

COLLABORATIVE TEACHING: CHALLENGES AND POSSIBILITIES IN THE CONSTRUCTION OF THE INDIVIDUALIZED CARE PLAN FOR STUDENTS WITH ASD



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ABSTRACT

This study aims to investigate the inclusive processes in the Municipal Education Network of a school in the interior of the state of São Paulo, focusing on students with ASD, accompanied by the specialist teacher in the regular classroom. In addition, it was sought to verify, from documentary analysis, evidence of collaborative work in the student's Individualized Care Plans and in the Special Education Guidelines in the Inclusive Perspective of the municipality. This is a qualitative, descriptive and documentary study, being developed in a municipal elementary school, in the early years, in a city in the interior of the State of São Paulo. Data collection was carried out in documents such as: individualized teaching plans for the identification, production and evaluation of strategies and resources through collaborative work, comparing with the analysis of the Special Education Guidelines in the Inclusive Perspective of the municipality. In view of the data, it was possible to perceive the existence of collaborative work among teachers in serving Special Education students in the Inclusive Perspective, since the document demonstrated, in general terms, the contents planned for the semester, guiding which content should access in the didactic material, the temporal organization, giving predictability to the disciplines provided for in the regular education curriculum, as well as participation in the preparation of plans and processes for the evaluation of students with ASD.

Keywords: Special Education. Inclusive Education. Collaborative Teaching. Autism Spectrum Disorder.

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INTRODUCTION

Autism Spectrum Disorder (ASD) is a condition that usually occurs in school-age children, and the inclusion of these students in regular schools has been characterized as a great challenge for many educators.

It is observed in research carried out in the last two years that the implementation of inclusive practices in the regular school system has become challenging, which requires, according to Oliveira (2020), a multidisciplinary approach, especially when referring to children with ASD.

Although many schools and educational systems have made progress in implementing the inclusion of students with disabilities and/or pervasive developmental disorders, challenges remain, such as the lack of adequate resources and support, training for teachers, and the need for greater awareness of the specific needs of students in the school community and in society at large.

Thus, it is important that teachers seek the necessary training and support for pedagogical practice with students diagnosed with ASD, including training in teaching strategies and behavior management.

The teacher must be clearly aware of his relevant role in the process of inclusion of children with special educational needs, as he can skillfully open doors to various opportunities, that is, by observing how each child with ASD processes information, his strengths, interests and potential abilities, he can choose the best teaching strategies for the child (Oliveira, 2020).

One of the methods mentioned in the special education curriculum of a municipality in the interior of the state of São Paulo that can help the teacher, supporting the development of practical life and daily life skills is the Teacch Method (Treatment and Education for Autistic and Children with *Communication-related Deficits*). This is a program that involves educational and clinical care, in a psychoeducational and collaborative approach, since, to ensure inclusion in school, it is essential that there is collaboration between special education and health professionals, including occupational therapists, speech therapists, psychologists, among others.

Specifically in the municipality of Presidente Venceslau/SP, Municipal Guidelines for Special Education in the Inclusive Perspective indicate that the types of care for children with ASD should occur through analysis by the school's pedagogical team and by the Teaching Supervision of the Municipal Department of Education (SME), with diagnostic

evaluation and a detailed report, which should be completed by the teacher in the common room based on observations and with the support of a pedagogical advisor, for data integration, in addition to information from the previous year's portfolio, the interview with the family and the professionals who care for the child (Presidente Venceslau, 2023a).

Thus, the types of services provided for students eligible for Special Education in the Municipal Education Network, according to the municipality's Guidelines, occur as follows:

- a) Specialized Educational Service (SES) in the regular classroom: the specialist teacher offers support and follow-up in regular classes to the schooling process of students diagnosed with moderate or severe intellectual disability, Autism Spectrum Disorder and/or multiple disability, who present significant impairment in social interactions and academic functionality. The specialist teacher will also assist students with physical disabilities, enrolled in this space, who have serious motor impairments and dependence on practical life activities.
- b) Specialized Educational Service in the after-hours: available in the regular school network with the objective of complementing or supplementing the learning process of students eligible for Special Education, not configuring as substitute teaching or as school reinforcement.
- c) School support professional (40 hours): who offers support and monitoring to students with disabilities or ASD with low functionality, and who require substantial support in food, hygiene, clinical care and locomotion activities.

