



School assessment for special students: importance of implementing and using the pedagogical resource room

School evaluation for special students: importance of the implementation and use of the pedagogical resource room

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Summary

Inclusive education is the branch of education that aims to teach students with special needs in the educational context, which can be in special classes or in regular classrooms. The pedagogical resource room is a place in the educational institution where the specific skills of each inclusive student can be made the most of, which can be within the regular classroom or in a separate location. The methodology used for this study was a literature review where works and books already published on the topic to be addressed were searched in scientific databases. The general objective was to discuss school assessment for special students and the importance of implementing and using the pedagogical resource room. Therefore, it is concluded that for the good development and learning of a special student, the pedagogical resource room is an essential ally so that each person can develop in their own time, focusing on their skills. **Key words:**Inclusive education. School evaluation. Pedagogical Resources Room.

Abstract

Inclusive education is the branch of education that aims to teach students with special needs in the educational field, and can be in special classes or in regular classrooms. The pedagogical resource room is a place of the educational institution where the specific skills of each inclusive student can be used to the fullest, and can be within the regular classroom or in a separate location. The methodology used for this study was the literature review where we searched the scientific database for papers and books already published on the topic to be treated. The general objective was to discuss school evaluation for special students and the importance of implementing and using the pedagogical resource room. Thus, it is concluded that for the good development and learning of a special student the pedagogical resource room is an essential ally for each one to develop in his team, focusing on his/her skills.

Keywords:Including Education. School Evaluation. Pedagogical Resources Room.

1. Introduction

Inclusive Education cannot be provided in a vacuum. On the contrary, many forms of support are needed, including physically

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affordable school transport, assistive devices, experienced teachers and - most importantly - cash support for parents in need and their children who are not attending school. In a comprehensive and ambitious way, Brazil's National Plan "Living without Limit" addressed all these issues (DUARTE, 2012).

The 2011 National Plan for the Rights of People with Disabilities, entitled "Living without Limits", aims to implement new initiatives and intensify existing policies for the benefit of people with disabilities, addressing issues of education, health, social inclusion and accessibility. Implemented by 15 ministries, the various measures included accessible classrooms and transportation, access to technical training, the promotion of accessibility in higher education, bilingual education, as well as an Ongoing Cash Benefit Program to help schools locate children outside the school. with disabilities and to enroll them in school. In the four-year period from 2011 to 2014, the National Plan invested US\$1.9 billion (R\$7.6 billion) (DUARTE, 2012).

The Plan brings together several ministries, in addition to the Ministry of Education, to directly or indirectly improve access to regular education. The Ongoing Cash Benefit Program is a particular good practice because it allows school staff to actively reach out to out-of-school children, assess the situation of families, and provide them with the means to get their children to school. Furthermore, to reinforce the right to inclusive education for all, there are more programs and laws that are established to provide support for this education to happen (CAIADO; LAPLANE, 2009).

For the development of this study, the descriptive method will be adopted, with a qualitative approach. The study will be carried out through literature review research. For Lakatos and Marconi (2007), this type of research is defined as the survey, selection and documentation of all bibliography that has already been published on the topic, and allows the researcher to come into contact with these materials and deepen knowledge on the subject. The search was carried out in databases of Latin American and Caribbean Literature in Health Sciences (LILACS), Scientific Electronic Library Online (SCIELO), monographs, dissertations, scientific articles

The inclusion criteria for studies for the bibliographic survey will be complete texts, in Portuguese, with free access to the databases mentioned above. The exclusion criteria were studies that did not meet the study objectives.



This article had the general objective of discussing school assessment for special students: the importance of implementing and using the pedagogical resource room and specific objectives: a) conceptualizing inclusive education; b) discuss the importance of family and society in inclusive education and c) discuss the implementation and use of the pedagogical resource room.

Therefore, this study is justified as it brings important implications to the field of inclusive education as it demonstrates the importance of having a multivariate resource room in an educational institution in order to serve students with special needs.

2 Theoretical foundation

2.1 The teacher in inclusive education

In the educational process, the teacher plays one of the most important and irreplaceable roles. In the context of the issue in question, it seems necessary to develop and strengthen the teacher's professional capabilities, which can be seen from a general perspective, which is the ability to be a teacher, or from a specific point of view, which is the ability of teaching a specific school subject (COSTA, 2010).

From practice, it is known that even an experienced teacher sometimes finds himself in situations where he does not have the experience to perform the correct actions. In these situations, the teacher may assess their own skills and abilities as insufficient to deal with the situation. The question that remains is how to influence the teacher's subjective idea of their own abilities and possibilities, how to influence their own perceived ability (GOMES, 2015).

