




COLLABORATIVE CONSULTING IN PHYSICAL EDUCATION: PROGRAM PLANNING AND IMPLEMENTATION FOR STUDENTS WITH PHYSICAL DISABILITIES

CONSULTORIA COLABORATIVA EM EDUCAÇÃO FÍSICA: PLANEJAMENTO E IMPLEMENTAÇÃO DE PROGRAMA PARA ESTUDANTE COM DEFICIÊNCIA FÍSICA 

CONSULTORÍA COLABORATIVA EN EDUCACIÓN FÍSICA: PLANIFICACIÓN E IMPLEMENTACIÓN DE UN PROGRAMA PARA ESTUDIANTES CON DISCAPACIDAD FÍSICA 

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Abstract: The aim of the study was to plan, apply and evaluate a collaborative consulting program as a model to support the inclusion of students with physical disabilities in the context of Physical Education. A field research with a collaborative approach was conducted, as a strategy we resorted to the case study. Participated in this study a Physical Education teacher from a public school in the interior of the state of São Paulo, who taught classes for students with physical disabilities. The program was developed in four stages: 1) Approximation and establishment of bonds; 2) Problem identification and action plan planning; 3) Implementation and 4) Program Evaluation. The results indicated that the provision of collaborative consulting service provided to be a viable support strategy in the context of Physical Education classes, being able to provide the regular education teacher with more security to deal with the challenges of school inclusion.

Keywords: Physical education. Special education. School inclusion. Consulting services.

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1 INTRODUCTION¹

In recent decades Brazil has undergone a process of strengthening school inclusion as a fundamental principle that guides the goals for the schooling of people with disabilities, global developmental disorders and high skills/giftedness (BAPTISTA, 2011). This process is directed from the need to rethink the support services that make up the Specialized Educational Service (ESA).

Thus, the ESA has the role of identifying the specific needs of the student, elaborating and organizing pedagogical and accessibility resources, eliminating the barriers that prevent the participation and effective learning of students according to their needs. In the context of Brazilian schools, support services materialize through multifunctional resource rooms (BRASIL, 2008, 2010), and strategies focused on collaborative work, such as co-teaching and collaborative consulting (MENDES, VILARONGA, ZERBATO, 2014; MACHADO; ALMEIDA, 2010). However, these last two initiatives are still little explored in the scope of Physical Education (PE) (OLIVEIRA, NUNES, MUNSTER 2017).

In this context, Adapted Physical Education can be understood as a professional field of study within Physical Education, whose knowledge base is multidisciplinary, and aims to research, plan and develop physical, leisure and sports activities for people with disabilities. In the literature, the term Adapted Physical Education (EFA) has been used to refer to the school context (regular and/or specialized) (REID; STANISH, 2003). Thus, in the present study, the term Consulting in Adapted Physical Education will be adopted, since the context of development of the study is school.

Collaborative consulting in Adapted Physical Education is a strategy to support inclusive education based on collaborative work, which consists of a process in which the consultant (specialist teacher in Adapted Physical Education²) provides support to the consultant (regular education Physical Education teacher/generalist teacher), who share the responsibility of solving challenging situations that emerge in pedagogical practice and planning teaching strategies for students with disabilities, in order to promote a greater opportunity for participation and learning (IDOL; NEVIN; PAOLUCCI-WHITCOMB, 2000; ARAÚJO; ALMEIDA, 2014).

Rodrigues (2003) emphasizes the importance of specialized support for generalist Physical Education teachers³ who work in inclusive contexts. However, it is important that this support is offered by teachers with initial training in PE. In this sense, although the author considers that the general aspects of inclusion can

1 This article is an excerpt from the doctoral thesis entitled "Collaborative consulting as a strategy to promote school inclusion in physical education classes" (OLIVEIRA, 2018).

2 A *teacher specialized* in Adapted Physical Education is a professional with initial training in Physical Education, with a specialization in postgraduate level and/or recognized experience and performance with people with disabilities (OLIVEIRA; MUNSTER, 2019).

3 The term *generalist Physical Education teacher* refers to the teacher with initial training in Physical Education who works in ordinary schools of the regular education network who, even having completed curricular discipline related to Adapted Physical Education, does not have specialization and does not always have sufficient specific knowledge in this area. It is worth mentioning the care with generalizations: in certain situations, some generalist Physical Education teachers are able to succeed in their inclusive pedagogical practice, even without specialized support (OLIVEIRA; MUNSTER, 2019).

be supported by a teacher specialized in Special Education, when it comes to the specificities of the curricular contents related to Physical Education, the support provided by a professional without specific training in PE may be insufficient.