The implementation of SEA in the regular classroom is a collaborative teaching model where the specialist teacher monitors and intervenes with the student eligible for Special Education, aiming at the construction and monitoring of the Individualized Care Plan (PAI). This participation aims to synchronize actions and interventions with the teacher of the common room aimed at the individual needs of the student, as well as the guarantee of participation and autonomy in the same collective environment. The guarantee of this service is conditioned to the functionality of Special Education students and not exclusively to the clinical diagnosis, since the pedagogical evaluation is carried out by SEA teachers, teaching supervisor and pedagogical technical advisor.

According to the Municipal Guideline (Presidente Venceslau, 2023a), the specialist teacher is expected to be in regular classes when there are students with: diagnosis of multiple disability when it is associated with moderate or severe intellectual disability;

diagnosis of moderate or severe intellectual disability, which presents dependence in activities of practical living; diagnosis of disability associated with psychiatric disorder; diagnosis that proves serious motor impairments and dependence in practical life activities and diagnosis of global developmental disorders with exacerbated symptoms.

In view of the above and observations of the inclusive process in the school context, the following questions arose: do regular school teachers and those specialized in Special Education work collaboratively in the construction of the Individualized Care Plan, aiming at the inclusion of students with Autism Spectrum Disorder? What evidence points to this collaboration in school documents?

Thus, this study aims to investigate the inclusive processes in the Municipal Education Network of a school in the interior of the state of São Paulo, focusing on students with ASD, accompanied by the specialist teacher in the regular classroom. In addition, it was sought to verify, from documentary analysis, evidence of collaborative work in the student's Individualized Care Plans and in the Special Education Guidelines in the Inclusive Perspective of the municipality.

BRIEF HISTORY OF SCHOOL INCLUSION IN BRAZIL: CONCEPTS AND THEIR DIFFERENT THEORETICAL APPROACHES

Special Education in the Inclusive Perspective has been characterized as a worldwide movement, presenting a diversity of studies and discussions about the possibilities of effective implementation.

According to Oliveira (2020), for inclusion to be effective, it will be necessary to plan based on public policies that are not only committed and developed through effective actions, but also triggered in the various instances of public and private power.

The retrospective of inclusive historical milestones in Brazil demonstrates that school inclusion is recent and is still being implemented in most Brazilian schools with many challenges and barriers.

One of the legal milestones for school inclusion in Brazil occurred with the promulgation of the Federal Constitution of 1988, which brings in its Article 1, Item II, that all people, with or without disabilities, are guaranteed the right to live and coexist in society, as well as to exercise their rights under equal conditions. It establishes that education is everyone's right, guaranteeing specialized educational care for the disabled, preferably in regular schools (Brasil, 1988).

Specifically in the context of education, it reserves its own section (Section I, Chapter III, Title VIII, art. 205), expressing its commitment to the development of the person, preparing him for the exercise of citizenship and qualification for work (Brasil, 1988).

Article 206, item I, states that, in education, there must be equal conditions for access and permanence in school and, in relation to Special Education, according to Article 208, students with disabilities are guaranteed specialized educational services (Brasil, 1988).

From the 1990s onwards, the movement involving discussions about inclusion gained prominence in several countries supported by legal provisions. In this same decade, the member countries of the movement committed themselves to universalizing access to education and promoting equity, resulting in the World Declaration on Education for All, with an action plan to meet basic learning needs (Aranha, 2004). Another decisive milestone for school inclusion was the Salamanca Declaration, which established principles, policies and practices regarding special educational needs (UNESCO, 1994).

The Law of Guidelines and Bases of National Education (LDBEN) was another relevant document, since, in its article 58, it brings Special Education as "[...] a modality of school education, preferably offered in the regular school system, for students with special needs" (Brasil, 1996).

In 2008, another historic step in the area of Special Education, the creation of the National Policy on Special Education in the Perspective of Inclusive Education as a law, which aims to guarantee "the access, participation and learning of students with disabilities, global developmental disorders and high abilities/giftedness in regular schools" (Brasil, 2008, p. 8). And, in 2009, the National Guidelines for Basic Education were published (Brasil, 2009), in 2011, Decree 7.611/2011, which provide for Special Education and Specialized Educational Service (Brasil, 2011), in addition to the Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities) "aimed at ensuring and promoting, on equal terms with other people, the exercise of fundamental rights and freedoms by people with disabilities, aiming at their social inclusion and citizenship" (Brasil, 2015).