There are basically two ways: self-regulation and external interventions. The first method is based on the assumption that, during their career, each teacher evaluates successes and failures, compares themselves to colleagues, and validates their own possibilities and limits. The second method of external intervention is not easy. A change in one's perceived capability can only happen when feedback



convincingly breaks the individual's previous misconceptions about their own possibilities (SILVA, 2010).

It is essential to track teachers' views on inclusion, not only their attitudes, experience, but also the need for continuing professional education that significantly influences the educational process and its outcomes. We also believe that it is important to obtain information about continuing teacher training in relation to inclusion and teachers' experience in educating students with special educational needs (MINETTO, 2008).

The issue of inclusive education is closely associated with the following conditions for successful education: parents and family; school; teachers; counseling and diagnosis, means special education; support (support teacher, personal assistant, rehabilitation, compensation and learning tools, adaptation to educational conditions); other factors (architectural barriers, socio-psychological mechanisms, organizations of people with health disabilities); and transport (transport is one of the factors that influences parents' decisions about the type of school) (SILVA, 2010).

The inclusive education system considers that if a child is not learning, the problem lies with the educational system and not with the disabled child. Difficulties arise because of rigid methods and curriculum, inaccessible environment, untrained teachers and poor quality of teaching, lack of proper attitudes on the part of teachers, lack of support from public bodies etc., thus the focus shifts from making the system responsible education (DUTRA, 2007).

Children's abilities vary, some learn quickly while some are taking time to understand things. Understanding of various subjects also varies from student to student. Some children may understand the concept of mathematics much faster than their counterparts, while others may be good at language skills (MACEDO, 2007).

The role of the teacher is not only to teach the subject, but also to provide other training such as mobility training, self-care training, preparing teaching materials according to the needs of disabled children, training in using and maintaining aids and so on . Teaching strategies in relation to



specific deficiencies were indicated (JABLON; DOMBRO; DICHELMILLER, 2009).

It is often argued that a lack of knowledge on the part of classroom teachers, attributed to a lack of training, is the main barrier to inclusion. Inclusion involves the use of support, the ways in which teachers respond to individual differences when teaching the whole class, the choices they make about group work, and the use of specialized knowledge (TUNES; TACCA; BARTHOLO JUNIOR, 2005) .

Thus, the role of the teacher in inclusive education is: a) the identification of children with disabilities in the classroom; b) forward the identified item to specialists for subsequent analysis and treatment; c) accept children with disabilities; develop positive attitude among normal and disabled children; d) place children in the classroom in appropriate places so that they feel comfortable and benefit from classroom interaction; e) removing architectural barriers, whenever possible, so that children with disabilities can move independently; f) involve children with disabilities in almost all classroom activities; g) make appropriate adaptations to the curricular transaction so that children with disabilities learn according to their ability; h) preparations of teaching materials / adaptation of teaching materials that will help children with disabilities to learn; i) parental guidance and counseling and public awareness program through school activities; j) collaborate with medical and physiological panels, social work, parents and special teachers; k) construction of a performance and diagnosis tool; l) adaptation in assessment for children with special needs; in) provide corrective instruction to children who need it (DUTRA, 2007).

The teacher must provide high-quality, holistic support and focused engagement with children with special needs, based on a joint perspective, mutual understanding and networking. Teachers, with the support of the school principal, colleagues, special educators, and parents, should develop effective ways to overcome barriers to learning and support effective teaching by observing the quality of teaching and standards of student achievement and setting goals for improvement (TUNES; TACCA; BARTHOLO JUNIOR, 2005).



The teacher works as a catalyst between the school principal and children with special needs and their parents. It is the teacher who sees new and innovative ways to meet the educational, social and emotional needs of the child with special needs. Whatever the type of resource room, the teacher with his commitment, skill and knowledge can redesign it to be useful, creative and interesting. One of the main roles is to support the teacher in meeting the needs of children with special needs (JABLON; DOMBRO; DICHELMILLER, 2009).

2.1.1 Teachers' skills for inclusive education

Current reforms aimed at restructuring schools aimed at implementing effective inclusion programs present significant challenges for teachers in regular schools. The success of these efforts depends largely on the responsiveness and willingness of these teachers to meet the educational and social needs of students with different abilities (CAMBI; ZANINELLI, 2015).

