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SPECIALIZED EDUCATIONAL SERVICE

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Abstract: This work aims to expand knowledge about the disabled student, after all, inclusion has arrived in our schools, we constantly receive children with disabilities, whether physical or mental. There are many challenges to be overcome, and the teacher needs to be prepared. Inclusive education has come to add, and its principle is the recognition and appreciation of human differences and this requires from schools conditions to guarantee access and qualified professionals to exercise their function so that the student develops their potential. The importance of using Assistive Technologies in Specialized Educational Service is clear, aiming at the inclusion of students with disabilities, offering services and resources that help them. È Through the Multifunctional Resources rooms, which the Ministry of Education has invested in the technique and implementation of Assisted Technology in the common school, with space destined to carry out the AEE, the disabled has also received a special look.
Keywords: Challenges, Inclusion, Deficiency.

INTRODUCTION

I started this work with the aim of acquiring more knowledge about people with special needs, this is due to the fact that inclusion has taken over our schools day by day, we have received children with various disabilities, whether physical or mental.

There are many challenges to be overcome and most of us do not feel prepared to support these students who need support to develop their cognitive skills, and we cannot say that it is neglect or that we want to leave them to their own devices.

The fact is that we were not prepared to deal with this situation, however the situation has changed and people are seeing people with disabilities with different eyes, including their own parents. Based on this principle, the need arose to verify how inclusive education can add to the teaching practice, as its principle is the recognition and appreciation of human differences, and this requires from schools environments that are able to guarantee this access and qualified professionals to exercise their role as way for the student to develop their potential.

I work at the Jardim Encantado Child Education Unit located at C4 Street, Juruena MT. We serve an average of 240 students, children pass through here, with different learning possibilities, whether they are disabled or not, the fact is that we are not always prepared to work with this diversity presented by the student, everything is possible, however the practice of teacher is not suited to the knowledge that is specific to the AEE.

DEVELOPMENT

Recently, students with disabilities are no longer enrolled in APAEs, the so-called special schools, they are enrolled in schools in common rooms, depending on their disability, they are given assistants so that they can help with their difficulties. Currently, with the Specialized Educational Service classrooms, students now have an inclusive and better quality education.

According to Bersch:

> In line with the inclusive education movement, special education becomes a complement to the training of students with disabilities, that is, it will provide, through the Specialized Educational Service - AEE, the accessibility services and resources for this student has effective participation in school education activities. (MODULE 3 ASSISTIVE TECHNOLOGY - TA: APPLICATIONS IN EDUCATION.)

In this sense, the importance of the use of Assistive Technologies in specialized Educational Services is clear, as it aims at the inclusion of students with disabilities in school, offering various services and resources

that help students in their daily activities.

In AEE, students with disabilities learn to use materials, equipment, systems, codes, among others that provide access, autonomy, independence and participation. However, there is much to be done so that special education from the perspective of inclusive education can be understood and actually practiced in education systems.

Assistive Technology is a very important area of knowledge for teacher practices in the AEE classroom. È from AT, it is possible to reach one of the main objectives of the AEE, which is the effective participation of students with disabilities in school education activities.

È through the Multifunctional resource rooms, which the Ministry of Education has invested in technically and financially, for the implementation of AT in the common school, through the space destined to carry out the AEE. This is a little-known term, but it is used to identify the whole range of resources and services that contribute to improving the lives of people with disabilities, thus promoting a more independent life.

Just as we use technology to make life easier, people with disabilities have also had a special look, not only to make their lives easier, because when it comes to a person with a disability, technology also comes to make it possible to carry out a required or desired action. Through technology, a person with a disability has possibilities for mobility, environmental control, computer access, communication, carrying out daily tasks, among other activities. Cook and Hussey (1995) 1 define AT, based on the concept of the American with Disabilities Act – ADA 2, as a wide range of equipment, services, strategies and practices designed and applied to improve the functional problems encountered by individuals with disabilities.

It can be said then that the main objective of AT is to provide people with disabilities with autonomy, functional independence, quality of life and social inclusion, giving them the full right to exercise their citizenship in fact and in truth.

