


**THE SPECIALIZED EDUCATIONAL SERVICE AND MULTIFUNCTIONAL
RESOURCE ROOMS: A LOOK AT THE MUNICIPALITY OF SOROCABA**

***O ATENDIMENTO EDUCACIONAL ESPECIALIZADO E AS SALAS DE RECURSOS
MULTIFUNCIONAIS: UM OLHAR PARA O MUNICÍPIO DE SOROCABA***

***LA ATENCIÓN EDUCACIONAL ESPECIALIZADA Y LAS SALAS DE RECURSOS
MULTIFUNCIONALES: UNA MIRADA AL MUNICIPIO DE SOROCABA***

 Lucimeire Prestes de Oliveira TOMÉ
University of Sorocaba
e-mail: lucimeire.tome@gmail.com

 Wilson SANDANO
University of Sorocaba
e-mail: wilsonsandano@uol.com.br

| 1



How to reference this article

TOMÉ, L. P. de O.; SANDANO, W. The specialized educational service and multifunctional resource rooms: A look at the municipality of Sorocaba. **Revista Hipótese**, Bauru, v. 8, e022013. e-ISSN: 2446-7154. DOI: <https://doi.org/10.47519/eiaerh.v8.2022.ID399>

Submitted: 09/02/2022

Revisions required: 16/04/2022

Approved: 19/06/2022

Published: 18/11/2022

ABSTRACT: This article demand, from a bibliographic, documentary and field research, to analyze the implementation and functioning of the Specialized Educational Service and Multifunctional Resource Rooms, in the period from 2010 to 2021, in the municipal schools of Sorocaba, regarding the services provided to students with disabilities, disorders and giftedness. It concludes that the services have met the population, but that there is a need for assertive actions by the local government.

KEYWORDS: Multifunctional Resource Rooms. Municipal Schools of Sorocaba. Special Education.

RESUMO: Este artigo procura, a partir de uma pesquisa bibliográfica, documental e de campo, analisar a implementação e o funcionamento do Atendimento Educacional Especializado e Salas de Recursos Multifuncionais, no período de 2010 a 2021, nas escolas da rede municipal de ensino de Sorocaba, no que se refere aos serviços prestados aos alunos com deficiência, transtorno e superdotação. Conclui-se que os serviços têm atendido a população, mas que há necessidade de ações assertivas do poder público local.

PALAVRAS-CHAVE: Salas de Recursos Multifuncionais. Rede Municipal de Ensino de Sorocaba. Educação Especial.

RESUMEN: Este artículo busca, de una investigación bibliográfica, documental y de campo, analizar, la implantación y funcionamiento de la Atención Educacional Especializada y las Salas de Recursos Multifuncionales, en el periodo de 2010 a 2021, en las escuelas de la red municipal de enseñanza de Sorocaba, en lo que corresponde a los servicios prestados a los alumnos con deficiencia, trastorno y superdotación. Se concluye que los servicios han servido a la población, pero que hace falta acciones asertivas por parte del gobierno local.

PALABRAS-CLAVE: Salas de Recursos Multifuncionales. Red Municipal de Enseñanza de Sorocaba. Educación Especial.

Introduction

Inclusive education is a right guaranteed by the Federal Constitution (BRAZIL, 1988) for all students with special needs. Among the existing actions for this inclusion to be effective, we want to highlight the offer of Specialized Educational Care (AEE)¹ and the implementation of multifunctional resource rooms (SRM).²

As the Sorocaba Municipal Education Network has a policy of serving students with special needs, with the implementation of specialized educational care and multifunctional resource rooms since 2010, this article analyzes this implementation until 2021.

¹ In the text, in some direct quotes, is utilizaof the the acronym AEE to refer to specialized educational care.

² In the text, in some direct quotes, it's Usesof the the acronym SRM for refer multifunctional resource rooms.

It is a bibliographic, documentary and field research. In field research, we tried to observe the functioning of these services.

In this article, initially, we intend to give an overview of inclusive education; then we take a general examination on the Multifunctional Resource Rooms and, finally, in the schools of the municipal school system of Sorocaba.

Similarly, we seek to understand the specificities of its Multifunctional Resource Rooms, as well as its functioning and the main challenges encountered in the effective realization of this service provided to students, since it is the Multifunctional Resource Room, considered as the place of inclusive practices within schools.

Inclusive Special Education

Special education is a modality of school education offered to students with special needs, preferably in the regular school system.

In the field of special education policies, until the early 2000s, we had as a proposal for gradual and continuous integration, under a systemic approach, in which special education was part of the educational system, based on the normalization of the lives of students with special educational needs.

