


## THE PEDAGOGICAL PRACTICES IN THE SPECIALIZED EDUCATIONAL SERVICE OF THE MUNICIPAL EDUCATION NETWORK OF GOIÂNIA AND ITS CONTRIBUTION TO THE REGIONAL DEVELOPMENT OF THE MUNICIPALITY

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### ABSTRACT

The present study investigates the pedagogical practices in the Specialized Educational Service offered in the Multifunctional Resource Rooms - SRM in the Municipal Education Network of Goiânia. It aims to understand the importance of this service for Inclusive Education and its collaboration for the improvement of the results of students with Specific Educational Needs – SEN, in schools and for regional development, in Goiânia. This service, in many cases, is the only one that students with SEN receive to stimulate their cognitive development and, thus, it is necessary to know Special Education, Inclusive Education and Specialized Educational Service, understand the organization of the SRM of schools in Goiânia and analyze the efficiency of this service. To this end, a bibliographic and field research was carried out, through the qualitative approach, from the authors Alves-Mazzotti (2002), Lakatos and Marconi (2003), Minayo (2003 and 2012), in which it was verified that the pedagogical practices implemented by the SRM in the municipality of Goiânia, are in line with the legal frameworks, complementing regular education, contributing to the development of students throughout life and, thus, collaborating with regional development.

**Keywords:** Inclusion. Multifunctional Resource Room. Municipal Education Network of Goiânia. Regional development.

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## INTRODUCTION

With the intense debates on Inclusion over the last few years, which began with the Federal Constitution of 1988 and the need to overcome discriminatory practices in relation to people with disabilities or disorders, as established in the document National Policy on Special Education in the Perspective of Inclusive Education - PNEEPEI: "the organization of special schools and classes began to be rethought, implying a structural and cultural change in the school so that all students have their specificities met" (Brasil, 2008, p. 05).

Thus, the Specialized Educational Service - AEE was structured with the objective of supporting the development of students and, mandatorily, must be offered in the education systems in the after-hours of the regular grade, either in the school itself or in specialized centers. That is, it is a complement to regular education, not a substitute (Brasil, 2008), which means that this service is a way of ensuring that the particularities of each student with disabilities are recognized and attended.

In this sense, the Multifunctional Resource Rooms - SRM were created, according to Decree No. 6,571, of September 17, 2008, Art. 3, paragraph 1, are defined as "environments equipped with didactic and pedagogical materials, furniture and equipment intended to offer Specialized Educational Service". The decree also highlights that it is the responsibility of the Ministry of Education (MEC) to provide technical and financial support for actions related to Specialized Educational Service (AEE), such as the implementation of these SRM (Brasil, 2008).

The interest in researching SEA arose from my experience as an education professional in a school that serves the stages of Early Childhood Education and Elementary Education – early years in the municipality of Goiânia. By observing the information in the institution's Pedagogical Political Project – PPP and in the data from the secretariat of this school unit in the years 2017 to 2023, it was noticed that, as this is an annual document, it was possible to verify an increase in the number of children with SEN and, another significant aspect was that the classes with the highest enrollment rate are in the classes entering the unit, Early Childhood Education and the 1st year. This fact led the management team to request the opening of an SRM, and, from the implementation of this environment, a closer contact was established with these students and their families. Thus, questions and anxieties arose that drove the desire to understand this service offered in the Resource Room, offered within the educational units, a place where knowledge is worked from the inclusive conception, in which all students have the "right to education and lifelong learning" (Brasil, 2018), in which those involved benefit from the positive experiences provided by living with differences to favor the teaching process and apprenticeship.

Thus, this study aims to know and analyze the importance of the SEA, offered in the SRM, for the teaching and learning process of children with SEN and how this service contributes to the development of education in the city of Goiânia.

The service offered in the SRM of municipal schools in Goiânia often represents for many families, the only assistance available to stimulate the development and learning of students with SEN. Understanding and valuing this essential contribution to education and regional development in Goiânia is the basis of this work.

In this sense, the research is based on the premise of understanding how and if the absence or deficiency of SEA in SRM can impact the results of students with SEN in the educational context and regional development in Goiânia.

To carry out the research, bibliographic and field research was used, with a qualitative approach, from the point of view of the authors Alves-Mazzotti (2002), Lakatos and Marconi (2003), Minayo (2003 and 2012). There was a search for the legal historical landmarks of the Specialized Educational Service and a documentary survey with the Municipal Department of Education of Goiânia in order to understand the criteria for opening the SRM, the organization of the work of the schools, the pedagogical practices, among other relevant information for the understanding of the object of study in question.

## **METHODOLOGY**

The present study is characterized as documentary, descriptive and field. Methodologically, the research was carried out in three phases. In the first, a documentary survey of the legislation that deals with the subject was carried out. In the second, we sought to know the organization of the SEA, offered in the SRM, based on information available on the website and in the documents of the Municipal Education Network of Goiânia. Finally, we conducted a field research in two SRM to learn about the reality of care.

For data collection, an interview was used with the SRM teachers, at which time the room diary for the months of August to December, Specialized Educational Service Plans – PAEE for students enrolled in the 2nd semester of 2024, reports of articulation with the school and photos of the attendances were obtained. The data were analyzed through qualitative approaches, providing a comprehensive understanding of the information collected.

## **SPECIALIZED EDUCATIONAL SERVICE - AE**

According to Decree No. 6,571, of September 17, 2008, SEA is classified as "a set of activities, accessibility and pedagogical resources institutionally organized, provided in a

complementary or supplementary way to the education of students in the regular public school system" (Brasil, 2008). SEA should also be included in the pedagogical proposal of the educational units, which, together with the partnership of the family and in line with public policies, will guarantee the access and participation of all students with SEN to full inclusion.

In order for this type of education to be effectively implemented, the Union will guarantee technical and financial support to the public educational system as established in Decree No. 6,571, of September 17, 2008, in its Article 1, in order to increase the supply of SEA according to the demand and existing needs. In Article 2 of the same Decree, the following are presented as objectives of the SEA:

- I - to provide conditions of access, participation and learning in regular education to the students referred to in article 1;
- II - to ensure the transversality of special education actions in regular education;
- III - to foster the development of didactic and pedagogical resources that eliminate barriers in the teaching and learning process; and
- IV - to ensure conditions for the continuity of studies at other levels of education (Brasil, 2008).

