


A LOOK AT MULTIPROFESSIONAL CARE <https://doi.org/10.56238/sevened2025.002-004>

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ABSTRACT

This proposal is based on the implementation of multiprofessional teams that have strengthened the integration between educators, students, families and the school community, addressing issues such as social vulnerability, socio-emotional difficulties and inclusion in the state education network of the State of Tocantins. The following were used as complementary bibliography: Education is the Base, Law No. 13,935 - Provides for the provision of psychology and social service services in public basic education networks and Law No. 14,819 - Establishes the National Policy for Psychosocial Care in School Communities, the Protocol Model - Regional Nursing Council of Sergipe and the Protocol for the Care of Multiprofessional Teams in Specific Situations - SEDUC -State of Tocantins. The central objective is to strengthen the school as a space for integral development, promoting equal opportunities and respect for diversity, through the articulated action of multiprofessional teams. The study proposes to analyze the service protocols of the State Education Network of Tocantins, aiming to understand the guidelines and strategies applied. The guidelines and service strategies applied in schools strengthen the integral development of students and promote equality and respect for diversity and contribute to creating a healthy and welcoming school environment, mediating conflicts, with awareness actions and emotional support for students, families and teachers.

Keywords: Service. Protocol. Multiprofessional Teams.

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INTRODUCTION

For decades, the role of the Educational Counselor in Brazil has been discussed in search of a service model that comprehensively and effectively contemplates the diversity of the public served in schools, the educational process requires a format capable of meeting the needs of students in a broad way. In recent years, basic education schools in the State of Tocantins have experienced significant transformations, with the aim of meeting the social, emotional and cognitive needs of students. Thus, the performance of multiprofessional teams in schools and the implementation of structured protocols for the organization and standardization of educational practices, takes shape and addresses demands related to violence, social vulnerability and socio-emotional difficulties, strengthening the integration between educators, students, families and the school community.

Themes regarding the service of multiprofessional teams have gained relevance in the face of the challenges faced by Educational Counselors, these professionals who work in public schools in urban and rural regions, have played a central role in pedagogical monitoring, in the identification of school and behavioral difficulties, in addition to offering emotional and vocational support to learners. However, the complexity of social vulnerabilities and the lack of resources make evident the importance of a collaborative and participatory approach by multiprofessional teams.

According to Werneck (2024, p.16).

The student must feel so welcomed that he has the confidence to make his complaints, complaints and comments knowing that he will be heard, that he will count on the attention of the educator, although not necessarily with his consent and agreement with his claims.

In the meantime, multiprofessional educational teams have a crucial role in the integral development of students, working in an integrated way with professors and professionals from institutions, to promote not only academic learning, but also social, emotional, and physical satisfaction of students. These teams are composed of professionals from different areas, take into account the specificity of each state of the federative entity and work collaboratively to meet the various demands of the school environment. The performance and use of protocols to optimize the care of multiprofessional teams is based on the condition of the care developed and the way it is conducted, knowing how to provide care and the necessary interventions and their amplitude, facilitates the diagnosis and the interventions to be applied.



The National Common Curriculum Base (BNCC) also reinforces the importance of developing meaningful learning with results to contemplate the entire school community. The work of multiprofessional teams also stands out in supporting teachers, helping them to implement inclusive pedagogical practices, promoting the inclusion of students with disabilities, global developmental disorders or specific learning difficulties, as reflected in the BNCC, an essential and necessary collaboration for the teacher to deal with challenges in the classroom. One of the pillars of the BNCC is the promotion of an education that values diversity, respects singularities and ensures the right to learn for all students. In this sense, multiprofessional teams work to identify and overcome barriers to the integral development of students, implementing personalized strategies to ensure equity in access to the curriculum.

There was also the implementation of the School Health Program (PSE), the program ranges from health promotion to the monitoring of social and emotional issues that directly impact the student's school life, reflecting the interdependence and academic performance of the learner. Given this panorama, the following questions arise: How can the guidelines and service strategies applied in schools strengthen the integral development of students, promoting equality and respect for diversity? How do the service protocols contribute to creating a healthy and welcoming school environment, mediating conflicts, promoting awareness actions, and offering emotional support to students, families, and teachers?

