

COLABORATIVE CONSULTING AND INCLUSIVE EDUCATION: A SYSTEMATIC REVIEW OF BRAZILIAN STUDIES

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ABSTRACT

The research deals with a systematic review of Brazilian studies. The objective was to analyze the articles developed on collaborative consulting from the perspective of school inclusion, considering the year and area of publication of the articles, the type of work they carry out, the consultants involved, the methodology used and the students' characteristics of Special Education (PAEE). The descriptors used were: collaborative consulting; inclusion; school inclusion and special education, together with the Boolean operators "AND". The searches were carried out on the CAPES journal portal, Google Scholar and the VHL Regional Portal. A total of 409 articles were identified and 25 of them met the eligibility criteria. The articles were read in full and categorized based on a protocol developed for this investigation. The studies showed the contribution of recent research about the subject, mainly produced by researchers associated with UFSCar.

Keywords: special education; collaborative consulting; literature review

Consultoría colaborativa y educación inclusiva: una revisión sistemática de estudios brasileños

RESUMEN

En la investigación se trata de una revisión sistemática de estudios brasileños. El objetivo es analizar los artículos desarrollados sobre consultoría colaborativa en la perspectiva de la inclusión escolar, considerando el año y el área de publicación de los artículos, el tipo de trabajo que realizan, los consultores involucrados, la metodología utilizada y las características de los alumnos Público-Objetivo de la Educación Especial (PAEE). Se utilizaron los descriptores: consultoría colaborativa; inclusión; inclusión escolar y educación especial, en conjunto con los operadores booleanos "AND". Las búsquedas se realizaron en el portal del periódico de la CAPES, en el Google Académico y en el Portal Regional de la BVS. Se identificaron 409 artículos y 25 de ellos satisficieron el criterio de elegibilidad. Se leyeron los artículos en la íntegra y categorizados con base en un protocolo elaborado para esta investigación. Los estudios evidenciaron la contribución de investigaciones recientes sobre el tema, principalmente producidas por investigadores asociados a la UFSCar.

Palabras clave: educación especial; consultoría colaborativa; revisión de literatura

Consultoria colaborativa e educação inclusiva: uma revisão sistemática de estudos brasileiros

RESUMO

A pesquisa trata de uma revisão sistemática de estudos brasileiros. O objetivo consistiu em analisar os artigos desenvolvidos sobre consultoria colaborativa na perspectiva da inclusão escolar, considerando o ano e a área de publicação dos artigos, o tipo de trabalho que realizam, os consultores envolvidos, a metodologia utilizada e as características dos alunos Público-Alvo da Educação Especial (PAEE). Os descritores utilizados foram: consultoria colaborativa; inclusão; inclusão escolar e educação especial, em conjunto com os operadores booleanos "AND". As buscas foram realizadas no portal do periódico da CAPES, no Google Acadêmico e no Portal Regional da BVS. Foram identificados 409 artigos e 25 deles satisfizeram o critério de elegibilidade. Os artigos foram lidos na íntegra e categorizados com base em um protocolo elaborado para esta investigação. Os estudos evidenciaram a contribuição

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de pesquisas recentes sobre o assunto, principalmente produzidas por pesquisadores associados à UFSCar.

Palavras-chave: educação especial; consultoria colaborativa; revisão de literatura

INTRODUCTION

The difficulties in the schooling process for the Special Education Target Group, or “Público-Alvo da Educação Especial” (PAEE)², demand attention from different professionals if we want to overcome such difficulties. Clearly, the full participation of all those connected to the areas of health and education is fundamental. However, communication among these professionals is restricted and their interventions are isolated, which disfigures multi-professional work and hinders the production of a model that aims at completeness in the work with students (Machado & Almeida, 2014).

Currently, the scenario consists of segregated studies, which lead to parallel, non-complementary practices. The collaborative study proves a significant procedure for solving different problems related to the educational process of students, in addition to the possibility of continuous formation of professionals who are truly committed to education (Souza & Mendes, 2017; Lago & Tartuci, 2020).