In view of the above, the following research questions arise: How to develop a collaborative consulting program between a teacher specialized in Adapted Physical Education and the generalist Physical Education teacher in order to support the latter to face the challenges encountered in the school inclusion of students with disabilities?

Thus, this article aims to plan, apply and evaluate a collaborative consulting program as a model to support the inclusion of a student with physical disabilities in the context of school Physical Education.

2 METHOD

2.1 RESEARCH CHARACTERIZATION

The study is characterized as a qualitative research with a collaborative approach. In this approach, research can be seen concomitantly as a research and training activity, since the researcher assumes the role of Co-builder together with the teachers (DESGAGNÉ, 2007). As a research strategy, the case study will be adopted, which can be understood as the study of events within their real-life context, contributing significantly to the understanding of individual and organizational phenomena (YIN, 2003).

2.2 PARTICIPANTS AND RESEARCH SITE

The research was conducted in a municipal school of basic education in a city in the countryside of the state of São Paulo. Participants in the study were a Physical Education teacher working at elementary school levels I and II, who graduated 26 years ago and with six years of teaching experience, a student with physical disabilities aged 11 years old, enrolled in the 5th year of elementary school, and the researcher (who worked as an Adapted Physical Education consultant) licensed and bachelor in Physical Education and Master in Special Education). The selection of participants was based on convenience criteria.

2.3 DATA COLLECTION PROCEDURES

The data collection procedures were structured in four stages, organized from the phases of development of Consulting Programs present in the literature: 1) Approaching and establishing a bond with the school community; 2) Identification/definition of the problem to be solved and planning the action plan; 3) Implementation of the program; and 4) Evaluation of the program (OLIVEIRA, 2018); BLOCK; CONATSER, 1999). In each of them, different data collection instruments were used. The steps and the respective data collection instruments will be presented in the following table:

Table 1 - Summary of data collection steps

	Purpose	Technique	Intruments
Step 1 Plan	- Approach and establish a bond with the school community; - Knowledge of reality;	Survey application	School characterization questionnaire; Teacher identification questionnaire;
Step 2 Elaborate	- Identify and define the problem to be solved. - Plan the action plan.	Interview and Systematic Observation	Semi-structured interview script;
Step 3 Implement	-Implement the program;	Interview	Individualized Teaching Plan Applied to Physical Education – PEI-EF; Field Diaries (record of meetings);
Stage 4 Assess	Evaluate the program from the perspective of the teacher	Interview	Semi-structured interview script Collaborative Consulting Service Final Assessment Questionnaire

Source: Prepared by the authors

2.4 FORM OF DATA ANALYSIS

To analyze the data obtained through interviews and field journals, the theoretical framework of content analysis proposed by Moraes (1999) was used, which comprises five stages, namely: 1) preparation of information; 2) transformation of content into units; 3) classification of units into categories; 4) description and 5) interpretation. Regarding the type of content analysis, categorical analysis was used (BARDIN, 2009; MINAYO, 2002).

Given the objective characteristic of the data obtained through the questionnaires and the PEI-EF, the information was summarized. The interviews were recorded and transcribed in full, and their content was subsequently submitted to the appreciation and approval of the interviewees (verification by members). In order to ensure greater reliability, the triangulation by convergence of multiple data sources was used, which consisted of using different sources of information in order to identify possible convergences and guarantee the credibility of the information obtained (PATTON, 1999).

2.5 ETHICAL ASPECTS

All methodological procedures complied with the standards established by Resolution No. 466/12, which deals with research standards involving human beings. The project was submitted to the Human Research Ethics Committee of the Federal University of São Carlos (UFSCar) and approved by CAEE No. 43156415.1.0000.5504.

3 RESULTS

The results will be presented from the detailed description of the stages of development of the PE consulting program applied to the student with physical disabilities. Thus, in step one the process of approaching the school and the teacher will be described, in step two the process of identifying the difficulties, defining the problem to be solved and planning, in step three the implementation of the program, and in step four the evaluation.

3.1 STEP 1: APPROACH AND ESTABLISHMENT OF BONDS

At first, the researcher contacted the school board in order to present the research project and verify if the teacher would be interested in participating in the Consulting program. After the first contact, observations of PE classes and application of the school characterization questionnaire were performed. The information collected in this step will be described below:

Teacher (P): Regarding the teacher's performance in classes, it was observed that, whenever possible, he sought to create strategies in order to promote the participation of all his students in the PE class, modifying rules, space, providing various types of support.

