

**AEE REGULATIONS IN THE STATE OF SANTA CATARINA:
REFLECTION ON SPECIAL EDUCATION IN PORTO UNIÃO**
AEE REGULATIONS IN THE STATE OF SANTA CATARINA:
REFLECTION IN SPECIAL EDUCATION IN PORTO UNIÃO

Andrieli Carvalho¹

Valkyrie of Novais Santiago²

Abstract: This article aims to bring a provocation regarding Specialized Educational Assistance in Santa Catarina and its impact on the city of Porto União. To this end, a qualitative, bibliographic, documentary, and exploratory research method was adopted. To answer this question, the following specific objectives will be worked on: briefly discuss the history of Special Education in Brazil; explore current documents related to Special Education in the state of Santa Catarina with an emphasis on the relationship between school and family, spaces of operation, and teachers; and relate the regulations explored with the educational reality of Special Education in the city of Porto União. We conclude that the research was important, since we were able to perceive that even with the advances in the perspective of inclusive special education, there is still a long way to go for the effectiveness of this right, especially in schools. Regarding the social aspect, we understand that the research elucidates the importance of knowing a little more about this universe so that, with the collaboration of all rights, they are not neglected.

Keywords:Inclusion. Student. Teacher. Family-school. Operating Spaces.

Abstract: This article aims to bring a provocation regarding Specialized Educational Assistance in Santa Catarina and what its impact is in the municipality of Porto União, to achieve this by adopting a qualitative, bibliographic, documentary, exploratory research method. To answer this question, we will work with the following specific objectives to briefly discuss the history of AEE in Brazil; explore current documents related to AEE in the state of Santa Catarina with an emphasis on the school and family relationship, operating spaces and teachers; and report the regulations explored with the educational reality of AEE in the city of Porto União. We concluded that the research was important, since we were able to realize that even with advances in the perspective of inclusive special education, there is still a long way to go towards achieving effectiveness of this right, especially in schools, in relation to the social aspect, we understand that the research elucidates the importance of knowing a little more about this universe so that, with the collaboration of all rights, they are not neglected .

Keywords:Inclusion. Student. Teacher. Family school. Operating Spaces.

¹Academic of the Pedagogy Course at the State University of Paraná – Campus of União da Vitória. Email: andrielicarvalho2506@gmail.com

²Advisor. Professor of the Pedagogy Course at the State University of Paraná – União da Vitória Campus. Email: kiriansantiago04@gmail.com

1. INTRODUCTION

Inclusion has been a very recurrent theme, especially in the educational field, given that this paradigm involves social, cultural and political actions by everyone in order to ensure an education with equal opportunities for all, regardless of their individualities. By understanding the complexity and scope of the proposed study, we chose to bring some reflections and provocations regarding Specialized Educational Assistance (AEE), which according to Santa Catarina (2021, p.14), the guidelines:

[...] identify, develop and organize pedagogical and accessibility resources that eliminate barriers to students' full participation, considering their specific needs. The activities developed in specialized educational services are different from those carried out in the regular classroom and are not a substitute for schooling. This service complements and/or supplements students' education with a view to autonomy and independence at school and beyond.

Therefore, it is understood that the AEE, in educational institutions, is essential to guarantee access and permanence, but also for all students in educational institutions, but that this service is often not interpreted and/or neglected, which compromises the teaching-learning process of many students.

Given this reality and as a way of understanding the effectiveness of this right for children who need this care in the city of Porto União-SC, we listed the following question as a research problem: "How does the AEE work in the State of Santa Catarina and how does it influence the municipality of Porto União? From this perspective, the general objective was to analyze the normative documents of Santa Catarina and Porto União in order to understand whether these documents really meet the specific learning needs of the children participating in these spaces.

The specific objectives listed to answer the research question and achieve the research purpose were: to briefly discuss the history of AEE in Brazil; to explore current documents related to AEE in the state of Santa Catarina with an emphasis on the relationship between school and family, operating spaces and teachers; and to relate the regulations explored with the educational reality of AEE in the municipality of Porto União.