Kuhnen (2017) points out that the integrationist proposal was gradually replaced by the inclusive proposal. Brazil made the choice for an inclusive educational system from the approval of the National Guidelines for Special Education in Basic Education in 2001 (BRAZIL, 2001), applying the provisions of the World Declaration on Education for All (UNESCO, 1990), in line with the postulates produced in Salamanca (DECLARAÇÃO DE SALAMANCA, 1994). Inclusion includes the recognition and appreciation of diversity as a Human Right, which places its objectives as priorities at all levels.

The Convention on the Rights of the Child was adopted by the General Assembly of the United Nations (UN) on November 20, 1989 (ALBERNAZ JÚNIOR; FERREIRA, 1998). It entered into force on September 2, 1990, being the most accepted human rights instrument in universal history and ratified by 196 countries. Only the United States has not ratified the Convention. Brazil ratified the Convention on the Rights of the Child on September 24, 1990 (ALBERNAZ JÚNIOR; FERREIRA, 1998). The Convention on the Rights of the Child contributed to the emergence of the Statute of the Child and Adolescents - ECA (BRAZIL, 1990).

The World Declaration on Education for All (UNESCO, 1990), at the Jomtien Conference, which took place in Thailand from 5 to 9 March 1990, in article 3 proclaims: "Universalize access to education and promote equity" and paragraphs 1 and 5 provides for special education (UNESCO, 1990).

The Salamanca Declaration (DECLARAÇÃO DE SALAMANCA, 1994) is a United Nations resolution dealing with principles, policy and practices in special education. It is considered worldwide one of the most important documents aimed at social inclusion.

The Convention on the Rights of the Child (UNICEF Brazil, 1990), the World Declaration on Education for All (UNESCO, 1990) and the Salamanca Declaration (DECLARAÇÃO DE SALAMANCA, 1994) are collaborative documents in the emergence of the inclusive concept.

Since 2003, a special education policy has been consolidated throughout the country from an inclusive perspective and also a conception of disability related to the right to difference.

The concept of inclusive schools supposes a more radical way of understanding the educational response to the diversity of students and is fundamentally based on the defense of their rights to integration and on the need to promote a profound reform of schools, which makes possible a quality education for all of them, without any kind of exclusion (COLL; MARCHESI; PALACIOS, 2004, p. 15, our translation). | 4

The Law of Guidelines and Bases (LDB), no. 9,394/1996 (BRAZIL, 2013) and current educational policies, have as a principle the inclusion of children in regular education. The inclusion process generates a requirement in the transformation of the school, because it entails the insertion in the regular teaching of students who are part of the group of students assisted by special education from the perspective of inclusive education.

Law No. 12,796 of April 4, 2013, amends Law No. 9,394 of December 20, 1996, which establishes the guidelines and bases of national education (LDB), to provide for the training of education professionals and to take other measures, including specialized educational care, students with disabilities, global developmental disorders and high skills or gifted (BRAZIL, 2013).

In this context, special education permeates all levels, stages and other modalities of teaching, without replacing them, but complementing and supplementing learning, through the provision of services, resources and strategies for accessibility to the environment and school knowledge.

Considering this new concept of special education as inclusive special education, the

policy in the Perspective of Special Inclusive Education provides for new teaching practices, with the objective of meeting the individual learning needs of each student, contemplating diversity and guaranteeing the right to education for all.

With the advances of knowledge and social struggles, aiming to constitute public policies promoting an education for all students, the Ministry of Education/Secretariat of Special Education presented in 2008 the National Policy of Special Education in the Perspective of Inclusive Education (BRAZIL, 2008a). This policy was elaborated according to the norms of regular education, in which each student is given the possibility to learn from their abilities, where knowledge is constructed respecting the differences and specificities of each student. Thus, education systems should organize the conditions of access to spaces, pedagogical resources and communication, favoring the promotion of learning and the valorization of differences in order to meet the educational needs of all students.

In order to contribute to the practice of this new way of doing school in line with inclusive special education, in the same year the Specialized Educational Service and the Multifunctional Resource Room appear.

| 5

Specialized Educational Care and Multifunctional Resource Rooms

The Specialized Educational Care should not be confused with school reinforcement and does not even aim to replace the regular teaching of ordinary schools, but aims to complement/supplement the training of students with disabilities, disorders and gifting aiming at their autonomy inside and outside the school, constituting mandatory offer by the education systems, always happening in the counter shift of regular education.

Access to Specialized Educational Care is the right of the target public student, and it is up to the school to guide the family and the student about the importance of participation in this care. It is observed that the Specialized Educational Care service is a mandatory offer, but it is not mandatory for families of students with disabilities to use this service.