School (E): The school is located in a lower middle class neighborhood, and in terms of accessibility it had access ramps, handrails and adapted toilets, as well as a multifunctional resource room (SRM) through which ESA services were provided in the area of Special Education. In addition to SRM, there was also the collaborative teaching service, which was provided by teachers with training in Special Education, who provided support in all subjects of the curriculum, except Physical Education. The space available for PE classes was a multi-sport court, covered and surrounded with wire.

3.2 STEP 2: PROBLEM IDENTIFICATION AND ACTION PLAN PLANNING

To identify the difficulties, define the problem to be solved and plan the action plan, we used the analysis of the interview conducted with the teacher, and the non-participant observation script completed with the help of an auxiliary researcher during class observations. Thus, from the analysis of the data, three categories of difficulties expressed by the teacher were identified (Table 2), which referred to: 1) the school 2) the teacher and 3) students without disabilities. Such categories were established based on Machado (2005), Fiorini (2015) and Fiorini; Manzini (2012, 2014).

Table 2 - Categories of analysis defined

Assigned difficulties	
Categories of Analysis	Analysis Subcategories
1) to school	Lack of human resources support Difficulties related to the absence of professionals and support from specialists who provide support to the Physical Education teacher;
2) To the teacher	Initial insecurity related to lack of adequate training and practical experience (Lack of knowledge about inclusion/ adaptations/teaching strategies/adequate training).
	Insufficient Planning
	Lack of knowledge about the student;
3) Students without disabilities	Indiscipline and lack of tolerance among students
	Unfavorable attitudes towards students with disabilities

Source: Prepared by the author based on Machado (2005), Almeida (2008), Fiorini (2012, 2015) and Fiorini; Manzini (2014).

Thus, for P, the difficulties encountered in school daily life for the inclusion of students with disabilities in their PE classes refer, among other aspects, to the

absence of support provided by another teacher to assist in the inclusion process during Physical Education classes:

P: /.../ because it is difficult for you to reconcile a person with a certain disability and the class without having anyone to support you... [give this support] it is difficult to leave the whole room with another activity to be alone with the student with a disability, so a teacher with this profile is fundamental.

In this direction, P understands that the support provided by another teacher could help him, giving specific support to the student with disabilities at times when he is not performing the same activities as the rest of the class. The need for a support teacher, specifically in Physical Education classes, was also raised in the study by Seabra Júnior (2006).

In the category related to the teacher, the subcategory related to: Initial insecurity related to lack of adequate training and practical experience was identified:

P: At first we were apprehensive after taking some measures, adapting some activities, and we reconcile/.../so at first it was difficult I didn't know what to do. I even taught them a specific activity, different from the other students/.../

According to Ferreira and Cataldi (2014), sometimes students with disabilities should have the opportunity to experience activities that contemplate their specificities and allow them to be more successful. Regarding the activities taught by the teacher specifically for children with disabilities, it is necessary to emphasize that, although it is valid to look for alternatives to meet the particularities of the student in PE classes, it is important that he, whenever possible, privileges collective participation in the proposed activities.

Thus, it is necessary to overcome the tendency of individualization of the activity for the student with disabilities, that is, the belief that all activities for this student have to be adapted or different from those taught to other colleagues, thus, adaptations are important, but do not need to be carried out at all times. Therefore, according to Munster (2013, p. 28) curricular adjustments and methodological adaptations must be made “whenever” and “only when” necessary.

Another subcategory related to the teacher refers to “Insufficient planning”. Thus, when asked how he planned his classes, the teacher highlighted that he prepares annual and semester plans, however, the daily planning of classes seems to be replaced by improvisations and adjustments made at the time of class.

Q: We do semiannual and annual planning/.../ we know what we are going to work on all year and we often end up changing, creating /.../ I'll be honest: many activities I adapted at the time, others I already have in mind that you can do, but at the time I end up changing/.../I have a lot of it, I create a lot of different activities at the time.

The lack of knowledge in the planning of classes can hinder the collaborative consulting process, since it is important that the consultant has access to the contents that will be worked in advance, in order to propose strategies that can facilitate the effective participation of all students.

Through systematic observations, the consultant found the “lack of knowledge about the student” as another aspect that hinders teaching practice. Thus, it was

observed that the teacher had no knowledge about basic aspects related to his student with disabilities, unaware of his abilities and needs. This difficulty was also observed in the teacher's discourse, by triangulating the observation data with those of the interview. According to the teacher, the lack of access to students' reports and the absence of more specific information about the disability limits the pedagogical practice, since the teacher does not know the possibilities and specificities of his student. Sanches Júnior (2009) corroborates this position, presenting that the lack of specific knowledge about disabilities by teachers and the difficulty they have in identifying and understanding the particularities of students with disabilities constitute one of the challenges related to inclusion.