These objectives demonstrate the Union's commitment to inclusive education, ensuring that special education students have access to mainstream education with the necessary support to develop. In addition, by integrating special education into all stages of education, it seeks to create a more accessible and welcoming school environment. The development of adapted pedagogical resources is also essential to remove barriers and facilitate learning, allowing students to enter, stay and advance in their studies.

According to Madureira (2016), there are several modalities for SEA:

- a) **Special Stimulation Room** - The priority is to promote relaxation, leisure and stimulate the senses, allowing the student to explore, make choices and control the environment. The room enables discovery through individual and collective activities.
- b) **Common Class** - It is the space frequented by all children, of a given cycle, who are enrolled in public schools, including those with or without SEN.
- c) **Special Class** - It is a transitory classroom in the regular school, aimed at teaching students with SEN. Trained teachers use methods, specific pedagogical resources and appropriate materials to meet individual needs.
- d) **Specialized School** - It is an institution specialized in offering psychopedagogical care to students with SEN. In it, adapted curricula, programs and differentiated methods are applied, with the use of specific equipment and teaching materials to promote global development.

- e) **Pedagogical Workshop** - The room is a space for real development, expressed in autonomous problem solving, and for potential, promoted with adult support and interaction with more skilled colleagues.
- f) **Hospital Class** - The hospital class offers school education to students unable to attend school due to health treatment, with hospitalization or outpatient care.
- g) **Home Care** - Home care provides school education to students undergoing health care who need to remain at home.
- h) **Itinerant Teacher** - The itinerant teacher, specialized in Special Education, periodically visits the school to support the student with SEN and guide the class teacher.
- i) **Resource Room** - The resource room, installed in regular schools, is equipped with specific pedagogical materials and has specialized teachers to work directly with students with SEN.
- j) **Computer Lab** - The computer lab, equipped with computers and accessible resources, carries out activities with students with SEN using age-appropriate educational programs.
- k) **Pedagogical Support Center** - It is an institution that offers assessment, stimulation, schooling and preparation for work, with interdisciplinary support and specific didactic resources.
- l) **Multimedia Resource Room** - It is a school environment intended for the SEA of students with SEN, equipped with furniture, teaching materials and multimedia resources to stimulate skills such as attention, memory, perception and imagination.

The diversity of spaces for SEA contributes to ensuring the access, permanence and development of students with SEN in the education system. These environments, adapted to the different needs of students, enable a more inclusive, equitable and personalized education, respecting the particularities of each subject. In addition, it offers support to both students and teachers, promoting safe pedagogical practices, favoring the construction of a welcoming school environment. Thus, the existence of these SEA modalities and the quality of service contribute to overcoming barriers in learning and guaranteeing the right to education.

However, for the present study, only the Multifunctional Resource Room is addressed, since the legislation validates the support offered in the SEA as important and necessary for the construction of the knowledge base, ensuring the necessary conditions

for the student to develop within his singularity, eliminating barriers and providing the continuation of the teaching and learning process.

The Law of Guidelines and Bases of National Education – LDB n. 9394, of December 20, 1996, in Chapter V, presents the definition of special education:

Article 58. For the purposes of this Law, special education is understood to be the modality of school education offered preferably in the regular school system, for students with disabilities, global developmental disorders and high abilities or giftedness ([Text given by Law No. 13,632, of 2018](#)).

Paragraph 1 - There will be, when necessary, specialized support services in the regular school to meet the peculiarities of the special education clientele (Brasil, 1996).

Thus, Special Education is understood as a teaching modality and SRM as a necessary service, "of a pedagogical nature, conducted by a specialized teacher, which supplements (in the case of gifted students) and complements (for other students) the educational service provided in regular classes of the regular school system" (Madureira, 2016, p. 31). This space plays an important role in the inclusion process, as it offers specialized support that aims to meet the specific needs of students with SEN, providing an education adapted to the particularities of each student.

However, according to the 2008 PNEEPEI, for the inclusion process to truly occur in the school space, the continued training of the entire school team, SEA teachers, managers and other educational servers is crucial, in order to ensure that professionals are prepared to welcome and serve students in their specificities.

According to the LDB and other normative documents such as the PNEEPEI of 2008, Decree No. 6,571, of September 17, 2008 and the Operational Guidelines Resolution No. 4, of October 2, 2009, the target audience of the SEA are students "with disabilities, global developmental disorders and high abilities/giftedness" (Brasil, 1996). The Guidance Manual of the Program for the Implementation of Multifunctional Resource Rooms of the Ministry of Education (2010) details the definition of the groups served by the SEA as follows:

- Students with disabilities - those who have long-term physical, intellectual, mental or sensory impairments, which, in interaction with various barriers, may have obstructed their full and effective participation in school and society;
- Students with global developmental disorders - those who present a picture of alterations in neuropsychomotor development, impairment in social relationships, communication or motor stereotypies. This definition includes students with autism, autism spectrum syndromes, childhood psychosis;
- Students with high abilities or giftedness - those who have a high potential and great involvement with the areas of human knowledge, isolated or combined: intellectual, academic, leadership, psychomotor, arts and creativity (Brasil, 2010, p. 7).

Thus, the regulations established by the LDB and other legal documents are essential to direct the offer of SEA in schools, by defining the target audience and its specificities, these guidelines seek to ensure not only the access, but also the permanence of these students in regular education.

According to the Guidance Manual of the Program for the Implementation of Multifunctional Resource Rooms of the Ministry of Education (MEC) (Brasil, 2010, p. 3), "the implementation of Multifunctional Resource Rooms in the regular schools of the public school system meets the historical need of Brazilian education" to promote school inclusion and guarantee specialized educational assistance to students who need this support.

Thus, Decree No. 7,611, of November 17, 2011, establishes that it is the duty of the State with the education of public people in special education, to guarantee an inclusive educational system, without differentiation, respecting equal rights and opportunities, ensuring their permanence and continuity in education at all educational levels. Article 2 of the aforementioned Decree determines that "special education must guarantee specialized support services aimed at eliminating barriers that may obstruct the schooling process of students", in other words, it must offer the necessary support so that they have guaranteed access, participation and receive a facilitating and transformative education.