Among the types collaborative studies, collaborative consulting stands out as an important strategy for helping the process of educational inclusion (Calheiros & Mendes, 2016; Donati & Capellini, 2018). Bello, Machado and Almeida (2012) characterize this proposal as a group action between two or more partners, the consultant (specialist professional) and the consulting (educators) who share such knowledge with the objective to develop a solution for school context problems. The process might involve students, family, community, and other professionals. The collaboration takes advantage of the skills possessed by the different actors in its attempt to promote independent professional attitudes that are driven by the need for the development of skills for problem solution, mutual support, and the sharing of responsibilities (Bello et al., 2012).

According to Mendes, Almeida and Toyoda (2011), consulting displays 6 characteristics: 1) it consists of help or a process of problem solution; 2) it takes place between someone who receives help and someone who provides help. It implies a responsibility for the well-being of someone else; 3) it is a voluntary relationship; 4) the provider and the receiver of help share problem solutions; 5) the goal is to help solve a current study problem which is being phased by the one who's seeking help; 6) the provider of health benefits from the relationship because future problems will be

solved with more sensibility and skill. The consultant (provider of help) gives assistance to the teacher in the regular classroom (receiver of help) in order to maximize the students' educational development. The authors emphasize that, during the whole supervision process and regarding counseling, there is emphasis on the egalitarian role played by the consultant on the solution of problems, in Group work, so that the consulting one feels totally free to accept or reject the solutions are recommended during the consulting process.

The investigations of collaborative nature use distinct theoretical and methodological approaches named collaborative research, collaborative action research, critical action research or participant research. This type of research appears as a proposal for social transformation and for the emancipation of individuals. It might lead to moments of re-signification throughout the investigation trajectory, which is characterized as a pedagogical and political procedure (Souza & Mendes, 2017).

The collaborative research works intend to praise collaborative attitudes and reflection among peers, in the assessments as well as in the decisions. The result produces partners, users, and co-authors of the assessed processes. Teacher development takes place by means of reflection and problematization of their formation and practice, with an aim at providing for their formation necessities. Researchers have the possibility to amplify their personal and professional knowledge while contributing to new scientific knowledge (Ibiapina, 2008).

With the objective to describe and assess what has been produced by collaborative action research works developed in the area of special education from the perspective of educational inclusion come from 2008 to 2015, Souza and Mendes (2017) developed a study based on the abstract of national dissertations and theses. According to the authors, the most important investigation feature of the studies was the transformation of educational spaces by means of interventions realized in partnerships between researchers and educational professionals. The studies focused on the problematization of practices conducted by the professionals involved and on reflections on their practices for improvement. The characterization of research works demonstrated that they are a contributions to the formation of professionals that work with PAEE students, and for the educational inclusion of these students.

Lago and Tartuci (2020) described positive results in the collaborative partnership between education professionals and the schooling process of students

² According to decree number 7.611 from November 17, 2011, the Special Education target group consists of people with disabilities, general development disorders, as well as high skills or Giftedness (Brazil, 2011).

with disabilities and the formation of teachers. The collaboration between teachers of Special Education and regular education teachers, also known as collaborative teaching, is a main resource for strengthening the proposal for inclusive education (Lago & Tartuci, 2020). When both teachers realized the study in partnership, planning and producing new teaching strategies, the PAEE students are not the only ones who benefit. The whole classroom benefits. Group work in the classroom leads to the gathering of different types of knowledge and the students have the opportunity to share responsibilities and objectives (Capellini & Zerbato, 2019).

Machado and Almeida (2014) developed an intervention that was based in collaborative consulting by a Special Education teacher (researcher) and four regular education teachers, for a few days of the week, including the realization of activities for reflection on their practices, meetings with family members, and the focused studies. For assessment of the collaborative consulting, researchers used a questionnaire that was produced by means of a review of literature on the theme, before and after consulting. The questionnaire contained 32 closed questions that referred to the developed themes: reading and writing, mathematics and classroom behavior. The objective was to indicate whether the target students got worse, remained the same, improved a little, or improved a lot. Researchers realized descriptive assessments of the answers. The obtained results were considered satisfactory despite the reduced time for developing the program. Therefore, it is possible to observe that the aspects are contradictory because sometimes the concepts and themes assist presented significant improvements, but sometimes the content got outdated.

