

TEACHING STRATEGIES USED BY A VISUALLY IMPAIRED TEACHER IN A MULTIFUNCTIONAL RESOURCE ROOM



<https://doi.org/10.56238/arev7n2-146>

Submitted on: 01/12/2025

Publication date: 02/12/2025

Rudimaria dos Santos¹ and Jacqueline Silva da Silva².

ABSTRACT

The present study comes from an emerging category developed from a dissertation in the area of Teaching, involving teacher training, curriculum study and evaluation. In view of this, the objective proposes to highlight the teaching strategies used by a visually impaired teacher in a multifunctional resource room arising from a research at the stricto sensu level. Thus, the problem posed for guidance was "what teaching strategies can be used by a visually impaired teacher in a multifunctional resource room to expand the learning possibilities of students in Basic Education?". The scientific itinerary was based on a qualitative approach, based on bibliographic research with secondary source resulting from an emerging category highlighting precisely characteristics involving some teaching strategies used by a teacher in a multifunctional resource room with three distinct groups of students. The results observed portray, firstly, that the visual impairment pertinent to the teacher does not fully limit him, as it makes him persistent and have a sensitive listening to the reality of each public served, with emphasis on the intentionality of the work and the emerging demand presented immediately according to the motivation and interest of each student. Along the way, teachers feel the need to be heard, to talk about their lives, their challenges, and teachers need to be aware of these moments that are meaningful to everyone.

Keywords: Teacher with visual impairment. Teaching strategies. Sensitive listening.

¹ Master in Teaching (Univates)
E-mail: rudimaria.santos@universo.univates.br
ORCID: <https://orcid.org/0000-0001-5392-9073>
Lattes: <http://lattes.cnpq.br/8122085557231630>

² Dr. in Education (UFRGS)
E-mail: jacqueh@univates.br
ORCID: <https://orcid.org/0000-0001-7199-4047>
Lattes: <http://lattes.cnpq.br/1507345723286610>

INTRODUCTION

This article starts from the description of an emerging category aligned with a dissertation in the area of Teaching. Because of this, the line of research addressed was guided by teacher training, study of the curriculum and evaluation.

Aware of the constant changes improved by Digital Information and Communication Technologies (DICT), it is observed that the relationship of teaching in the field of education celebrates a unique moment, in which there is the emphasis on art (BAGATINI, 2020) and weaving (BAGATINI, 2015) in the midst of its action. Unlike what some professionals usually translate as mere transmission of knowledge.

Teaching is based on purposes that need to be linked to the real needs of professionals through observations, situational diagnoses and constant evaluation processes that must start from their daily practice; and not only, the systems that institute quantitative tests.

The predilection of this article is based on an experience carried out in the school, specifically, in the performance of a visually impaired teacher and his performance in a multifunctional resource room. And quite different from what one might imagine, the condition resulting from this professional provides limits that are constantly broken through the contagious welcome of the students.

In the meantime, the objective presented by this scientific work will be: to highlight the teaching strategies used by a visually impaired teacher in a multifunctional resource room arising from a research at *the stricto sensu* level. Thus, the problem posed for guidance was "what teaching strategies can be used by a visually impaired teacher in a multifunctional resource room to expand the learning possibilities of students in Basic Education?".

Below, the methodology aligned with the characteristics visualized in an emerging category will be presented; followed by the results and discussions closely accompanied by the theoretical contribution. Finally, the conclusions, which could be called contributions to all Brazilian teachers, highlight the common points of the teaching strategies addressed in this study.

METHODOLOGY

The methodological path is a qualitative approach, of a bibliographic nature (KNECHTEL, 2014) with a secondary source, resulting from an emerging category that

emerged from a dissertation in the area of teaching. For this, some characteristics about the teaching strategies pointed out will be highlighted.

Initially, it is highlighted that the research took place with a visually impaired teacher who works in a public school, specifically, in a multifunctional resource room, which welcomes and participates in the teaching and learning process of students in the after-hours of Elementary School.

