

CHARACTERISTICS OF THE TEACHING ACTIVITY OF SPECIAL EDUCATION TEACHERS OF THE JACOBINA-BAHIA MUNICIPALITY

CARACTERÍSTICAS DE LA ACTIVIDAD DOCENTE DE LOS PROFESORES DE EDUCACIÓN
ESPECIAL DEL MUNICIPIO DE JACOBINA-BAHIA

CARACTERÍSTICAS DA ATIVIDADE DOCENTE DOS PROFESSORES DE EDUCAÇÃO
ESPECIAL DO MUNICIPIO DE JACOBINA-BAHIA

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Abstract

The objective of this article was to describe the work activities of teachers who work with Specialized Educational Services in the city of Jacobina/Bahia. A questionnaire was applied with questions asked by teachers who have been working in the ESA for less than a year in schools in the municipality referred to. According to the results of most teachers working in the ESA with a large number of students with different needs and/or disabilities. Most also stated that they use curricular adaptations for their students. It is also noticed that the workload is not enough to perform a satisfactory job and for this reason, most of the teachers surveyed say that it takes part of the work to be done at home.

Keywords: Specialized Educational Assistance; Special education; Teaching work.

Resumen

El objetivo de este artículo fue describir las actividades laborales de los docentes que trabajan con Servicios Educativos Especializados en la ciudad de Jacobina/Bahía. Se aplicó un cuestionario con preguntas formuladas por maestros que han estado trabajando en la ESA por menos de un año en las escuelas del municipio mencionado. Según los resultados de la mayoría de los maestros que trabajan en la ESA con una gran cantidad de estudiantes con diferentes necesidades y/o discapacidades. La mayoría también declaró que usan adaptaciones curriculares para sus estudiantes. También se observa que la carga de trabajo no es suficiente para realizar un trabajo satisfactorio y por esta razón, la mayoría de los maestros encuestados dicen que forma parte del trabajo que se debe hacer en casa.

Palabras clave: Atención Educativa Especializada; Educación Especial; Trabajo docente.

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Resumo

O objetivo deste artigo foi descrever as características da atividade do trabalho dos docentes que atuam com Atendimento Educacional Especializado no município de Jacobina/Bahia. Foi aplicado um questionário de perguntas fechadas a quatorze professores que atuam há pelo menos um ano com AEE nas escolas do referido município. De acordo com os resultados a maioria dos professores atuavam no AEE com uma grande quantidade de alunos de necessidades e/ou deficiências diferentes. A maioria também afirmou que utiliza as adaptações curriculares para os seus alunos. Percebeu-se também que a carga horária não é suficiente para executar um trabalho satisfatório e por isso, a maior parte dos professores pesquisados afirmaram que levam parte do trabalho para ser feito em casa.

Palavras Chave: Atendimento Educacional Especializado; Educação Especial; Trabalho docente.

Introduction

This article is an excerpt from Doctoral research, developed in the Study Group on Inclusive Education and Special Educational Needs (GEINE), at the Faculty of Education of the Federal University of Bahia (FACED-UFBA), in partnership with the Study, Research Group and extension in Special Education and Adapted Physical Education (GEPEFA) and financed with a scholarship through the Teacher Training Support Program (PAC-DT), both from the State University of Bahia (UNEB). Currently Inclusive Education, where students of different characteristics and needs are educated together, has become the contemporary world agenda.

According to Santos et al (2015) the educational process is formed by a tripod made up of teaching, the learning of knowledge and the necessary skills, which act interdependently in the relationship between teacher and students. Thus, the materialization of educational inclusion needs first of all to recognize the differences that exist between students without making the mistake of standardizing them (CERQUEIRA; SALVADORI, 2020).