In order for such barriers (whether urban, architectural, transportation, communications, attitudinal and technological) to be broken, it is necessary to create actions that benefit the process of inclusion of people with disabilities in society, and in school, with actions that favor the teaching and learning process of students with SEN, which, also according to Decree No. 7,611, of November 17, 2011, would be: the improvement of the SEAs in operation, the opening of more SRM, the adaptation of educational buildings and the production and distribution of accessible materials/resources.

According to the exposed legislation, which ensures that all students receive stimulation and improve their skills, it is necessary that these resource rooms are equipped with varied materials, in order to achieve effective results. In this way, the multifunctional resource room is understood as spaces with the offer of playful activities, pedagogical games, music, etc., which favor the development of sound, sensory, and tactile capacities, in order to expand the perception of the world around them (Madureira, 2016).

It is also important to highlight that it is the role of the SRM to offer SEA both to students from the educational unit itself and to those from nearby schools, being able to serve them individually or in small groups, in the after-hours of regular education (Madureira, 2016). This service must be planned according to the specific needs of each

student, ensuring resources, strategies and adaptations that favor their learning and participation in the school context.

In this sense, the current norms presented seek to provide an educational environment in which students can live together, learn together and develop, regardless of their specificities, in an environment that values difference, in order to promote equity, taking into account that people are different and have specific needs, respecting the right of all to provide an inclusive educational system.

#### **4 THE ORGANIZATION OF EDUCATIONAL SERVICES IN THE SRM OF GOIÂNIA**

According to information collected on the website of the Municipal Department of Education – SME of Goiânia, in the organizational structure there is the Management of Inclusion, Diversity and Citizenship – GERINC, subordinated to the Pedagogical Board, which has, among its various competencies:

- I – to prepare, implement and evaluate the SME's inclusion policy, proposing guidelines, plans and projects aimed at inclusion, diversity and citizenship, with the objective of guaranteeing all students equal rights, learning, access and permanence in educational institutions, considering their needs and specificities;
- II – to guide the directors of educational institutions and other technical-administrative and pedagogical units of the SME for the implementation of legislation related to inclusion, diversity, environment, youth, women, the elderly and the rights of children and adolescents;
- III – to promote educational studies and research for the implementation of educational actions in the Municipal Department of Education, aimed at inclusion, diversity and citizenship (Goiânia, 2024).

These skills demonstrate SME's commitment to ensuring a more inclusive and equitable education, aligning pedagogical and administrative practices to the needs of all students, especially those with SEN.

It is worth mentioning that the SME, through the Management of Inclusion, Diversity and Citizenship – GERINC, prepared the document "*Guidelines for Inclusive Actions of the Municipal Network of Goiânia*", with the objective of operationalizing inclusive actions, in the areas of special education, bilingual education for the deaf, education for diversity and citizenship" (Goiânia, 2024, p. 7). According to the aforementioned document, hereinafter referred to as Guidelines (Goiânia, 2024), the SME uses the legislation and guidelines of the MEC regarding inclusive education in order to implement a Special Education proposal that leads common education to meet differences, eliminating barriers in learning and ensuring the permanence of students in the educational environment.

For SME (Goiânia, 2024), Inclusive Education represents a process of change in the theoretical and practical conceptions of Special Education and, for the school to become inclusive, it must train its teachers and management team, in addition to reevaluating the



forms of interaction between all the groups involved. It is also necessary to update the structure, organization, political-pedagogical project, teaching materials, teaching methodologies and strategies, as well as evaluation practices. In this sense, to welcome all students, the school needs to transform its objectives, offering adapted teaching that promotes development and inclusion.

The Municipal Network of Goiânia is divided into 05 (five) regions, which are the Regional Coordinators – CRE's. These have a Multidisciplinary Team that supports the educational units in the necessary referrals to students who present a medical report/report and/or difficulties in the learning and development process.

With regard to the training of professionals who make up the Multidisciplinary Teams, the Brazilian Inclusion Law, Law No. 13,146/2015, in Article 2, paragraph 1, establishes that the assessment of disability, when necessary, must be biopsychosocial, carried out by a multiprofessional and interdisciplinary team, which must consider:

- I - the impediments in the functions and structures of the body;
  - II - socio-environmental, psychological and personal factors;
  - III - the limitation in the performance of activities; and
  - IV - the restriction of participation.
- Paragraph 2 - The Executive Branch shall create instruments for the assessment of disability (Brasil, 2015).

Regarding this document, the training of the professionals who make up the Multidisciplinary Team must be specific, composed of at least 04 (four) education professionals who are part of the effective staff of the SME. According to the Guidelines (Goiânia, 2024), the professionals are distributed in the following axes:

- Psychomotor:** One (01) PE-II Physical Education, preferably with a specialization in psychomotricity.
- Cognitive:** One (01) PE-II degree in any area of knowledge and, preferably, with complementary training in psychology and/or area of human development/behavior.
- Language:** Two (02) PE-II graduates in any area of knowledge and with specialization in psychopedagogy, or 01 (one) graduate with specialization in psychopedagogy and 01 (one) graduate with complementary training in speech therapy and/or language area. (Goiânia, 2024)

About **psychomotricity**, Vitor da Fonseca (2010) conceptualizes it as a transdisciplinary field that investigates the interactions and reciprocal influences between the psyche, the body and motor skills, integrated into the singular and constantly evolving personality of the human being. In this sense, the author highlights that psychomotricity goes beyond motor development, encompassing emotional, cognitive, and social dimensions that directly impact the construction of identity and learning processes. By recognizing the interdependence between body and mind, this approach becomes essential

in education and rehabilitation, promoting strategies for the overall development of the individual.

As for the **cognitive** area, Vygotsky (1994) states that cognitive development is influenced by social and cultural interactions. For him, cognitive development does not occur in isolation, but is mediated by cultural tools, such as language, as well as by relationships with other people. For the author, learning and thinking are built from these interactions, and cognitive development is a process that depends on a constant exchange between the individual and the social context in which he or she is inserted.