On this, three moments of work with three groups of students will be presented, namely: group 1: a visually impaired student; group 2: two students with intellectual disabilities; group 3: seven students with Autism Spectrum Disorder (ASD), each of whom will be named by the numeral 1, 2, and 3, according to the group and disability.

It is also noteworthy that the children involved in the research had the consent of their parents and/or guardians to participate in the study. In addition, the researched professor signed the Informed Consent Form (ICF), consenting to participate in this study. In addition, all stages of the development of the research were authorized by the Deliberative Council of the School Community (CDCE).

RESULTS AND DISCUSSIONS WITH THE CONTRIBUTION OF THE THEORETICAL FOUNDATION

The term strategy, in the understanding of Anastasiou and Alves (2009), is used as the art of applying or exploiting the means and favorable and available conditions, aiming at the effectiveness of teaching.

In this research, the possibilities such as dynamics and resources that the visually impaired teacher works in the Specialized Educational Service (AEE) used to achieve his objectives will be considered as a teaching strategy, providing the development of the skills and potentialities of students with disabilities in a playful, reflective, individualized way, in order to meet the particularities of each one.

During the performance of the researched teacher, it was possible to know more closely his teaching strategies used in specialized educational service, and previously thought of in the applicability in his planning. Thus, his way of articulating and selecting teaching strategies was based on a playful, objective and intentional way, resorting to interactions and empathy with students by providing the development of skills and potentialities in accordance with the particularities of each one.

In this sense, according to Anastasiou and Alves (2009, p. 77):

The strategies aim to achieve objectives, so it is necessary to be clear about where you intend to go at that moment with the teaching process. Therefore, the objectives that guide them must be clear to the subjects involved – teachers and students – and be present in the didactic contract, module, phase, course, etc.

According to the authors, strategies are directions that lead teachers to achieve their goals, their objectives in relation to what students need to develop their learning. They need to be thought out and articulated with the skills, with the content to be explored and with the materials that will be made available. Thus, the choices of strategies are unique for each teacher and for each student, as they are not plastered, but rather adapted according to the reality presented (ANASTASIOU; ALVES, 2009).

Thus, it is salutary to highlight that each student presents different realities and difficulties, because for each one of them, according to the pedagogical conditions, it is necessary to take into account the specific needs of each one.

The definition of the teacher's use of a certain teaching strategy considers the objectives that the teacher has established to be developed in each planning.

To choose a strategy, among so many, requires sensitivity and knowledge about all of them, because it is through them that the teacher will make his inferences and observe in detail the involvement, participation and development of the students, as well as the difficulties of each one of them during the consultations carried out in the Multifunctional Resource Room. It must be taken into account that, although the students in this class where the research was developed present reports with the same disability, it is possible that the same strategy adopted will not be successful with all of them, as each of the students has their different needs and potentialities.

Education professionals need to be strategists, in the sense of being scholars, researchers, curious, always having the materials organized and reserving the best facilitating resources for students to provide knowledge (ANASTASIOU; ALVES, 2009). The authors reflect on how one needs to be attentive to planning; thus, creating, assembling, articulating how to face the challenges and potentialities that arise in the classroom; it is to be aware of all contemporary social and educational movements and changes and to provide opportunities for learning situations in all areas of knowledge.

To opt for a certain strategy is to commit oneself to the needs to improve one's conditions of study, relationships, and dialogues, because it is through success in the choice that interests and desires are awakened. When defining which strategy to use, the teacher has a diversity of possibilities to, through these, carry out movements that explore

the students' feelings with the option of externalizing their way of feeling and experiencing each manifestation carried out in the consultations (ANASTASIOU; ALVES, 2009).

In this sense, it is essential that the teacher has the diagnostic evaluation and ability to understand the student about the subject - how he moves within the learning process, how he articulates himself as an individual or in a collectivity, so as not to make an improper choice of the teaching strategy.