The methodology used for the research was qualitative, bibliographic, documentary, exploratory. From the perspective of Antonio Carlos Gil (2008, p. 27) this type of research aims to "develop, clarify and modify concepts and ideas, with a view to in view of the formulation of more precise problems or researchable hypotheses for studies

later".From this point of view, normative documents from Santa Catarina and Porto União were analyzed.

Thus, in the normative documents of Santa Catarina, concepts such as: teacher, student, family-school relationship and operating spaces were analyzed, so that it is possible to understand how it works, and what are the attributions of each individual who is part of this process.

Finally, an analysis was carried out of how these influence and are effective in the municipality of Porto União, considering that even though the municipality presents specific characteristics, it follows that of the State of Santa Catarina, thus analyzing what are the possible impacts caused to students who need this service.

In this sense, it is worth highlighting that the AEE has different characteristics and functions in the students' educational process, as it presents specific learning characteristics that are distinct from regular education. In other words, the AEE does not replace regular education and has a complementary and supplementary function and must take place after school.

For pedagogical purposes, the text was structured as follows: brief history of Special Education; specialized educational services in basic education; methodology; data analysis; final considerations.

2. THEORETICAL FRAMEWORK

2.1. A BRIEF HISTORY OF SPECIAL EDUCATION

Special Education has gone through a period of great challenges and setbacks, in which we can observe the most varied types of exclusion experienced by people with disabilities and different types of disorders, but with the transformations and changes that have occurred in society over the years, accompanied by the movements that have taken place in favor of Special Education. It is undeniable that when we look at the history of education we see that large parts of the population have suffered some type of prejudice or discrimination and that over the years they have been decreasing, but some prejudices and exclusionary attitudes are still noticeable in the current scenario.

3

Just like other individuals in society, people with disabilities or disorders have suffered for a long time, and still suffer, from this deep-rooted prejudice. According to the author Miranda (2008), there are four events that mark this

evolution towards people with disabilities which are: exclusion, segregation, integration and inclusion.

In Antiquity, due to limited access to information and the scarcity of studies related to people with disabilities, for most certain civilizations these people should be abandoned or eliminated. A little later in the Middle Ages they began to be enslaved, which according to the author Miranda (2008,p.31) “the treatment varied according to the prevailing conceptions of charity or punishment in the community in which the disabled person was included, which was a form of exclusion”.

In the centuries between the 18th and 19th, a movement began in other countries to create institutionalization for people with disabilities and disorders (a form of segregation), which consisted of creating places for these individuals to be isolated from those considered normal, but in Brazil this was still neglected. In 1854, the institutions “Boys Cegos” and “Institute for the Deaf-Mall”, where Miranda (2008, p. 31.) points out:

Special Education was characterized by isolated actions and the services were mainly focused on visual and hearing disabilities and, to a lesser extent, physical disabilities. We can say that there was almost absolute silence regarding mental disabilities.

The Modern Age is marked by a great revolution in science, from which a specific view of medicine emerges to study disabilities and disorders, thus the treatment of these individuals changes to try to include them in common environments. Miranda (2008, p. 35) says that “in 1970 it started-if the movement to integrate people with disabilities into society, with the aim of integrating them in school environments”, In this process, it is the individual who needs to adapt to the environments in which he or she has been inserted, for example, the school in this case only offers the place but makes no effort to facilitate this process.

In the current scenario, we are moving towards a period of Inclusive Education, which seeks the inclusion of all individuals regardless of their specificities, but for this process to be effective globally, it is necessary for everyone to have an inclusive view of all people with or without disabilities.

Miranda (2008, p.41) reinforces that for a school to become an inclusive school it is necessary:

The implementation of an inclusive educational practice will not be guaranteed through laws, decrees or ordinances that oblige regular schools to accept students

with special needs, that is, just the physical presence of the mentally disabled student in the regular class is not a guarantee of inclusion, but rather that the school is prepared to work with the students who come to it, regardless of their differences or individual characteristics.

