Translated from Portuguese to English - www.onlinedoctranslator.com

RCMOS – Multidisciplinary Scientific Journal of Knowledge.
ISSN: 2675-9128. São Paulo-SP.
Year IV, v.1, n.2, Aug./Dec. 2024. | submission: 2024-12-06 | accepted: 2024-12-08 | publication: 2024-12-10

Specialized Educational Assistance and the challenges of ensuring accessibility for people with physical disabilities in the school environment

Carla Andressa Santos Muniz

Dilene Correia Santos
Jusenir Baptist Montalvão

SUMMARY
This article is a Final Course Work for the Postgraduate Course in Specialized Educational Services – latu sensu. This work aims to analyze the various challenges faced by the Specialized Educational Services (AEE) regarding accessibility for people and students with some type of disability. A bibliographical research was carried out in search of contributions from authors such as: MAZZOTTA (1996); MANTOAN (2004); MANZINI (2006); MINETTO (2008) among others. It is known that the knowledge acquired comes from discussions, problems and studies, therefore it is important to always be in search of new teachings. The school environment is where, from coexistence, the key point of this research is found, the difficulties of accessibility for people with disabilities. Therefore, it is clear that Specialized Educational Services is inserted in this context in search of changes and assistance to improve existing standards. Among the results, it is highlighted that specialized care contributes to improving the lack of accessibility that is present in the school environment, it also allows the school community to get involved and from there become aware and take a favorable position towards the cause and also unite society to reach the greatest possible number of beneficiaries. **Keywords:**Specialized Educational Assistance. Challenges. Accessibility. Physical Disability. School Environment.

Introduction

Specialized Educational Assistance, a term that can be replaced by the acronym AEE, is a much-discussed factor in the school environment. It is necessary to carry out a general analysis to reach a common point of how it contributes greatly to the development of students with special needs and how it can contribute to accessibility being implemented within the school environment.

Currently, what we see is a large number of students with special needs who are often left aside, do not receive the necessary care either due to a lack of specialized professionals or even because they cannot get to the school environment due to a lack of resources such as ramps, handrails, adequate flooring, among others.

The greatest challenge in education leads us to a feeling of change and reflection on teacher training, due to the fact that learning achievements occur well according to the application of teaching and management. The aim is to verify that Specialized Educational Assistance is an important promoter of inclusion within the school environment and can promote accessibility in schools.

It is clear that for special education to be an active and accessible reality for students with special needs, it is necessary that schools with specialized educational services are, above all, inclusive as a whole, aiming to benefit all their students and involve the entire school community and also society.

To achieve the proposed objectives, the methodological resource of bibliographic research was used, carried out based on the analysis of a variety of literature and materials already published, as well as scientific articles available on the internet.

The aforementioned final text is based on the ideas and concepts of several authors who discuss the topic, such as: MAZZOTTA (1996); MANTOAN (2004); BRASIL (2008); MANZINI (2006); MINETTO (2008).

This is an Open Access article distributed under the terms of the CreativeCommons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Development

The AEE in Brazil was incorporated from the 19th century onwards, with Europe and the United States of America as examples. The organizations began as institutions focused especially on serving the blind, deaf, and people with intellectual and physical disabilities. All of this service demonstrated the welfare that has always been marked, lasting until educational establishments were created to serve special students (MAZZOTTA, 1996).

The author Mantoan (2004) presents AEE as a support service that best meets the specialties of students with disabilities, and that it is a complement to school education, therefore it must be found and present at all school levels of education.

The AEE is a work that acts as special education, this service is made available in the opposite shift of the student who attends regular education, it is available on a mandatory basis to all students who are part of the public served by special education (BRASIL, 2008).

The AEE is, without a doubt, an educational complement, a resource that has at its disposal a range of support strategies that are offered to students with disabilities, enabling them to receive various forms of assistance, all according to their needs, which in fact guarantees the right to full and quality education (OLIVEIRA; ARAÚJO, 2010).

> (...) education systems must enroll students with disabilities, global developmental disorders and high abilities/giftedness in regular education classes and in Specialized Educational Assistance (AEE), offered in multifunctional resource rooms or in Specialized Educational Assistance centers in the public network or in community, religious or non-profit philanthropic institutions. (BRAZIL, 2009, p. 1)

Inclusion is a key point within the school environment, it is often discussed and brings up issues of various kinds, the school has the duty to take on the role of facilitating and providing the best possible learning for all children, the state's responsibility is to ensure that the school community is equipped with the necessary preparation to welcome everyone without distinction.