Based on Anastasiou and Alves (2009), Díaz Bordenave and Pereira (2015), it was possible to learn about some of the teaching strategies used by the researched teacher in the specialized educational service in the Multifunctional Resource Room, such as: expository class, text study, directed study, problem solving and workshop. The authors emphasize that they can be used in individual and group activities, however, they emphasize that they are more appropriate when they involve young people or adults.

The teaching strategies developed by the researched teacher throughout the study were diverse, and those that deserve to be highlighted will be presented, taking into account the option for adaptation to the reality presented by the students, as shown in Chart 1.

Chart 1 - Teaching strategies in Specialized Educational Service (SES)

Student Group	Material resources	Teaching strategies
Group 1: Visual impairment (DV)	-Guitar - Braille Machine - Bingo Game	-Musicalization - Expository and dialogued class
Group 2: Intellectual Disability (DI)	-Printed texts and engravings computer - Excerpts from texts from the students' textbook - Reporting and news - School problems - Fabric multiplication tables	-Troubleshooting -Monotype
Group 3: Autism Spectrum Disorder (TEA)	-Guitar -Soroban - Coffee grounds dough - Cooked cornstarch jelly - Cornstarch ink and edible dye	-Musicalization -Digital technology -Saying -Soroban -Plastic arts

Source: Adapted from SEA by the researcher (2022).

Next, the strategies used by the teacher participating in the research will be presented according to the needs of each of the students. And it starts with Student 1 of Group 1, who has visual impairment (DV), which was supported by the *Braille* System. This student receives the Specialized Educational Service (SES) individually, as she needs attention in the choice of appropriate materials and resources for people with visual

impairment, thus contributing to the improvement of learning and the development of motor potentialities and skills, such as: strengthening the recognition of objects through tactile sense, hearing, motor movements, orientation and mobility in the school spaces of Student.

With this student, the researched teacher used different strategies, always looking for manipulable materials, with relief and, in one of the classes, resorted to the use of the guitar to work on the letters of the alphabet – in this case, the vowels – because in this activity, in addition to developing the listening to the sound produced by the guitar, the memory of the points that express the composition of the points of each letter was also developed.

The researched teacher provoked Student 1 during the beginning of the class to sing a song together in which the musical rhythm was in the key of "C" major, which challenged her to mention the Braille dots that make up each letter of the alphabet, or, sometimes, only the vowels. During the song, the teacher and the student seemed to be playing singing and, gradually, with each lyric the teacher invited her to participate and, thus, the song unfolded with the return of the requested questions. The teacher asked how the letter "A" is formed, for example. Then, the Student answered: "*letter "A" point 1*".

All the letters of the sequenced alphabet or only the vowels were answered by the student through the dots of the *Braille system* or the *Braille cell* and participating with the singing of the requested letter. It is worth noting that Student 1 is in the 1st Year of Elementary School, starting the literacy process, as well as the *Braille system*, which will facilitate her school and personal life.

Roldão (2009) supports this teaching strategy when he mentions that the teacher should seek the best and most effective way for the students, whether in their own set and in the individuality of each one, and in this context music was a motivating way to work with the dots of the letters in Braille.

It is possible to perceive that the interaction between the researched Professor and the student, freedom of expression, the opportunities for mistakes and successes and this exchange prevailed among the other strategies.

Another significant moment verified was under the use of the *Braille machine*, to teach letters. At that moment, it was as if there was no one in the room besides the two of them, and then the activity began when the researched teacher announced that the *Braille machine* would be used to resume the vowel letters. After the teacher inserted the paper

into the machine, he asked the student to place her hands on the keys and guided the correct position of the fingers in

each key, remembering which letter referred to certain movements, thus she tried to write the vowel letters (A, E, I, O, U). She could follow the tone of the researched teacher's voice and tried to type as requested. Meanwhile, he checked the statement, at which time Student 1 tried to understand his writing and whether he had gotten it right or not.

