

# Multifunctional Resource Room A case study on the process of inclusion in municipal public schools in São Luís/MA

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## ABSTRACT

This article aimed to understand how municipal public schools in the city of São Luís/MA promote the inclusion of people with disabilities through their multifunctional resource rooms. The methodology used was the qualitative approach, where several documental analyzes took place, reflecting different lines of research on this topic. The research results point to robust legislation on education at the national and state level for special education, however, in the municipality in question, few points related to this discussion were found, which hypothetically suggests that the implementation of these policies in schools, too, is absent. And as propositions, pedagogical proposals were elaborated to contribute to the reflection of teachers and students, regarding issues related to special and inclusive education.

**Keywords:** Special education; Inclusion; Resource rooms.

## 1 INTRODUCTION

The field of education is certainly one of the most challenging fields of knowledge within the public management and civil construction process. This is said because ensuring that all people have access to education depends exclusively on public policies and affirmative actions designed and applied by public

authorities, fundamentally by the legislative and executive powers of our system. And, building an educational system that is broad, critical, creative, and inclusive depends on collective work that involves education professionals, fundamentally teachers, and also civil society, such as family/guardians, and students, but, above all, the public power directly responsible for listening to this community before elaborating and executing what it is responsible for in the field of education, according to Monteiro (2006), "education is a universal human right, without discrimination or exclusion. It is the right to be a subject and be different. It is the right to learn autonomy for the exercise of citizenship. It is an end in itself and an essential resource for the realization of all human rights.

However, from a historical and political perspective faced two years ago, one can somehow perceive a disregard for the Brazilian educational system: a) militarization of public schools, such as the mandatory playing of the national anthem, an attempt to return to the Moral discipline and Civic, creation of military schools, etc.; b) dismantling of education, such as the impediment to talk about certain subjects, mainly those linked to what the government calls "gender ideology"; c) budget cuts; d) neglect of universities; e) attempt to privatize public education; f) lack of planning; among other points. And with regard specifically to special education, the federal government excludes, through Decree No. 9,465, of January 2, 2019, from the Secretariat for Continuing Education, Literacy, Diversity and Inclusion (Secadi/Mec), the right to learn together, which constitutes a setback in the field of educational rights and shows itself as a measure that goes against the grain of the recognition of diversity, the promotion of equity and the strengthening of inclusion in the educational process.

It is in this context that this research is developed, understanding that the process of inclusion of students with special educational needs after a series of achievements, including being in the same room as regular education students, is suffering setbacks that can be interpreted as an attempt to exclude people with disabilities from the basic right of access to education. Therefore, because of this scenario, the following question arises: how can municipal public schools in the city of São Luís/MA promote the inclusion of people with disabilities through their Multifunctional Resource Rooms?

In this sense, this research has as its main objective, to understand how the municipal public schools in the city of São Luís/MA can promote the inclusion of people with disabilities through their Multifunctional Resource Rooms, following the State Education Plan (PME) and Municipal Education Plan (PME) in force.

For its achievement, the following specific objectives were necessary: a) Study the concepts of special education, inclusive education, intellectual disability, and resource room. b) Reflect in light of the legislation on the service of a pedagogical nature proposed for multifunctional resource rooms (SRM); c) Analyze some public and official documents relevant to Special and/or Inclusive Education in Brazil, in the state of Maranhão and the city of São Luís.

## 2 METHODOLOGY

The research was characterized as a bibliographic study and exploratory document analysis, with a qualitative approach, which according to Flick (2004), "consists in determining whether the findings are based on empirical material and whether the methods were properly selected and applied to the object in question". study".

The bibliographic review, according to Marconi and Lakatos (2018), is characterized as a tool capable of bringing new perceptions and considerations on the subject and is therefore considered innovative for generating new reflections, using secondary indirect productions published and arranged in the domain of public, digital or printed, such as scientific articles, books, dissertations, etc.

In documentary research, the researcher extracts information in an investigative way, "examining, using appropriate techniques for its handling and analysis" (Almeida; Guindani; Silva, 2009). Documents can be contemporary or ancient sources; however, the documents used in documentary research go beyond the idea of written and printed textual materials, that is, in addition to books, magazines, letters, and laws, they also include media files, such as films, videos, photographs, slides, among others, as sources of information. This type of analysis, according to Sá-Silva (2017, p. 116), "enables the observation of the contradictory and dynamic process of the evolution of individuals, groups, concepts, knowledge, behaviors, mentalities, cultural practices, etc."