Thus, according to the same authors, the teacher is also a central element of the teaching-learning process and thus, knowing some of the elements regarding the characteristics of the teachers' activity in Special Education are extremely relevant:

when inquiring about his praxis and the difficulties of transformations that the process of learning and education produces in students, be they children, adolescents or adults with specific learning needs or without any apparent

difficulty, the educator is himself, involved in his doing pedagogical. The teacher, as an educator, is also an element of the teaching and learning process. Therefore, he is involved in learning to become a teacher, included in the difficulties related to the conditions of his own work. (SANTOS et al, 2015, p. 202)²

According to Araújo et al (2020, p.16), Brazil needs to “move forward to improve the quality of education and, consequently, on the working conditions offered to teachers, in view of the need to ensure greater satisfaction and improvements in the teaching-learning process”.

Thus, understanding the teacher as a central element in the educational process, it is necessary to know the characteristics of teaching activities in Special Education.

Resolution CNE/CEB N° 2, of September 11, 2001, which instituted the National Guidelines for Special Education in Basic Education, in its articles 7 and 8, make clear the attributions of educational institutions to apply the inclusion proposal:

Art. 7 The attendance to students with special educational needs must be carried out in common classes of regular education, in any stage or modality of Basic Education.

Art. 8 The schools of the regular education network must foresee and provide for the organization of their common classes:

I - teachers of common classes and special education trained and specialized, respectively, to meet the educational needs of students;

II - distribution of students with special educational needs by the various classes of the school year in which they are classified, so that these common classes benefit from differences and positively expand the experiences of all students, within the principle of educating for diversity;

III - curricular flexibilities and adaptations that consider the practical and instrumental meaning of the basic contents, teaching methodologies and different didactic resources and assessment processes appropriate to the development of students with special educational needs, in line with the school's pedagogical project, respecting the mandatory frequency. (BRASIL, 2001)

For the materialization of what is presented in the previous quote, a series of supports is necessary. Currently, national legislation is abundant in guaranteeing the

² Direct citations taken from texts in Portuguese have been freely translated by the author.

necessary support for the inclusion of students with disabilities and special educational needs (SEN).

One of these legislative documents is Decree nº 7,611/2011, which establishes Specialized Educational Assistance (AEE), conceptualized as being “the set of activities, accessibility and pedagogical resources organized institutionally and continuously, provided in the following ways” (BRASIL, 2011). The Resolution of the National Education Council, No. 4 of 2009, in its article 4, delimits who is the target audience of the ESA:

I - Students with disabilities: those who have long-term physical, intellectual, mental or sensory impairments.

II – Students with pervasive developmental disorders: those who present a picture of changes in neuropsychomotor development, impairment in social relationships, communication or motor stereotypies. This definition includes students with classic autism, Asperger syndrome, Rett syndrome, childhood disintegrative disorder (psychosis) and invasive disorders not otherwise specified.

III - Students with high skills / giftedness: those who have high potential and great involvement with the areas of human knowledge, isolated or combined: intellectual, leadership, psychomotor, arts and creativity. (BRASIL, 2009, p. 1)

It is possible to observe in the quote that the target audience is very diverse in their needs, which demands in addition to a solid training of teachers and the necessary support for the work.

According to Lunardi-Lazzarin and Hermes (2017), Specialized Educational Assistance (ESA) is the service whose responsibility is to support or complement the educational development of students with disabilities, global developmental disorders and high skills/giftedness, working in the opposite shift and in partnership with regular classroom teachers. And according to the same authors:

this complementation or supplementation occurs through activities, resources and professionals in the multifunctional resource rooms at the end of classes in the regular rooms. These rooms are spaces-times equipped with computer equipment, furniture, didactic-pedagogical materials and accessibility, capable of supporting the teaching action and enhancing the work with students of Special Education. (LUNARDI-LAZZARIN; HERMES, 2017, p.292)

However, Brazilian public policies have, since the beginning of the 90s of the 20th centuries, gone through a series of reformulations, characterized by decentralization, privatization, flexibility (SANTOS; CARDOSO, 2018).