In view of this, it can be concluded that many things have changed in recent times, even if very slowly we are evolving towards a more inclusive education/society, we still need people's perspective to be more inclusive towards individuals and their specificities, one way to guarantee the integral development of these students, access to AEE will contribute to this process.

2.2. SPECIALIZED EDUCATIONAL SERVICES IN BASIC EDUCATION

Specialized Educational Assistance in Basic Education is regulated by Decree No. 6,571, of September 18, 2008. This assistance covers all levels of education in Basic Education. Its main function is: "to identify, develop and organize pedagogical and accessibility resources that eliminate barriers to full participation of students, considering their specific needs" (Brazil 2024,p.16). In view of this, the AEE will be analyzed through this perspective, as a resource that will help eliminate possible barriers for students with special needs.

Therefore, the AEE aims to ensure that students attending Basic Education have the necessary conditions for a quality educational formation, serving as a complement to teaching. This relationship must occur in a collaborative manner with exchanges between the regular classroom and the AEE, so that the AEE teacher can work based on the difficulties reported by the regular class teacher, thus facilitating the student's learning and development in the regular classroom and other spaces.

It is worth noting that the students who have the right to assistance in the AEE room according to the document (Brazil, 2024) are:

a) Students with disabilities: those who have long-term impairments of a physical nature physical, intellectual, mental or sensory, which, in interaction with various barriers, can obstruct their full and effective participation in society on an equal basis with other people;

b) Students with global developmental disorders: those who present a framework of changes in neuropsychomotor development, impairment in relationships

social, communication or motor stereotypies. This definition includes students with classic autism, Asperger syndrome, Rett syndrome, childhood disintegrative disorder (psychosis) and pervasive disorders not otherwise specified;

c) Students with high abilities/giftedness: those who show potential high level and great involvement with areas of human knowledge, isolated or combined: intellectual, academic, leadership, psychomotor, arts and creativity.

In line with this thinking, the Brazilian Inclusion Law, in its art. 2, establishes that people with disabilities are those who are prevented from exercising effective participation and equal opportunities due to their physical, mental, intellectual and sensory characteristics (Brazil, 2015).

Based on this understanding, we argue that this service must be aligned with the perspectives of inclusive education, so it is necessary for the AEE to be proposed in the Pedagogical Political Project (PPP), since this document represents the characteristics and needs of learning. Or rather, the PPP is prepared by the entire school community in which the school is inserted, and must also contain all the information related to the provision of quality education for all. Based on this, the AEE in Basic Education must contemplate the material and human resources, that is, pedagogical materials, teachers, students, methodologies, classroom, among others, and mainly contemplate the objectives of the public involved.

In other words he must:

I - Provide conditions for access, participation and learning in regular education and guarantee specialized support services according to the individual needs of students;

II - Ensure the transversality of Special Education actions in regular education; III -

Promote the development of teaching and pedagogical resources that eliminate barriers in the teaching and learning process; and

IV - Ensure conditions for the continuity of studies at other levels, stages and types of education (Brazil, 2024).

In these terms, the legislation also tells us that the resource classroom, as a priority, must operate in schools during the opposite period to that in which the student attends the regular classroom. The presence of the AEE in the school where the student attends regular education will

allow this student according to Garcia; Daguiel; Francisco (2012, p. 2) the “AEE takes place in regular schools where students with disabilities are enrolled, bringing benefits to them, which will contribute to inclusion, avoiding discriminatory acts”, because it is through the AEE present at school that other colleagues will have access to information and understand a little more about the process, and through this they will be able to assimilate this process with a less prejudiced view.

For this purpose, in the following topic, the current documents of the AEE of Santa Catarina and Porto União were analyzed, to understand what the perspective on teaching is and to understand the influence and divergences present in the documents from the state to the municipality.