In this context, a narrative bibliographic review was initially carried out to understand the pathological manifestations present in old buildings and procedures for preparing a damage map and, thus, facilitating the carrying out of inspections in the case study. Journals were searched in databases such as SCOPUS, CAPES, and Google Scholar using the following search words: Sala de multimedia; Audiovisual resources; Secretary of Education of the State of Maranhão; special needs. It should be noted that some criteria were stipulated for the selection of bibliographic materials to be used, such as they should contain a case study of special children; the State of Maranhão; the Secretary of Education; Teaching.

The search for articles to be used was carried out during the bibliographical research, through documental research in the Journal Portal of the Coordination for the Improvement of Higher Education Personnel-CAPES, linked to the Ministry of Education of Brazil-MEC, through the following databases: Web of Science, Scientific Electronic Library Online (SciELO) and Scopus and Virtual Health Library (VHL). Education, inclusive education, and multimedia room.

It is important to realize that some authors consider documentary research to be synonymous with bibliographical research; however, this research prioritized the concepts of the authors Almeida, Guindani, and Sá-Silva, (2009) who point out that "documental research is very close to bibliographical research. The differentiating element is like the sources: bibliographic research refers to the contributions of different authors on the subject, paying attention to secondary sources, while documentary research uses materials that have not yet received analytical treatment, that is, primary sources ( Almeida, 2009).

Thus, bibliographical research is restricted to articles, journals, essays, encyclopedias, books, and dictionaries, and is also known as the state of the art of knowledge. Documentary research "follows steps and procedures; organizes information to be categorized and later analyzed; finally, it elaborates syntheses, that is, in reality, the actions of researchers – whose objects are documents" (Silva et al, 2009).

Severino (2007) adds that document analysis is not restricted to legal or theoretical public documents, but shows that educational magazines, newspapers, booklets, images, and even films can be used as a source of research. This form of registration implies systematizing data, information, and analysis and can be undertaken through "techniques of collection, organization, exploration of source documents of the researched object and registration of information taken from these sources and that will be used in the development of the work. (Severino, 2007)

Thus, a bibliographical survey was carried out on the Scielo and Google Scholar search engines, which would make it possible to understand the research object, and to dialogue with the literature in the field of cultural studies in education, notably those that constituted a political project of opposition, and consequent movements "were always accompanied by disorder, discussion, unstable anxieties and a disturbing silence" (HALL, 1996, p. 263).

It is believed that the study undertaken will be able to broaden discussions by researchers in the educational field, the perception and critical reflection of education professionals on issues related to stereotypes, prejudices, stigmas, discriminations, and subtle exclusion processes in which the theme of education inclusion has been addressed, in themes involving speeches about people with disabilities.

### **3 SPECIAL EDUCATION AND INCLUSIVE EDUCATION IN BRAZIL**

The expression mental disability was replaced by intellectual disability, and spread worldwide in 2004, with the Montreal Declaration on Intellectual Disability, resulting from an international event promoted by the Pan American Health Organization (PAHO) and the World Health Organization (WHO) in Montreal, Canada, (PAHO/WHO, 2004). According to Mazzotta (1996), it was from the studies of the physician Jean-Marc Itard (1774 -1838) that educational assistance to the "weak or mentally disabled" began, an initiative known as the 'medical-pedagogical approach', for believing in the education of people with intellectual disabilities.

Thus, to identify the inclusion possibilities that schools offer for the education of students with intellectual disabilities, it is necessary to make a brief historical review of the Brazilian scenario, since the education of the "mentally disabled" has its history marked by institutionalization, a paradigm in which care for the intellectually disabled was similar to the treatment given to the "mentally ill" in the most serious cases, and the milder cases treated with indifference, thus denoting total disregard for Special Education (Mendes, 2011).

The analyzed documents record that since the colonial period, little attention was given to people with disabilities, who, until the 18th century, were abandoned or cared for at home. The era of

institutionalization appears, in some Brazilian cities, with the "wheel of the exposed". The first formal assistance took place for the blind and deaf, with the creation, in 1854, of the Instituto dos Meninos Cegos (currently Instituto Benjamin Constant) and the Instituto dos Surdos-Mudos (today, Instituto Nacional de Educação de Surdos – INES), in 1857, founded in the city of Rio de Janeiro, by the initiative of the Imperial government. In 1874, at the Hospital Juliano Moreira, in the city of Salvador in the state of Bahia, care for people with mental disabilities began, and in the 20th century, other institutions were created in the cities of São Paulo and Rio de Janeiro (Jannuzzi, 1992; Bueno, 1993; Mazzotta, 1996).