The collaborative consulting might extend itself to families, the community, and other specialist professionals, such as: psychologists, hearing and speech therapists, nutritionists, social assistants, occupational therapists (Araújo & Almeida, 2014; Lago & Tartuci, 2020). In a study realized with the partnership of a hearing and speech therapist and a regular education teacher, Bello et al. (2012) described and demonstrated the work realized during three months of meetings every two weeks, regarding the inclusion process of a child with difficulties and language and communication. The data were collected from the diary of the teacher and the notes taken during each phase of the activities were qualitatively assessed. The results demonstrated that the partnership between the hearing and speech therapist and the classroom teacher led to a situation where the teacher was able to identify and realize strategical changes with the objective to improve their student's performance. On the other hand, due to the fact that the study only presented the reflections and impressions of the teacher regarding the realized collaborative consulting, there was no way of measuring

which variables led to changes and/or whether there were improvements in fact because the simple fact that the teacher was receiving collaborative consulting might have been a considerable variable for the teacher to describe more positive aspects during the phases.

Benitez and Domeniconi (2016) also developed research on collaborative consulting, based on the work of the educational psychologist, and the support for teachers in the programming of the teaching of basic reading and writing skills for students with intellectual disabilities and Autism Spectrum Disorder. The objective of the study was to assess the efficacy of a collaborative consulting provided by the educational psychologist in two educational situations: one of them was applied by the teacher of a regular classroom to all students and another one was applied by the Special Education teacher in an individualized way. The results, comparing the performances of the students and the pre and post-tests, pointed at benefits of the intervention applied by the teacher in the regular classroom as well as the intervention applied by the teacher in Special Education. The action of the psychologist in the structuring of the interventions and in the detailed supervision of performances demonstrated the possibility for work as collaborative consultant for the regular teacher as well as for the Special Education teacher. This group action between professionals from similar areas, especially educational psychologists, points at a contribution by education psychology by means of the process of collaborative consulting for problem solution at school, including the academic development of children with disabilities who are included in the regular education system.

The aforementioned studies demonstrated that the research works in collaborative consulting, realized between specialists and teachers, actually helped the teachers who work with PAEE students in regular classrooms to develop new better pedagogical strategies that were beneficial for all students. According to Souza and Mendes (2017), the collaborative research works from the perspective of educational inclusion, realized in Brazil, will be increasingly interested in contributing to effective changes in the educational context for PAEE students. That leads to an essential change in the educational investigative scenario because researchers are not only pointing out problems in the policies and practices of education for inclusion, they are also contributing to an improvement in the scenario, which is an important accomplishment in the social role they play as a researchers (Souza & Mendes, 2017). The present study is an addition to the scientific academic production in the area of educational psychology for the solution of problems of different types that are present in the Brazilian public educational system.

Taking into consideration the evidence that the used methodologies for collaborative consulting highlight

important contributions to the area, it becomes relevant to assess how these contributions have been realized. Researchers found only two studies on systematic review, the ones by Souza and Mendes (2017), and by Santos and Libra (2016).

Thus, despite the validity of the contributions by collaborative consulting in the process of educational inclusion (Freitas & Mendes, 2008; Benitez & Domeniconi, 2016), there are important blanks regarding the theme. Some of them are: assessing production on collaborative consulting in the different programs of post-graduation not only in Special Education but also in Brazilian articles produced on the theme. Santos and Libra (2016) emphasize that in Brazilian research works all these themes are still beginning and few people know them. Therefore, it is necessary to realize more research works on the topic, especially research works that systematize productions that already exist in order to produce further comprehension for the scientific area. Thus, this study raises the following research questions: how have we realized collaborative consulting from the perspective of educational inclusion? Who are the professionals that realize them? What are their objectives? What is the used methodology? Who are the PAEE students involved?