3.MATERIAL AND METHOD

The methodological approach is very important to achieve the objectives proposed by the research, so for this research we used the qualitative research cycle proposed by Minayo (1994, p.25 in his book “Social Research Theory, Method and Creativity, Chapter1” as shown in Figure 1:

Figure 1 – Information taken from the Minayo Social Research document (1994).



Source: Prepared by the author for research purposes, (2024).

Based on the qualitative research structure from Minayo's perspective (1994), we will analyze the data presented in the following way:

The exploratory phase was the part already completed that concerns the research project, in which we prepared to enter the subject with theoretical support and delimited the research theme. At this stage of the study, a bibliographical research was carried out to support the theme, especially the introduction portrayed the history of Special Education in Brazil, and also Specialized Educational Assistance (AEE). This stage of the research allowed us to understand how this process took place and what the current situation of Special Education is.

For fieldwork, which according to the author concerns theoretical construction through documentary research, field research, observations, interviews, among others. From this perspective, the work presented here used document research. Therefore, this phase consisted of analyzing normative documents in search of the selected elements.

In this analysis, we will use the Special Education documents related to the state of Santa Catarina, where the following documents were used: Guidelines for Specialized Educational Assistance (AEE) in the Regular Education Network of Santa Catarina 2021 (A1); Special Education Policy of the State of Santa Catarina, 2009 (A2); NESP Special Education Policy Notebook, 2018 (A3); and the Curricular Proposal of Santa Catarina, 2014 (A4). To analyze Special Education in the municipality of Porto União, only the Internal Regulations of the Multifunctional Resource Rooms (B1) were used, which were provided when requested.

The third moment mentioned by the author, which is the treatment of empirical and documentary material, refers to the interpretation of this data, creating a bridge between the theories cited in the research and the data found in the documentary exploration. The categories chosen for the understanding and analysis of the collected data were cited in Figure 2.

Figure 2 – Categories for analysis.



Source: Prepared by the authors for research purposes, (2024).

The categories listed for analysis are justified by the understanding that there are many regulations that ensure quality Inclusive Education for all students, but that in many circumstances these are not implemented.

Thus, when we understand that Inclusive Special Education must occur with equal opportunities for all, it is understood that for this to happen it is necessary for a series of factors to be functioning correctly and relating to each other, among which we can list:

a) The first listed is the relationship between family and school, because learning a comprehensive education of students and for this to happen, what happens in school environments must welcome not only the students, but also the student's family.

b) The second concerns how the teacher is cited in the documents, as the practice pedagogical, teacher training, and the relationship between teachers in the school environment will influence the student's teaching-learning process.

c) The third concerns the student, what are their rights and duties when attending the AEE, and mainly understand how this student is seen according to the documents.

d) The fourth one brings the AEE operating spaces considering that a well-structured place with access and quality conditions will greatly influence the learning of the student who attends it. In the following section, we will discuss these categories in more detail.

4. RESULTS AND DISCUSSION

4.1. RELATIONSHIP BETWEEN SCHOOL AND FAMILY

Therefore, the first category chosen for analysis in the listed documents was: “the role of the family in the participation of the student who attends the AEE”, considering that this relationship is important for the student in the teaching-learning process, as everyone who lives with this student can help in some way in their integral development.

From this perspective Silva and Klumpp (2020, p.4614) clarify that “the family becomes a primary and fundamental instrument in the formation of the individual”, it is in the family in that the student acquires his first knowledge, character, principles and has an emotional bond, starting from this perspective analyzing what the documents bring about this participation of

family with the school is fundamental to understanding what the documents' view is on this understanding, so Chart 1 shows this relationship.

Table 1 – Analysis of documents (A1) and (B1) the vision of AEE from the family x school:

A1	"Hold meetings with families, with the aim of informing them about the purpose of the service and provide guidance on the importance of family participation in this work, making written records of the guidance provided, with the signature of all those involved; p. 50 (Santa Catarina)
B1	Art. 12º. It is necessary for the family to build knowledge about disabilities, global developmental disorders or high abilities/ giftedness of their children, as well as to develop skills to manage all of these needs and potential. It is essential to invest in guidance and support for the family, so that it can better fulfill its educational role with its children. P. 10 (Porto União)

Source: Prepared by the author for research purposes, (2024).