In the first decades of the 20th century, as in more advanced countries, access to school for part of the previously excluded Brazilian population resulted in their inadaptation, due to the lack of trained professionals to serve this public. The reality, is, perceived in the studies of Rodrigues and Maranhe (2010).

Studies by Salaberry (2007) record that the education of people with intellectual disabilities was influenced by medicine until the early 1930s, gradually interacting with psychology and pedagogy. This movement gave rise to the Associação de Pais e Amigos dos Excepcionais (APAE), started in 1954, with Helena Antipoff in the city of Rio de Janeiro, and over the years the APAEs have become relevant concerning the educational service and qualification of people with disabilities. intellectual disability in the country.

Throughout the twentieth century, Brazil, a member country of the United Nations (UN), belatedly recognized the importance of incorporating in its public policies, the fundamental rights of these people and the lack of understanding of the concepts/classification of disability, which resulted in the referral of many students with low academic performance and/or repetition to special classes.

From the Federal Constitution of 1988, new guidelines and bases of national education and other infraconstitutional laws appear that considerable differences as a constituent of the principle of plurality, as stated by Cury (1999). In this direction, Law nº 8.068 of July 13, 1990, was cited, which provides for the Statute of the Child and Adolescent, children and adolescents are placed as subjects of law, and with equal conditions for access and permanence in school. In the aforementioned law, in article 54, items I, III, and IV respectively, it is the duty of the State to ensure that children and adolescents have compulsory fundamental education, as a right for all those who did not have access at the appropriate age; specialized educational assistance in the regular education network for all people with disabilities; daycare and preschool care for children from zero to five years of age; (Wording provided by Law No. 13,306 of 2016).

In the field of national policy, Decree No. 3298/1999, which regulated Law No. 7853/89, and provides for the national policy for the integration of people with disabilities, Special Education is defined as a transversal modality at all levels and teaching modalities, and as a complementary action of special education to regular education. According to LDBEN nº 9.394/1996, municipalities are responsible for universalizing the supply of Early Childhood Education and Elementary Education, including students with disabilities, global developmental disorders, and high abilities/giftedness within the scope of their competencies.

Chapter V, which deals with Special Education, is defined in Article 58, as a type of school education that should be offered preferably in the regular education network, for all students with disabilities, global developmental disorders, and high abilities or giftedness. (Wording provided by Law No. 12,796 of 2013). It is evident in the law that the school must organize itself to meet the needs of students, transforming itself into an inclusive space, thus demystifying that it is the student who must adapt to the school, as emphasized by Aranha (2000).

These requirements for inclusive education are set out in the National Guidelines for Special Education in Basic Education (CNE, 2001), and in the National Education Plan (PNE) for the 2014-2024 decade, approved by Law No. 13.005/2014, whose objectives, goals, and strategies would prioritize the construction of an inclusive school that meets the uniqueness in diversity, the initial and continued training of education professionals.

Equally important documents, Decree nº 5.626/2005, which deals with access to school for deaf students, priority to education, training, and qualification of education professionals for the use and dissemination of the Brazilian Sign Language (Libras). The National Policy on Special Education in the Perspective of Inclusive Education, whose importance reflects pedagogical, political, and social aspects, the transversality of special education from early childhood education to higher education; continuity of schooling at higher levels of education; training of teachers for specialized educational services and other education professionals for inclusion; family and community participation; urban accessibility, architecture, furniture and equipment, transportation; in communication and information. (Brazil, 2008).

It also emphasizes the need for articulation between special education and regular education, aiming at building integrative pedagogical proposals that meet the special educational needs of students with disabilities, global developmental disorders, and high abilities/giftedness. About the AEE, it explains that the function is to: [...] identify, develop and organize pedagogical and accessibility resources that eliminate barriers to the full participation of students, considering their specific needs. The activities developed in the specialized educational service differ from those carried out in the common classroom, not being substitutes for schooling. This service complements and/or supplements the training of students with a view to autonomy and independence at school and outside it (Brasil, 2008, p. 10).