The objective consisted of assessing the articles developed on collaborative consulting from the perspective of educational inclusion, considering the year and the area of publication of the articles, the type of work they realize, be involved consultants, the used the methodology, and the characteristics of the Special Education target group students.

METHOD

It is a study of systematic review, that according to Galvão, Pansani and Harrad (2015), it is characterized by answers provided to a specific research question clearly formulated, with a reference to systematic and explicit methods that aim at identifying, selecting, and assessing research works connected to these themes, while collecting and assessing data from studies that will be included in the review.

For the realization of a systematic review and the PRISMA declaration, Moher, Liberati, Tetzlaff, & Altman, (2009) point at the need for some characteristics such as: (a) a clear set of objectives with a reproducible, explicit methodology; (b) a systematic search for attempts at identifying all studies that satisfy eligibility criteria; (c) an assessment of the validity of results of the studies and (d) the systematic presentation of the characteristics and results of the included studies.

Thus, with the objective to identify the greatest possible number of articles on the studied themes, the data searches were realized in the online platforms that are indexed to the periodical portal of the Coordination for Improvement of Higher Education Personnel (CAPES), in the academic Google Acadêmico (considering the 10

first pages) and the Regional Portal of the Health Virtual Library (BVS), during the second semester of 2020. The searches have been realized by means of associations in pairs and between the following descriptors: “collaborative consulting”, “inclusion”, “educational inclusion”, “special educational”, in combination with the Boolean “AND” for relating the terms.

For the refining of the intended research works, researchers selected the ones that presented the descriptors in their titles, abstracts and key words. The inclusion criteria were: a) research works on collaborative consulting in the field of Inclusive Education or Special Education; b) research works with a focus on PAEE students at regular schools; c) empirical research works; d) publication in the article format and, e) research works realized in national territory. The exclusion criteria were: a) theoretical or review studies; b) research works that were not fully available and, c) duplicated research works.

After researchers applied the search procedures previously described, they found 409 articles and chose not to apply a time outline due to the small number of obtained articles. According to the eligibility criteria, 301 articles were excluded because they did not fit into the inclusion criteria and 82 articles were excluded because they were duplicated, according to the timetable on Illustration 1. The 26 remaining articles were fully read. After reading, one of them was excluded because it did not present clarity regarding method and the presented results. The 25 remaining eligible articles were categorized and assessed.

