift (T5, T10). *“I have a student who is attended during the regular class hours. That’s because I was transferred to another institution, of the same school net, to be working there at the opposite shift”* (T5); the family has difficulty in bringing the student at a different time (T8, T9).

Concerning to the responsibility of students literacy, ten teachers agree that this is the regular teacher’s role (T2, T4, T5, T6, T7, T8, T9, T10, T11, T12), in accordance with the legislation (BRAZIL, 2008; 2009); one teacher believes that it is the family and the school community responsibility (T1) and another teacher responded it’s up to school and the MRC teacher *“The responsibility belongs to us, to the school and everyone involved in the educational process”* (T3). The teachers understand the importance of the work performed by the regular class teacher regarding to the literacy of SETG students. However, data brought by Mendes, Cia and Tannús-Valadão (2015) point that an SES customary practice in the MRC is to perform literacy tasks. That leads us to question the reasons of such data: lack of directness to regular class teachers regarding their roles? Lack of plan and articulated works between the regular class teacher and the teacher of MRC? Lack of an educational policy that promotes that interaction?

When asked about the exchange of information with the teachers of the regular classes and how the communication worked, four teachers said they work together with the teachers of regular classes and this is conducted by teachers guidance (T6, T7, T8, T10); three teacher mentioned meetings (T5, T11, T12); one teacher said that it is not held because of lack of time (T2); another one said she visits the student in his regular class in which she takes the opportunity to talk to the teacher (T3); two other teachers did not respond the question (T1, T4). Although there is an urge to provide conditions to promote greater exchange of information between specialized and regular teachers (FANTINATO; MENDES, 2014), data showed that even though some teachers mentioned the exchange of information, none of them indicated the realization of an Individualized Educational Plan (MENDES; CIA; TANNÚS-VALADÃO, 2015), with information shared with the regular class teachers, in other to promote the development of SETG students.

About the partnership between the participants and the families of SETG students, the teachers mentioned that it occurs through: visits to families and the community (T2, T3, T4, T5, T11), regular meetings (T6, T7, T8, T12), orientation (T9 and T10) and a teacher did not answer (T1). *“The role of the school community is to support, guide and give assistance to the family, so that they will learn how to deal properly with their child”* (T5). It is known that the family-school relationship is very important for children development, particularly to the SETG children (BORGES, GUALDA, CIA, 2015).

Regarding the limits and possibilities of MRC as a support service, there is: while

possibilities, two teachers responded they develop projects for the guidance of all students (T1 and T2), a teacher replied that offers to all students the interaction between them, valuing individuality (T4). *“I believe the Multifunctional Resource Classroom, MRC, offers to all students the interaction, the appreciation of individuality, the support and service able to meet a set of special needs”* (T4). As limits, three teachers said they do not have support services (T3, T6, T7), three teachers responded that the support is limited (T8, T9, T10) and three did not answer the question (T5, T11, T12).

When asked about the quality of service at the SES in the MRC, four teachers responded, at general, it is good (T1, T4, T8, T9) *“The quality of service has been good, but far from meeting such demand”* (T1); two teachers responded it is usual (T6, T10); two of them said it is bad (T2, T3) *“If there were partnerships, resources, availability of teacher to work exclusively at the MRC, with enough time to attend students, there would be a breakthrough of these students. However, in our present situation, we what are living a make-believe”* (T2). One teacher said there is a significant deficit (T9); four of them did not answer the question (T5, T7, T11, T12).

It is observed that the quality of services at the SES, evaluated by the teachers, seems to present positive results, as in the speeches of four teachers. On the other hand, they recognize that there is still a lot to increase to actually meet the educational needs of these students.

#### 4 Final Considerations

According to the specialized teachers that took part of this study, the evaluation of the SES showed, as positive aspects, that everyone has some specific training to work in special education, whether qualification or expertise in the area. However since MRC operation assumes that the professional attends all kinds of SETG, these professionals find themselves unable to cope with such diversity. Questions about the training of specialized teachers to work along with SETG should be subject of discussion which poses challenges to researchers in the field, even when considering the new public policies.

It has showed that the service, in most cases, is not done at a different school hour, as determined by the legislation. Also, it is carried out in groups, two or three times a week, lasting about 60 to 120 minutes, with lack of equipment and material resources, which denotes needs of improvement when offering these services. For students who cannot or do not attend the SES at a different time from the regular school, it would be of great importance to identify the variables that are responsible for this issue, so that conditions and/or strategies can be created for students of SETG avoid being disadvantaged in their schooling in ordinary classrooms.

The data also brought the existence of a shy relationship between the ordinary classroom teachers and teachers from MRC and between these ones and the families of SETG students, which makes us think about how to create conditions and space to strengthen these relationships. Among others, it is considered important to conduct studies to train school managers with regard to the offer of the SES for the SETG, as some measures depend on management acts, like providing conditions for ordinary class teachers and SES teachers can carry out their work together.

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