In the category of difficulties related to students without disabilities, P highlighted "indiscipline and lack of tolerance among students":

P: The difficulty I have is with regard to indiscipline /.../

Unfavorable attitudes towards students with disabilities

P: There is discrimination, the student discriminates against the colleague with a disability /.../ maybe because he has the disability he is excluded /.../ so I have this difficulty, how to act when you are faced with a situation like this? /.../ he discriminates against his own colleague who is on top of the wheelchair, some sometimes welcomes, embraces, others discriminate, bullying /.../we advise, but it is difficult to articulate a correct way to solve this problem, I am now looking for how to solve this problem, I have not yet found the solution.

The unfavorable attitudes towards students with disabilities was the most recurrent difficulty in P's discourse, in his report it gives indications that this is one of the problems that he would like to be addressed.

3.2.1 Delimitation of the problem to be solved

After identifying the demands, a meeting was held with P in order to delimit the main difficulty to be solved and for which student the consulting service would be focused, to then plan the actions to be implemented in the consulting process. Thus, after the consensus between consultant and consultant, the problems to be solved were defined. Therefore, the actions of the Collaborative Consulting program in Adapted Physical Education were directed in order to solve:

- Unfavorable attitudes towards students with disabilities by peers without disabilities;
- Lack of knowledge about the student with disabilities on the part of the teacher.

Thus, based on the demands raised by the teachers and based on the suggestions proposed by Fiorini and Manzini (2014), the following strategies were defined to solve the problems: 1) Analyze the student's report available at school; 2) Complete the PEI-EF; 3) Apply checklist as a way to complement the information of the PEI in order to verify the motor skills, facilities and difficulties of the student; 4) Explain about the etiology of disability and adaptation strategies aimed at school PE; 5) Hold meetings with family members; 6) Assist the PEF in class planning; 7) Assist the PEF in planning strategies for the awareness of students and the school community.

3.2.2 Individualized Teaching Plan Applied to Physical Education – PEI-EF

The program was directed to the demands related to the student with cerebral palsy who will be called student 1 (E1). E1 was chosen by the teacher due to her motor characteristics.

The application of the PEI- was carried out in two stages over three meetings, with the participation of the Physical Education teacher, the student, and the mother. For Munster et al. (2014), the participation of students with disabilities and their families in the process of completing the PEI- EF is extremely important, since these are the main stakeholders in their educational process and, therefore, should assist in the construction of their own educational plan, being part of the PEI preparation team. Table three presents the synthesis of the data obtained through the analysis of the PEI-EF.

Table 3 - Summary of EIP implementation data – EF

Student	
<p>General Characteristics:</p> <p>Personal data; and Information regarding the student's condition.</p>	<p>- Female student, 11 years old, enrolled in the 5th year of elementary school, had cerebral palsy of the tetraparesis type due to perinatal anoxia. She was born six months premature.</p> <p>- The student had preserved cognitive aspects and communicated verbally without alternative or augmentative communication resources. She presented excellent academic performance and moved by means of a motorized wheelchair, although he could also move by means of a four-supported walker. He wore orthoses on his left hand.</p> <p>- Regarding his motor experiences, he had already done hippotherapy and swimming. She actively participated in PE classes and reported that she would not like to change schools due to P. 's Physical Education classes. Regarding the content of PE classes, she liked to play fire, volleyball and all ball activities.</p>
<p>Student self-assessment</p> <p>Identification of levels of Support and the level of Student's performance.</p>	<p>The evaluation of the student was carried out through a checklist prepared by the researcher and the PE teacher.</p> <p>Regarding the level of achievement, the student:</p> <ul style="list-style-type: none"> - She remained sitting on the floor without the need for back support; -Flexed the torso fully in front when sitting on the floor or in the wheelchair. In the conventional chair, he performed a 20-degree flexion of the surroundings; - When leaning on the underside of her armpits, she performed small steps and supported her weight with her legs; -Had more marked difficulties in coordination on the left side (hands and arms); -He had manual gripping only with his right hand; -He raised both hands above his head unaided; - Performed trunk rotation with physical assistance. <p>Recommendations for Physical Education classes:</p> <ul style="list-style-type: none"> -With regard to special care related to the practice of PE classes, it was recommended that in activities using the wheelchair a strap was used that attached the student's torso to the chair. Regarding the levels of support in activities carried out on the ground, it was recommended to use a mat just to offer more comfort to the child; In activities that required throwing a ball, the student would need physical support.
<p>Program of Physical Education.</p>	<p>The pedagogical goals outlined for the student were:</p> <ul style="list-style-type: none"> -Promote the experience of pre-sport games and adapted sports (seated volleyball); promote the understanding of the basic fundamentals and rules of the sport of seated volleyball; develop aspects related to global motor coordination, balance, and agility; promote the development of basic manipulative motor skills such as throwing, receiving, kicking, bouncing, and locomotion such as diverting, rolling among others.