Teachers are now required to have a range of additional skills and competencies not generally practiced in regular classrooms. The Open Archive on Inclusive Education (UNESCO, 2006) suggests a number of teacher requirements from the perspective of inclusive curricula such as teachers' participation in curriculum development at the local level, their development of skills for curriculum adaptation, management of a track comprised of classroom activities, providing support to student learning, working outside the limitations of traditional subject matter and in culturally sensitive ways.

Few researchers argue that teachers are now expected to perform almost all functions of the role of a special education teacher. The difference, however, is that they did not receive intensive training in the skills that are possessed by special educators (JABLON; DOMBRO; DICHELMILLER, 2009).

These teachers are now expected to incorporate the adaptive dimension into all their efforts for children with special needs. As can be said, deeper knowledge and greater confidence in teaching your subject(s); emerge



improved classroom management experience so that more time can be provided for instruction; know how to teach mixed ability classes; increase awareness and become proficient in new teaching strategies, such as cooperative learning or "whole language" approaches to learning; and becoming knowledgeable and able to respond to the different learning styles of their students - paying attention to all of these things can certainly help teachers increase their students' learning opportunities (SOUZA, 2013).

Regular teachers need to have knowledge about the learning styles and motivational patterns of children with different abilities. Teachers must have a clear understanding of the resources and support systems that are available to help them work with students with disabilities. They must present information to students in a way that allows them to easily assimilate the information (LOPES; MARQUEZINE, 2012).

Vaughn and Bos (2012) suggested a number of strategies that regular teachers would require to accommodate students with disabilities in the classroom environment. These include peer tutoring, mastery learning, cooperative learning, and applied behavior analysis. The literature also points out that classroom teachers are required to use instructional strategies such as differentiated instruction, activity-based learning, adaptive and individualized instruction, and teaching and culture.

To facilitate learning outcomes for students with different abilities in a regular classroom environment, the Council for Exceptional Children (2010) developed and validated a common core of minimum essential knowledge and skills required for entry into professional practice in special education. Includes philosophical, historical and legal foundations of special education; student characteristics; assessment, diagnosis and evaluation; instructional content and practice; planning and managing the learning environment; managing student behavior and social interaction skills; communication and collaborative partnerships and; professionalism and ethical practices (CAMBI; ZANINELLI, 2015).

While all of these skills may not be necessary for regular classroom teachers, a certain level of skill in these competencies is nevertheless required of these teachers when they are expected to work with children with



special needs. There are some skills that are field-tested and supported as likely methods for providing effective instruction to students with diverse learning needs (JABLON; DOMBRO; DICHELMILLER, 2009).

Some of these that are widely used include: peer tutoring, cooperative learning, self-management skills, differentiated instruction, and use of assistive technology. School teachers, especially, need to be skilled in skills such as providing effective instruction and appropriately managing a classroom that is characterized by diversity (GOMES, 2015).

2.2 The family in inclusive education

Parental participation in the special education decision-making process is vitally important. The most important thing parents can do is ensure they are involved and take an active role as members of the Individual Education Program (IEP) team that determines a student's path. The IEP team is responsible for making educational decisions for students and addresses issues such as eligibility, assessment, program development, and placement of a child in gifted or special education programs (COSTA, 2010).

There are a number of varied factors that influence the establishment of cooperation between parents and teachers, and these include cultural, linguistic, socioeconomic and historical factors. Several authors have postulated parental participation in education figures as one of the most important aspects of current educational reforms in many countries, and also as the fundamental principle of the contemporary concept of inclusive education (JABLON; DOMBRO; DICHELMILLER, 2009).

Parents are, therefore, facing increasing demands related to their children's education process. Such demands, an opportunity or a challenge in the lives of today's parents, collide with others such as work (providing the means of existence) and the efforts that need to be invested to cope with the accelerated pace of life and an omnipresent increase in uncertainty (LOPES; MARQUEZINE, 2012). The readiness and motivation of parents and teachers to form a partnership is a point of



departure in fulfilling the roles of parents in the education of their children. Establishing trust between parents and those providing help to the child, school staff monitoring and supporting the child's development (teacher/teacher, pedagogue, psychologist) is an important precondition for the beginning of cooperation (SOUZA, 2013)

Preconditions for establishing good cooperation between parents and educators include parental satisfaction with their level of involvement in the preparation of individual educational programs, a realistic assessment of the child's abilities, acceptance of responsibility for the children, successful communication, stability of relationships and well-being. organized bureaucratic support (GOMES, 2015).