In a national historical panorama, we sought to succinctly emphasize that Special Education gained prominence in its legal aspects in the 1990s and 2000s. Parallel to the discussions on Special Education, several movements in favor of social and educational inclusion emerged for people with special needs.

In terms of legislation, there is a context, which according to Costa (2007), is considered favorable to Special Education from the perspective of inclusion, which can be seen in consultation with political and legal texts that refer to the different levels and teaching modalities (Lourenço, 2010; Costa, 2007).

The Specialized Educational Service (AEE) was created to serve the target audience of Special Education, which are students with disabilities, autism spectrum disorder, high skills, and giftedness. It is

a support service for the common classroom, to offer ways and means that make real learning possible for students.

Because of the above, it was considered important to bring Multifunctional Resource Rooms (SRM) to the center of the discussion in this study in specialized educational services (AEE) To support our understanding of SRM, the Operational Guidelines for AEE in Basic Education, modality EE, in article 2 defines this service, as a complementary or supplementary function to the student's education through the provision of services, accessibility resources, and strategies that eliminate barriers to their full participation in society and development of their learning. (Brazil, 2009). In article 5, the AEE must be carried out: Priority, in the multifunctional resource room of the school itself or another regular school, in the reverse shift of schooling, not being a substitute for common classes, and can also be carried out in a center of Specialized Educational Assistance from the public network or non-profit community, denominational or philanthropic institutions, in partnership with the Secretary of Education or equivalent body of the States, Federal District or Municipalities. (Brasil, 2009).

In the document National Policy on Special Education in the Perspective of Inclusive Education, it is clear that: Specialized educational services identify, develop and organize pedagogical and accessibility resources that eliminate barriers to the full participation of students, considering their specific needs. The activities developed in the specialized educational service differ from those carried out in the common classroom, not being a substitute for schooling. This service complements and/or supplements the training of students with a view to autonomy and independence at school and outside it. (Brazil, 2008).

More explicitly, the aforementioned document also points out that this service provides students with curricular enrichment programs, the teaching of languages and specific codes of communication and signaling, technical aids, and assistive technology, among others.

In Maranhão, Special Education services in the state public education network were made official in 1969, based on political guidelines that indicated a(Brasil, 2008). integration as the basis of attendance and predominant services in the public network, the special classes. In the municipal public school network of the capital, São Luís, the services were made official and installed in 1993, in the context of the national policy of “Education for All”, when there was already a discussion about inclusion, which led to an educational service more related to education. common teaching (Carvalho, 2015; Sousa, 2011)

It was also sought, through analysis of some aspects related to Special Education, in the State Education Plan (PEE), approved for the 2015-2024 decade by Law nº 10.099/2014, and in the current Municipal Education Plan (PME), establish a correlation between these. Concerning teacher training, it is observed that the State and Municipal Education Plans present strategies for training actions, both initial and continuing training. Regarding the infrastructure aspects of the multifunctional resource rooms, including provision/maintenance of equipment, no strategy enables their full operation. In the State Education Plan, the goal of Special Education is Goal 4, whose object is: To guarantee, for the population aged 4 to 17 years, school attendance to students with disabilities, global disorders of development, and

high skills or giftedness, to reach, in five years, at least 50% of the demand and, by the end of the decade, its universalization in schools of the regular teaching network, guaranteeing specialized educational service in resource rooms multifunctional, or Specialized Educational Service Centers, public or community, denominational or non-profit philanthropic, contracted with the public power (Maranhão, 2013, p. 45).

For its offer with quality and equity, it establishes in strategies 4.9 and 4.10, respectively, that the AEE in the multifunctional resource rooms must be guaranteed in all Maranhão municipalities, with the implementation of a systematic follow-up and monitoring of the SRM, referring to the safety/maintenance of equipment, adequacy of physical spaces, adequate use of resources and continuing education for teachers working in the AEE; regarding the lack of human resources in the Specialized Educational Assistance Centers and Nucleus, in the multifunctional resource rooms and also, in the schools of the regular teaching network, strategy 4.24, provides for the holding of a public tender; and strategy 16.5, refers to the implementation of SRM and initial and continuing training of teachers for specialized educational service in schools located in urban areas, in the countryside, indigenous and quilombola communities. (Maranhão, 2013).