This process was based on international neoliberalism, which preaches for “economic deregulation, minimal state intervention, privatization, competitiveness and profit acquisition, among other nuances that affect the formulation of public policies of a social nature, especially in education” (SANTOS; CARDOSO, 2018, p.209-210).

This, invariably began, over the years, to directly influence the worsening of teachers' working conditions, reflected among other things in flattening wages, precarious contracts, low academic training, increased number of students and hours worked, among others. This sad reality already has a vast bibliography, both by national and international research (MONLEVADE, 2000; JAIMOVICH et al, 2004; GALGÓCZI; GLASSNER, 2008; ADACHI, 2009; BASTOS, 2016). This situation is also observed by Oliveira (2006):

teachers are, in general, considered the main responsible for the performance of the students, the school and the system, in the current context of educational reforms and a new educational regulation. In view of the varied functions that the public school assumes, teachers are often faced with the need to respond to the demands that go beyond their training. (p. 212)

Therefore, this article aims to analyze the characteristics of the work activity of teachers who work with Specialized Educational Services in the city of Jacobina/Bahia.

Methodology

The study can be classified as exploratory, which according to Gil (2010) aims to develop, elucidate and (de) construct ideas or concepts, thus serving to formulate hypotheses or problems for future research.

The study was produced in the municipality of Jacobina, Bahia, located in the northern center of the state and the largest in terms of population in the Piemonte da Diamantina region, with 83,635 inhabitants according to the Brazilian Institute of Geography and Statistics (IBGE, 2017).

The instrument used for data collection was a questionnaire constructed with closed and multiple-choice questions. According to Gil (2010), this instrument aims to know “the knowledge of opinions, beliefs, feelings, interests, expectations, situations experienced, etc” (p.124).

According to the same author, the use of the questionnaire has the advantage of guaranteeing the anonymity of the participating subjects, in addition to being an effective instrument to discover the opinions, interests, expectations of the various subjects participating in the study (in this case teachers), so that more specific training is needed for this instrument to be applied (GIL, 2010).

The universe was determined through data obtained from the Sub-Coordination of Special Education of the Secretariat of Education of the municipality of Jacobina/Bahia, on the number of teachers who have worked for at least one year (since 2017) with students with disabilities in Educational Services Skilled. The data showed that 17 teachers are included within this criterion. After inviting teachers, 14 of them agreed to participate in the study, which corresponded to 82.35% of the total research universe.

It is important to explain that the direction of this study took into account the ethical precepts that refer to studies with human beings, encompassing the presentation to the subjects participating in the term of free and informed consent (ICF), in addition to the guarantee of confidentiality regarding the identity of the participants. teachers and finally, the submission and consequent approval of the study through the ethics committee of the University of the State of Bahia (CEP/UNEB).

Data analysis and discussion

Tracing a quick profile of the 14 subjects participating in the study, all are women, with ages varying from 35 to 57 years old, working time in the ESA varying from 1 to 11 years, with eight of them working with a 20-hour workload and another eight with a 40-hour workload dedicated to Specialized Educational Assistance.

All of them have a degree course, 6 in Vernacular Letters, 4 in History, 2 in Pedagogy, 1 in Biological Sciences and 1 in Physical Education. All of them have a Postgraduate course at the Specialization level, 9 of which are in Specialized Educational Service, 3 in Special Education, 1 in Neuropsychopedagogy and 1 in Libras. None had Master's and/or Doctorate courses.

The study questions that were chosen to guide the collection of data analyzed in this article focus on a series of elements of the teacher's pedagogical work, specifically on the elements of the number of ESA students and the different types of disabilities and special educational needs (SEN), curricular adaptations for inclusive practice, the frequency that teachers take work to face and self-perception of their preparation to work in the ESA.

Regarding the number of ESA students that teachers attended, in 2017 the data collected show that 28.57% of teachers had between 10 and 12 students in 2017, 21.42% teachers had 16 to 18 students, 21.42% had 19 to 21 students, 14.28% aged 10 to 12 years, 7.14% of teachers with 22 students or more, and 7.14% did not respond. The total number of students served by all teachers interviewed was 105.