Source: Prepared by the researchers

3.3 STEP 3: PROGRAM IMPLEMENTATION

The Consulting program was carried out in a total of ten meetings scheduled to take place weekly or biweekly, depending on the availability of the teacher and the school calendar. Chart four presents a synthesis of all meetings and interventions carried out in the implementation stage of the action plan, this information was extracted from the analysis of the records made in the field journals and observation scripts.

Table 4 - Summary of the Collaborative Consulting Program

Implementation of the Collaborative Consulting Program		
Steps	Meetings	Summary of actions
Implementação	01	-Presentation of what is collaborative consulting; -Definition of the roles of consultant and consultant professor; -Construction of the calendar with the definition of the dates of the next meetings. - Planning some initial actions to solve the problem.
	02	- Presentation and Study of PEI-EF/ Start of inventory completion;
	03	- Meeting with the Physical Education teachers of regular education, the consultant teacher and the research advisor; - Consultation of the student's report, - Completion of PEI- EF with the presence of the Physical Education teacher;
	04	-Studies on physical disability- Etiologies/ strategies of adaptations in inclusive PE. -Exposure through audiovisual material on the definition of physical disability, etiologies, as well as adaptation strategies in School Physical Education classes; -The teacher shared strategies he used in his classes to equate the conditions of participation of the student with disabilities, such as: adaptation of the physical space (reducing distances), and adaptations of the rules.
	05	- Meeting held at the student's home to continue completing the PEI-EF. The instrument was applied through a conversation with the mother and the student, who reported issues related to motor development, previous motor experiences and therapies. - Application of the checklist in order to check the levels of support required for motor activities
	06	-Sharing information about the meeting with E1's mother. -Finishing the completion of the PEI- EF; - Based on the information the team developed a plan to address the seated volleyball pedagogical content.
	07	- Planning meeting for the organization of the lecture and experience with the participation of teachers of Special Education, Physical Education, coordinators, director and consultant teacher (researcher). - Organization and planning of the action plan to raise awareness among students to promote favorable attitudes towards disability. -Follow-up of the PE class in which the teacher worked with the seated volleyball content;
	08	- Meeting lasting 10 minutes; -Delivery of support material: book "Inclusive toys and games" (INSTITUTO MARA GABRILLI, 2015), in order to meet a teacher's demand for suggestions for new games and activities.
	09	-Palestra and Experience at school with the Wheelchair Handball team of the Federal University of São Carlos (HCR-UFSCar); -The event took place on the court and had the participation of all students and teachers of the afternoon period; Initially, the athletes gave a brief account of their lives. Then, the coach of the HCR-UFSCar team coordinated an experience of games in wheelchairs, in which teachers and students had the opportunity to experience some activities.

Table 4 continues on next page...

Continuation of Table 4:

Programme review	10	<ul style="list-style-type: none"> - Evaluation of the Seated Volleyball Initiation Class; - Evaluation of the program – Evaluation questionnaire; -Final program evaluation interview with the teacher
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Source: Prepared by the author.

The data extracted from the field diary and observation are described below: the first meeting was aimed at clarifying possible doubts related to the program and presenting the characteristics of the collaborative consulting service as well as the role of each of those involved. In this meeting, a preview of the schedule and future actions was built together. In meeting two, three and five, the PEI- EF was presented to the professor participating in the research and the preparation of the document began. The teacher showed a lot of interest in the inventory, mainly because it is specifically focused on the area of Physical Education. The PEI-EF was completed with the help of the mother, the student with disabilities, the generalist PE teacher and based on the information present in the report made available by the school. A printed copy was delivered to the teacher and to the school's coordination so that the evaluation was attached to the student's report.