To answer these questions, this study will analyze the care protocol used in the State Education Network of Tocantins, with the objective of understanding the guidelines and strategies applied in multiprofessional care. The purpose is to evaluate how such practices strengthen the role of the school as a space not only for academic learning, but also for the integral development of the learner, promoting equal opportunities and respect for diversity. The central element of this analysis is to recognize and adequately meet the specificities of diversity in the school environment, this requires the articulated action of multiprofessional teams, with reasoned proposals that guarantee an inclusive and equitable educational environment, aligned with the demands and potentialities of each student.

The methods applied in this document were constituted through qualitative research, with literature review and document analysis. This proposal was based on the principle of structuring searches in Capes journal portals, by data source such as: Web of Science, Scopus, Scielo and Google Scholar. The criteria adopted were: "AND" and "AND/OR" and specific refinements related to the theme with searches in 2,484 articles, however, there was no selection with reference to the proposed subject. Since there was no progress in the

research and selection of documents for the purpose of this article, the documents and materials used as a basis for the orientation of this proposal were: National Common Curricular Base: Education is the base, Law No. 13.935 - Provides for the provision of psychology and social work services in public basic education networks. Law No. 14,819 - Establishes the National Policy for Psychosocial Care in School Communities, Model Protocols - Regional Nursing Council of Sergipe and SEDUC - State of Tocantins - Protocol for the care of multiprofessional teams in specific situations and other bibliographic sources pertinent to the development of this Scope Review.

LEGISLATION AND PROTOCOLS FOR EDUCATIONAL SERVICE

Turning the look to the performance of multiprofessional teams in the educational context has been the subject of wide discussion, especially in view of the challenges faced by educational counselors over decades, this discussion reflects the reality experienced in many Brazilian states, where the educational counselor also develops the role of social workers and psychologists. The history presented shows us that the educational counselor played a central role in identifying school and behavioral difficulties to students, in addition to offering emotional and vocational support, especially in contexts marked by social vulnerability. In view of the complexity of the challenges faced, the isolated work of this professional proved to be insufficient and the joint action of the multiprofessional teams becomes essential for a more comprehensive and effective care.

The creation of Law No. 13,935 establishes the mandatory presence of psychology and social work professionals in the public basic education networks, aiming to improve the teaching-learning process through the integrated and interdisciplinary action of multiprofessional teams, a legislation that reinforces the need for actions aimed at the mediation of social and institutional relations, promoting the well-being of students and the school community. Even with the law, the role of these teams in building a more inclusive and equitable educational model in alignment with the guidelines of the National Common Curricular Base (BNCC), still persists in the implementation and analysis of functionality by the state education network.

According to the BNCC (2017), it is essential to exercise empathy, dialogue, and conflict resolution, promoting respect for diversity and human rights. These fundamentals support the proposal of multiprofessional care in schools, allowing the identification and intervention in situations that impact school performance and the well-being of students. The partnership between the form of service of the multiprofessional teams and the teachers is another central point for the promotion of quality teaching and guides teachers

to adopt pedagogical practices that value diversity and respect the singularities of students with technical and pedagogical support. The model implemented by Law 13.935, materialized an idea to offer a service that reflects the search for innovation and understanding of the needs, both of students and of the educational environment.

In this context, the importance of developing socio-emotional skills in students such as empathy, resilience and cooperation is highlighted, considering that these skills are fundamental for the integral formation of the individual. Multiprofessional teams play a crucial role in this process by working to overcome barriers that compromise the full development of students, these barriers include learning difficulties, global developmental disorders, disabilities and other specificities that impact the learner's school and social performance. Through accurate diagnoses and personalized strategies, these teams promote equity and ensure the right to learn for all students.

As described in the National Common Curriculum Base (2017, p. 17),

[...] the BNCC and the curricula are identified in the communion of principles and values that, as already mentioned, guide the LDB and the DCN. In this way, they recognize that education is committed to global human formation and development, in its intellectual, physical, affective, social, ethical, moral and symbolic dimensions.

In order for this dialogue between BNCC and Curricula to be effective, it is necessary to strengthen public policies that guarantee the presence and effective performance of multiprofessional teams in schools, this perspective reinforces the idea of a comprehensive education, which values all aspects of human development and ensures the right to learn for all students, regardless of their conditions and specificities. The integration between health and education policies is characterized by the Health at School Program (PSE), which aims to promote the integral development of students through actions that include disease prevention, health promotion and monitoring of emotional and social issues, in addition to improving the health conditions of students, the PSE reinforces the role of the school as a space for integral and inclusive education.