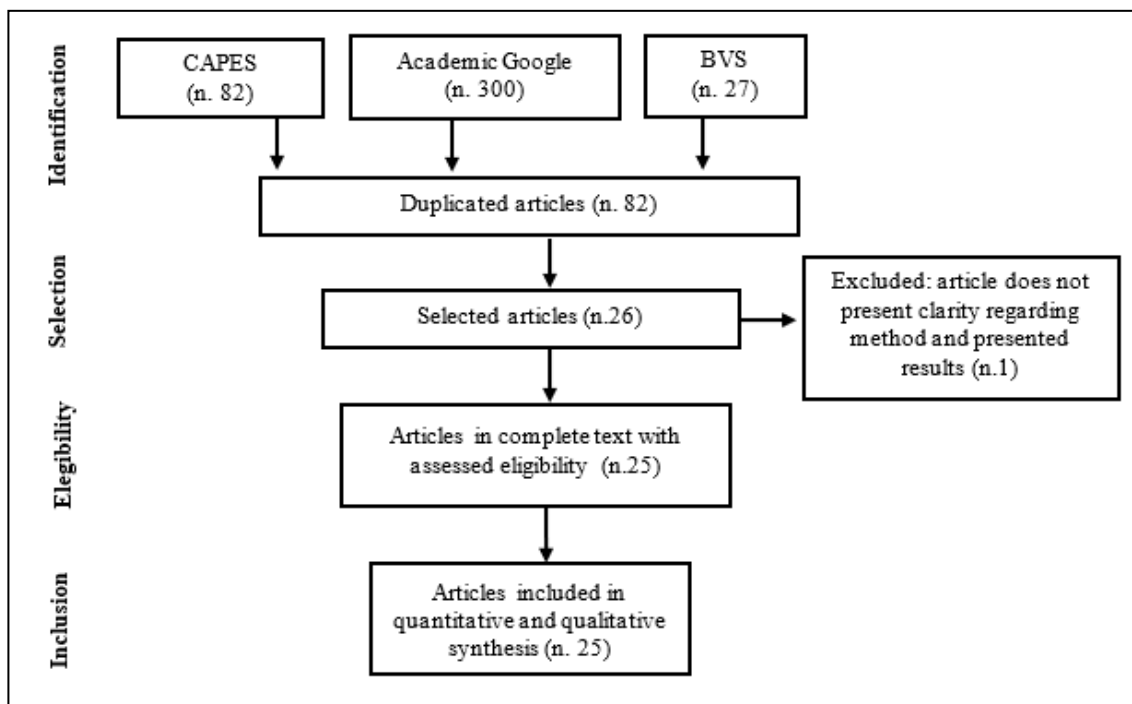
RESULTS AND DISCUSSION

Concerning the year of publication, the articles demonstrated a recent interest by researchers in the area and a gradual increase in production on the topic in the last nine years (2011 - 2020). Table 1 presents the number of articles published every five years.

The first publications on the topic were observed after 2007, with greater focus on the period from 2011 to 2015, with a total number of 12 out of 25 assessed studies, which corresponds to 48% of the total number of articles. The findings corroborate the results obtained by Ferreira, Ferro, dos Santos, Santos and Fumes (2020) who observed a greater number of production (n=53) theses and dissertations on collaborative research published in 2013, all of them connected to the post-graduation program in Special Education of the São Carlos Federal University - UFSCar. However, since the number of theses and dissertations is five times greater than the number of articles in the same period, such divergence might indicate that lots of researchers, when it comes to producing their thesis or dissertation, fail at publishing them in the form of articles, which justifies the small number of studies found.

Contrary to what is observed in theses and dissertations, where the average number of publications

Illustration 1 – Flowchart of Application of Inclusion Criteria for the selection of articles for analysis.



Source: produced by the authors based on the Prisma model – Preferred Reporting Items For Systematic Reviews and meta-analyses (MOTHER et al., 2008).

Table 1 - Number of articles published every five years.

Year of publication	N	%
2007 – 2010	05	20%
2011 – 2015	12	48%
2016 – 2020	08	32%

Source: produced by the authors.

in the last five years (2014-2018), analyzed by Ferreira et al. (2020) was above 30, the publication of articles has presented a decrease, and has not surpassed the number of two per year in the same period.

Concerning the institutions that published the most on the topic, researchers identified 18 articles with at least one author associated to the UFSCar, including: undergraduates, post-graduates, post-doctorates, and professors. They are, especially, from the departments of psychology, pedagogy, and physiotherapy, reinforcing the wide publication of research works in this university on the topic. Table 2 shows that, when it comes to the year of publication, the division of articles per area in journals confirms this information.

Most of the articles belong to the area of education and pedagogy (11), followed by multidisciplinary areas (5), occupational therapy (4), Special Education (3) and psychology (2). The number of publications in the area of education and pedagogy might have stood out because

Table 2 - Articles by area of publication.

Area of publication	N	%
Education and Pedagogy	11	44%
Interdisciplinary	5	20%
Occupational therapy	4	16%
Special Education	3	12%
Psychology	3	12%

Source: produced by the authors.

of collaborative research works also named collaborative teaching, realized in partnership with the regular teacher and the Special Education teacher (Cabral, Postalli, Orlando, & Gonçalves, 2014; Pinto & Fantacini, 2018; Capellini & Zerbato, 2019; Lago & Tartuci, 2020). The studies of this type initiated the work of collaboration between the teachers by sharing responsibility over education.