Such legal frameworks highlight the inclusion policy, the preparation of regular schools to receive the public eligible for Special Education (PAEE) and curricular flexibility.

The presence of students with disabilities in school, according to Aguiar and Duarte (2005) implies some changes within it, whether in evaluation, teaching methodology, curriculum, among other areas in the school environment, which requires commitment, respect and dedication from all those involved in the schooling process of these students.

According to Mendes, Vilaronga and Zerbato (2014), inclusion is not a simple task, but it is full of challenges, such as: the lack of training and preparation of the professionals involved, the discreet participation of the family and the difficulty of creating a support network that includes the interlocution of professionals from different areas of knowledge, especially in the areas of education and health, and most of these difficulties fall on the common classroom teacher or the SEA teacher.

Special Education in the Inclusive Perspective is built by many hands - managers, teachers and the entire school community - who must walk together, learning how the inclusive process happens and what collaborative actions are necessary to build a truly inclusive school. According to Aranha (2001), inclusion is the process of guaranteeing the immediate and continuous access of the person with disabilities to the common space in life in society, regardless of the type of disability and the degree of impairment presented. The author expands this concept, considering that this process needs to be based on the recognition and acceptance of diversity in life in society and on the guarantee of access to all opportunities.

THE SCHOOL INCLUSION OF CHILDREN WITH ASD: CHARACTERISTICS OF STUDENTS, CHALLENGES OF TEACHERS AND MANAGERS IN INCLUSIVE PRACTICES

A person with a disability is one who has long-term physical, mental, intellectual or sensory impairments, which, in interaction with one or more barriers, may obstruct their full and effective participation in society on an equal basis with others (Brasil, 2015).

In these terms, students with disabilities are part of the group eligible for Special Education services, also including those with ASD and High abilities and/or giftedness. It is relevant to emphasize that students with ASD have a clinical picture characterized by persistent and clinically significant disability, causing qualitative changes in social interactions and verbal and non-verbal communication, absence of social reciprocity and difficulty in developing and maintaining relationships appropriate to their level of development. In addition, the person has a repertoire of restricted and repetitive interests

and activities, manifested by stereotyped motor or verbal behaviors, and the adoption of ritualized routines and patterns of behavior is common (Camargo; Bosa (2009).

Autism is a developmental disorder that is characterized by alterations present from a very early age, typically before the age of three, with multiple and variable impact on noble areas of human development such as communication, social interaction, learning and adaptability (Mello, 2007, p.16).

For the diagnosis of ASD, different systems are used, for example, in the ICD-10 (1993), Pervasive Developmental Disorders (PDD) are classified as a group of qualitative alterations, in social interaction and communication modalities, and by a repertoire of restricted and stereotyped interests and activities. The DSM-V and ICD-11, on the other hand, understand autism within a single spectrum or category, varying in levels of severity, based on functionality (DSM-V); or, in levels of intellectual disability and functional language (ICD-11). In addition, both name autism as Autism Spectrum Disorder (WHO, 2019b; APA, 2014).

Related to the severity of the case, the DSM-V has three levels of classification:

- a) Level I - in the absence of support, there is notable social damage, difficulties in initiating interactions, and sometimes they seem to have reduced interest in the initiative. There are unsuccessful attempts at social contact, in addition to the difficulty of organization, planning and a certain inflexibility of behaviors;
- b) Level II - requires substantial support, with apparent social impairments, limitations to initiate and maintain interactions, inflexibility of behavior and difficulty in dealing with changes;
- c) Level III - requires a lot of substantial support, with severe deficits in social communication skills, inflexibility of behavior and extreme difficulty with change.

The different diagnoses are framed according to the level of impairment in cognitive abilities. In general terms, the DSM-IV-TR and ICD-10 manuals follow the following pattern: they group the different characteristics of autism into subgroups – that is, in different diagnoses with different criteria – and use the cognitive profile less in the diagnostic confirmation. The most recent manuals (DSM-V and ICD-11) consider a spectrum, adopting not only behavioral criteria and developmental indicators, but also cognitive criteria and adaptation to the environment, such as functionalities and activities of daily living (Fernandes; Tomazelli; Girianelli (2020).