Meeting four was directed to the teacher's formative demands, so an exhibition was held through audiovisual material on the definition of physical disability, etiologies, as well as adaptation strategies in School Physical Education classes (adaptations of physical space, instruction, materials, among others). During the meeting, the teacher shared some strategies he used in his classes to equate the conditions of participation of students with disabilities in his classes. At meeting six, the information provided by the student's mother regarding PEI- EF and the checklist were shared with P. The teacher showed surprise regarding the possibility of the student being able to move through a walker, since at school she moved only through the motorized wheelchair. With the information about the student in hand, the collaborators (participating teacher and researcher) developed a plan to address the seated volleyball pedagogical content, since volleyball was the content determined by the teacher to be worked on in the semester in question.

At meeting seven, there was a planning meeting with Special Education teachers, generalist PE teacher, coordinators, director and consultant teacher (researcher) to organize the lecture and experience with Wheelchair Handball (HCR). This strategy was outlined by the collaborators at the beginning of the consulting program in order to raise awareness among the school community regarding the promotion of favorable attitudes towards disability. The eighth meeting was held in an atypical way, since the teacher was summoned to replace another teacher in his HTPI (individual pedagogical work schedule), so the teacher had only ten minutes available for the meeting. Thus, at this time, it was possible to deliver the support material related to the demand presented in previous meetings by the teacher regarding the suggestions for new games and activities. Thus, the teacher was given a printed copy of the book "Toys and inclusive games" (INSTITUTO MARA GABRILLI, 2015).

In meeting nine, the lecture and experience of Handball in a wheelchair took place, the event involved the entire school, and the planning and realization of the proposal counted on the engagement of the Special Education teachers, the principal, the pedagogical coordinator, the Physical Education teachers and the consultant teacher. The event took place on the court and was attended by all teachers and students of the afternoon period. Initially, the athletes talked to the students, giving a brief account of their life stories. Then, the coach of the team promoted an experience of games in wheelchairs for the students and teachers of the school. In this direction, it was possible to highlight one of the benefits of collaborative consulting, which is to promote rapprochement between members of the school community and the community in general (IDOL; NEVIN, PAOLUCCI- WHITCOMB, 2000). In addition, the strategy was important in order to overcome the challenges of attitudinal barriers, and sensitize students and the school community to look at the person with disabilities from their potential. The tenth meeting was the last, being destined to the evaluation of the actions carried out and the program through the application of a questionnaire and interview, which was applied by an auxiliary researcher.

The School Physical Education teacher was present at all planned meetings, which facilitated the progress and development of the program. Another point to be highlighted was the need to make frequent visits to the school with the intention of observing the teacher in his pedagogical practice, in addition to consulting meetings.

3.4 STEP 4: EVALUATION OF THE PROGRAM

After the development of the consulting program, it was evaluated from the perspective of the Physical Education teacher through the Collaborative Consulting Program Evaluation Questionnaire (CALHEIROS, 2015) and a semi-structured interview. It was conducted by an auxiliary researcher in order to ensure the social validity of the information. Regarding the questionnaire data, P assessed each of the program topics as satisfactory and/or very satisfactory.

The following will be presented the results of the interview organized according to the seven categories of analysis defined a priori: In the category "Benefits for professional practice/ performance", the teacher highlighted the diagnosis of the abilities and needs of the student as a way to expand their possibility of acting, that is, from a greater knowledge about the student provided by PEI-EF, the teacher felt more security for decision-making during their pedagogical practice. Regarding the "Benefits for the student", the teacher pointed out that one of the main contributions of the consulting service for the student was the possibility of the student participating in the class in a different way, that is, sitting on the floor doing something in the same way as the other students. For P, the collaborative consulting service also contributed to arouse the interest in training. Thus, the professor reported that the program, indirectly, encouraged him to try the master's degree: P: "it was very positive because through this there /.../encouraged me to go and try the master's degree /.../. Thus, according to Machado and Almeida (2014, p. 225) "the role of the consultant is to help the teacher to build strategies and review the potential of his students so that they can effectively develop academically".

Regarding the "Resolution of demands", the program met the teacher's expectations related to the diagnosis, providing resources related to information about the student that were important to advance and modify her pedagogical practice. Regarding the "Actuation of the researcher as a consultant", according to P the consultant brought some answers to his questions and possibilities to advance and improve, in addition to assisting in the dissolution process of pre-established conceptions. Thus, in this research, commitment, in-service training, the proposition of changes by the researcher, the provision of suggestions, and information that could help in the process of school inclusion were factors that contributed to the construction, on the part of the consultant, of a positive perception of the figure of the consultant.

In the category "Structure of consultancy meetings", the teacher did not show satisfaction with the schedules and time available for each meeting. For the participant, the consultancy should be carried out in the class period, once a week and outside the time available for planning. Regarding time, the professor considered that the total duration of the collaborative consulting service period was very short, he reported that he would like to receive this type of support for a longer period.