Each activity developed by the student strengthened and confirmed the art of teaching, because when the teacher demonstrates knowledge and uses teaching strategies that meet the real needs of each student, the possibilities are expanded, considering that, by adapting to each situation, the teacher demonstrates his necessary pedagogical intentions. It should be noted that the teaching strategies that were adopted took into account materials with high relief specific for people with visual impairment; Thus, the possibilities for the teacher to perceive and handle the materials are much greater, because it is through the sensitivity of the fingers that he identifies them.

Another challenging moment for Student 1 was when the researched Professor presented the Bingo in *Braille*, which consists of 60 pieces, 06 cards and 54 letters corresponding to the stones and 01 cartridge with silkscreen printing of the name of the game, measuring 20 x 23.5cm, 54 letters (stones) measuring 3 x 4cm, hollowed out in the *Braille* system for fitting on the corresponding cards, 06 Cards measuring 9.5 x 12.6cm with dots (white dots). It is possible to perceive the difficulties of the student of the game due to the beginning of literacy in *Braille*, as shown in figure 1:

Figure 1 - Bingo in *Braille*



Image Source: From the researcher (2022)

Initially, the researched teacher invited Student 1, showing the cards (with the dots) and the letters of the bingo fitting so that the student could recognize the dots and mark them on her card. During the game the laughter was constant, sometimes the student managed to mark the letter, other times not, and even so she had fun and the researched teacher also smiled, as he realized that the student sought to identify the letters in bingo and thus improve her fluency in *Braille writing*. These moments of relaxation, smiles and collaboration ran through the period in which the game was sung and played.

The researched teacher took the piece and "sang" what the lyrics were that the piece represented. After that, the student looked for the letter on her card and, when she got it right, she took the piece and fit it on the card, followed by much celebration, euphoria and laughter. However, not all of them were correct, as there were times when student 1 did not have the letter on the card. Then, the researched teacher took the piece and fit it in the way he could, and his interventions were marked by guidelines, explanations and situations of teaching the correct letter. Making mistakes is part of the game. The researched teacher conducted the checking of the points, and when he confirmed the error as well as the absence of filling out the card, he tried to encourage it to be carried out. The memorization of the points of each bingo card was necessary for the student to fit the pieces, as can be seen in figure 2:

Figure 2 – Presentation of the Bingo game in *Braille* to Student 1



Image Source: From the researcher (2022)

As the bingo game and singing the pieces are fitted and the researched teacher checks the game, checking if it fit the right card, and this moment is important to identify the letters of the alphabet through the dots of the *Braille system*.

Now in relation to the students in group **2**, with intellectual disabilities (ID), who receive assistance from the researched teacher through groups and with more challenging activities, providing actions of reflection, action, memory, concentration and interaction among peers, in an intense exchange of knowledge and learning. The teaching strategies are different and challenging, due to the fact that the researched teacher knows the potential of each of the students, as well as the possibilities of development and learning.

The researched teacher used strategies adapted to this group of students, such as problem solving and monotype technique, selected due to the exchanges that occurred with the students, which allowed them to know their needs and elaborate the individual planning built at the beginning of the semester.

The teaching strategy began with problem solving with students in the 7th and 9th grades of Elementary School, in which each of them presented different difficulties, as some were already at the level of reading fluency and others at the syllabic level (FERREIRO; TEBEROSKY, 1999). The researched teacher sought to adapt the activities for these students using everyday subjects of the school community of knowledge of the students, leading them to the search for solutions to school problems. When starting the conversation, the teacher sought to know from the students what situations bothered them inside the school, and the most cited were time for breaks and snacks, recreational spaces, bicycle space and care for the school building.