The target audience of Specialized Educational Care are students with physical, intellectual and sensory disabilities (deafness and blindness); Global developmental disorders, as well as autism, Rett syndrome, childhood psychosis, invasive developmental disorders, and students with high skills/gifted.

According to the Operational Guidelines of Special Education (BRAZIL, 2008b), regarding the actions developed by the Specialized Educational Care, there is: support to students who need this type of care, teaching specific languages and codes of communication

and signaling, access to assistive technology, realization of adjustments and production of teaching materials in view of the specific needs of students and curriculum enrichment for students with high skills. The Specialized Educational Service is offered in all stages and modalities of basic education, and must be articulated with the proposal of the common school, extending to the public networks of state and municipal education.

It is understood that the effective inclusion of the target public student of specialized educational care in regular education goes far beyond their right to enter and maintain school, and it is necessary to provide conditions for this student, like any other child, to have access to the curriculum and school content.

The implementation of the Multifunctional Resource Rooms seeks to ensure the implementation of specialized educational care for students with disabilities, disorders and gifted care enrolled in the public education system and, consequently, the access of these students to teaching and learning.

On the Multifunctional Resource Rooms, Normative Ordinance No. 13, of April 24, 2007 (BRAZIL, 2007), of the Ministry of Education, informs "to be spaces located in the basic education schools where specialized educational care is carried out, organized with furniture, educational and pedagogical materials, accessibility resources and specific equipment for the target of special education, in a shift contrary to schooling" (BRAZIL, 2007, p. 01, our translation).

Braga, Prado and Cruz (2018, p. 96, our translation) point out that, when it comes to the Specialized Educational Care service and the specific space of Multifunctional Resource Rooms, it is reflected on "the institution of this territory as a 'specific place' of special education within the regular school." In SEM, the services are offered in a complementary way and/or in a supplementary way.

In complementary care, students with disabilities and/or autism spectrum disorder are offered resources that allow to overcome barriers imposed to their learning in the common class.

In the supplementary care, for the gifted, the student is provided with curricular enrichment in areas where the student has great interest, ease or skill.

The managers of the education systems must define the implementation of the Multifunctional Resource Rooms, the planning of the offer of specialized educational care and the indication of the schools to be contemplated, according to the demands of the network, meeting the following criteria of the Program:

The department of education to which the school is linked must have prepared

the Plan of Articulated Actions - PAR, recording the demands of the education system based on the diagnosis of educational reality;
The indicated school must be from the public regular school system, according to the MEC/INEP school census (common school);
The indicated school must have student enrollment(s) target of special education in common class, registered in the MEC/INEP School Census;
The regular school must have blind student(s) enrollment in a common class, registered in the MEC/INEP School Census, to receive specific equipment for specialized educational care to such students;
The school must provide physical space for the installation of equipment and furniture and the education system must make available a teacher for the performance of the ESA (BRAZIL, 2012, p. 10, our translation).

The professional, to work in the Multifunctional Resource Rooms, must be a qualified teacher in the task of teaching students with disabilities, disorder and gifted, having graduation, graduate or continuing education in special education.

About the resources of Assistive Technology (TA), Melo and Pupo (2010) highlight that, in the Multifunctional Resource Rooms, students work with several resources that have the potential to improve performance in the teaching and learning process. These resources are allocated in the Multifunctional Resource Rooms and in school libraries as support for Specialized Educational Care.

According to the recommendations of the Brazilian Standard 15599, "the collection of libraries must contain didactic and playful material; educational programs with accessibility resources; sound recordings corresponding to the program under study; support resources in Brazilian Sign Language (LIBRAS), such as VHS tapes, interactive CDs, DVDs, illustrated dictionaries and others" (MELO; PUPO, 2010, p. 16, our translation).

The Multifunctional Resource Rooms are divided into two groups according to the configuration of the equipment available therein and are organized as follows: Multifunctional Resource Room type I and Multifunctional Resource Room type II.

The Type I Multifunctional Resource Rooms have a basic structure capable of meeting any disability and the Type II Multifunctional Resource Rooms are the resources of the Type I room, plus other specific resources for the care of students with blindness.

It is a fact that schools experience times of change and challenges. Increasingly, there is an increase in the percentage of students with disabilities, global developmental disorders and high skills enrolled in the common class and it is in this context that programs at the national, state and municipal levels have been developing their actions for the exercise of an inclusive special education.