According to Pinto and Fantacini (2018), collaboration has been used in order to reach an objective that would have been otherwise unreachable. Following this premise, it was possible to verify that the work in collaboration is expanding towards an opening for participation by other professionals in the educational context, such as: psychologists, physiotherapists, hearing and speech therapists, occupational therapists, and other professors, not only from specialized educational assistance (AEE),

who probably contributed to the publication of the topic in journals for the interdisciplinary area, such as: Themes in Education and Health; Research Notes; Goal: Assessment; Modern Culture and Education Magazine and Interchange Magazine. They were also published in specific journals such as: Occupational Therapy Notes from the UFSCar; Brazilian Special Education Magazine and/or Psychology Magazine: theory and practice and psychology themes.

For the realization of collaborative consulting, the identified consultants were: Special Education teachers, university teachers, undergraduates in education, psychology, physical education, occupational therapy, physiotherapy, and consultants in Assistance Technology (TA). They realized the collaborative consulting with different objectives: the availability of continuous formation for teachers; planning, producing, implementing, and assessing a collaborative consulting program; experience report or description; description of procedures for collaborative consulting; verifying the effects or the efficacy of collaborative consulting; presenting the possibilities of collaborative teaching; assessing the reverberations of actions and preventions by promotions in health by means of collaborative consulting; contributing to the process of educational inclusion by means of collaboration between health and education; learning the constituted senses for a teacher before and after collaboration and presenting and correlating psychologists' practice in the school context.

In the study by Freitas and Mendes (2008), there was the implementation and assessment of an intervention program based on the functional analysis of behavior in order to promote formation so that educators can solve their problems while handling challenging behaviors displayed by children with Down syndrome, and mediating their interaction with classmates while enhancing their schooling process as a whole. The intervention was based on collaborative consulting and it consisted of discussions with educators on the identification of behavioral functions of the problem behaviors for outlining strategies in order to solve them. At the end of the program, it was possible to observe important behavioral changes displayed by the children with disabilities as well as by the educators with a significant decrease in the unsuitable behaviors identified by the functional analysis (aggressive and disruptive), as well as an increase in affectionate interventions, according to the behavioral function.

The research realized by Calheiros and Mendes (2016) consisted of assessing a remote Service of Collaborative Consulting (SCC) in TA for teachers, using the qualitative approach of the exploratory type. The participants were six teachers of students with brain palsy and the three consultants in TA. A virtual environment for learning was built in order to provide the consulting and collect data obtained as answers to questionnaires for consultants

and teachers. The data were retreated by content analysis. The evidence indicates that the SCC proved beneficial for the practice of consultants and teachers as well as for students with the brain palsy. The contribution of this investigation consists of indicating one more possibility of service of support for inclusive school.

Calheiros, Mendes, Lourenço, Gonçalves and Manzini (2019) also planned, implemented, and assessed a remote SCC in TA, for a couple of teachers. Developed over a qualitative approach, the study was of the case study type. Also, three consultants in the area of TA participated. The data were collected by means of activities realized in a virtual environment for learning and for answering questions. Initially, the teachers' demands for TA knowledge was identified. Subsequently, the teachers chose the case of a student with brain palsy to receive support by the consultants. At the end, an assessment of the service was realized. Data were treated by means of content analysis. Results indicated that it was possible to identify the demands of the teachers concerning TA, as well as to plan and implement distance actions of collaborative consulting. The first author has been a precursor by relating distance collaborative consulting and TA. No other models of distance collaborative consulting were available.