Based on these notes, it was necessary to decide what would be the first problem to be discussed in the group of students and, then, to list which would be discussed later. The students were in doubt about which one they would choose initially, but, after noticing the students' indecision, the researched teacher sought to clarify each of the themes and was decided on the break and snack time. Each of the students presented their perceptions about how this period occurs for them, and the researched teacher typed on the *notebook* and talked about how they could solve this situation that bothered them.

In this sense, the participation of the students was important, both orally and in writing and in the exchange of knowledge among peers, with moments of learning and collectivity. Still during the speeches, one of the students said: "*You have to tell the principal that it has to be a half-hour break that was good!*" In view of this statement, the

researched teacher was already making the interventions, asking each of the students to write down how they would like the break period to be, which would later be sent to the manager. Some ideas emerged that were recorded in writing and others orally, which after writing were systematized by the researched teacher and delivered to the school manager.

It is worth mentioning the empathy and concern that the researched teacher has in relation to the service to students, using teaching strategies aimed at what they want, goes further, when sensitive listening is used as a teaching strategy to welcome the opinions, suggestions and observations of SEA students.

The perception of the researched teacher in the sensitive listening of the students' speech was remarkable during the course of the research, because as the provocations were made in relation to the theme under discussion, they randomly spoke their opinions, discomforts and suggestions. Therefore, it was also possible to observe that, at certain times, the students did not demonstrate much knowledge about the theme that was under discussion, but the researched teacher, by making his interferences and contributions, provided the opportunity for the participation of the students, so that they could seek a solution to the problem under discussion.

Regarding the care of students in group **3**, with Autism Spectrum Disorder (ASD), the complexity and challenges were greater, as they are students who are at different ages and impairments, which made it a challenge for the researched teacher.

This group presents itself with students from the 1st year to the 5th year of Elementary School, aged between six and ten years, which led the researched teacher to seek strategies with concrete and powerful materials aimed at the characteristics of each need of the students. Musicalization with the guitar was worked on, as well as the use of digital technology – through the Microsoft Word text application, with the activity of dictating words, modeling with coffee grounds dough, boiled cornstarch slime, the production of paints with different materials (corn starch made with edible dye and gouache paint).

These teaching strategies adopted for this group **3** were proposed due to the fact that the students presented some sensitivities to certain materials and the way they behaved in the face of each challenge, as well as the routine that should be had in order to gradually provide the teaching activities. When working within a routine with different activities, it is necessary to understand that for each student with ASD, the routine is a security for them, as it gives an indication of what will happen daily, since when changes occur, it is possible for students to be confused.

In this group of students, some particularities were present, which began when the researched teacher gathered materials and made them available to the groups and to the students in their individuality, since, depending on the needs and commitments, they could be more or less complex activities. The work with guitar was very interesting and challenging, as it required the researched teacher to have an emergent planning, since it arose at the time of the class; Soon, the established forecasts were dismantled and, quickly, he redid his strategies and conducted the process without contradicting, because it was a choice and desire of the students.

Upon entering the Multifunctional Resource Room and after the routine reception, one of the students saw the researched teacher's guitar that was leaning against the wall in a corner of the room. And then he asked him to teach him how to play it. It was then that the researched teacher authorized him to take the musical instrument and sit on a chair made available in a space favorable to this practice; Then, he began to explain the chords and the positions of the fingers, and everything was done with great patience and tranquility.

As the researched teacher guided the student, he sought to perform the acts and, thus, the sounds began to wander around the room, involving everyone who was there, to the point of sensitizing his colleague to also want to learn to play the guitar.

In this aspect, Rinaldi (2016) clarifies the importance of listening to students openly, without prejudice, without right or wrong, and being aware of other languages such as prolonged silence, murmurs, sadness, and restlessness of students.

According to Anastasiou and Alves (2009) and Rinaldi (2016), they point out about the decision-making of the researched teacher, because by making use of sensitive listening, he welcomed the students' speech and sought a teaching strategy focused on music, using the guitar where the students had the opportunity to have different sensations in their daily lives, but which at that moment were important. On the occasion it was possible to work with attention, concentration, memory, motor coordination, and creativity skills when seeking to understand musical notes.