The Multifunctional Resource Rooms of the Municipal Education Network in the Municipality of Sorocaba

In 2020, the municipality of Sorocaba had about 55,553 students enrolled in daycare, early childhood education, elementary school I and II, high school and Youth and Adult Education (EJA) (SOROCABA, [2020?]).³

The Municipality of Sorocaba, to serve its education network, has a Department of Education, which has the following organization chart: Secretary of Education; Special Advisory; Technical-Pedagogical Support Division; Special Education Division; Basic Education Division; Division of Administration and Finance and Logistic support division.

The organization chart of the Special Education Division of the Municipality of Sorocaba is composed as follows: Area Board; Educational Development Manager; Special Education Division and Multidisciplinary Support Section. The Multidisciplinary Support Section composes a multidisciplinary team with 04 Psychologists; 03 Social Workers, 01 Occupational Therapist; and 03 Speech therapists.

Goal 4 of Municipal Law No. 11,133/2015 is specific to inclusive special education:

SMEs - Universal, for the population with disabilities, global development disorders and high skills or gifted of the municipality, access to all levels and modalities of Basic Education, Higher Education and ensure specialized educational care, in the regular education system, according to the responsibility of each system (SOROCABA, 2015, our translation⁴).

| 8

With regard to Inclusive Special Education and Specialized Educational Care, the Organic Law of the Municipality of Sorocaba, as amended by Amendment No. 48 of December 15, 2016, in item II of Article 140, provides that the municipality will maintain "specialized educational care for people with physical and mental disabilities" (SOROCABA, 2016, p. 50, our translation). Thus, the municipality of Sorocaba seeks to ensure the implementation of inclusive education in schools in the municipal network.

Another current and prominent document for the implementation of inclusive special education in the municipality is the NORMATIVE Instruction SEDU/GS N° 14/2019 (SOROCABA, 2019), which establishes guidelines for the functioning of classes/Rooms of Multifunctional Resources and hospital classes for the performance of specialized educational

³ The municipality of Sorocaba is 87 km from the capital of São Paulo and had, by 2020, an estimated population of 687,357 inhabitants according to data from the Brazilian Institute of Geography and Statistics (IBGE) in 2020. Available in: <https://cidades.ibge.gov.br/brasil/sp/sorocaba/panorama>. Access on: 05 Feb. 2020.

⁴ Available in: <https://leismunicipais.com.br/a/sp/s/sorocaba/lei-ordinaria/2015/1114/11133/lei-ordinaria-n-11133-2015-approve-o-plano-municipal-de-educacao-pme-do-municipio-de-sorocaba>. Access: 05 Feb. 2020.

care. The hospital class promotes the continuity of the educational process to students who are away from school and who are under health treatment in hospital units.

And on the allocation of Multifunctional Resource Rooms, Art. 7 of Normative Instruction SEDU/GS No. 14/2019, establishes that "each Multifunctional Resource Room and hospital class of the municipal school system will be assigned to a PEB I teacher, effective of the municipal public board of Sorocaba." (SOROCABA, 2019, p. 03, our translation).

Art. 3 of this Normative Instruction provides that "students from the municipal education network of Sorocaba who receive Specialized Educational Care in the Multifunctional Resource Rooms will have double enrollment for the purpose of the distribution of FUNDEB resources" (SOROCABA, 2019, p. 02, our translation) and, in its Single Paragraph, that "double enrollment implies the calculation of the student both in regular education, as well as specialized educational care" (SOROCABA, 2019, p. 02, our translation).

In 2010, the implementation process of the Multifunctional Resource Rooms in Sorocaba, from the Inclusive Education Program: Right to Diversity, of the Secretariat of Special Education of the Ministry of Education, began.

That year, ten schools of the municipal school system of this municipality were contemplated by MEC to offer this type of service: **9**

E.M. Prof. Benedito José Nunes;
E.M. Edward Frufu Marciano da Silva;
E.M. Hélio Rosa Baldy;
E.M. Prof.^a Lea Edy Alonso Saliba;
E.M. Luiz Almeida Marins;
E.M. Prof.^a Maria de Lourdes Ayres de Moraes;
E.M. Matheus Maylasky;
E.M. Prof. Oswaldo de Oliveira;
E.M. Tereza Ciambelli Gianini;
E.M. Prof.^a Zilah Dias de Mello Scherepel (SOROCABA, 2010).

In 2010, 2011 and 2012, the advisory program of the Paradigm Institute was provided with educational actions with students with disabilities, disorders and gifted, 2011 and 2012, which did so through two specialists in special education. After this date, the training and management of the work were under the care of the managers and the multidisciplinary team of the Reference Center in Education - CRE.⁵

⁵ The CRE is a place where there is a group of professionals, including pedagogues, psychologists, speech therapists, physiotherapists, occupational therapists and social workers who work in partnership with educators (teachers, principals, coordinators and supervisors). The main objective of the Reference Center is to ensure quality education for all, focusing on the learning process through multidisciplinary advice to educational spaces (SOROCABA, 2008).