Ferreiro and Teberosky (1984), in their constructivist theory, highlight that language development is mediated by social and cultural interactions, being a construction that occurs in the specific context of the child, with the mediation of the social and cultural environment around him. In the case of students with SEN, they may face additional challenges in the learning process, requiring adaptations in the teaching environment, specific strategies and greater support to develop their language skills.

As for the school, the Guidelines (Goiânia, 2024) state that it has the function of receiving the student in the unit, observing him for a period of 15 days, assessing his abilities, needs and difficulties. If significant difficulties are identified, the student may be referred for a pedagogical evaluation, which is carried out by the CRE Multidisciplinary Team to which the educational unit is linked.

The referral made by the school consists of a report prepared by the unit in a standard model, the authorization term signed by those responsible, attaching the report to the medical reports/reports when there are and sent digitally to the CRE, which leads to the Multidisciplinary Team to proceed with the evaluation. Thus, the Team in possession of the forwarding document, by appointment, goes to the unit for the observation and evaluation of the student, from:

[...] analysis of their production (reading, writing, and logical reasoning) and their school material, the psychomotor, language, cognitive aspects, dialogue with coordinators and teachers, observation of the educational context, and, if necessary, interviews with parents and/or guardians (Goiânia, 2024, p. 15).

In case of a demand for Specialized Care, an opinion is sent to the CRE, validating the need for the SEA and leading the student to the service, which can occur: at the Municipal Center for Support to Inclusion – CMAI, in the existing SRM in the Municipal Centers for Early Childhood Education – CMEI's and Schools of the Municipal Network, in the Specialized Educational Service Centers – CAEE associated with the SME, these are: a) Association of Parents and Friends of the Exceptional - APAE, b) Renascer Specialized

Care Center - CAE Renascer, c) Center for Guidance, Rehabilitation and Assistance to Encephalopathic - CORAE, d) Support Center for the Visually Impaired - NAP (Goiânia, 2024).

Regarding the opening of SRM in educational units, according to the Guidelines (Goiânia, 2024):

After the evaluation of the Multidisciplinary Team or GERINC, upon manifest and proven demand from children/students who are the target audience of the AEE, and verified the availability of physical space, furniture and pedagogical resources in the institution, the director will make the request with all this information, via letter, to CRE, with a copy to GERINC (Goiânia, 2024).

The Multidisciplinary Team surveys the demand of children in the educational unit that has space for the SRM and in the neighboring schools, through the referrals made by the educational units, which allows the proof of the existence of demand (there is no specific number) of students with a medical report or report indicating the need for the SEA. After this evaluation, the director of the educational unit will send a letter with this information to the CRE, with a copy to GERINC, so that the procedures for the opening of the SRM can be organized (Goiânia, 2024).

Each SME student enrolled in the SEA must have "prepared by the teachers, under the guidance of the pedagogical coordinator, Pedagogical Support, Multidisciplinary Team and SEA teachers, the Individualized Educational Plan – PEI" in order to direct the effectiveness of the pedagogical work in the educational unit (Goiânia, 2024, p. 15). According to the Guidelines (Goiânia, 2024):

The IEP instrument for students with SEN contains topics that aim to direct the work after recognizing the specificities and collecting data about the student. The Plan should be prepared according to the research and studies carried out by the teachers, considering the difficulties, skills and specific needs of the student, in order to propose methodologies for curricular differentiation, resources, adaptations and accessibility strategies for pedagogical intervention (Goiânia, 2024, p. 49).

In this way, the PEI aims to ensure that each student with SEN receives individualized and inclusive educational care, ensuring that their needs are met effectively and promoting their integral development, both academic and social. This **plan** aims to guide pedagogical actions for students with SEN, promoting learning through differentiated methodologies, ensuring continuous and procedural evaluation, as well as prioritizing the registration of the process, evidencing the pedagogical practices carried out and the results obtained (Goiânia, 2024).

## STAFFING OF THE PROFESSIONAL AT SEM

The professional to be assigned to the SRM in the municipality of Goiânia, must be part of the effective staff of the Network, have the position of Education Professional II, with a degree in any area of knowledge (Pedagogy, Physical Education, Art, Mathematics, Portuguese Language, English Language, Biological Sciences, Geography or History), with specialization in Special Education/Specialized Educational Service with a workload of 360 hours (Goiânia, 2024).

Also, following the criteria of the Guidelines (Goiânia, 2024), the teacher can apply for the AEE vacancy and go through a selection, with analysis of *the Lattes Curriculum* and interview with GERINC orally and in writing. In case of approval, the Management will provide a favorable opinion on the allocation of the server, forwarding it to the People Management, through the availability to fulfill 60 hours per week of effective work in the AEE.

The Guidelines (Goiânia, 2024) establish as the role of the teacher assigned to the SRM:

[...] organize the work to be developed, articulate with the teachers of common education and guide the Educational Units. It also has the attribution of attending, planning, articulating and elaborating accessibility resources individually, according to the specificities of each child/student. Perform, when applicable, on-site care for children/students with Autism Spectrum Disorder on the days of service. As well as, meeting the needs of children/students with signs of High Abilities/Giftedness (Goiânia, 2024, p.19).

The work of the SEA teacher will be guided by the Specialized Educational Service Plan - PAEE, which should include objectives defined from the case study carried out by the teacher himself, through the evaluation of the student and according to the needs of adjustments for the development of the pedagogical work, with indication of specific actions for the service in the following areas: according to the Guidelines (Goiânia, 2024):

- **Communication and Assistive Technology - AT:** Includes the development of resources and guidelines related to AT, pedagogical accessibility, Augmentative and/or Alternative Communication, Autonomous and Social Life Activities - VLEs, social and adaptive skills, in addition to communicative possibilities. The adaptation of strategies must be carried out according to specific needs.
- **Cognitive Development Area:** Develop resources and guidelines for curricular differentiation and the development of academic, intellectual and executive skills. The objective is to adapt strategies for the development of higher mental functions,

such as attention, abstraction, generalization, perception, language, creativity, memory, concentration, logical reasoning, among others.

- **Psychomotor:** Develop resources and instructions on issues such as orientation and mobility, postural adequacy, spatio-temporal perception, motor coordination skills, development of schema and body image.