The student with ASD learns. These are the first ideas we want to emphasize in this short text. Learning is characteristic of the human being. Teaching and learning are two movements that are linked in the construction of knowledge. It is a dialogical and not an interpretative construction; immanent expression of our humanity, which also encompasses the learner with autism (Cunha, 2016 apud Oliveira, 2020, p. 15).

Although the student with ASD learns, he will often need curricular adaptation, defined as "the set of modifications that are made in the objectives, contents, criteria and evaluation procedures, activities and methodology to meet the individual differences of the students" (Valle; Maia, 2010, p. 23). According to the authors, curricular adjustments aim to promote access to the guidelines established by the regular education curriculum. But, without the intention of developing a new curricular proposal, but rather establishing a dynamic, changeable, expandable curriculum, so that it really serves all students. This can be done when there is a professional from the resource room available at the school, who will contribute to the planning of pedagogical actions and content for the student to learn.

The flexibility of the curriculum is a way to establish the bond and complicity between parents and educators so that, in the school space, there is cohesion of wills between educators and family to enable the competencies established for the education of students with autism. This structural revolution happens through the management of the curriculum in the face of the challenges faced with the presence of children with autism in regular schools.

The teacher must observe his student and encourage him with enthusiasm, approaching slowly and always with a defined goal, in addition to the interaction with the family. In other words, the teacher must be clearly aware of the role he plays when starting the process of inclusion of a child eligible for special education services, especially when associated with childhood autism.

Working with children with ASD is a daily challenge. It is likely that the student, at the beginning of his contact with the teacher, will show aggressiveness and disinterest, but it is up to the educator to create strategies that reduce these aspects in order to lead to the contents pertinent to his development.

The teacher will have to observe the difficulties, limitations and potentialities, as well as what resources and strategies he can use to achieve the objectives with such students. Playful activities, for example, can positively impact the social, cognitive, psychomotor and affective capacity of autistic children, providing the pleasure of learning and developing,

respecting their limitations. As Luckesi (2005, p. 27) says, "I tend to define playful activity as that which provides the fullness of experience".

PROMOTION OF INCLUSIVE PRACTICES FOR STUDENTS WITH ASD: THE RELEVANCE OF TEACHER TRAINING, FAMILY PARTICIPATION AND SCHOOL MANAGEMENT

Teacher training can directly influence the development of students (Libâneo, 1998). With regard to students eligible for special education services, a qualified teacher becomes indispensable, since in order to acquire skills and abilities they will need support and safe guidance so that they can fully develop (Brasil, 2003).

The LDBEN, in its article 59, highlights the relevance of the training of specialized teachers to serve people with special needs, under any teaching modalities, ensuring that "teachers with adequate specialization at secondary or higher level, for specialized care, as well as regular education teachers trained for integration" (Brasil, 1996).

The inclusive teaching model requires the training of two types of teachers: the generalists, responsible for the common classrooms of regular education, trained with a minimum of knowledge and practice about the diversity of the student; and specialists, trained in different special educational needs and responsible for offering the necessary support, guidance and training to regular school teachers with a view to inclusion, or to work directly with students in resource rooms, among others (Bueno, 1999b; Pletsch, 2005).

In Bueno's (1999a) proposal, the work of the common room teacher and the specialized one complement each other, since the specialist has a more in-depth knowledge and a systematic practice with regard to specific educational needs and, therefore, the partnership with the generalist teacher enables the effectiveness of inclusive education. The central lines of this proposal are contained in the National Education Plan (Brasil, 2001), pointing to the integration between Special Education and Regular Education teachers as one of the necessary actions for inclusive education.

In addition, for inclusive education to be effective, the participation of families is also necessary as a constituent part of educational work and planning.

Castro and Regattieri (2009) point out that bringing schools closer to families can bring better knowledge and understanding about the students' profile, communication skills and adequacy of didactic strategies to increase the effectiveness of pedagogical work.

In this sense, school managers must be professionals committed to meeting diversity, and their role is to monitor the integral development of all students, promote knowledge, respect individual and collective differences, in addition to seeking dialogue, interaction and discussion of educational priorities involving the entire school community.