In relation to the objectives of the Multifunctional Resource Rooms of the municipality of Sorocaba, the following stand out:

- Enable the production of knowledge and preserve its condition as a complement to regular education;
- Seek and study alternatives that contribute to eliminate learning barriers;
- Organize practical school issues that promote the development and reception of students;
- Encourage to express themselves, research, invent hypotheses and reinvent knowledge;
- Guide families in issues related to the special needs of their children, assuming an active attitude,
- Enable the student to build knowledge for himself, in order to achieve academic knowledge,
- Adapt instructional resources: pedagogical materials, team and curriculum,
- Identify, evaluate and refer students with special needs,
- Make pedagogical action more flexible in the different areas of knowledge in a way that is appropriate to special learning needs,
- Consider the peculiarities of each student (SOROCABA, 2010, our translation).

In the space of the Multifunctional Resource Room, specialized educational care is performed for students who present throughout their learning some special, temporary or permanent educational need linked to disability and/or disorder.

| 10

At the beginning of the implementation of the Multifunctional Resource Rooms in the municipality of Sorocaba in 2010, students with attention deficit/hyperactivity disorder (TDAH) and dyslexia were also treated. Attendance in resource rooms in municipal schools was provided to a wide audience, not only for students with disabilities.

For those who did not have a report of disability, disorder or gifted, registrations were not generated in the Multifunctional Resource Rooms, only care for six months by the specialist professor in special education responsible for the Multifunctional Resource Rooms until a medical report was completed. If the student did not obtain the report, the attendance was interrupted and the vacancy made available to another student. This form of work occurred in municipal schools in the first three years after the implementation of the services, that is, between 2010 and 2012.

Currently in the Multifunctional Resource Rooms of the municipality, according to the information provided by managers in 2020, it no longer happens this way due to the increased demand for enrollment of students with medical report of disability, disorder and gifted, target audience of the Multifunctional Resource Rooms. Thus, the audience assisted in these rooms is composed of people with cerebral palsy, autism, Rett syndrome, physical, hearing, mental and visual impairment, deaf blindness and high skills/giftedness.

On the criteria that involve the enrollment of students, the Multifunctional Resource Rooms Implementation Project that aims at your organization, provides that will be enrolled:

Preferably students with physical disabilities, mental disabilities, deafness, blindness, low vision, deaf blindness, global developmental disorders, high skills and giftedness, and may extend to dyslexic students and TDAH, if there is a demand for vacancies and following the criteria:

1- Initially, attendance to students regularly enrolled in the municipal network attending Elementary School I, and can be expanded to Elementary II, Early Childhood Education, High School and EJA, according to availability of vacancies.

2- For students who have medical report:

- Copy of the medical report attesting to the student's disability;
- Referral form containing favorable opinion of the student's enrollment in the AEE room, justification of the opinion and signature of professionals/guardians of the 3 segments involved: educational unit, CRE professionals and responsible for the student.

3- For students who do not have a medical report:

- Referral form containing favorable opinion of the student's enrollment in the AEE room, justification of the opinion and signature of professionals / guardians of the 3 segments involved: educational unit, CRE professionals and responsible for the student.

- Copy of the evaluation report, specific for the identification of dyslexia, carried out by a multidisciplinary team (psychologist, clinical psychopedagogue and speech therapist) of a partner institution in line with preliminary opinion of CRE specialists.

- Copy of the evaluation report for the identification of TDAH (SOROCABA [2012?], our translation).

| 11

In this document, it is emphasized that the vacancies will be offered in the first place to those who are attending the final grades of elementary school I. It is observed that even being a constitutional right of all children in Brazil to be included in the common school, when there are no vacancies available in the Multifunctional Resource Rooms for the provision of Specialized Educational Care, early childhood, elementary ii and high school students are devoid of these cares and without the guarantee of the right to inclusion.

About the operation of the Multifunctional Resource Rooms, the document Specialized Educational Service (2010) informs that the visits must occur on a complementary or supplementary level, at a time different from that in which the students attend the common class.

According to Resolution CNE/CEB n.4/2009, art.12, "to act in specialized educational care, the teacher must have initial training that enables him to practice teaching and continuing education in special education" (BRAZIL, 2012, p. 08, our translation).