According to the Technical Aids Committee (CAT), on December 14, 2007, the Brazilian concept of Assistive Technology is defined as:

an area of knowledge, with an interdisciplinary characteristic, which encompasses products, resources, methodologies, strategies, practices and services that aim to promote the functionality, related to the activity and participation, of people with disabilities, disabilities or reduced mobility, involving their autonomy, independence, quality of life and social inclusion (Brasil - SDHPR. – Comit  de Ajudas T cnicas – ATA VII) (in Bersch, 2017, p.4).

This definition highlights the importance of AT as an essential instrument for guaranteeing rights and promoting equity, enabling the active participation of people with disabilities in different social, educational and professional contexts. AT, when incorporated into SEA practices, enables the adaptation of materials, alternative and augmentative communication, access to accessible digital resources, and the development of pedagogical strategies that meet the individual needs of students.

Based on Vygotsky's (1994) theory of cognitive development, the strategies of curricular division for the development of higher mental functions, such as attention, memory, logical reasoning and abstraction, are aligned with the idea of the Zone of Proximal Development (ZPD). ZPD is a concept created by Vygotsky to explain that learning occurs more effectively when someone helps to perform a task that cannot yet be done alone. In the context of Special Education, these strategies are fundamental for SEA, because, through the mediation of specialized professionals, the student's autonomy and independence are stimulated, promoting their development.

Regarding psychomotor activities, Fonseca (2010) states that:

Educational or rehabilitation intervention mediated by psychomotricity should aim to facilitate the awareness of the body and its different parts in space and time, focusing on the decentralization and flexibility of the relationships between positions and points of reference, highlighting the psychic functions of attention, perception, image, memory, of simultaneous and sequential processing of internal and external data, of symbolization, of aesthetic and artistic expressiveness (Fonseca, 2010, p. 08).

This process, in addition to facilitating learning, seeks a profound transformation in the way the individual perceives and interacts with the world around him, aligning himself with the understanding that the intervention must act on the psychic core, centering on mental and representational capacities. In this way, psychomotricity becomes a tool not only for motor development, but also for enriching the symbolic dimension, it is not only about improving movement or motor skills, but about promoting a change in the way they understand and interact with the world, going beyond the simple improvement of movement or motor skills.

## AUDIENCE, TIME AND FORMAT OF THE SEA'S SERVICE

In the same way as the current legislation, the Goiânia Guidelines (2024) establish that the public of the Specialized Educational Service (AEE) are students enrolled in all levels, stages and modalities of education who have "Intellectual, Physical, Visual, Auditory, Multiple Disabilities, Deafblindness, Pervasive Developmental Disorders (including Neurodevelopmental Disorders - ASD) or High Abilities/Giftedness" (Goiânia, 2024, p. 15). These students will have SEA as an essential part of their educational process, ensuring that their needs are met in an individualized and appropriate way, promoting inclusion and equity in the school environment.

For students who do not present a Medical Report or Report, but who demonstrate characteristics that meet the profile of the specific public indicated for the SEA, the referral should occur normally, and the initial evaluation will be carried out by the reference teacher, under the guidance of the coordinator and pedagogical support, in order to verify the difficulties, skills, potentialities and specific needs for the completion of the Referral Report. Then send it to the CRE so that the Multidisciplinary Team can evaluate the student and proceed with the referrals, according to Technical Note No. 04, of 2014/MEC/SECADI/DPEE (Goiânia, 2024).

According to the Guidelines (Goiânia, 2024), each Multifunctional Resource Room (SRM) will serve up to 30 students, whether from the school itself or from nearby schools, with two weekly appointments of 45 to 50 minutes for each student, held on Mondays and Wednesdays or on Tuesdays and Thursdays, in the after-hours. This service can be individual or in groups of up to four students, and can be adjusted according to the specific needs of each student.

Therefore,

[...] All students targeted by special education must be enrolled in regular classes, in one of the stages, levels or modality of basic education, and the Specialized

Educational Service (SES) is offered in the opposite shift to regular education. The multifunctional resource rooms fulfill the purpose of organizing spaces, in the regular school itself, equipped with equipment, accessibility resources and pedagogical materials that help to promote schooling, eliminating barriers that prevent the full participation of students who are the target audience of special education, with autonomy and independence, in the educational and social environment (Brasil, 2010, p. 06).

SEA takes place after school hours mainly to ensure that students with disabilities or other specific educational needs receive the necessary support for the development of regular curricular activities. By taking place in the after-hours, SEA allows the student to participate in regular classes without compromising their training. This ensures that they have access to the contents and activities of ordinary education while also receiving specialized support.

## GUIDELINES FOR THE SEA IN THE SRM OF GOIÂNIA

The Guidelines (Goiânia, 2024), bring important guidelines for the Service offered in SRM, such as:

- The SEA must be integrated into the Political-Pedagogical Project of the Educational Units;
- If there are six unjustified absences, the student will be disconnected from the AEE, giving the place to another child who also needs the service and is on the waiting list.
- Students who have low attendance in regular education will not be able to participate in the SEA, since its main objective is to complement or supplement the education offered in it.
- Fridays will be reserved for the SEA teacher to carry out planning, case study, articulation, monitoring of the Educational Units and professional training.
- The SRM teacher must prepare, fill out and file specific instruments, according to the periodicity established by GERINC, including: Authorization for Attendance (annually), Image Use Authorization Term (annually), Attendance Statement (semiannually), Specialized Educational Service Plan - PAEE (semiannually), SRM Data Survey Worksheet (monthly), Attendance Form/Diary (daily), Articulation and Monitoring Schedule to the Educational Units (monthly) and AEE/Common Education Attendance Report (according to the follow-ups carried out). The data of students enrolled in the SRM must be recorded in the SRM Data Collection Worksheet, available via drive, until the fifth business day of the month.
- The Multidisciplinary Teams must monitor the activities carried out by the SEA in the SRM, guide and support the teachers, as well as ensure compliance with the rules of

organization and operation. This collaborative work is essential to ensure the quality of care and promote the development of students.

## ARTICULATION OF THE SRM TEACHER WITH THE SCHOOL AND FEEDBACK TO THOSE RESPONSIBLE

According to the Guidelines (Goiânia, 2024), the SEA teacher in the SRM receives the child/student's referral documentation (Referral Report, Authorization Term, Multidisciplinary Team Opinion, medical reports or reports, if any) from the Multidisciplinary Teams. Then, he will contact the legal guardians, organizing the service hours, articulating with the teachers of the common education and preparing the PAEE, which will be the guide of the service.