THE INCLUSION OF STUDENTS WITH ASD IN THE SCHOOL ENVIRONMENT BASED ON COLLABORATIVE ACTIONS

The Special Education teacher should promote the participation of students with special needs in the general curriculum through partnerships between the teachers of the common classrooms, so that they enable differentiated teaching strategies, aiming at the achievement of autonomy and development of their potentialities (Friend; Cook, 1990; Capellini; Mendes, 2008; Nunes, 2008).

Collaborative teaching, according to Mendes, Vilaronga and Zerbato (2014), is based on the social approach to disability, that is, it presupposes that the school should be modified to serve the students and not the other way around. This work model advocates the qualification of teaching taught in a common classroom, a space in which the student spends most of the time of his school day, interacting and learning with others; it is the place where their formative process occurs most intensely. If teaching in the common room does not respond to the demands of the student and does not favor his participation and learning, it will be useless to extend his workday, by one or two hours a week, to offer him the SEA in the Multifunctional Resource Room (SRM), in the off-shift period, because it would be assuming that the problem is the student with disabilities and not the school.

The collaborative approach has been advocated as a more effective and inclusive form of education for students with ASD, as it allows them to learn from their peers without disabilities, having access to a broader and more diverse curriculum. In addition to being beneficial for students without disabilities, as they learn to live with diversity, developing important social and emotional skills.

The inclusion process is supported by Law No. 12,764/2012 (Brasil, 2012), which instituted the National Policy for the Protection of the Rights of Persons with ASD, which provides for the right to specialized monitoring for these students included in regular classrooms, in case of proven need.

According to Peterson (2006), the regular school teacher has the main responsibility for educating the students, however, with the elaboration of the Individualized Care Plan

(PAI) it is possible to guarantee the same service in other environments, such as the resource room, for example, which is an auxiliary service, because the main teaching locus is the common classroom.

Working together enhances pedagogical actions, but involves negotiations for its construction and the professionals involved need to want to do it. Collaboration is a necessity when thinking in an inclusive context, it is necessary to consider practices that prioritize the potential of students. Capellini and Zerbato (2019) emphasize that in collaborative teaching, each professional must be very clear about their role and responsibility in the classroom, since they will share a single objective, the promotion of learning in a single classroom. The authors point out the roles and responsibilities of the teachers of the common room and the specialized ones, in addition to the teachers in collaboration. Thus, it is up to the teacher of the common room:

- a) present to the specialist teacher the curriculum of general education for the class;
- b) plan activities and general classes;
- c) incorporate the adaptations within the contents/units of the school curriculum, discussing these guidelines;
- d) build classroom agreements with the students;
- e) assess the academic and individual progress of the class, including students with ASD.

The functions of specialist teachers are:

- a) develop possible adaptations, resources and strategies for presenting this curriculum to the class;
- b) plan the individual objectives of the PAEE student and create differentiated strategies for the development of these classes;
- c) prescribe necessary adaptations for students and discuss the guidelines with the teacher in the common room;
- d) know the classroom agreements to also carry it out;
- e) assess the individual progress of students with ASD.

And for teachers in collaboration, the responsibilities are:

- a) evaluate the curriculum and what can be modified/adapted for the best development of teaching to students;

- b) evaluate and review, when necessary, the development of classes/strategies used for teaching the content and learning of students;
- c) discuss the different possibilities of developing the same content for everyone's access and learning;
- d) decide on the ways of handling the classroom so that one teacher does not disallow the other in relation to the agreed upon in the classroom (time to go to the bathroom, leave the room, get up, etc.);
- e) talk to families about the development of students and seek partnerships with both families and/or other professionals, to promote more effective learning for all students.

Collaborative teaching is a promising strategy to contribute to the inclusion process, based on the need to think about teaching methods and techniques that contemplate the diversity present in the school. This collaborative teaching project consists of the shared responsibility between the common classroom teacher and the specialized educator, with actions that favor the learning of the public eligible for special education services within the regular school classroom and jointly.

METHODOLOGY

This qualitative and descriptive study used the procedures of Document Analysis which, according to Sá-Silva, Almeida and Guindani (2009, p. 5), makes use of "[...] methods and techniques for the apprehension, understanding and analysis of documents of the most varied types".

According to Bardin (1977), when investigating content in documents, it is possible to analyze the messages, based on written communication, which is carried out mainly through classification, indexing and thematic categorical analysis, among others. The objective of document analysis is the condensed representation of information, for consultation and storage, and content analysis refers to the manipulation of the message (content and its expression), to highlight the indicators that allow inferring about a reality other than that of the message.