In compliance with this legislation, the Municipal Department of Education of Sorocaba makes the following requirement:

Teacher training, according to their specific area, should develop knowledge about: Augmentatives and Alternative Communication (CAA), Braille System, Guidance and Mobility, Soroban, Brazilian Sign Language Teaching (Libras), Portuguese Language Teaching for the Deaf, Activities of Daily Living, Cognitive Activities, Deepening and Curricular Enrichment, Early Stimulation, among others. (SOROCABA, 2010, our translation).

Regarding this requirement, we observed a worrying situation in the Multifunctional Resource Rooms of the municipal school system in the municipality of Sorocaba, because when referring to the area of activity of the teacher, we noticed that the educational action of the teacher is offered to students with various disabilities, disorders and specificities involved, assuming that the teacher responsible for the Multifunctional Resource Rooms has extensive knowledge about all disabilities and disorders, well with the various characteristics and needs presented by the target audience students of these rooms.

About the various functions and the different knowledge of the teacher who works in inclusive special education, Martini (2004) mentions that a professional specialist in a particular area prepares to work in that specific area and the teacher, from the implementation of inclusion everywhere, need to specialize in all areas, as well as seek knowledge about all disabilities and their particularities. In the municipality of Sorocaba, the teacher of the Multifunctional Resources Room, when working in municipal education, must be multifunctional, that is, have multiple knowledge, because in this room receives students with disabilities and various disorders.

| 12

The teacher of this room develops his action plan, aiming at partnership with the other professionals of the regular school, family members of the student and, if necessary, with professionals from the clinical area, and should be in constant training and be assisted, whenever possible, by the managers of special education who are in the Reference Center in Education (CRE) of the municipality.

For the monitoring and the value of the results, the professor of the Multifunctional Resource Rooms uses forms of registration in which information referring to the care plan should be included, as well as the development and performance of the student.

Regarding the results obtained, in view of the objectives of the Specialized Educational Care plan, the teachers in the classroom, the CRE and the Multifunctional Resource Room evaluate whether the services and resources of the service promote the participation and development of the student and, if there is a need to restructure the plan, other resources are implemented and new partnerships are established.

In the municipal education network of Sorocaba, in addition to the specialist teachers in inclusive special education working in the Multifunctional Resource Rooms, there are interns who accompany the student with disabilities, disorder and gifting in the classroom, hired by the Center for Enterprise Integration - School (CIEE), called special needs intern (NE) and also, the caregivers, who are professionals hired by the city by a third-party company, to provide support to these students inserted in the regular school system.

Thus, we highlight the possibility of supporting educators and family members in the exercise of the teaching function, based on the understanding of multidisciplinary work and collaborative work performed among teachers of the common classes and multifunctional resource rooms.

In 2020, Sorocaba has 46 Multifunctional Resource Rooms and, thus, from the implementation of these rooms, the municipality continues in the search to effect and propagate in the best possible way in the school environment, the practice of inclusive special education.

Final considerations

The concept of inclusive schools supposes a relentless way of offering an educational response to the diversity of students and is fundamentally based on the defense of the right to equality and equity, aiming for a quality education for all, without exclusion.

In Brazil, and in particular in the municipality of Sorocaba, the integrationist proposal was gradually replaced by the inclusive proposal. The Specialized Educational Care in the Multifunctional Resource Rooms, seeks to guarantee the target student of special education, not only enrollment in regular education, but participation and access to the curriculum favoring its development according to its specificities for school learning to happen.

In the space of the Multifunctional Resource Rooms, specialized educational assistance is performed to students who present, throughout their learning, some special, temporary or permanent educational need linked to disability, disorder or high skills.

Inclusion breaks with the paradigms that underpin the conservatism of schools, questions the setting of ideal models, the normalization of specific profiles of students and the selection of elected to attend schools. With inclusion, the school becomes everyone's and for all respecting the singularities and learning processes in the relationship with the other.

Since special education is a teaching modality that complements and supplements the learning needs of students with disabilities, disorders and gifted, functioning as support for these students included in the regular education system, it is understood that the practice of

Specialized Educational Care in Multifunctional Resource Rooms reverberates for inclusion to take place in the school environment.

The merit of inclusive schools is not necessarily to offer the highest quality education to all children, but to change discriminatory attitudes, create welcoming communities and develop an inclusive society.

Thus, through studies on the implementation and operation of specialized educational care in multifunctional resource rooms, it is verified the importance of the figure of the teacher, as well as his training, his knowledge and his educational actions. There are also issues related to spaces, often inadequate, destined to these classrooms in the school environment and, also, the little attention given by public government agencies in the municipality, to inclusive special education.