The case study and objectives of the PAEE, according to the Guidelines (Goiânia, 2024), should be adjusted between three and four weeks after referral, as each student has specific needs that may change over time. A continuous evaluation allows for adequate strategies, methodologies and resources used in the SEA, ensuring a more effective service. The reorganization of the PAEE occurs based on the results of these evaluations, which makes it possible to verify whether the strategies employed are promoting the development of this feedback process, which is essential to ensure that the service remains aligned with the individual needs of the student.

Regular articulations with regular school teachers should take place: weekly for cases of Autism Spectrum Disorder - ASD and, at least, monthly for other cases. The field of Evaluation of Results must be structured by the end of each semester of service, defining the continuity or not of the services per semester.

Guidance to legal guardians can be carried out throughout the academic semester, during student office hours, whenever necessary. In the months of June and December, the Week of Articulation with the legal guardians can be organized, with the objective of finalizing the preparation of the PAEE, offering the last guidelines and passing on information about the end of the semester (Goiânia, 2024).

## ON-SITE ASSISTANCE FOR STUDENTS WITH ASD

The Guidelines (Goiânia, 2024) has a topic that deals exclusively with SEA for students with ASD. There is a possibility that *on-site* service will occur weekly only for students with ASD who have greater impairment in social interaction, difficulties in adapting and balance in the educational environment. When the student demonstrates inflexibility to accept new living spaces and/or there is a lack of verbal communication, it becomes



necessary to opt for the on-site SES, in which the teacher responsible for the service travels weekly to the Educational Unit (Goiânia, 2024).

According to the Guidelines (Goiânia, 2024), the SEA should be evaluated in accordance with the specific characteristics and conditions of the student with ASD. When forwarded, this evaluation will be carried out by the SRM professor, with the objective of determining the most appropriate format for the service, which can occur from the student's attendance at the SRM, or even with the SRM professor's visit *in loco*.

Thus, according to the Guidelines (Goiânia, 2024) the needs of children/students with ASD require organization in the school routine. In this *on-site service*, the AEE teacher will assist in the creation of accessibility resources and in the systematization of the routine, according to the specificities of each student. This *on-site service* expresses the proposition of partnership with the pedagogical team that serves the student and their legal guardians, promoting the development of the intervention proposal and the actions to be worked on.

## **PEDAGOGICAL PRACTICE IN THE SRM OF GOIÂNIA**

According to Franco, "a class or an educational meeting will become a pedagogical practice when it is organized around intentionalities, as well as in the construction of practices that give meaning to intentionalities" (2016, p. 536). In this context, SEA is configured as an intentional pedagogical practice to ensure pedagogical accessibility, offering resources and strategies that eliminate barriers and promote the development of the students' learning process.

The field research consisted of a visit to two schools of the Municipal Network of Goiânia, in both, it was possible to get to know the spaces of the SRM, the pedagogical materials available, the documents that make up the records of the rooms (diary, PAEE, report of articulation with the school, photos), as well as to meet the SEA teacher and understand her practice.

To preserve the identity of the schools and ensure confidentiality, School 1 and School 2 were used to refer to the institutions in this work.

The SRM of School 1 is large, has in its environment, a table with an office chair and a computer for the teacher; a *notebook*, a cabinet to store pedagogical materials, a square table with chairs for activities with students, three individual tables with chairs for children and family care; in the room there is also a mirror, pedagogical mat and a whiteboard. SRM has 30 frequent students and 07 on the waiting list.

The teacher of School 1 showed great satisfaction with her work, has a degree in Pedagogy and Specialization in SEA. She reported that no resources arrived for the SRM in

the years 2023/2024 and as a consequence, many materials were produced by her, and others purchased with her own resources in order to favor better development of her students. She explains that "SEA is not for schooling, nor for reinforcement, many people do not understand this" (SRM School Teacher 1). He says that in his practice, "he seeks to offer pedagogical accessibility, he tries to observe and see where to intervene to help the teacher in the classroom".

As for the document that guides the work of the AEE, the PAEE, the professor presented the forms for the second semester of 2024 and informed that there is no standard model in the SME, but through dialogue with other SRM professionals at the SME they said that they carry out the registration in a similar way.

The PAEE presented has a header with the identification of the SME and the educational unit, it has the student's identification data field, consisting of full name, date of birth, data of the school in which he is enrolled, class, shift and name of the teacher. The following is the topic Case Study, the place designated for recording the data of the medical report or report, as well as the student's difficulties.

Then come the objectives listed to be worked on in the semester; the organization of the service with days and times; activities to be developed in the service; the selection of materials/resources to be produced and/or suitable for the student and also the materials and equipment that need to be acquired. Next, there are types of partnerships necessary to improve the results of the service; which people will receive guidance from the SEA teacher; evaluation of results; restructure of the plan for the next semester, ending with the date and signature of the SEA teacher.

It was observed in the PAEE's a constancy in the objectives, for students under 4 to 6 years old, there are only 3 procedural objectives, for older students, there are 4 to 5 objectives for students from 07 to 10 years old. The objectives in the PAEE refer to procedural objectives such as: emotional and behavioral regulation; interaction and socialization; expansion or improvement of communication; sensory and motor stimulation; development of autonomy; school skills, among others. The professor explains that "the objectives are few, but focused on giving results". The expected results are directly related to the development of skills and the autonomy of the students served by the SEA. As the goals are short but well-targeted, they are expected to deliver concrete and significant advances.

By analyzing the classroom diary, activities related to the Communication and AT Areas, Cognitive Development Area and Psychomotor Area were visualized. It is noted that they usually address two areas during each class.

In order to exemplify, we have Figure 1, which illustrates an activity in the cognitive area, such as the recognition of the movable alphabet, the sound of the letters, the identification of the letter of its name and the formation of words, among other possibilities, depending on the intentionality. This activity reflects the proposal of Vygotsky (1994), who believes that learning is more effective when the student is challenged within his ZPD. That is, by being encouraged to perform tasks that he cannot do alone, but with the mediation of the educator, the student can advance in his learning. Thus, the teacher's intentionality in planned activities that respect the student's ZPD contributes to cognitive development and to the achievement of new learning.