In this sense, the documentary analysis was carried out from the PAI of a municipal elementary school - early years, from a school in the interior of the state of São Paulo, a school unit subordinated to the SME, in addition to documents referring to the Municipal

Guidelines for Special Education in the Inclusive Perspective (Presidente Vescelau, 2023a)

The PAI, contained in the study's Portfolio, were prepared by the teachers of the common room and special education, who work in collaboration to assist an ASD student. In the PAI, aiming at daily monitoring and intervention, there are fields to be filled in under the responsibility of the teacher of the common room, as well as the teacher of Special Education, which must be filled in throughout the semester, with an evaluative analysis of the entire process.

To respond to the objective, first, the analysis of the Special Education Guidelines of the municipality, made available by the school institution, was carried out, and then the study of the PAI was carried out, aiming to collect data and records that can evidence the work of teachers in a collaborative way. It is important to clarify that the data were collected according to pre-established criteria, using the same indicators in both documents, aiming to maintain the same standard for data extraction, whether in the field of developed skills, pedagogical resources, teaching strategies or evaluation.

RESULTS AND DISCUSSION

The objective was to respond to the objectives of this study, which aimed to verify evidence of collaborative work in the Individualized Care Plans of students diagnosed with ASD, comparing them with the Special Education Guidelines in the Inclusive Perspective of the municipality.

In this sense, after authorization from the school manager for the research and access to the documentation that governs Special Education in the Inclusive Perspective of the municipality, as well as to the Teaching Plans of the teachers of the common room and Special Education, it was possible to collect the data for analysis. It should be clarified that the Teaching Plans made available referred to the 2nd year, since the two teachers work with the same class.

In view of the data, it was possible to perceive the existence of collaborative work among teachers in serving Special Education students in the Inclusive Perspective, since the document demonstrated, in general terms, the contents planned for the semester, guiding which content should be accessed in the didactic material, the temporal organization, giving predictability to the disciplines provided for in the regular education curriculum.

However, the document does not specify the resources and strategies that the teacher may use for the development and execution of the teaching plan. In this sense, the table below shows an excerpt from the Teaching Plan, in the discipline of Portuguese Language, referring to the content and its organization during the first semester:

Table 1 - Excerpt from the Teaching Plan 1st semester - Portuguese Language - 2nd year - 2023

2º ANO- DISTRIBUIÇÃO DOS CONTEÚDOS DE LÍNGUA PORTUGUESA		
TRABALHO PREVISTO PARA:	MATERIAL DE RECUPERAÇÃO: APRENDER SEMPRE	ATIVIDADES HABITUAIS
1º BIMESTRE	<p>SEQUÊNCIA DIDÁTICA 2: LIVRO DE PARLENDAS PÁGINAS: 15 A 27</p> <p>SEQUÊNCIA DIDÁTICA 4: FESTIVAL DE ADIVINHAS PÁGINAS: 43 A 49</p>	<p>-LEITURA DIÁRIA FEITA PELO PROFESSOR; -LEITURA / SONORIZAÇÃO DO ALFABETO; -ROTINA (AGENDA); -LEITURA DE TÍTULOS DAS HISTÓRIAS; -LEITURA INDIVIDUAL DE LISTAS, PARLENDAS, MÚSICAS; -LETRA MÓVEIS; (3 VEZES NA SEMANA) até quando houver alunos não alfabetizados! -LISTAS DO MESMO CAMPO SEMÂNTICO. (2 X NA SEMANA) - APRESENTAÇÃO DA LETRA DE IMPRENSA MINÚSCULA (ESCRITA DE UMA LETRA POR DIA – LISTA DE PALAVRAS) - PRODUÇÃO COLETIVA DE PARLENDAS, CANTIGAS (TRECHOS OU INTEIRAS) COM A ANÁLISE E REFLEXÃO DO SISTEMA DE ESCRITA SEMPRE PRESENTES. AO MENOS 1 VEZ POR SEMANA</p>

Source: President Venceslau (2023b).

The PAI is prepared in four stages, namely: interview with the family, case study, analysis of the Regular Education Plan and the Special Education curriculum.