Thus, in order for the inclusive concept to be effectively effected in the schools of the municipal school system in the city of Sorocaba, we consider it necessary to develop assertive actions of the local government, as well as the attention of managers in special education regarding aspects involving the continued training of teachers and the physical structure and organization of the Multifunctional Resource Rooms, especially with regard to the installation of these rooms within the school space, as well as the materials and accessibility resources acquired for the use of students and teachers, because this municipality comprises the Multifunctional Resource Room as a space for the exercise of school inclusion.

| 14

REFERENCES

- ALBERNAZ JÚNIOR, V. H.; FERREIRA, P. R. V. Convenção sobre os direitos da criança. *In*: SÃO PAULO (Estado). Procuradoria Geral do Estado. Grupo de Trabalho de Direitos Humanos. **Direitos Humanos: Construção da liberdade e da igualdade**. São Paulo: Centro de Estudos da Procuradoria Geral do Estado, 1998. Available: <http://www.pge.sp.gov.br/centrodeestudos/bibliotecavirtual/direitos/humanos.htm>. Access: 07 Mar. 2020.
- BRAGA, G.; PRADO, R.; CRUZ, O. O atendimento educacional especializado e a organização da sala de recursos multifuncionais: que, território é esse? **RevistAleph**, ano XV, n. 30, jul. 2018. DOI: 10.22409/revistaleph.v0i30.39254. Available: <https://periodicos.uff.br/revistaleph/article/view/39254>. Access 22 May 2020.
- BRAZIL. [Constituição (1988)]. **Constituição da República Federativa do Brasil**. Texto constitucional promulgado em 5 de outubro de 1988, com as alterações determinadas pelas Emendas Constitucionais de Revisão nos 1 a 6/94, pelas Emendas Constitucionais nos 1/92 a 91/2016 e pelo Decreto Legislativo no 186/2008. Brasília: Senado Federal, 2016. Available: https://www2.senado.leg.br/bdsf/bitstream/handle/id/518231/CF88_Livro_EC91_2016.pdf. Access: 27 Mar. 2020.

BRAZIL. **Lei n. 8069, de 13 de julho de 1990**. Dispõe sobre o Estatuto da Criança e do Adolescente e dá outras providências. Brasília: Presidência da República, 1990. Available: http://www.planalto.gov.br/ccivil_03/leis/18069.htm. Access: 30 Mar. 2020

BRAZIL. Ministério da Educação. **Portaria Normativa n. 13 de 24 de abril de 2007**. Dispõe sobre a criação do Programa de Implantação de Salas de Recursos Multifuncionais. Brasília, DF: MEC, 2007. Available: [http://portal.mec.gov.br/arquivos/pdf.portaria normativa n°-13 de 2007](http://portal.mec.gov.br/arquivos/pdf.portaria%20normativa%20n%25C3%25B0-13%20de%202007.pdf). Access: 11 May 2020.

BRAZIL. Ministério da Educação. Secretaria da Educação Especial. **Política nacional de educação especial na perspectiva da educação inclusiva**. Documento elaborado pelo Grupo de Trabalho nomeado pela Portaria n° 555/2007, prorrogada pela Portaria n° 948/2007, entregue ao Ministro da Educação em 07 de janeiro de 2008. Brasília, DF: MEC; SEESP, 2008a. Available: <http://portal.mec.gov.br/arquivos/pdf/politicaeducespecial.pdf>. Access: 20 Mar. 2020.

BRAZIL. Ministério da Educação. **Diretrizes operacionais da educação especial para o Atendimento Educacional Especializado na educação básica**. Brasília, DF: MEC, 2008b. Available: [http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=428-diretrizes- publicacao&Itemid=30192](http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=428-diretrizes-publicacao&Itemid=30192). Access: 02 July 2020.

BRAZIL. Ministério da Educação. Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão. Diretoria de Políticas de Educação Especial. **Documento Orientador do Programa Implantação de Salas de Recursos Multifuncionais**. Brasília, DF: MEC; SECADI; DPEE, 19 jun. 2012. Available: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=11037-doc-orientador-multifuncionais-pdf&category_slug=junho-2012-pdf&Itemid=30192. Access: 27 Mar. 2020.

| 15

BRAZIL. Ministério da Educação. **Lei n. 12.796 de 4 de abril de 2013**. Altera a Lei 9.394 de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, para dispor sobre a formação dos profissionais da educação e dar outras providências. Brasília, DF: MEC, 2013. Available: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2013/lei/112796.htm. Access: 09 Feb. 2020.

COLL, C.; MARCHESI, A.; PALACIOS, J. (org.). **Desenvolvimento psicológico e educação: Transtornos do desenvolvimento e necessidades educativas especiais**. 2. ed. Porto Alegre: Artmed, 2004. v. 3.