Another strategy used was Soroban with students with ASD. On the occasion, it was used to strengthen interactions, dialogue, self-confidence, and the ability to solve personal problems, as well as to develop mathematical reasoning, as it adds potential in skills and development of mental operations.

Soroban is then seen as a mediator for carrying out operations that are done through the registration on paper in a handwritten way, in Soroban it is done concretely. Therefore, it is considered: an important tool used to facilitate mathematical calculations, which are of great complexity or even impossible to be done mentally, because in addition to the mathematical use to perform the operations of addition, subtraction, multiplication, division, calculation of roots and powers, it has numerous advantages: its habitual use fosters numerical ability, improves the ability to concentrate, logical reasoning, memory, mental agility, information processing in an orderly manner and visual attention (FARIAS, 2018).

It is salutary to realize that Soroban as a resource can be used as a teaching strategy in various situations that develop, in addition to mathematical reasoning, other skills that contributed to learning in other areas of knowledge. It is worth emphasizing that the defining element of the teaching strategy is the degree of intentionality of the teacher and his actions, which aim at student learning, thus promoting curiosity, interest, research and making the actions meaningful to their lives.

It is also worth noting that the teaching strategy of the researched teacher met the needs of the students, as he made material such as soroban available for the students to manipulate and explore, improving the operations of logical-mathematical reasoning. Reflection, doubt, certainty, indecision, error and success are part of a set of possibilities that the teaching strategy provides to the student, and in this context Farias (2018) points to the potential of frequent use of soroban, as it fosters numerical ability, improves logical reasoning capacity, memory, mental agility, orderly processing of information and visual attention.

Another strategy used by him was the technique of slime made from boiled corn starch with dye and dehydrated medicinal herbs, where he began by exploring the perceptions of students using the senses through touch, smell and sight, and for this he used fennel, rosemary, basil, boldo, mustard and mint. As in the other activities, these were also full of suspense and mystery, as the slime was more pasty and exuded different smells, thus making it possible to explore the students' senses regarding handling.

The students handled the slime, squeezing it, smelling the various smells, and reported what they noticed that was different in each of the jars where the slime was stored. There were times during the exploration of the activity that one of the students felt uncomfortable with the slime, to the point that he did not want to touch it. And the

researched teacher, in conversation, carried out the handling activity with the student and asked him what were the visual and olfactory perceptions that he was able to feel, and with this it was possible for the student to give feedback on the aromas he was feeling, mentioning that one was "*tea to give to babies*" and the other aroma was "*boldo*". Asked why the baby shower, the student mentioned that his mother makes it at home for his younger brother.

However, other students have already shown that they enjoyed these moments when handling the slime, and the researched teacher asked each of them to verbalize what they felt when they handled the slime. Thus, the students highlighted several feelings, among them: "*comfort, soft, tastes, looks like gelatin, soft, fluffy*", among others. Suggestions also appeared during the development of the technique, as the students would like to take the slime home.

After exploring the aromas and sensations, it began with the production of the work on cardboard, when the students spread the slime with their hands, building what they were feeling when doing the activity. These moments demonstrated how important the teacher's empathy is when one knows how to perform the consultations and perceives the feelings of the other and considers him with respect. In this aspect, it is important to highlight that for Barbier (2004) sensitive listening, he recognizes the acceptance of the other in an unconditional way, without judgments, without measurements, without comparisons, but in the way he presents himself, and, therefore, by listening to the students, the researched teacher resumes the teaching strategies aimed at meeting these realities and individualities.

Still in the area of art, the researched professor worked with the monotype technique, in a way adapted to the context of the students and the teacher. To give the referrals, paper towels and a styrofoam tray were used. These strategies were used in several consultations with the same group of students, so that they could explore, in essence, the intentionality of the new learning.