Figure 1



Figure 2 shows an activity using the Cognitive and Psychomotor Areas, in which the student needs to analyze the instruction sheet and organize it according to sequence and color, stimulating reasoning and motor coordination. This activity reflects what Fonseca (2010) proposes, when he highlights the importance of psychomotricity in the development of body awareness and psychic functions, such as perception, attention and memory. By performing this task, the student is challenged to integrate their cognitive and motor skills, promoting descent and flexibility in the relationships between positions and reference points, which favors the construction of new connections and the improvement of the simultaneous and sequential processing of internal and external data, as emphasized by Fonseca.

Figure 2



Figure 3 shows an activity that involves the areas of Communication and Assistive Technology and the cognitive area. The exercise uses an adapted board, a feature that

offers adequate height and inclination to ensure the student's comfort during the task, being especially useful for students with low vision. This practice is in line with Bersch's (2017) concept, which highlights the role of Assistive Technology in the adaptation of pedagogical resources to promote functionality and the effective participation of students in the teaching-learning process. In the context of SEA, the use of these instruments aims to eliminate barriers to learning, ensuring that all students - regardless of their specificities - can develop their academic and social potential in conditions of equity. In this way, the exemplified activity not only facilitates access to knowledge, but also strengthens the self-esteem and full inclusion of these students in the school environment.

Figure 3

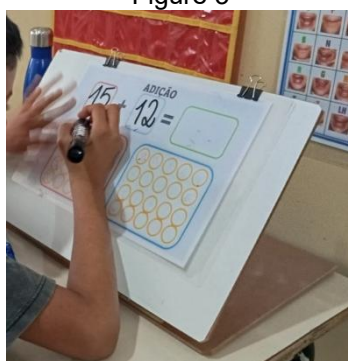


Figure 4 shows an activity during a group consultation, where the involvement of the Cognitive and Psychomotor Areas is observed. The teacher built a game using recyclable materials, such as cardboard and caps. A board was built to work on mathematical operations, providing a differentiated activity, which aims to promote learning. It is observed that this approach is aligned with Vygotsky's theory (1994), which highlights the importance of mediation in the learning process. Reinforcing that learning happens more effectively when the student is closely monitored by an adult or a more experienced colleague, allowing the development of higher mental functions within the ZPD. In this activity, a rich learning environment is created, in which the student is constantly encouraged to overcome challenges with the support of the teacher or a colleague.

Figure 4



The SRM of **School 2** has 2 tables with chairs, two computers, a *notebook*, 2 tablets, a speaker, a square table with 3 chairs for student use; it also has a printer and 1 notebook for the teacher's use; it has 2 shelves to store pedagogical materials, a whiteboard, a pedagogical mat and air conditioning. SRM has 28 students enrolled and a waiting list of 6 students.

The teacher has a degree in Pedagogy and Psychology, has been working with SEA at SME for over 10 years. It reports that SRM received funds from the federal government at the end of 2023, which provided for the acquisition of new computers, *tablets*, a *notebook* and several pedagogical and educational games in 2024.

Likewise, access to the PAEE, the classroom diary, the reports of articulation with the schools and photos were made available. All documents have a structure similar to School 1, with only a few actions recorded in the diary on a daily basis, as is the case of the routine, which according to the document contains: "Welcome, locating in time and space (day of the week, month, year and city that we are)" in an initial way for all attendances. There is also a number of goals around 4 to 5 per student. The teacher explains that "the process of children with SEN occurs more slowly, that it is common to stipulate a smaller number of objectives, but that as the PAEE needs constant review, as soon as one objective is achieved, another is stipulated, always with the purpose of offering support for the student's development, helping their learning in the classroom" (SRM School Teacher 2).

When observing Figure 5, an activity with the Psychomotor and Cognitive Areas can be perceived. According to the teacher, "by stimulating laterality, it promotes the improvement of fine and gross motor skills, as well as their balance. In addition, laterality activities contribute to the development of language, logical reasoning and visual perception."

According to Negrine (1986, p. 29), "The awareness of laterality and discrimination of right and left will help to perceive the movements of the body in space and time". The understanding and development of laterality are fundamental for carrying out everyday activities, such as writing, manipulating objects and coordinating more complex movements. In addition, this ability influences spatial orientation and body organization, directly reflecting on the child's academic and motor performance. Therefore, stimulating laterality through pedagogical and psychomotor practices contributes to a more balanced and functional development, favoring autonomy and interaction with the environment.

Figure 5



Figure 6 is presented as an activity of the Cognitive Area, a game is observed that stimulates through the image the association of drawings, the recognition of letters, syllables and words, as well as stimulates concentration, attention and creativity, a process that favors the acquisition of alphabetic writing.

For Kishimoto (2010):

When playing, the child experiences the power to explore the world of objects, people, nature and culture, to understand and express it through different languages. But it is in the plane of imagination that playing stands out for the mobilization of meanings (Kishimoto, 2010, p.01)

This type of playful activity reinforces the importance of play in child development, because, in addition to providing pleasurable moments, it contributes to meaningful learning. The toy allows the child to explore different forms of expression and knowledge, integrating cognitive, psychomotor and communication aspects. Thus, by engaging in games and challenges that stimulate visual perception, motor progression and symbolic thinking, the child gradually appropriates the writing system, making learning more pleasurable.

Figure 6



Figures 7 and 8 refer to the same service, involving the Cognitive and Psychomotor areas. Exercise with modeling clay is essential for child development, stimulating motor skills, concentration, creativity and imagination. According to Kishimoto (2010), materials such as playdough and clay favor the development of the aesthetic sense and offer opportunities to explore shapes, textures and elements. Repetition and experimentation help children improve their motor skills, develop logical thinking, and understand cause-and-effect relationships, making play essential for learning.

Figure 7



Figure 8



In the item evaluation of the PAEE's, in both units, it is possible to observe in the vast majority observations of students' progress and some recommendations to continue with the SEA. In some cases, there are guidelines for them to seek other specialists in order to further assist in the student's development. Thus, when analyzing the pedagogical practices demonstrated by the two SRM, intentionality, effectiveness and adequacy of the practices to the needs of the students are perceived. It is observed that the objectives stipulated in the

PAEE are aligned with individual needs and there is coherence with the principles of inclusive education and what is established for the SEA.