DECLARAÇÃO de Salamanca: sobre princípios, políticas e práticas. Salamanca, 1994. Available: <http://portal.mec.gov.br/seesp/arquivos/pdf/salamanca.pdf>. Access: 05 Feb. 2020.

KUHNEN, R. T. A concepção de deficiência na política de educação especial Brasileira (1973-2016). **Revista Brasileira de Educação Especial**, Marília, v. 23, n. 03, jul./set. 2017. DOI: 10.1590/1413-65382317000300002. Available: https://www.scielo.br/scielo.php?script=sci_abstract&pid=S1413-65382017000300329&lng=en&nrm=iso/&tlng=en. Access: 11 Mar. 2020.

MARTINI, L. R. B. **Educação inclusiva: O que dizem os professores: um estudo sobre a concepção de educação inclusiva por professores da rede municipal de Sorocaba.** 2004. Dissertação (Mestrado em Educação) – Universidade de Sorocaba, Sorocaba, SP, 2004.

MELO, A. M.; PUPO, D. T. **A educação especial na perspectiva da inclusão escolar: Livro Acessível e Informática Acessível.** Brasília, DF: Ministério da Educação, Secretaria de Educação Especial; Fortaleza: Universidade Federal do Ceará, 2010. v. 8. (Coleção A Educação Especial na Perspectiva da Inclusão Escolar)

SOROCABA. **Lei n. 11.133, de 25 de junho de 2015.** Aprova o Plano Municipal de Educação - PME do município de Sorocaba. Sorocaba, SP, 2015. Available: <https://leismunicipais.com.br/a/sp/s/sorocaba/lei-ordinaria/2015/1114/11133/lei-ordinaria-n-11133-2015-aprova-o-plano-municipal-de-educacao-pme-do-municipio-de-sorocaba>. Access: 05 Feb. 2020.

SOROCABA. **Lei Orgânica do Município de Sorocaba.** Leis Municipais. Sorocaba, SP, 2016. Available: <https://leismunicipais.com.br/lei-organica-Sorocaba>. Access: 28 jul. 2020.

SOROCABA. PREFEITURA MUNICIPAL DE SOROCABA. **Atendimento Educacional Especializado.** Sorocaba, SP: Centro de Referência em Educação, 2008.

SOROCABA. PREFEITURA MUNICIPAL DE SOROCABA. **Atendimento Educacional Especializado.** Sorocaba, SP: Centro de Referência em Educação, 2010.

SOROCABA. PREFEITURA MUNICIPAL DE SOROCABA. **Projeto Implantação das Salas de Recursos Multifuncionais.** Sorocaba, SP: Centro de Referência em Educação, [2012?].

SOROCABA. PREFEITURA MUNICIPAL DE SOROCABA. **Instrução Normativa SEDU/GS N. 14/2019.** Estabelece diretrizes para o funcionamento das classes/ salas de recursos multifuncionais e classes hospitalares para realização do Atendimento Educacional Especializado – AEE e dá outras providências. Sorocaba, SP: Centro de Referência em Educação, 2019.

SOROCABA. PREFEITURA MUNICIPAL DE SOROCABA. Secretaria da Educação. **Quem somos.** Sorocaba, SP, [2020?]. Available: <http://www.selosocial.com/participante/1863>. Access: 16 July 20.

UNESCO. **Declaração Mundial sobre Educação para Todos - Jomtien – 1990.** WCEFA Nova Iorque, abril de 1990. Aprovada pela Conferência Mundial sobre Educação para Todos Satisfação das Necessidades Básicas de Aprendizagem. Jomtien, Tailândia 1990. Available: <http://www.direitoshumanos.usp.br/index.php/Direito-a-Educa%C3%A7%C3%A3o/declaracao-mundial-sobre-educacao-para-todos.html>. Access: 06 Mar. 2020.

UNICEF Brasil. **Convenção sobre os Direitos da Criança:** Instrumento de direitos humanos mais aceito na história universal. Brasília, DF, 1990. Available: <https://www.unicef.org/brazil/convencao-sobre-os-direitos-a-crianca#:~:text=Os%20Estados%20Partes%20reconhecem%20o,%2C%20espirtual%2C%20moral%20ou%20social>. Access: 15 July 2020.

About the authors

Mariane Grandó FERREIRA

Master in Education from the University of Sorocaba.

Alexandre Shigunov NETO

Full Professor of the Post-Graduate Program in Education of the University of Sorocaba.

Processing and editing: Editora Ibero-Americana de Educação.
Correction, formatting, normalization, and translation.