In the documents analyzed, only the Guidelines for Specialized Educational Assistance (AEE) in the Regular Education Network of Santa Catarina (2021) and the Internal Regulations of the Multifunctional Resource Rooms of Porto União, address the participation of the family in the teaching process together with the AEE. In the two documents in which the family appears together in this process, they address the importance of making the family aware of what is being worked on and together thinking about how together they can better fulfill their educational role with the student.

In the article by authors Silva and Klumpp (2020, p. 4618) they bring Sixtus' perspective *et al.*, (2000) who tell us that since the school and the family are involved "directly in the process of constructing the child's development, in harmony with regard to understanding and affection, can lead the child on the path to academic success". In this excerpt brought by the authors we can reflect on how the student can improve in terms of teaching when worked together with affection, bringing their family into the process, as the emotional life of these students greatly influences the process, so bringing the family into this dynamism makes the student feel safe and welcomed, and with that, they obtain more success in their teaching process.

This vision of the family being present in the schooling of students with difficulties is in line with what is stated in the Salamanca Declaration (1994, p. 13):

The education of children with special educational needs is a task that must be shared between parents and professionals. A positive attitude on the part of parents favors school and social integration. Parents need support so that they can assume their roles as parents of a child with special needs.

Based on the above, it is understood that the documents are aligned with the current concept of inclusive education, since it foresees that the interaction between the family and the school makes the student safer, and consequently, makes the teaching-learning process more effective, without leaving the responsibility solely on the teachers, but rather as a whole where everyone helps and seeks a positive result for the main person in this process, which is our student.

Understanding the relevance of pedagogical practice for public inclusion students, the second category listed was about the role of the teacher in the documents analyzed.

4.1.1. Teacher

Given that the AEE has different functionalities than the regular classroom, the activities developed in it must necessarily have a supplementary character, unlike those in the regular classroom. Therefore, for this to occur, it is necessary to analyze the view that the documents give us about the AEE teacher, since it is the pedagogical practices that are being developed in the classroom that influence the way in which the AEE will be presented to the students who attend it.

Table 2 – Analysis of documents (A1), (A2), and (B1) the teacher’s view of AEE.

A1	e) Organize the groups by area of disability, Autism Spectrum Disorder (ASD), Attention Deficit/Hyperactivity Disorder (ADHD) or high abilities, considering the need for different methodologies to serve each of these areas;
A2	III – Teachers with appropriate specialization at secondary or higher level, for specialized care, as well as regular education teachers trained to integrate these students into regular classes;

B1	c) Work collaboratively with the regular classroom teacher to define pedagogical strategies that favor access by students with disabilities, global developmental disorders or high abilities/giftedness to the curriculum and their interaction with the group; p. 7
----	---

Source: Prepared by the author for research purposes, (2024).

In the documents analyzed, all of them present the duties of the AEE teacher, some in different ways and others are repeated practically the same, such as: organizing groups by area of disability, teachers with appropriate specialization at secondary or higher level, working collaboratively with the regular classroom teacher, among others. We thus perceive very large burdens on teachers, but we must also reflect on whether they have the training at their disposal to be able to put these aforementioned duties into practice.

The document Guidelines for Specialized Educational Assistance (AEE) in the Regular Education Network of Santa Catarina (2021) analyzed, portrays the organization of groupings by area of disability. We know that there are different difficulties presented by students who attend AEE in the teaching process, and many times, the teacher needs to work with these students without even having preparation in order to qualify him to perform his function with quality, quality here we refer to both the teacher and the student.