The strategies used demonstrate innovation, by integrating the use of recyclable materials in the construction of pedagogical activities, as well as in adaptation and accessibility, meeting the specific needs of students. It is an approach that allows the creation of personalized resources, promoting inclusion and the development of motor, cognitive and social skills, while stimulating environmental awareness, interaction and creativity in students.

Both SRM have similarities and equally positive results. However, the resource that reached one unit was not made available to the other, demonstrating that the government still faces challenges in the equitable distribution of resources and in meeting the specific demands of each school. This highlights the need for more efficient and adequate management, which considers the particularities of each context and ensures equal conditions for all institutions, strengthening education and inclusion.

Also in the analysis of the PAEE, in the item Evaluation of Results, it is observed that the teacher of School 1 was careful to divide the evaluation into three parts. First the SEA evaluation, then the school's, then the family's. It is noted that in all the documents analyzed, School 1 and School 2, only a total of 2 children did not present the expected growth according to the objectives, needing to continue with the objectives established in the SEA and requesting assistance from other specialists. With regard to learning, several expressions can be noted such as: from the SEA of School 1 "it advanced in a remarkable way"; "made important progress"; of the SEA of School 2 "developed very well"; the school teacher "is successfully participating in the activities"; "The mother is very happy with the advances". All the work carried out by the SRM demonstrates that it is in line with the SEA proposal, as we perceive the recognition by those involved, whether through reports from teachers and family members, or through the advances observed in the students' performance. These aspects confirm the effectiveness of the care offered, aligning with the guidelines of the PNEEPEI (2008) and reinforcing the importance of continuity.

## **EDUCATION AND REGIONAL DEVELOPMENT**

According to Borges and Bernartt (2024), the school, throughout history, has established itself as the main space for carrying out intentional educational processes. This implies that it is recognized as the central place for the development of planned and structured pedagogical practices, aimed at the integral formation of individuals. In addition, the school is a privileged space for the promotion of inclusion and equity, by offering



opportunities for all students, regardless of their conditions, to access knowledge and develop their potential.

Pedagogical practice plays a crucial role in the development of students, as it is directly linked to the learning process and the formation of cognitive, social and emotional skills. According to Franco:

Pedagogical practices are those that are organized to fulfill certain educational expectations. These are practices loaded with intentionality since the very meaning of praxis is configured through the establishment of an intentionality, which directs and gives meaning to the action, requesting a planned and scientific intervention on the object, with a view to transforming social reality (Franco, 2016, p.542).

Through planned and structured practices, teachers stimulate critical thinking, creativity, problem-solving, and the acquisition of new knowledge. Such practices are intentional, with the aim of helping students expand their skills and competencies in various aspects of life, both in the academic and personal contexts. By promoting an inclusive and interactive learning environment, the pedagogical practice contributes to the construction of values such as cooperation, respect, and autonomy, which are fundamental for the student's integral growth.

It is through the development of these skills that students begin to improve their quality of life, as education directly impacts their ability to make decisions, manifest themselves, and deal with everyday challenges. In addition, quality education prepares students for the future by offering them the tools they can to face challenges with confidence and autonomy. As pedagogical practices are adjusted to meet the needs of each student, they not only promote learning, but also help to reduce inequalities, creating opportunities for all students to thrive and contribute to a society in a full way. Thus, the improvement of the quality of life is intrinsically linked to educational development, making pedagogical practice a fundamental instrument. In this way, the school is not only a place for the transmission of knowledge, but also an environment that contributes to social transformation.

Also according to Borges and Bernartt (2024), the term development is understood as the relationship with the improvement of people's quality of life. This approach emphasizes that development must go beyond economic and productive aspects, also encompassing social, cultural, environmental, political and technological dimensions, with a focus on promoting conditions that favor the integral well-being of human beings. According to the authors, "education and development cannot be thought of separately, and education becomes an influential factor in social reconstruction" (Borges and Bernartt, 2024, p. 5). In this sense, education plays a central role in empowering individuals to participate in the

transformation of their communities, promoting not only technical knowledge, but also the construction of values, skills, and competencies that act for full development.

The integration of education with local development is, therefore, essential to transform the reality of communities, creating conditions for a fairer and more equitable future.

## **FINAL CONSIDERATIONS**

It is verified with this study that SEA in fact, complements the pedagogical practices of the regular school, by developing strategies adapted to the needs of each student with SEN, by identifying barriers in the teaching and learning process, by creating propositions, by adapting materials to be used in the classrooms, by promoting articulation with the school and proposing alternatives, by planning together, by following the development of students. This leads to the strengthening of the inclusive environment, ensuring real learning opportunities.

From the legal frameworks and the observed practice, the importance of SRM for the care of students with SEN can be perceived. However, the number of SRM is still insufficient, given the number of students on the waiting list. The ideal would be to completely eliminate this queue by increasing the number of SRM, ensuring care for all those who need it.

It is worth emphasizing the need to continue investments in the training of teachers who work in SEA, ensuring that they are prepared to meet the specific demands of students with SEN. The qualification of these professionals enables the application of more efficient and innovative pedagogical practices, contributing to the construction of a truly inclusive educational environment. Thus, continuing education and technical support are essential for SEA to achieve its objectives effectively. In addition, it is necessary that these training courses also include regular school teachers, since many feel a lack of adequate training to deal with the challenges arising from diversity in the classroom.

In this research, the positive contribution of SEA to the development process of students with SEN is recognized, which leads us to infer that the municipality of Goiânia has met the proposal of inclusion and, consequently, has contributed to regional development, collaborating with the formation of citizens who are more prepared to exercise their citizenship, actively participate in society, having access to opportunities in a more equitable way.

Finally, it is highlighted that the expansion and improvement of SRM should be a priority in educational policies, in order to ensure that all students with SEN have access to quality



specialized care. The implementation of strategies that favor inclusion, combined with the strengthening of collaboration between teachers, families and managers, can result in a more accessible and equitable educational system. Thus, guaranteeing the right to inclusive education is not only a legal obligation, but a fundamental social commitment for the construction of a more just and democratic society.

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