Parents play an important role in developing successive inclusion programs and therefore many countries provide guidelines for parents' active participation and involvement in their children's education. True cooperation implies partnership in the planning and implementation of decisions made, the same norms of behavior and commonly accepted objectives (SILVA, 2010).

The success of cooperation between school and family depends, to a large extent, on the communication competence of both disciplines, including parents as important partners in encouraging and maintaining and improving this cooperation. Establishing boundaries between home and school becomes an important precondition for establishing satisfactory cooperation, while the blurring of boundaries and the lack of clearly defined roles have an unfavorable effect on the development of partnerships (MACEDO, 2007).

The beginning of the partnership with the school is burdened by numerous fears experienced by parents of children with disabilities: How will the school accept the child? Will the child be able to master at least part of the curriculum? Will it be accepted by the teacher and classmates? Will the child begin to resent school commitments when they encounter the first problem? Unfortunately, most of these fears are justified, since even before the child starts school, parents have had many negative experiences (in their surroundings, health institutions, playing with classmates in kindergarten) (JABLON; DOMBRO; DICHELMILLER, 2009).

Still, despite their fears, parents of children with disabilities think that inclusion in mainstream education is helpful for them and their children. Inclusion allows them to solve or mitigate existing problems, form a realistic perception of the child and



of their skills, establish quality mutual relationships in the family, exchange experiences with people who have similar problems and find relief from everyday burdens and needs. anxiety (CARVALHO, 2010).

Parents of students with disabilities think that inclusion helps their children become aware of their potential, socialize, find friends, become useful citizens, and gain the experience necessary to develop friendly relationships with typically developed children. They also mention that their children need a role model to learn speech and social skills, and this opportunity is provided by inclusive education (MANTOAN, 2013).

2.3 The school in inclusive education

As a system, inclusive education must be flexible. Its principle should be education in the regular classroom whenever possible. This need for flexibility must be reflected in the methods and materials used to give these children the broadest possible access to the regular curriculum. When discussing the type of service needed, the starting point should always be what is best for the particular child (BEDAQUE, 2011).

Emphasizing inclusive education does not exclude special schools or centers. They would still be required to care for children with profound and complex difficulties who require more specialist and extensive help, including e.g. many deaf children. This alternative, however, should not be considered unless placement in the classroom does not meet your needs (BATISTA; MANTOAN, 2006).

As a general rule, there are a number of practical problems that need to be resolved before a child with special educational needs can go to school or participate in school activities. The measures taken are quite simple, as long as coordinated local and unconventional initiatives are encouraged. It should also be remembered that the child's schoolmates represent a valuable potential partner ready and able to help in overcoming some of these problems (BAPTISTA; FRANÇA; PAGLIUCA, 2008).

In an ideal inclusion classroom, the special education teacher and the regular education teacher participate in co-planning. They work together to develop lesson plans that meet the needs of all students, with the teacher



special education focusing on the needs of students with special needs (MENEZES, 2010)

In some cases, however, the general education teacher plans classroom lessons and the special education teacher adapts those lessons to meet the needs of their students. She can also use the lessons to develop review materials or plan individual instruction with students with special needs before or after class (GOMES, 2015).

Along with parents, teachers are also important figures in inclusive education. Only through an open-hearted teacher can a disabled child be educated properly. A true teacher can enable a disabled child to surpass his abilities and make him a productive citizen of the society. By getting the necessary support and opportunity from teachers, disabled people are able to achieve success in different fields (JABLON; DOMBRO; DICHELMILLER, 2009).

Students with disabilities also need compassion, kindness, love and care from teachers. To show the importance of the teacher for students with disabilities, it is important to state that education from the heart could only be done with a lively touch from a teacher. Thus, Inclusive Education becomes effective only with the loving touch of those teachers who have the capacity and aptitude (SILVA, 2010).

2.4 Society in inclusive education

Contemporary inclusive education must integrate school and extra-school dimensions. At school, inclusive education is interpreted as inclusive teaching methodologies; in the extra school environment, it has to be interpreted as community education, empowerment of people with disabilities, training of associations of people with disabilities (FERREIRA, 2005).

The school plays an important social role, especially in contexts where the family and community have serious social disadvantages. The social role of the school implies the development of additional skills for education professionals, in order to promote the construction of a welcoming and inclusive environment (CARNEIRO, 2007).



Inclusive school means school for the community. It is carried out in specific territories and within the specific communities that live in those territories. Through its activities, a school for the community involves and supports the community's commitment to the right to education and inclusion (SILVA, 2009).