Regarding the "individualized teaching plan applied to Physical Education PEI-EF", the teacher reported that before the program he was unaware of this possibility of evaluation, and that it provides adequate information so that the teacher can establish intervention strategies based on a diagnosis. In the category referring to "Experience of working from the perspective of collaborative work", it was possible to identify that the program fulfilled the proposal of collaborative work, since it provided the establishment of exchanges and the mutual growth of those involved. Regarding the "Contribution of the service to the resolution of future problems", the teacher's knowledge of other possibilities of support and the claim by the teacher for support services aimed at School Physical Education stand out.

4 DISCUSSION

The process of preparing and planning the program was one of the most important stages of the consulting process, since at this stage the approach was made with the school, with the Physical Education teacher, with the classroom teachers and with the Special Education teachers. It was also possible to know the operation of the school and the Special Education services offered by it. The importance of building the bond and establishing a respectful and cautious horizontal relationship between all those involved in the collaborative consulting service from the beginning in the process is highlighted by Idol; Nevin; Paolucci-Whitcomb (2000). For these authors, the quality of the established link can define whether a program will be successful or not.

Another point to be highlighted is the need for the teacher to be willing to receive the consulting service and to collaborate throughout the process. In this sense, it is important to emphasize the principle of voluntariness, that is, that the consultant must want to receive the service, as one of the six main characteristics of the consulting service (MENDES; ALMEIDA; TOYODA, 2011).

With regard to the difficulty related to the “lack of knowledge about the student” on the part of the teacher, the importance of completing the Individualized Teaching Plan for Physical Education (PEI-EF) in the consulting program must be recognized, since it contributed to providing specific information about the student, making it possible to understand her history, interests, limits and possibilities of movement, in addition this strategy stimulated the rapprochement between school and parents. Thus, from the meeting and conversation with the mother and the student, it was possible to establish a bond and involve them in the consulting process.

In the implementation of the program, all actions were planned together and focused on solving the challenges that emerged throughout the problem identification stage. Throughout the program, the school's collaboration and involvement with the consulting service provided was verified, which provided support and, as far as possible, met the requests of the consulting teacher.

Thus, as presented by Block, Brodeur and Brady (2001), the consultant must observe the real needs and see what happens personally to deeply understand what the teacher really needs. For the authors, it can be very difficult for the specialist to be an effective consultant if he is not able to occasionally accompany the disabled student and his teacher in the environment of the PE class. Therefore, it is important that the specialist establishes a time, from which he can regularly observe the teacher working with his student.

Also in the implementation stage, we highlight the lecture and conversation with athletes with physical disabilities and the experience of activities carried out in a wheelchair with the HCR-UFSCAR team, as part of the strategies outlined by the collaborators in order to sensitize the school community about the construction of favorable attitudes towards disability. Thus, it is considered that the actions planned together with the school community were essential for the beginning of a change in the way the students and classmates of the student perceived their classmate with disabilities.

The collaborative consulting service, in addition to inclusion support, can be constituted as a continuing education strategy. Thus, it is possible to highlight in the professor's speech that the consulting service provided support and information on how to work with his student, enabled the overcoming of old beliefs and limiting conceptions, stimulated interest in deepening his studies, in addition to providing guidance and recognition of the strengths of his pedagogical practice. In this sense, authors such as Lago and Tartuci (2020) point out the formative potential of the service and highlight that consulting can present possible paths for a teaching practice focused on the potential of students with disabilities.

Thus, the aspects related to the training, which occurred indirectly in the consulting service provided, were mainly due to the exchange of information and collaborative construction of new knowledge, the organization of information obtained from the PEI-EF, the clarification of doubts, collaborative planning; the provision of support materials and the validation of the practice and valorization of the knowledge of the participating teacher. Cruz and Ferreira (2005) and Lago and Tartuci (2020)

corroborate this position insofar as they highlight the need to foster a process of permanent reflection, the exchange between peers as a process of continuing education within the school context. In addition, for Hansen et. al. (2020), training from a collaborative work can transform the pedagogical practice of the teacher, strengthening the culture of collaboration in the school context.

In this sense, Idol; Nevin; Paolucci-Whitcomb (2000) state that collaborative consulting allows the team to gain mastery of the contents worked, expand knowledge, in addition to enabling the development of interpersonal communication skills, solving current and future problems, establishing a space for exchanging and sharing information. For Umhoefer, Vargas and Beyer (2015) the collaborative consulting service can influence the beliefs and attitudes of the Physical Education teacher in order to favor school inclusion, from the strengthening of self-efficacy. Thus, from a horizontal and collaborative work, both the consultant and the consultant had the opportunity to share knowledge, advancing and overcoming some of the challenges imposed in school daily life (MACHADO; ALMEIDA, 2014).