In order for the student to be included within the school context, free from embarrassing and uncomfortable situations, it is necessary for the school community and society to be prepared in such a way as to provide the conditions that will be favorable to the student so that it can be achieved fully and comprehensively.

> (...) an inclusive society is one capable of always considering all human conditions, finding ways for each citizen, from the most privileged to the most committed, to exercise the right to contribute with their best talent for the common good (WERNECK, 1999, P. 23).

What is being analyzed today is the complete lack of structure, whether physical or structural, in the school environment for the inclusion of students with some type of disability. For school spaces, accessibility is assessed based on the parameters of the architectural elements that are included and organized in access points through which students pass, in all proposed school activities (AUDI; MANZINI, 2006).

It should be noted that accessibility is key to ensuring inclusion within schools. Accessibility is important and indispensable, as it is the only way to guarantee students' access to the school environment, as well as the movement of individuals through all locations and spaces. It is clear from Decree 5,296 of December 2, 2004 that accessibility is defined as follows:

> [...] 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. (BRAZIL, 2004, p. 45-46).

Accessibility is also defined by the Brazilian Association of Technical Standards, NBR 9050 (ABNT, 2004), as the term accessible:

> Space, building, furniture, urban equipment or element that can be reached, operated, used and experienced by anyone, including those with reduced mobility. The term accessible implies both physical and communication accessibility. (ABNT,

This is an Open Access article distributed under the terms of the CreativeCommons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

2004, p 02).

When investigating data in a study, it can be seen that, for there to be real inclusion in practice, several physical changes need to take place in the school environment that truly promote accessibility and better performance of activities, so that the equipment is adequate and the built environments are suitable for students with disabilities (DISCHINGER, 2004).

The AEE aims to assist in promoting accessibility, as well as becoming a main disseminator of the idea that the school community should become a shaper of the thought of inclusion and access for all.

> Specialized educational services - AEE have the function of identifying, developing and organizing pedagogical and accessibility resources that eliminate barriers to students' full participation, considering their specific needs (BRASIL, 2008).

It is stated that schools in studies sometimes present some characteristics that provide physical accessibility to accommodate students using wheelchairs, such as: doors that meet appropriate standards, wider corridors and access gates. However, some spaces and objects need to be better designed to meet the varied and different needs of students. Take the example of adapted bathrooms, removal of steps, non-slip floors and adapted drinking fountains. Therefore, according to the authors, the various accessibility conditions that are lacking in these cases are not met due to the lack of knowledge of the school community itself (CORRÊA AND MANZINI, 2010).

Therefore, the school community must promote accessibility, the teacher, as the facilitator of learning, also has the important task of spreading accessibility and inclusion within the school environment, the student must feel welcomed and participating in the activities that are proposed without any type of exclusion or resistance from colleagues.

The teacher cannot have a vision of the student with special educational needs as someone with a disability. If this vision exists, it must be combated and changed. The change must occur with a view to developing activities with a variety of possibilities, respecting differences, guiding inclusion and valuing the student in his/her entirety (MINETTO, 2008).

The author further emphasizes the subject as follows:

> The teacher needs to organize himself in advance, plan the activities in detail and record what went well and then review how things could have been better. It is necessary to look at the results achieved and realize how much “all” the students are benefiting from the educational actions. (MINETTO, 2008, p. 101)

Therefore, the importance of the AEE, the school community and the teacher, together, is clear. working so that they can face the challenges that are encountered in guaranteeing accessibility in the school environment, it is essential that everyone comes together with a single purpose of promoting education for all and thus serving students in a comprehensive and total way.

For the effectiveness of the teaching-learning process of students, it is important to demonstrate the school-family-society tripod. It is through this effective participation that educators can get to know their students and their peculiarities better, helping in the interaction and experience of teaching, practice and learning. It is also confirmed according to Silva (2010) that “a good relationship between family and teachers expands the possibilities and creates new forms of activity and affection”. It is clear that everyone involved in this teaching-learning process is important and valuable in guaranteeing the rights to accessibility and education of students in the school environment.