For the development of a structure that contemplates the social, emotional and educational diversities of students, the use of care protocols that are formulated according to demand are essential for a good functioning and quality of the results obtained. Structured protocols emerge as essential tools to ensure the uniformity and agility of actions in the school environment. These protocols are guiding documents, which guide from the identification of demands to the referral of cases, considering the complexity of the situations faced. The efficiency of the care generated by the multiprofessional teams, through protocols, leads the work to leave no gaps in its formalization and interactions. It is

important to emphasize that the use of instruments such as the Family Monitoring Plan (PAF) and the Psycho-Socio-Educational Evolution Form, used to monitor and record interventions, are considered in the final diagnosis of care.

According to Ana Paula Maia (2018, p.61) "protocols are used as a way to ensure a certain standard of quality between different services and institutions that work in specialized care or linked to a certain issue, problem, region, etc." Such protocols not only organize the practices, but also facilitate the articulation with the social protection network, expanding the reach of the actions implemented in the school environment, this articulation becomes feasible from the educational technologies developed, such as: devices, software, virtual environments and others. The use of digital tools enhances the effectiveness of the protocols and the actions of multiprofessional teams, the applications can be used to make care protocols available, record interventions and monitor the progress of students in an integrated way, in addition, they allow the continuous updating of procedures, ensuring adaptation to emerging demands and regional particularities.

This digitalization does not represent a rigidity in service, but rather a necessary flexibility to meet the specific needs of each school and community, this efficient approach can strengthen the relationship between multiprofessional teams and school units, ensuring a more effective and humanized management, through standardized practices that are adaptable to local specificities. Through the service protocols, it is possible to create a welcoming and safe school environment, where students can fully develop their potential with the strengthening of public policies, combined with the continuous training of professionals, essential to ensure the sustainability and success of all in the long term.

IMPLEMENTATION OF EDUCATIONAL SERVICE PROTOCOLS

The State Department of Education of Tocantins has a guiding document/protocol for the development of service in schools, this document highlights the need for structured service to guide multiprofessional teams in specific situations. The document under analysis mainly addresses demands related to violence, social vulnerability, socio-emotional difficulties and other issues that impact the integral development of students, in this document the service to the school community is carried out in an articulated way, contemplating students, educators, families and other actors involved. There is a proposal for strategies for humanized reception, information collection, identification of needs and specific interventions, with a focus on promoting well-being for the socio-emotional and ensuring the rights of students.

The proposal seeks to standardize practices of identification, intervention and referral of cases, considering the diversity and complexity of the situations faced in the school environment, based on an interdisciplinary approach and sensitive to the social and emotional demands that arise in the educational environment, providing for the performance of multiprofessional teams in an integrated way, sharing responsibilities and using standardized instruments for the planning and monitoring of interventions in schools. articulation with the social protection network. By working together, these professionals are able to identify specific difficulties, propose personalized strategies and provide the necessary support for each student to reach their maximum potential, which leads to an improvement in the educational and social development of the learner.

In practice, multiprofessional teams have varied functions, including diagnosing barriers to learning, guiding families, supporting teachers, and creating inclusive strategies. In order for these teams to achieve effectiveness in their results, it is essential that there are public policies that foster their presence in educational institutions, as well as: investments in continuing education and adequate resources for the development of their performances, in addition, the dialogue between professionals and other actors in the school community is essential to strengthen the partnership and ensure that the actions implemented, are contextualized and efficient, standing out as fundamental to complement the work carried out in the school community.

The above reminds us of the importance of using well-defined protocols to guide the work of multiprofessional teams, where it presents clear stages of care, from initial contact and reception, to monitoring and systematization of data. In the case of the State of Tocantins, instruments such as the Family Monitoring Plan (PAF), the Socio-Educational Psycho-Educational Evolution Form and the Educational Referral Form are essential tools to record and monitor cases in a structured and efficient way, contributing to the emphasis of the public policies employed.

Protocols as standardized guidelines that guide the actions of multiprofessional teams in various situations, from cases of learning difficulties to more sensitive issues, such as violence, abuse, school dropout, and mental health, help to identify the needs of each student, establishing clear flows of referral, monitoring, and follow-up of interventions.

For the Regional Nursing Council of Sergipe (2017, p. 1).