In this sense, the creation of diverse situations was encouraged, so that everyone could experience the moment of production, imagination and perception. Edible paints and gouache were made available, placed on the plate, and then the students mixed them evenly. Then, paper towels were given to place on the paints and pressed with their hands on the paper to make them uniform. Later, they transferred the paper towel to a *sheet of paper* and, thus, stamped the colors, always with the teacher's paused guidance, so that

each one of them could do it creatively, without depending on their colleague, and with greater autonomy. As illustrated by the images in the following figures, the technique had different and remarkable moments for both the teacher and the students.

Figure 3 – Teacher and students creating shapes and colors – monotype technique



Image Source: From the researcher (2022).

During the classes, through the smiles of the researched teacher, it is perceived that in this strategy he was challenged, since, in order to mobilize and involve the students, it was necessary for him to effectively participate in the activities, simultaneously with the students, which made the affective, professional, trusting and serious relationship of his teaching very transparent. The teacher left his limitations, approached the activity without fear, dialoguing and producing with interaction and detachment, and it was possible to perceive that at times the learner also taught.

CONCLUSION

During each activity developed in the multifunctional resource rooms, something in common was observed that in a way instigated and motivated the successful work between teacher and student. The fact of sensitive listening to the needs of each student made it possible to make a decision for the choice of each teaching strategy presented in the course of this work.

School spaces are impregnated with meanings, but it is not always possible to take advantage of them in a more comprehensive way, which sometimes ends up going unnoticed by many opportunities for pedagogical action.

One of the different teaching strategies used by the SEA teacher, which enabled him to create and organize different moments, was sensitive listening. This practice of listening,

in addition to re-signifying the tone of the voice, the increase in the repertoire, the time to silence, speaking, concentration, interpretation, among others, gradually improves the students' learning.

The sensitive listening movement is about "listening/seeing" and is supported by empathy, listening to the other side, the various opinions, the contributions. In the understanding of Barbier (2004, p. 94), "sensitive listening recognizes the unconditional acceptance of the other. The sensitive listener does not judge, does not measure, does not compare".

With this, it was possible to perceive the importance that the researched teacher dedicated to listening to each of the students, integrating this into one of the strategies at the beginning of the class, thus improving relationships, demonstrating empathy, sensitivity to listen to the various subjects and situations. An example is the request for a report on how the weekend went, without interruptions from colleagues. In these situations, he gradually started his class and established his teaching strategy and the activities to be developed, with the moments of listening appearing to be a primordial point, as they provided the overcoming of barriers, the recognition of himself, relating, undressing and evolving in interactions and moments.

According to Rinaldi (2016), this listening needs to be open and sensitive, according to the need to listen and be heard using all the senses, not only with the ears. Valuing the multiple languages, symbols, and codes that people use to express themselves and communicate. Furthermore, the author adds that "listening is emotional, it produces questions, not answers" (p. 236). In turn, Silva (2011, p. 25) complements this concept by stating: "listening is seen as a permanent process that feeds reflection, acceptance and openness to the other, an indispensable condition for dialogue and exchange".

Generally, answers to questions are sought, but the opportunities for questions need to be more intensified; Often, students speak through body expressions and even in their solitary moments of silence. They feel the need to be heard, to talk about their lives, their challenges, and the teacher needs to be aware of these moments that are meaningful to everyone.

It is plausible to observe the moments of listening between teacher and students regardless of their limitations or potentializations, but due to the uniqueness of knowing how to choose the strategy that essentially enhances relationships, trust and self-affirmation as a subject of rights.

In this process in which knowing, teaching and learning are involved, the teacher seeks to effectively include his students, regardless of their conditions, always respecting them and acting sensitively, in this aspect referring to the involvement of the other. In the case under study, it was possible for the teacher to understand the various manifestations and ideas existing in each of the students and seek to respect this singularity. Consequently, at each moment in which it was necessary to work with listening, the teacher was successful, because he was able to get closer, clarify the needs of each one and expand his repertoire of strategies.