On the other hand, the school takes into account the needs of the community, promotes a common effort for local development and social cohesion, cooperating, making alliances, signing agreements with local institutions, social, economic and cultural actors in the community. A school for the community is socially responsible. The social role of the school is primarily represented by its mission: education for all, with equal rights, respecting and valuing diversity (CAIADO; LAPLANE, 2009).

According to the inclusive approach, the school needs to change its practices and make efforts towards quality and sustainability. The social role of the school must include a vision where the school is a socially committed and responsible institution, which integrates the cultural mission and the social mission of actively promoting the participation of the local community, all to overcome the obstacles that limit citizenship rights, excluding social inclusion, weakening self-determination and emancipation from poverty and violence (SASSAKI, 2006).

2.5 implementation and use of the pedagogical resource room

Kassar and Rebelo (2011) believe that professional education assistance has a double meaning: simultaneous teaching support intended to replace the enrollment of students with disabilities can be provided in "special classes, special schools, hospital classes and home care". Kassar and Rebelo (2011) pointed out that, in the last decade, federal government policies began to ignore the possibility of providing school services outside the general education system.

The instrument for the legal definition of this guarantee is Decree No. 6,571, of September 17, 2008, which allows the provision of specialized educational assistance in a complementary or supplementary way, and not as an alternative. In other words, specialized agencies must organize themselves into specialized educational aid centers to carry out complementary or supplementary actions to regular school locations.



According to the study by Barbalho and Porto (1992), provided for in the Brazilian Federal Constitution of 1988, disabled students must have the right to a specialized education complementary or supplementary to their schooling, which can preferably be carried out in multifunctional resource rooms in their school. own school, in an alternative school or in a specialized educational center.

According to Corrêa (2012), professional education assistance is a way of ensuring that each student with a disability, highly qualified or gifted is recognized and cared for.

In this sense, the multifunctional resource room is an organized space with lectures, teaching materials, equipment and trained professionals, who can meet special educational needs and promote the construction and dissemination of knowledge.

According to research by Lavorato and Mól (2017), the “Education Development Plan 2007” provided for the implementation of the resource room, which provided the necessary tools to meet the special needs of students with disabilities, and provided assistive technologies, such as software, use of Braille, books on optical and non-optical resources, sufficient furniture, etc. to promote school development.

Multifunctional resource rooms are characterized as transformative environments as they aim to provide the student with a place where their specific skills and abilities can be developed freely, unlike a common classroom where there is no such difference as they are shared by students with different specific characteristics.

The activities developed by this room are a complement to the regular classroom since in this resource room it is possible to identify whether or not the process included is being effective. According to Corrêa (2012), the same multifunctional resource room may be capable of serving students with different characteristics and specific educational needs, such as giftedness, dyslexia, attention deficit and hyperactivity, among others.

There is a wide variety of teaching materials and resources that can be used for work in the Multifunctional Resources Room or even in the regular classroom, among which the following stand out: educational games that value playful aspects, creativity and the development of logic and thinking strategies; adapted games, such as those made with graphic symbols, used on the communication boards corresponding to the



activity proposed by the teacher; textbooks and paradidactic books printed in large print, in Braille, digital in Libras, virtual storybooks, talking books; specific resources such as ruler, punch, soroban, signature guide, adapted drawing material, manual magnifying glass, sound calculator, enlarged notebook, adapted furniture and many others (CORRÊA, 2012).

Thus, for Lavorato and Mól (2017) it is necessary to take into account that the activities carried out in this room have the duty to promote the initiative and autonomy of its students, making learning a moment of pleasure and motivation, since for To build knowledge there must be active participation. Self-confidence is an essential maxim for the learning process to be effective. In this way, it is possible to determine that the resource room has an important role in promoting the human development of special students.

Final considerations

Inclusive education is not just about the particular school or class a child attends. It's also about what happens in that school or class. Inclusive education means encouraging every child to participate in everyday school activity and helping all children get the most from school.

Inclusive education means ensuring that the system adjusts to meet children's needs, rather than expecting children to "fit" into the system. The multifunctional resource room is considered an opportunity to achieve integration of education for people with disabilities. Responsible for mediating this process, providing students with resources that lead to learning and providing teachers with other options to promote teaching.

Resource room requirements are different from what managers look like, but more importantly, they are different from what governors who make public policy look like. The person is walking on the path of tolerance, but is still far from achieving destiny. Thus, it is possible to conclude that no matter how many barriers there are to learning and practice in special and inclusive education, much has been done to ensure inclusion is carried out effectively. The present study suggests that new research be carried out on this topic in order to contribute to scientific advancement in the area of education.



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