The Plan analyzed refers to a child diagnosed with ASD who received the support of the Special Education teacher in 10 weekly classes in the common room. It is noteworthy that the student still attends the resource room for two hours of class in the after-shift.

In the Teaching Plan, it is possible to observe the presence of skills from the common curriculum, as well as from Special Education, methodological resources and adaptation, if necessary, for the semester. The Plan built by the Special Education teacher with the participation of the teacher in the common room, can be seen, as an excerpt, in chart 2:

Table 2 - Excerpt of the Individualized Service Plan - 1st semester - 2nd year - 2023

PLANO DE ATENDIMENTO INDIVIDUALIZADO (PAI)		
Nome: _____	Série: 1º D	Ano: 2023
Processo de Ensino e Aprendizagem: Língua Portuguesa, Matemática e Ciências 1º BIMESTRE		
Professora: _____		
HABILIDADES	RECURSOS	ADAPTAÇÃO NECESSÁRIA
Língua Portuguesa (EF01LP05) compreender o sistema de escrita alfabética. (EF01LP07) compreender as notações do sistema de escrita alfabética-segmentos sonoros e letras. (EF01LP08) relacionar elementos sonoros das palavras com sua representação escrita. Matemática (EF01MA01) utilizar números naturais como indicador de quantidade ou ordem em diferentes situações cotidianas e reconhecer situações em que os números não indicam contagem nem ordem, mas sim código de identificação. (EF01MA02) Contar de maneira exata ou aproximada, utilizando diferentes estratégias como pareamento e outros agrupamentos. (EF01MA09) Organizar e ordenar objetos do cotidiano ou representações por figuras por meio de atributos, tais como cor, forma e medida.	Alfabeto Fônico Computador Silabário Imagens Tampinhas Músicas Canetinha Material dourado Jogos Circuitos Sequenciamento Pareamento Jogos com sons e sílabas Aliteração Rimas Treino da coordenação motora fina com uso de farinha de trigo e uma assadeira	Alfabeto Concreto Placa com velcro Material Estruturado Material Plastificado

Source: President Venceslau (2023c).

Some relevant elements can be observed that signal the existence of collaborative practices in the Teaching Plans. These elements of the PAI, based on the actions presented in chart 3, refer to the roles and responsibilities in collaborative teaching.

Chart 3 - Roles and responsibilities in Collaborative Teaching

Common Education Teacher	Expert Teachers	Teachers in Collaboration
Present to the specialist teacher the general education curriculum for the class.	Develop possible adaptations, resources and strategies for presenting this curriculum to the class.	Evaluate the curriculum and what can be modified/adapted for the best development of teaching to students.
Plan activities and general classes.	Plan the individual goals of the PAEE student and create differentiated strategies for the development of these classes.	Evaluate and review, when necessary, the development of classes/strategies used for teaching content and student learning.
Incorporate the adaptations within the contents/units of the school curriculum, discussing these guidelines.	Prescribe necessary adaptations for students and discuss the guidelines with the teacher in the common room.	Discuss the different possibilities of developing the same content for everyone's access and learning.
Build classroom agreements with the students.	Know the classroom agreements to also carry it out.	Decide on the ways of handling the classroom so that one teacher does not disallow the other in relation to the agreed upon in the classroom (time to go to the bathroom, leave the room, get up, etc.).

Evaluate the academic and individual progress of the class, including that of PAEE students.	Evaluate the individual progress of the PAEE student.	Talk to families about student development and seek partnerships with both families and/or other professionals, to promote more effective learning for all students
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Source: Adapted from Capellini and Zerbato (2019).

The documents analyzed show some collaborative actions in the construction of the PAI. Chart 4 presents the results of the analysis of the Teaching Plans, with reference to the PAI, a document that brought the largest number of records evidencing the practice of collaborative teaching.

Chart 4 - Results regarding the analysis of the Teaching Plans with reference to the PAI

Common Education Teacher	Special Education Teacher	Teachers in Collaboration
He presented the general curriculum of the class to the SEA teacher.	Developed strategies, resources and adaptations provided for in the individualized Care Plan	Record of participation in the evaluation at the end of the two-month period when signing the Teaching Plan as responsible for it
Participation in the preparation of the second registration and signature as responsible at the end of the document	Articulation between regular education and special education in the development of activities that guarantee curricular access for ASD students, according to the necessary adaptations in the field.	Evaluation recorded in the field of skills developed during the teaching-learning process recorded and observed by the two professionals

Source: Prepared by the authors (2023).