Folha and Monteiro (2017) aimed at assessing the repercussions of actions by the occupational therapist of prevention and promotion in the health of students with learning difficulties by means of collaborative consulting with teachers. The study was qualitative and of the descriptive type. Data collection was realized at a Unit for Child Education, or "Unidade de Educação Infantil", in the city of Belém (PA). The participants of the study were five students who presented school-related complaints, and three teachers. The researchers realized direct observation of the students and of the dynamics instituted in the classroom by the teachers. Researchers also produced notes and photographs in their field diary. The application of questionnaires with the teachers made it possible to develop support strategies that aimed at minimizing the impacts and the difficulties observed in the students at the end of each week. Guidelines were offered regarding the types of activities and resources to be used as well as their possible adequacy, form of approach, and environmental adequacy.

The research developed by Donati and Capellini (2018) aimed at describing the procedures of a collaborative consulting realized by a specialist professional in partnership with university administrators, with professors from a mathematics university course, and the focus was a student with Autism Spectrum Disorder. Researchers applied adjustments in the assessment strategies, including: linguistic adequacy of the questions and the acceptance of vocal responses, with solution support on paper or on the whiteboard. The assessment process was registered by means of annotations,

photographs, audio and video recordings. At the end, the teachers reported that the use of strategies for assessing the students' learning was a turning point, especially if one considers the unsuccessful attempts in previous opportunities.

Lago and Tartuci (2020) assessed collaborative consulting as a pedagogical strategy for the continuous formation of teachers who work with students with intellectual disabilities. The study of qualitative approach, guided by the assumptions of collaborative research and of Cultural-Historical Theory, was developed at the Federal University of Goiás – UFG and in two other schools; six teachers in the state education network participated. The data were built from February to December of 2016. Results demonstrated that this type of formation leads to discussions with a focus on the schooling process. Researchers are able to find possible routes for a pedagogical practice that targets the potential of these students and might constitute a valuable strategy for continuous formation courses.

The decision to detail the studies above aimed at demonstrating the contributions by the diversity of possible types of collaborative consulting to be realized by professionals from different areas, and different objectives and audiences.

Regarding the PAEE students who benefitted from collaborative consulting. Table 3 shows the students grouped by type of disability.

Most of the published studies, 32% (n=8), did not characterize who the target group students of special education are. These students are only described as PAEE, students with special needs or students who are not included in the target group. The difficulty in identification is due to the complexity of the assessment process, which is still going on. It makes students remain without a defined characteristic (Araújo & Almeida, 2014).

Considering the types of disability, students with visual disability, general development disorder, and physical disability were the ones with the most prevalence in the studies, representing 12% (n=3) of the total number. However, studies have demonstrated that

most of the research works on special education have, as research subjects, students with intellectual disability (Araújo & Almeida, 2014), which contradicts the obtained data. However, as many subjects were not specified, there is a possibility that at the end of the assessment students with intellectual disability are characterized. On the other hand, it is believed that interest in other groups might have stimulated the researchers' interest. Because the studies with students with intellectual disability are the most advanced in the area.

Table 4 shows the studies regarding the research methodology used in the articles of collaborative consulting.

The definition of the used research methodology was varied. Eight of the studies characterize them as qualitative approach. Regarding the ones that defined the type of research, most of them fits into more than one type, with a highlight on the research works considered as experience/case reports or research (n=7), intervention research (n=4), case studies (n=3) and experimental or quasi experimental research (n=4).

The development of the research works took place in different locations, including nurseries schools and universities, Child Education and Basic Education institutions (public and private), Municipal Bureaus of Education and virtual environments (*moodle*), which is considered to be a model with increasing relevance. For the gathering of data, it was possible to observe the use of a great variety of instruments such as: collections of interviews, questionnaires, observations, classroom video footage, participant observation, meetings for reflection with teachers, she provisioned meetings recorded by video, meetings with parents, interventions (some of them including pre and post examinations), registrations and field Diaries, reflection Diaries. The use of multiple instruments for gathering data was also observed in the collaborative research works analyzed by Souza and Mendes (2017) and Ferreira et al. (2020).

Finally, the studies on collaborative consulting analyzed in the present study concluded that: a) collaborative consulting was regarded as a great partner in the formation of teachers (Carneiro, 2011;

Table 3 - Type of Disability.