This qualification of teachers is necessary to comply with the Brazilian Law on Persons with Disabilities (Brazil, 2015, p. 13), as demonstrated below: “XI – training and provision of teachers for specialized educational services, translators and interpreters Libras, interpreter guides and support professionals”. Therefore, it is clear that it is not enough to have teachers in the AEE classrooms, but rather to have qualified teachers to work with the different learning difficulties that may arise in this process.

In the latest documents analyzed, the Special Education Policy of the State of Santa Catarina (2009), and the Internal Regulations of the Multifunctional Resource Rooms, both agree with what we were discussing at the beginning, but with a view to the regular education teacher, as it is not enough for the teachers of the AEE rooms to have this qualification, but rather, the entire school community in which the inclusion students are attending basic education, whatever the level, needs this preparation, since

that it is the school that needs to adapt to students with disabilities and not the student adapting to the school.

In this regard, the following topic will analyze what attributions the documents bring to students who need this access to the AEE, what are the conditions of access and permanence for these students.

4.1.2. The student as a subject of the law of the process

This category was concerned with highlighting how the student is seen in the documents, since he is one of the main elements in this research. Based on this, with the history of special education mentioned above, we see that in the past, when a person had a disability, they were mistreated and abandoned. Now this view is changing since all people have their rights guaranteed by law, as cited in the Brazilian Inclusion Law (Brazil, 2015, p. 12):

Art. 27. Education is a right of persons with disabilities, ensuring an inclusive educational system at all levels and lifelong learning, in order to achieve the maximum possible development of their physical, sensory, intellectual and social talents and abilities, according to their characteristics, interests and learning needs. Sole paragraph. It is the duty of the State, the family, the school community and society to ensure quality education for persons with disabilities, protecting them from all forms of violence, neglect and discrimination.

To guarantee this right to this education, there must be some guarantees from the State, for the students who attend the AEE. Based on this, it was observed in the documents what rights the students who attend the AEE have in this process.

Table 3 – Analysis of documents (A1), (A3), and (B1) the student's view of the AEE.

A1	From this perspective, the activities developed in the AEE are not intended as substitute teaching or school reinforcement, but rather as complements and/or supplements to the education of these students, through the provision of methods, strategies and accessibility resources that eliminate learning barriers, in order to favor these students' access to systematized knowledge in the school environment. p. 19
----	---

A3	Students with sensory disabilities and mild mental disabilities will have, in a period opposite to that of regular education, educational support services in resource rooms and pedagogical support services, respectively. p. 19
B1	<p>Art. 9º The Multifunctional Resources room is a space for students who present some special educational need throughout their learning [...], p. 10</p> <p>Art. 10º Students have the right to be treated with respect and attention by management, teachers, staff, and the entire school community, p. 11</p>

Source: Prepared by the author for research purposes, (2024).

According to the documents, students who should benefit from AEE are those who have some type of disability or special need for the learning process. Some documents, such as the Special Education Policy of the State of Santa Catarina, 2009, provide specific guidelines for each type of need and disability, while others, such as that of the municipality of Porto União, provide a broader approach that covers all disabilities and difficulties.

For the teaching process of students, some adaptations are necessary, as each student learns in a different way and needs different stimuli, some learn more with writing, others with reading and others with speaking, for this we have some resources to be used in the AEE in order to meet this and other needs.

Based on this idea, when planning their class, teachers often need to use resources such as: Libras, developing conceptual skills, Braille, daily activities, among other possibilities. Therefore, it is necessary for teachers to develop an individual plan for each student so that they can meet their specific needs and ensure that teaching and learning occur in a more positive way.

Another aspect observed in this analysis is that the document from the municipality of Porto União brings the following perception:rt. 10º “It is the right of students to be treated with respect and attention by management, teachers, staff, in short, the entire school community” (p.11). This excerpt ends up contradicting itself since the students are sent to other schools and end up not allowing this interaction with the school community in which they participate in the regular education classroom.

It is through this violation of the student's right to have access to this interaction with the school community that often interferes with the quality of teaching, based on this the

The last topic to be analyzed is the operating spaces, since for students to perform well, an adequate space is necessary to enable their comprehensive development.