Decree 3,298 of 19994, in article 19, defines the concept of technical assistance:

> Article 19. Technical aids are considered, for the purposes of this Decree, to be elements that make it possible to compensate for one or more functional motor, sensory or mental limitations of the person with a disability, with the aim of allowing him to overcome the barriers of communication and mobility and to enable its full social inclusion. (BRAZIL, 1999)

The schools, even though they do not have a Multifunctional resource room, have received several objects from the Ministry of Education, which are guided by the sole paragraph of article 19:

Single paragraph. Technical aids are:

I - hearing, visual and physical aids;

II - orthotics that favor functional adequacy;

III - equipment and elements necessary for the therapy and rehabilitation of people with disabilities;

IV - equipment, machinery and work tools specially designed or adapted for use by people with disabilities;

V - elements of mobility, care and personal hygiene necessary to facilitate the autonomy and safety of the person VI - special elements to facilitate communication, information and signaling for people with disabilities;

VII - equipment and special teaching material for the education, training and recreation of people with disabilities;

VIII - environmental and other adaptations that guarantee access, functional improvement and personal autonomy; and

IX - collection bags for ostomy patients. (BRAZIL, 1999)

It is important to emphasize that, on November 16, 2006, through Ordinance No.

142, the Special Secretariat for Human Rights – SEDH, of the Presidency of the Republic, created the Technical Assistance Committee – CAT. This same council defined and approved, on December 14, 2007, its concept of assistive technology:

> Assistive Technology is an area of knowledge, with an interdisciplinary characteristic, which encompasses products, resources, methodologies, strategies, practices and services that aim to promote functionality, related to the activity and participation, of people with disabilities, disabilities or reduced mobility, aiming at their autonomy, independence, quality of life and social inclusion. (BRAZIL, 2007)

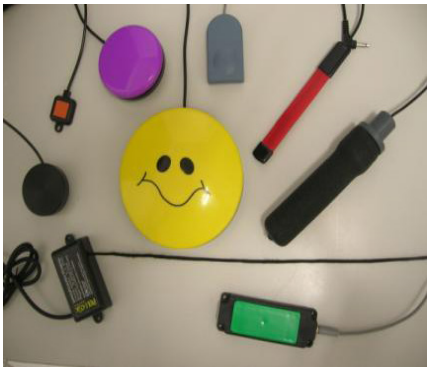
Assistive technology thus encompasses not only physical artifacts or instruments, but everything related to strategies and methodologies, which contributes to expanding the active and autonomous participation of people with disabilities. Therefore, the user must, through the AEE, have knowledge about the best technology that will support them in solving their needs. Example of apparatus for working with the AEE:

When it comes to problem solving, the school is one of the segments of society that is being revised to meet everyone's needs. This new design of the school is not restricted to its physical structure and the materials made available for learning. It must be designed for everyone, being one that recognizes that each student is different and its challenge is to value these differences to enrich the pedagogical action.

CONCLUSION

It is clear that assisted technology is essential to have an egalitarian and equity education, after all, it is classified into categories according to the functional objectives for which it is intended, which can be: A.1-Aid for daily life and life practice; A.2- Augmentative and Alternative Communication – CAA- ; A.3- Computer accessibility features- ; A.4- Environment control systems-; A.5- Architectural projects for accessibility -; A-6- Orthotics and prostheses -; A-7- Postural Adequacy-; A-8- Mobility aids-; A-9- Aids for people with blindness or low vision -; A-10- Assistance for people who are deaf or hearing impaired; A-11- Vehicle adaptations. When studying all these categories mentioned, it becomes clear how important they are, after all, each one offers an alternative, which facilitates the student's life and/or learning.

This course was a unique experience, because from the experiences passed on, it becomes clear how important the teacher is not only in the schooling process of the disabled, but that the teacher is undoubtedly key players in this process, with an importance equivalent to that of the family members, so that the disabled person has their autonomy and self-esteem improved.



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