3 Conclusion

It is concluded that the aforementioned work sought to emphasize and highlight Educational Assistance Specialized and the main challenges that arise in guaranteeing accessibility for people with physical disabilities in the school environment, bringing a vision of the authors, based on the school environment, the teacher as an important part of teaching and society, and that there is no promotion of accessibility and inclusion without their action.

The AEE is a key piece, important for students with special needs and

This is an Open Access article distributed under the terms of the CreativeCommons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

who need specialized care, are reached, with the aim of offering the student schooling, according to each characteristic and peculiarity. It is also a great promoter of inclusion, because through laws and knowledge it can disseminate aspects that are strategic points, also aiming at the elaboration of pedagogical resources that favor teaching-learning and guarantee the right to full quality education.

The school community must play an important role in education, quality of life and in promoting inclusion. When students arrive at school, they must feel welcomed, so that the place meets their needs and has resources that will help them overcome the challenges imposed on them and overcome their limits. School institutions must be equipped with knowledge and resources that support students with special needs, with easily accessible places, spacious environments, and materials and objects that comply with the imposed standards and parameters.

The teacher as a facilitator in the teaching-learning process must work with a focus on the right that every student has to equality and the opportunity to learn. The educator must remain active and participatory in the act of including and providing access to the student in activities and in the school environment. Each student must be served by him/her according to his/her needs, limits, skills and abilities.

Therefore, through the study, bibliographic reviews and what was presented, it is noted that in order to make accessibility for students with special needs effective, everyone's participation in this endeavor is essential, so that from there new horizons, new ideas and conceptions can be created and expanded, and views contrary to accessibility and inclusion can also be combated and modified, prioritizing the student and their integral and total learning.

REFERENCES

BRAZILIAN ASSOCIATION OF TECHNICAL STANDARDS. NBR 9050: accessibility for people with disabilities to buildings, spaces, furniture and urban equipment. Rio de Janeiro: ABNT, 2004.

AUDI, Eloísa Miranda Mazzini; MANZINI, Eduardo José. Protocol for assessing accessibility in elementary schools: a guide for managers and educators. Marília: ABPEE, 2006.

BRAZIL. Ministry of Education. Secretariat of Special Education. Operational guidelines for special education for specialized educational services in basic education. 2008. Available at: <http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=428-diretrizes-publicacao&Itemid=30192>. Accessed on: October 28, 2018.

CORRÊA, Priscila Moreira; MANZINI, Eduardo José. Assessment of accessibility in elementary schools using digital technology. 2010. Available at: <www.anped.org.br>. Accessed on: October 26, 2018.

Decree No. 5,296 of December 2, 2004. Regulates Laws No. 10,048 of November 8, 2000, and Law No. 10,098 of December 19, 2000. Brasília, DF, 2004. Available at: <http://www010.dataprev.gov.br/sislex/pages/23/2004/5296.htm>. Accessed on: October 26, 2018.

DISCHINGER, Marta. Universal Design in schools: accessibility in the municipal education network of Florianópolis. Florianópolis: Prelo, 2004.

MANTOAN, Maria Teresa Eglér. Equality and difference in school: how to walk a tightrope. In: MANTOAN, Maria Teresa Eglér; PRIETO, Rosângela Gavioli. School inclusion. New York: University of Chicago Press, 2006.

MINETTO, Maria de Fátima. The curriculum in inclusive education: understanding this challenge. 2nd ed. Curitiba: IBPEX, 2008.

National Policy on Special Education from the Perspective of Inclusive Education. Brasília: 2008. Available at: <http://peei.mec.gov.br/arquivos/politica_nacional_educacao_especial.pdf> Accessed on: October 23, 2018.

This is an Open Access article distributed under the terms of the CreativeCommons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

RESOLUTION Nº 4, OF OCTOBER 2, 2009. Institutes Operational Guidelines for Specialized Educational Services in Basic Education, Special Education modality. Brasília, 2009. Available at: file:///C:/Users/Simone/Desktop/Revista%20ed%20B%C3%A1sica/rceb004_09.pdf Accessed on: October 23, 2018.

SILVA, Aline Maira da. Special education and school inclusion: history and foundations. Curitiba: Ibpex, 2010.

This is an Open Access article distributed under the terms of the CreativeCommons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.