4.1.3. Operating spaces

In this last category to be analyzed, we bring the space where the AEE operates in the municipal schools of Porto União, together with the documents from Santa Catarina. When analyzing the documents, we come across little information about the space where the AEE operates, as shown in Table 4:

Table 4 - Analysis of documents (A1), (A3), and (B1) the vision of the AEE from the spaces of operation.

A1	The AEE should be made available to students with disabilities, ASD, ADHD and AH/SD, enrolled in the regular education system of Santa Catarina, during the after-school period, primarily at the school where the student is enrolled, or at another regular school, and may also be carried out at Specialized Educational Assistance Centers (CAESPs), in partnership with the Santa Catarina Foundation for Special Education (FCEE) (SANTA CATARINA, 2016). P. 20
A3	The AEE is made available in the regular education network, in the afternoon, with the aim of complementing or supplementing the learning process of students with disabilities, Autism Spectrum Disorder (ASD), Attention Deficit/Hyperactivity Disorder (ADHD) and High Abilities/Giftedness. p. 47
B1	III - Enrollment in Specialized Educational Services - AEE for students enrolled in regular education at the school itself or another school, after the completion of the Assessment in the School Context (annex 1) and the opinion of the multidisciplinary team.

Source: Prepared by the author for research purposes, (2024).

When analyzing this element in the documents, we come across the dichotomy between the common classroom and the AEE, both documents bring us to the space of

operation outside of the regular school hours of these students, but which can take place in another school or spaces suitable for this. Based on this, we bring the discussion to the fragility of when the AEE operation takes place in other schools different from those in which the student attends regular education, because when the service occurs in different spaces, some obstacles may occur in ensuring the right to inclusion and a quality education, among which we can mention the difficulty of access, the different environment from those in which the student is already inserted.

In this sense, it is found that when the student is in another school carrying out his AEE service, a series of principles for ensuring inclusion are neglected, such as: the right to coexist with the school community in which he is inserted, not allowing interaction between the AEE teacher and the regular classroom; as well as the conception that it is the student who has to adapt to society and not society to his specificities.

Furthermore, the difficulties that may arise in this process are numerous, as students are exposed to several vulnerabilities present in society, among them we have the lack of transportation, family interaction in the process, social, and architectural barriers present in this displacement to another educational institution. Which in theory should not happen, as Federal Decree No. 5,296/2004 (Brazil, 2004, p.2) Chapter III art 8° gives us the right of people with disabilities to accessibility which corresponds to:

I - Accessibility: condition for the safe and autonomous use, total or assisted, of urban spaces, furniture and equipment, buildings, transport services and devices, systems and means of communication and information, by people with disabilities or reduced mobility;

It is therefore understood that every person with a disability should have access to these places, whether assisted or not, thus ensuring that these spaces are not stopped being frequented and used due to some difficulty. In addition to disabilities, we can also mention mental disorders, as an autistic student, for example, may have difficulty accessing new spaces that are outside their routine, which can lead to crises and even the student's family or even their own decision not to attend the AEE.

FINAL CONSIDERATIONS

When analyzing the documents in order to understand how the AEE works in the State of Santa Catarina and how it influences the municipality of Porto União, we understand that many points are aligned with the concept of inclusion that we defend, but that there is still a need to advance in the effectiveness of these rights. When analyzing, the gaps present in the state documents and in the municipal document become evident, most of the time making access to the AEE rooms more difficult for students, teachers and parents who need this service or participate in this process.

In these analyses, we prioritize the student, teacher, family and operating space, and in some of the elements analyzed, we found it difficult to find information about them in the document, such as what happened when analyzing the family-school relationship, something that in our view is extremely important for the student and ends up appearing very little in the documents or, in some cases, not at all. We understand that the process could be more beneficial for the students and for the school community in general, if aspects like these were elaborated in a way that contemplated all these spheres.