The care protocol may provide for evaluation/diagnostic or care/treatment actions, such as the use of educational interventions, treatments with physical means, emotional, social and pharmacological interventions, independent of nursing or shared with other professionals.



By establishing clear procedures for the activation of external services, the protocols help to build a more effective and collaborative performance, especially in situations that exceed the competences of the teams that serve in schools. The protocols also promote articulation between the different professionals involved, ensuring that their actions are integrated and complementary. Another benefit of the inclusion of protocols is the possibility of strengthening the relationship between the school and other sectors of the social protection network, such as health, social assistance and guardianship councils, through well-defined practices, it is possible to prevent and deal with situations of discrimination, bullying or any form of exclusion, ensuring that all students have access to quality education and also contribute to the continuing education of education professionals, providing guidance that supports their pedagogical and school management practices, favoring the promotion of an inclusive and welcoming school environment.

In view of this scenario, the inclusion of service protocols for multiprofessional teams in schools is a fundamental step for structuring and organizing the support offered to students, families and teachers, professional teams have the challenge of meeting the various demands of the school environment, often marked by complexity and the need for an interdisciplinary approach. The importance of this work is also reflected in the transformation that it can promote in the lives of students, specialized and multiprofessional care, when well executed, can help to detect learning difficulties, emotional and social problems, and even health conditions that affect students' school performance early, in addition, it can create a more welcoming environment, in which students feel safer and more supported in their educational journeys.

In the current educational context, technology also plays a crucial role in the implementation and success of service protocols, with the advancement of digital tools in education, protocols can be made available in schools through applications, allowing all professionals involved in care to have easy and quick access to the information and guidelines necessary for quality care. The standardization of the document and availability by digital means does not mean a rigid and inflexible approach, on the contrary, it offers the necessary flexibility for the protocols to be adapted to local specificities, taking into account the individual characteristics of the students and the regional realities.

This digitalization optimizes the management of educational services and enables teams to share information without the need for intermediaries. The use of software also facilitates the recording of each stage of the service, allowing continuous monitoring and evaluation of the progress of each student, which contributes to the continuous improvement of the educational process. The integration of protocols with digital platforms



brings significant benefits to the efficiency of the work of professional teams in different areas and all data and information relevant to each student, regardless of their location or time, can be accessed at any time.

Thus, the protocol becomes a strategic tool for educational management, allowing the approach to be personalized and based on a set of consistent and recognized practices. This ensures that decisions are made based on complete and up-to-date information, facilitating communication between teams and identifying gaps in attendance and implementing adjustments when necessary. In addition, the use of this software allows the protocols to be easily updated, according to new research, methodologies or changes according to the needs of the students. However, the effectiveness of the document will depend on the improvement and practical implementation, with availability through continuing education for the professionals involved and guarantee of adequate resources for the execution of the proposed actions and systematization of data, it also requires the continuous evaluation of the essential practices of multiprofessional care to adjust and improve the document over time.

ANALYSIS OF THE SERVICE PROTOCOL OF THE STATE EDUCATION NETWORK OF TOCANTINS

The State of Tocantins, with its geographic and population diversity, needs school professionals to get directly involved with the reality of students, creating a close bond between the school and the communities, this immersion process ensures that the educational service protocols are more effective, as they are shaped according to the real demands and needs of each region. In this context, the laws pertinent to this approach came with the purpose of improving Teaching-learning. The implementation of the National Policy for Psychosocial Care in School Communities, instituted by Law No. 14,819/2024, brings significant benefits to schools by articulating the areas of education, health, and social assistance, this policy promotes an integrated and multidisciplinary approach to meet the psychosocial needs of students, teachers, school professionals, and families.

The cultural and social diversity of Brazil requires that multiprofessional care is not vulnerable to local particularities, for this, the continuous training of professionals and the articulation between educational and social public policies are fundamental for the evolution of this initiative. The success of this model depends, therefore, on the ability of education professionals and managers to integrate their actions, respect local specificities and, above all, ensure that educational service is not only technical learning, but also deeply humanized, so that students feel welcomed and supported in their life trajectory. This

integration not only guarantees access to psychosocial care, but also strengthens the school environment as a space for promoting mental health, preventing violence, and valuing citizenship and human rights.

