

SPECIALIZED EDUCATIONAL SERVICES IN A SÃO PAULO MUNICIPALITY

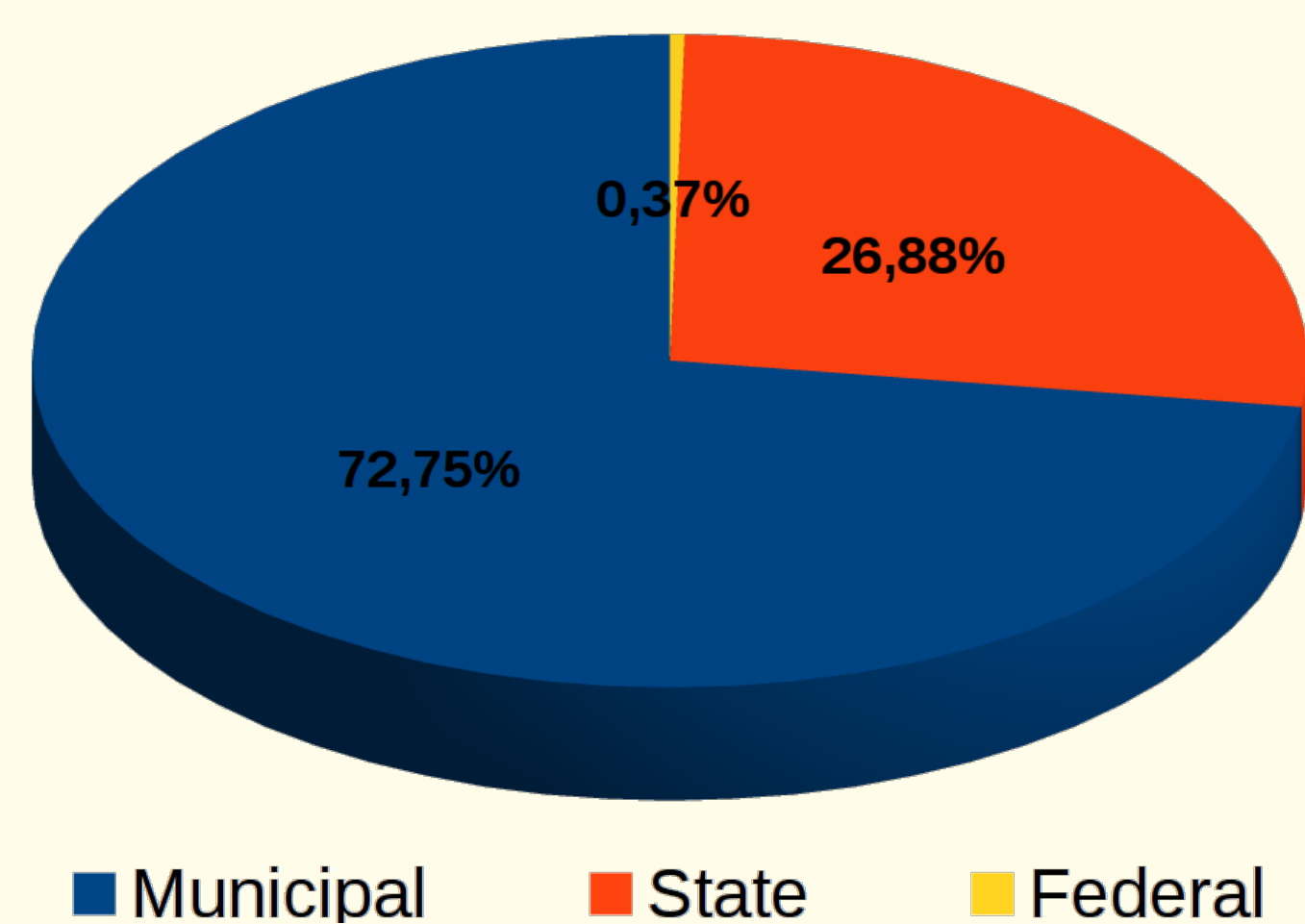
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Introduction

In the current national policy for special education from Brazilian Ministry of Educational (MEC) the so-called Multifunctional Resource Classes (SRM) have been the main locus for the Specialized Educational Services (AEE) offer in the inclusive education perspective. However, due to the complex and dynamic reality involving the educational systems, it is not always that the legal provisions can be implemented in practice.

SRM from 2005 to 2010



This action included 83% of the Brazilian cities and it was implemented in 43% of the public schools with enrollment of students belonging to the target audience of the Special Education in the regular system.

Questions

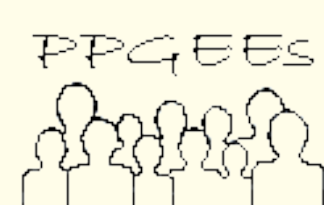


How are the systems organizing to comply with the legal provision about the implementation of the SRM in terms of the operation of these classes, the professionals and the students evaluation? How are the professionals involved implementing and evaluating the SRMs services?