Type of disability	N	%
No definition of diagnosis or specified with NEE, PAEE and/or target-group	8	32%
More than one type of disability or with more than one student	3	12%
Visual Disability	3	12%
General Development Disorder	3	12%
Physical Disability	3	12%
Intellectual Disability	2	8%
Others (Down Syndrome, Brain Palsy)	2	8%

Source: produced by the authors.

Table 4 - Research methodology.

Research methodology	N	%
qualitative approach	8	32%
Experience/case or research report	7	28%
Intervention	4	16%
case study	3	12%
Experimental or quasi-experimental	3	12%
Exploratory	2	12%
Participatory	2	8%
Non-specified	2	8%
Action-collaborative research	1	8%

Source: produced by the authors.

Cabral et al., 2014; Caramori, 2016; Lago & Tartuci, 2020), b) collaborative consulting can be developed with consultants who are professionals from different areas (Gebrael & Martinez, 2011; Mendes et al., 2011; Machado, Bello, & Almeida, 2012; Barba & Minatel, 2013; Benitez & Domeniconi, 2016; Fonseca, Oliveira, & Silva, 2013; Calheiros et al., 2019), c) the collaborative consulting service from a distance proved beneficial for the practice of consultants and teachers. The contribution of this investigation consists of indicating one more possibility for service of support to school (Calheiros & Mendes, 2016; Calheiros et al., 2019), d) the work in collaboration has presented positive results even in higher education (Donati & Capellini, 2018; Silva, Lima, Santos, & Fumes, 2019), e) the consulting presented positive results in different domains: socialization; academic skills; communication; language; the teaching of reading and writing and suitable behaviors (Freitas & Mendes, 2008; Mendes et al., 2011; Bello et al., 2012; Benitez & Domeniconi, 2016; Machado & Almeida, 2014), in addition to improving the participation and the comfort at school and at home for the students would serious functional disabilities (Pena, Rosalém, & Alpino, 2008), and, f) the collaboration by means of collaborative consulting constitutes a fundamental proposal for the consolidation of inclusive projects (Machado, Bello, Almeida, & Oliveira, 2010; Assis, Mendes, & Almeida, 2011; Carneiro, 2011).

FINAL CONSIDERATIONS

The present study aimed at assessing articles developed on collaborative consulting from the perspective of education or inclusion, considering the year and the area of publication of the articles, the type of work they realize, the involved consultants, the used methodology, and the characteristics of the special education target group.

Generally speaking, collaborative consulting was considered a strategy for practice in collaboration for one

or more partners that realize works for the overcoming of difficulties that are part of the school inclusion process. Studies pointed out that collaborative consulting has contributed to the opening of multidisciplinary works among professionals of education and health. The realization of such practices or in combination with laws and policies that currently aim at inclusion of students and the realization of individual assistance. The participation of psychologists as partners in consulting raises reflections on the important role played by educational psychology in the promotion of successful strategies for the public educational system.

Besides that, most of the research works characterized as qualitative of the type of experience report, or case report aim at contributing to educational development, especially for students with disabilities or other conditions that require special support, describing experiences of collaborative consulting that can be repeated with more individuals, and different target groups and professionals. This type of scientific academic or research contributes to changes in educational reality and also leads to successful formation for teachers.

It is important to highlight that the study has limitations such as the fact that the searches were realized only with descriptors in Portuguese. Thus, we suggest that new studies on collaborative consulting can be developed with the focus on the analysis of a specific practice area, comparing the obtained results, or amplifying the results demonstrated here for the assessment of international studies.

However, despite the fact that collaborative consulting works have a focus on the inclusion of PAEE students, many researchers do not highlight the characteristics of the students who went through interventions because the students did not have an official diagnosis or were still being examined, or did not specify the reason. Therefore, it is believed that the article contributed to critical reflection on the scientific academic production in the areas of educational psychology by demonstrating that psychologists as well as other health professionals play a very important role in the educational context for the realization of collaborative works in order to promote inclusion among students and create environments where students can be assisted in the best possible way.

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