In the Municipal Education Plan (PME), this goal, with a different structure, is organized by stages and teaching modalities, including socioeconomic and educational diagnosis of the municipality of São Luís; democratic management, popular participation, and social control; appreciation of education professionals; education financing; monitoring and evaluation of SMEs. GOAL 4: Universalize, for the population aged 04 to 14 years old with disabilities, pervasive developmental disorders, and high skills or giftedness, access to Early Childhood Education, Elementary Education, and specialized educational services, preferably in the regular education network, with the guarantee of an inclusive educational system, multifunctional resource rooms, classes, schools or specialized services, public or associated. (São Luís, 2014).

To achieve said Goal, strategy 4.3 provides for the implementation and maintenance of the SRM in municipal, city, and rural public schools, in the bilingual school, guaranteeing pedagogical material and technological equipment that is accessible and adequate for the functioning of the SRM. Going forward, goal 4.7 clarifies the ways of implementing multifunctional resource rooms in schools to serve the target audience of Special Education students, who are "students with disabilities, global developmental disorders and high abilities or giftedness" in Education Basic Education, including Early Childhood Education, Elementary Education and Youth, Adult and Elderly Education. (São Luís, 2014).

It is important to point out that although seven years have passed since the approval of the aforementioned Education Plans, there is still a gap in the implementation of the strategies mentioned above, which will certainly imply the achievement of the Goals envisaged for the decade (2015-2024)

As for the AEE in the SEM in the schools of the municipal teaching network of São Luís, according to information collected at the Superintendency of the Special Education Area (SAAE), there are 113 spaces of SRM, distributed in approximately 70 schools that offer early childhood education and elementary



school, with assistance available to 1,030 students diagnosed with disabilities, global developmental disorders. The municipal network also has an Enrichment Center for Students with Characteristics of High Ability or Giftedness (NEECAHS). Currently, the SRM, as well as the NEACAHS, are inactive due to the social isolation caused by COVID-19.

Due to the pandemic, this research did not have access to documents that illustrate the resources available in these AEE spaces, nor to documents prepared in schools (Reports, Pedagogical Proposals) that record how schools, together with teachers in classrooms, Resources develop pedagogical activities to assist students with disabilities and special educational needs.

#### **4 FINAL CONSIDERATIONS**

It is observed in the research carried out that the devices of the national policy for Special Education in Brazil, point to a conception of special education of an inclusive character, inserted in the context of the common school.

It is also worth mentioning that, in the analysis of these documents, despite registering isolated movements of resistance as mentioned in the introduction to this research, it is impossible to ignore the fact that the right to learn together, which among other assumptions, is based on the right of the student with disabilities being included in the common room, and having the necessary means and resources to overcome their learning difficulties, is something difficult to reverse. However, the engagement of parents, teachers, and educational managers, and the commitment of the federated entities, to act in guaranteeing the resources, necessary for successful experiences to multiply, thus realizing what is contemplated by law, is essential.

Concerning the Goals of the Municipal Education Plan (PME – 2014-2024), established for SEM according to the aforementioned Superintendence's professional, there is interest on the part of SEMED Management to invest more in the continuing education of teachers, in the acquisition of material resources and human resources, to adequately meet the demand of the target public of Special Education.

Concerning the implementation of Multifunctional Resource Rooms (SRM) in municipal public schools in São Luís/MA, because schools remain without face-to-face classes, access to these documents is restricted, however, due to the information collected at SAEED/SEMED, and in the telephone conversation with some school administrators, it was mentioned by them that there are documents that direct the work of AEE teachers in the schools they manage.

It is emphasized that even in the face of resistance, there is no denying that there have been advances in educational inclusion so efforts must be made to ensure that the guaranteed rights are established. To this end, it is necessary that parents/guardians, the school community, and educational managers, become partners so that successful experiences are shared, to strengthen the law and its concreteness in practice on the school floor.

It is hoped that further research will address this question so that people with disabilities can be given visibility, in the sense of reminding them that a school is a place of human formation. As stated by Caldart (2004): Looking at school as a place of human formation means realizing that all the details that make up your day-to-day life are linked to a project of being human, and are helping to humanize or dehumanize people. When educators assume themselves as human workers, subject trainers, and much more than just content teachers of some disciplines, they understand the importance of discussing their pedagogical options and what kind of human being they are helping to produce and cultivate.

This view of the school as a broad sense that works on the issue of rights, participation, cooperation, struggle, and justice is closely linked to issues of Special Education, since the school should not only be a place of formal knowledge, but also an environment that teaches people to accept differences, reducing prejudice and working on the values of equality and respect.

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