Financial support



Realization



Objective

The aim of this study is to describe and analyze jointly with educational professionals the SRM services from a medium-sized city in the São Paulo state, to understand how these professionals are being organized to achieve the legal provisions about the AEE implementation.

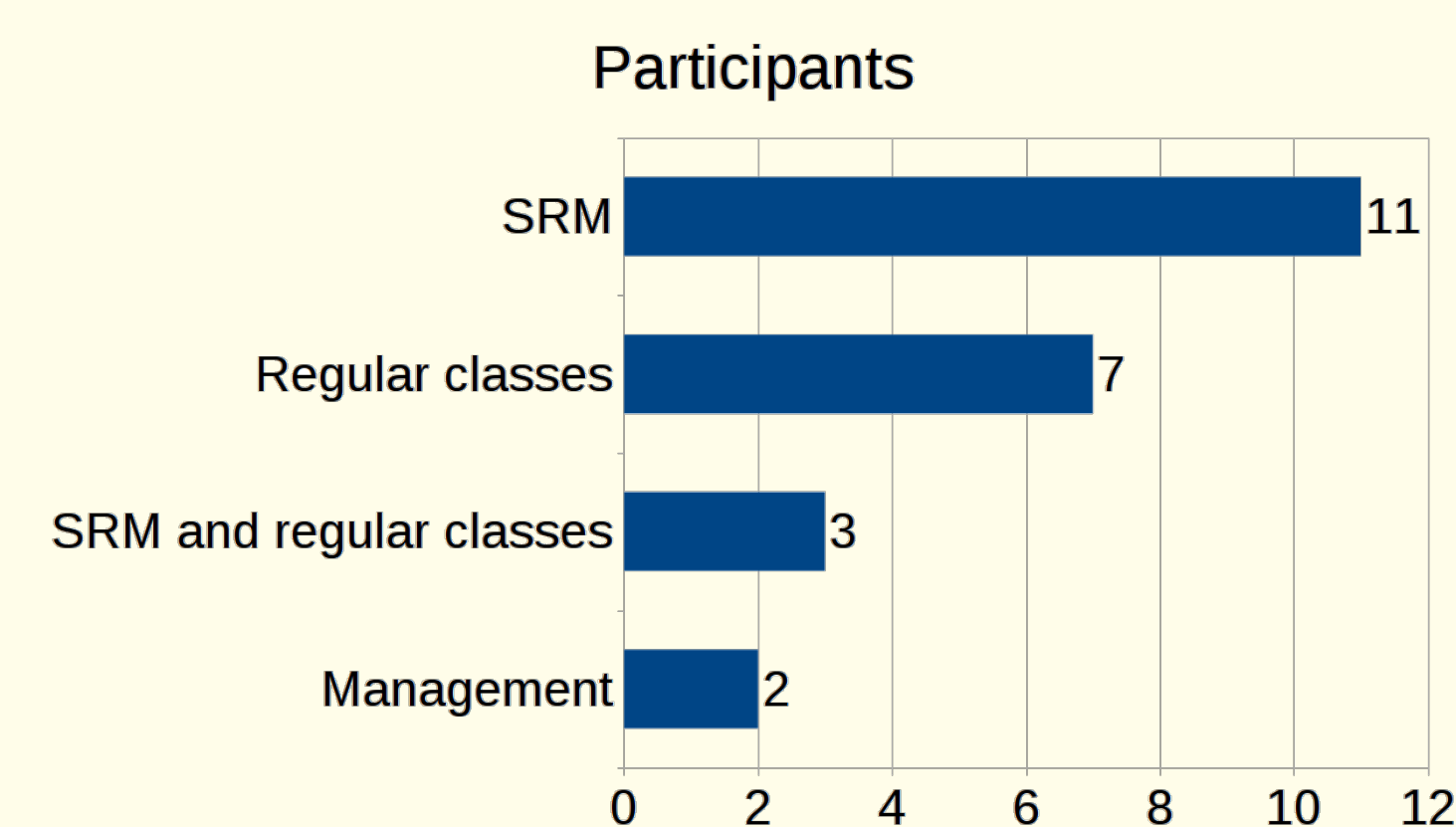
Locality



Materials and Methods

Methodology: This is a qualitative research of collaborative nature, which, in a first step, is constituted by a documentary study to characterize the policy for special education and, in a second step, is based in a cycle of 10 filmed meetings with teachers using the method of focal groups;

Data source of the research: semi-structured interview, focal groups and semi-structured interview guide.



The speeches were transcribed and their contents were analyzed in a jointly work with the participants, resulting in three main axes of analysis.



Results and Conclusions

Results: The data revealed that the city is trying to attend satisfactorily the current school inclusion policy. Nevertheless, to apply the normative indicated by MEC, many difficulties were encountered. Namely: the organization of the pedagogical work of the SRM; the requirements for the formation of the specialized teacher and of the regular education; and the evaluation (for identifying the student, for planning the lecture and for measuring the learning progress of the student).

Conclusions: The results obtained allow to for ask if the multifunctional resource classes offer, as they have worked nowadays, adequate support to the schooling of the students with special educational needs in the regular schools.

References

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