Sensitive listening is a powerful strategy that can help education professionals to develop an education that takes into account the integral formation of students so that they can contemplate the changes, the desires and the appreciation of the being as a person, as a social subject with rights.

Finally, I would like to say to all teachers and other education professionals that the teaching strategies used by the visually impaired Teacher in the Multifunctional Resource Room, carried out their teaching strategies taking into account the real needs of their students, which had as an educational principle: "thinking about teaching strategies based on sensitive listening, emergent planning, empathy and trust", which supported overcoming the challenges of the students and the Teacher himself.

ACKNOWLEDGMENTS

First to God, the great architect of the universe, who in his infinite wisdom and goodness presents us with the greatest and best gift of infinity, the gift of life. Then, my esteemed advisor Profa. Dr. Jacqueline Silva da Silva, for her welcome in sensitive listening, for wrapping me in her arms when I needed affection and guidance and for sharing with me her knowledge and professional experiences, which inspired, encouraged and enhanced the writings of this research.

REFERENCES

1. Anastasiou, L. das G. C., & Alves, L. P. (2009). Estratégias de ensinagem. In L. das G. C. Anastasiou & L. P. Alves (Eds.), *Processos de ensinagem na universidade: Pressupostos para as estratégias de trabalho em aula* (8th ed., pp. 75-107). Joinville, SC: Editora Univille.
2. Bagatini, F. A. (2020). Arte e potencialização de sentidos: Atravessamentos no ensino [Doctoral dissertation, Universidade do Vale do Taquari - Univates]. Available at: <http://hdl.handle.net/10737/2914> Accessed on: January 20, 2023.
3. Bagatini, F. A. (2015). Tessituras da docência em tempos de tecnologias de informação e comunicação [Master's thesis, Universidade do Vale do Taquari - Univates]. Available at: <https://www.univates.br/bdu/handle/10737/961> Accessed on: February 10, 2023.
4. Barbier, R. (2007). *A pesquisa-ação*. Brasília, DF: LíberLivro Editora.
5. Díaz Bordenave, J., & Pereira, A. M. (2015). *Estratégias de ensino-aprendizagem* (33rd ed.). Petrópolis, RJ: Vozes.
6. Farias, A. Q. de. (2018). *Curso de aperfeiçoamento em atendimento educacional especializado: Programa de FORMA/AÇÃO docente na área da deficiência visual*. João Pessoa.
7. Ferreiro, E., & Teberosky, A. (1999). *A psicogênese da língua escrita*. Porto Alegre: Artmed.
8. Knechtel, M. do R. (2014). *Metodologia da pesquisa em educação: Uma abordagem teórico-prática dialogada*. Curitiba: Intersaber.
9. Rinaldi, C. (2016). A pedagogia da escuta: A perspectiva da escuta em Reggio Emília. In C. Edwards, L. Gandini, & G. Forman (Eds.), *As cem linguagens da criança: A experiência de Reggio Emilia em transformação* (M. de A. Almeida, Trans., Vol. 2, Chap. 13). Porto Alegre, RS: Penso. Available at: https://issuu.com/douglas-crecheseduc.com/docs/as_100_linguagens_v_2 Accessed on: February 12, 2023.
10. Roldão, M. do C. (2009). *Estratégias de ensino: O saber e o agir do professor*. Vila Nova de Gaia/Porto: Fundação Manoel Leão.
11. Silva, J. S. da. (2011). O planejamento no enfoque emergente: Uma experiência no 1º ano do ensino fundamental de nove anos [Doctoral dissertation, Universidade Federal do Rio Grande do Sul]. Available at: <https://lume.ufrgs.br/handle/10183/32222> Accessed on: January 12, 2023.