This model of multiprofessional care thus seeks innovation in the way education is conceived and executed, and offers a deeper and more humanized understanding of the target audience of public education, such as: students, their families and school units. By bringing together diverse professionals, the education system has the opportunity to work in a more effective and integrated manner, taking into account the multiple needs of students. Another important aspect to be considered is the immersion of educational service protocols, which must be designed according to the students' reality.

The practices already existing in the state education network of TO, involve a service focused on inclusion and respect for diversity, this work addresses the theme in a comprehensive way and promotes the inclusion of cultural, social and individual diversity of students, promoting equity and quality in the educational process. Law No. 13,935/2019 provides a significant advance for public schools of basic education by establishing the obligation of psychology and social work services, thus, the performance of multiprofessional teams aims to promote the improvement of the teaching-learning process, with actions that integrate the school community and strengthen the mediation of social and institutional relations.

According to Law No. 13,935/2019, p.1, § 1, "Multiprofessional teams must develop actions to improve the quality of the teaching-learning process, with the participation of the school community, acting in the mediation of social and institutional relations". This specialized support contributes to identifying and intervening in situations of vulnerability, learning difficulties, conflicts and other challenges that impact school performance and the well-being of students. In addition, the inclusion of these professionals allows the political-pedagogical project of schools to be enriched with a broader and more humanized vision.

The National Common Curricular Base (BRASIL, 2017, p. 11),

[...] establishes essential guidelines for basic education in Brazil, Exercise empathy, dialogue, conflict resolution and cooperation, making oneself respected and promoting respect for others and human rights, welcoming and valuing the diversity of individuals and social groups, their knowledge, identities, cultures and potentialities, without prejudice of any kind.

Thus, promoting a comprehensive education that articulates the development of cognitive skills, socio-emotional and ethical skills, the work of educational multiprofessional teams is indispensable to ensure that the goals set by the BNCC are achieved in an



inclusive and effective way, these teams play a fundamental role in strengthening the educational process.

This paradigm shift seeks not only to look at cognitive issues, but also to understand and deal with the emotional, social, and behavioral aspects of students, aspects that are directly interconnected with their academic performance. After analyzing the document, SEDUC - State of Tocantins - Protocol for the care of multiprofessional teams in specific situations, the model presented meets current standards, including Law 13.935/2019, the National Common Curricular Base (BNCC) and the School Health Program (PSE). The document also contemplates the performance of multiprofessional teams, including psychologists and social workers, in accordance with Law 13,935/19, with the structuring of actions for reception, diagnosis, referral and monitoring of demands and the use of instruments such as the Family Monitoring Plan (PAF), Psycho Socio-Educational Evolution Forms and Educational Referral, which demonstrates the adequacy of the legal requirements for acting in the service.

CONCLUSION

It is concluded that the analyzed document highlights the focus on the development of students' socio-emotional skills and on the interventions proposed by multiprofessional teams, seeks to ensure the integral education of the student, contributing to the full development of cognitive, emotional and social skills, as provided for in the BNCC and reflects the objectives of the PSE, especially with regard to the articulation between health and education to promote the integral well-being of learners. The actions described as socio-emotional monitoring, conflict mediation and articulation with the health network, reinforce the commitment to preventive health and psychosocial support, which are pillars of the PSE.

It is noteworthy that the document is comprehensive and presents clear guidelines, with well-defined technical procedures and service phases, ensuring compliance with legal standards and its attributions. In addition, by standardizing the use of tools and promoting intersectoral articulation, it contributes to the effectiveness of meeting the demands of the school community, strengthening the commitment to inclusion, equity, and student rights. It can be seen that the initial questions in this document are complemented with the strengthening and integral development of students, promoting equality and respect for educational diversity. The educational service protocols also collaborate to create a healthy and welcoming school environment, mediating conflicts, promoting awareness actions and offering emotional support to students, families and teachers.



Finally, it is suggested to implement the document in the network in an interconnected and optimized way through applications and digital technologies, promoting greater efficiency in the care and monitoring of cases. The use of platforms allows the standardized registration of information, such as in the Family Monitoring Plan (PAF), the Socio-Educational Psycho Evolution Form and the Educational Referral Form, these digital tools facilitate the secure storage of data, remote access and continuous monitoring by the teams, promoting agile communication between professionals and articulation with external protection networks. In addition, applications can include notification features for monitoring reminders, sending automated reports and integration with other public services, these solutions make the process more transparent and organized, contributing to the effectiveness of the document and ensuring that the demands of the school community are met with agility and precision.



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