According to the Operational Guidelines of Special Education for Basic Education, Resolution No. 4/2009 (Brasil, 2009, p. 1), establishes the role of SEA teachers:

- I – identify, elaborate, produce and organize services, pedagogical resources, accessibility and strategies considering the specific needs of the students who are the target audience of Special Education;
- II – to prepare and execute a plan for Specialized Educational Assistance, evaluating the functionality and applicability of pedagogical and accessibility resources;
- III – to organize the type and number of attendances to students in the multifunctional resource room;
- IV – to monitor the functionality and applicability of pedagogical and accessibility resources in the regular classroom of regular education, as well as in other school environments;
- V – to establish partnerships with the intersectoral areas in the elaboration of strategies and in the provision of accessibility resources;
- VI – guide teachers and families on the pedagogical and accessibility resources used by the student;
- VII – teach and use assistive technology in order to expand students' functional abilities, promoting autonomy and participation;
- VIII – to establish articulation with the teachers of the common classroom, aiming at the availability of services, pedagogical and accessibility resources and strategies that promote the participation of students in school activities.

With the elaboration of the Special Education Guidelines in the Inclusive Perspective for the Municipal Education Network of Presidente Venceslau, the municipality structured the services according to the need for support for each student, implementing the PAI for all eligible Special Education students, who are attended by Special Education teachers in the common room and in the after-shift, except in relation to any particularity that prevents the student from attending the SRM in the after-shift, he will be attended in a common room, having guaranteed his PAI.

In order to have quality teaching from the perspective of inclusive education, the partnership between teachers in the common classroom, who have theoretical and practical knowledge about attending to diversity, and the specialist teacher, to directly attend to or support the work in the common classes, is fundamental (Bueno, 1999b; Carvalho, 2003). Sassaki (2003, p. 15) corroborates, pointing out that:

School inclusion is the process of adapting the school so that all students can receive a quality education, each one based on the reality with which they arrive at school, regardless of race, ethnicity, gender, socioeconomic situation, disabilities, etc. It is the school that must be able to welcome all types of students and offer them a quality education. that is, educational responses compatible with their abilities, needs and expectations.

Thus, collaborative teaching proves to be a valuable strategy for the learning process of students with ASD, contributing to school inclusion. The proposal of collaborative teaching consists of the shared responsibility between teachers, promoting actions that favor the learning of the public eligible for special education services, offering teaching that meets the needs of students (Capellini; Zerbato, 2019).

School inclusion is an ongoing process that requires commitment and collaboration among all those involved. Building an inclusive educational environment depends on the school's ability to adapt and welcome the diversity of its students.

It is also important to evaluate the impact of collaborative practices on the learning of students with ASD. Collecting data on the academic and social progress of these students can provide valuable data and information to enhance educational approaches.

FINAL CONSIDERATIONS

This study sought to verify evidence of collaborative work in the Individualized Care Plans of students diagnosed with ASD, comparing it with the Special Education Guidelines in the Inclusive Perspective of the municipality.

When analyzing the record in the teaching plans of the common room, no elements were observed that demonstrated collaborative practices in Special Education. However, the plan inserted in the PAI containing the curricular skills of the 2nd year common room, showed that there was communication between peers and a look at guaranteeing the regular curriculum to students eligible for special education. The collaboration in the construction of the PAI provided resources and adaptations necessary to access the curriculum in a support movement, sharing a single objective.

In the PAI records, it was observed that there was an adaptation in the teaching strategies, enabling pedagogical practices aimed at the participation of students with ASD in classes. A relevant aspect observed in the PAI records also refers to the evaluation, which demonstrates an analysis of the individual and collective process in the development of the ASD student.

However, the documentary analysis carried out does not guarantee that, in fact, there is an established routine and collaborative actions among teachers. For such a statement, it would be necessary to have a more in-depth monitoring and a more careful analysis of the plans during the school year. What can be evidenced is that there are collaborative actions in the structuring of the plan, highlighting the articulation between regular education and special education in the development of activities that guarantee the student with ASD, access to the curriculum, provision of intervention and the use of assistive technology in the development of activities, monitoring of the teaching and learning process, as well as the record of the student's advances and potentialities.

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