5 FINAL CONSIDERATIONS

The present study aimed to develop, apply and evaluate a collaborative consulting program with a school physical education teacher. The results indicated that the collaborative consulting service in EFA proved to be a viable possibility to support inclusion in the context of Physical Education classes, since it was able to assist the teacher in overcoming insecurities related to school inclusion, providing more security to deal with challenges, and contributing to the strengthening of the teacher's sense of self-efficacy, in addition to meeting training demands.

From the conception of the need to strengthen inclusion support networks and from the perspective that the existence of a single support service, as in the current case of multifunctional resource rooms, is not able to meet all the challenges imposed by school inclusion, it is concluded that only the collaborative consulting service may not be enough to meet all the demands. However, this, in combination with other types of support (SRM's, collaborative teaching, itinerant teacher, among others) with different characteristics, and from a multidimensional support approach, can have more significant effects on the promotion and access to curricular content by all students. Thus, with the offer of diverse support services, teachers, school management and parents can reflect and choose the service model most appropriate to the needs of the student and the school context.

In this context, the present research is configured as an initial perspective, aiming to offer theoretical and practical support to future interventions, to the realization of new research, or as a way of reflecting on the need to develop public policies that strengthen inclusion support services with a focus on collaboration focused on Physical Education. However, for such actions to be possible, it is necessary to create public policies that support the presence of support strategies based on collaboration in the municipal and state education networks, in order to make collaborative consulting a permanent support service for teachers, giving them the opportunity to request it

whenever they deem it necessary. It is suggested that in future research the impacts of the consulting service on the improvement of teaching, participation and learning of students and access to curricular content in the discipline of Physical Education be evaluated.

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Resumo: O objetivo do estudo foi planejar, aplicar e avaliar um programa de consultoria colaborativa como modelo de suporte à inclusão de estudante com deficiência física no contexto da Educação Física escolar. Foi realizada uma pesquisa de campo de abordagem colaborativa, como estratégia recorreu-se ao estudo de caso. Participou desse estudo um professor de Educação Física de uma escola pública do interior do estado de São Paulo, que ministrava aulas para estudantes com deficiência física. O programa foi desenvolvido em quatro etapas: 1) Aproximação e estabelecimento de vínculos; 2) Identificação do problema e Planejamento do plano de ação; 3) Implementação e 4) Avaliação do programa. Os resultados indicaram que a prestação do serviço de consultoria colaborativa se mostrou uma estratégia de apoio viável no contexto das aulas de Educação Física, sendo capaz de fornecer ao professor do ensino regular mais segurança para lidar com os desafios da inclusão escolar.

Palavras-chave: Educação Física. Educação Especial. Inclusão escolar. Serviços de consultoria.

Resumen: El objetivo del estudio fue planificar, aplicar y evaluar un programa de consultoría colaborativa como modelo para apoyar la inclusión de estudiantes con discapacidad física en el contexto de la Educación Física en la escuela. Se realizó una investigación de campo con enfoque colaborativo, como estrategia se recurrió al estudio de caso. En este estudio participó un profesor de Educación Física de una escuela pública del interior del estado de São Paulo, quien impartió clases para estudiantes con discapacidad física. El programa se desarrolló en cuatro etapas: 1) Aproximación y establecimiento de vínculos; 2) Identificación de problemas y planificación del plan de acción; 3) Implementación y 4) Evaluación del Programa. Los resultados indicaron que la prestación del servicio de consultoría colaborativa resultó ser una estrategia de apoyo viable en el contexto de las clases de Educación Física, pudiendo brindar más seguridad al docente de educación regular para enfrentar los desafíos de la inclusión escolar.

Palabras clave: Educación Física. Educación especial. Inclusión escolar. Servicios de consultoría.

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CONFLICT OF INTEREST

The authors stated that there is no conflict of interest in this work.

AUTHOR CONTRIBUTIONS

Patrícia Santos de Oliveira: Conceptualization, Data Curation; Formal Analysis; Investigation; Methodology; Writing - original draft

Mey de Abreu van Munster: Writing - review and editing, Supervision

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RESEARCH ETHICS

The research was approved by the Research Ethics Committee (CEP) of the Federal University of São Carlos and was registered in the Plataforma Brasil CAAE: 43156415.1.0000.5504.

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EDITORIAL RESPONSIBILITY

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