Thus, we conclude that the objectives of this research would be to briefly discuss the history of AEE in Brazil; explore current documents related to AEE in the state of SC with emphasis on the relationship between school and family, operating spaces and teachers and relate the regulations explored with the educational reality of AEE in the municipality of Porto União, data surveys were carried out and related to the normative document of Porto União, bringing the importance of these elements analyzed for the process, thus contemplating the research objectives were achieved.

Therefore, we concluded that the research was important from a personal and academic point of view, since we were able to see that even with the advances in the perspective of inclusive special education, there is still a long way to go for the effectiveness of this right, especially in schools. In relation to the social aspect, we understand that the research elucidates the importance of knowing a little more about this universe so that, with the collaboration of all, rights are not neglected.

REFERENCES

BRAZIL. Law No. 13,146, of July 6, 2015, institutes the Brazilian Law for the Inclusion of Persons with Disabilities (Statute of Persons with Disabilities).

_____. **Decree No. 6,571 of September 15, 2008, provides for specialized educational services, regulates the sole paragraph of art. 60 of Law No. 9,394, of December 20, 1996, and adds a provision to Decree No. 6,253, of November 13, 2007.**

_____. **Decree No. 5,296 of December 2, 2004, regulates Laws No. 10,048 of November 8, 2000, which gives priority to service to the people it specifies, and 10,098 of December 19, 2000, which establishes general standards and basic criteria for promoting accessibility for people with disabilities or reduced mobility, and provides other measures.**

SALAMANCA DECLARATION. **Salamanca Declaration and line of action on special educational needs.** 2nd ed. Brasilia: CORDE, 1997.

GARCIA, Aleksandra Debom; DAQUIEL, Fatima Gomes Nogueira; FRANCISCO, Fernanda Pereira Santana. **Specialized Educational Assistance (AEE).** Rio de Janeiro: Federal Rural University of Rio de Janeiro, 2012.

GIL, Antonio Carlos. **Social research methods and techniques.** New York: Oxford University Press, 2008.

MINAYO, Maria Cecilia de Souza; DESLANDES, Suely Ferreira; CRUZ NETO, Otavio; GOMES, Romeu. **Social research: theory, method and creativity.** 21st ed. Petrópolis: Vozes, 1994.

MIRANDA, Arlete Aparecida Bertoldo. Special education in Brazil: historical development. **History of Education Notebooks**, n.7, Jan./Dec. 2008.

SAINT CATHERINE. **Guidelines for specialized educational services (AEE) in the regular education network of Santa Catarina.** São José: Santa Catarina Foundation for Special Education (FCEE), 2021.

_____. **Santa Catarina Curriculum Proposal.** Florianópolis: State Secretariat of Education, Science and Technology, 2014.

_____. **Special Education Policy of the State of Santa Catarina.** São José: Santa Catarina Foundation for Special Education (FCEE), 2009.

SILVA, Camila Ramos Brandão da; KLUMPP, Carolina Ferreira Barros. The importance of the family-school relationship in the inclusive education of students with disabilities. **Brazilian Journal of Health Review**, v.3, n.3, p.4611-4629, 2020.

SISTO, E.; BORUCHOVITCH; LDT; FINI, RP; BRENELLI, SC **Learning difficulties in the psychopedagogical context.** Petropolis: Voices, 2000.

Rodrigues, Carina Mayane Turbano da Silva.

The Work of the Manager Ppublicin the Scholarship Program

Family / Carina Mayane Turbano da Silva Rodrigues, Maria Inocência Araújo, Porto Velho-RO, 2024.

20 f.

Supervisor: Master's student Vana Izabel de Araújo Chalender.

Final Course Work (Higher Education in Public Management EAD)
– Federal Institute of Education, Science and Technology of Rondônia - IFRO, Porto Velho-RO, 2024.

1. Public Manager. 2. Mission. 3. Family Grant. 4. Society. I. Araújo, Maria Inocência.

III. Federal Institute of Education, Science and Technology of Rondônia - IFRO. IV. Title.