The large number of students is a flagrant reality, especially in public schools in Brazil, both with regard to Specialized Educational Service and the regular classroom itself.

Studies like Santos (2011) researching Special Education teachers and Assunção and Oliveira (2009) and Silva (2017) with regular classroom teachers, bring up this reality of the teacher's work and how it directly affects not only the pedagogical work, but also the teachers' own health, both due to the stress, the high volume of work, and the feeling of incapacity for not being able to meet the individual needs of the students, as also explained by Assunção and Oliveira (2009):

overcrowding of classrooms is more frequent in public schools of basic education than expected, which reflects problems in the qualitative plan, since the need to respond to a larger contingent prevents teachers from considering the individualities and needs of the student, so highlighted modern pedagogies that are at the center of educational reforms (p. 359).

In addition to the excessive number of students that can impair the teacher's pedagogical work, the types of differences between students, especially in relation to disabilities and/or special educational needs. Because of this, the second question was to ask teachers the number of types they serve.

According to the data collected, 50% of teachers said that their students can be combined into 4 types of disabilities and/or special educational needs. 21.42% already work in the AEE with 5 types. For 14.28% they work with 3 types and 14.28% said they work with 7 different types of disabilities and/or special educational needs.

The data still demonstrate, with regard to the types of disabilities and/or special educational needs of students, that a total of 8 types of conditions were cited by teachers.

Making a more in-depth analysis, it was observed that 43.80% of the teachers said they worked with students with cognitive impairment, 13.33% said they worked with students with physical disabilities, 13.33% of the teachers had students with Autism, 10, 47% with Hearing Impairment, 8.57% with Down Syndrome, 4.76% with Multiple Disability, 4.76% with Visual Impairment and only 0.95% of the teachers worked with Microcephaly.

The study by Santos et al (2015), carried out in 26 state schools in the city of Rio de Janeiro, found that in about 90% of them had students with disabilities and special educational needs fully identified, the most cited being physical disabilities, cognitive, Attention Deficit and Hyperactivity Disorder (ADHD) and others referring to cognitive conditions. In the end, the authors observed problems of physical and material structure and still question the training of teachers to work with such a varied audience.

Thus, it is important that teachers use different types of teaching methodologies, including adaptations of objectives, methodologies and assessments, for example. Because of this, teachers were asked whether they make curricular adaptations for their students in Specialized Educational Service.

According to the data collected, the vast majority of teachers (71.42%) said that they always make curricular adaptations with the help of other professionals and fellow teachers. For 21.42% of teachers they always make curricular adaptations without the

help of other professionals and colleagues and only 7.14% said that they do not make curricular adaptations. The main reason why 21% responded that they perform the adaptations alone is because these teachers work alone in their respective multifunctional resource rooms.

Being one of the most important things in the inclusion process, Curricular Adaptations can be conceptualized, according to Heredero (2010) as:

adjustments of the curricular proposal, for a specific student or student, aiming to establish a harmonious relationship between these needs and the curricular programming. They are focused, therefore, on the interaction between the student's needs and the educational responses to be provided. (p.206)

According to the National Curriculum Parameters, regarding Curriculum Adaptations, some parameters need to be established by the school, so that they can serve as a facilitating element in the teaching and learning process of the students of Specialized Educational Services:

the favorable attitude of the school to diversify and make the teaching-learning process more flexible, in order to meet the individual differences of the students;

the identification of special educational needs to justify the prioritization of resources and means favorable to their education;

the adoption of open curricula and diverse curriculum proposals, instead of a uniform and homogenizing curriculum design;

flexibility in the organization and functioning of the school, to meet the diversified demand of students;

the possibility of including specialized teachers, support services and others, unconventional, to favor the educational process. (BRASIL, 1999, p.32)

Thus, it is imperative that school institutions have a curriculum focused on the inherent diversity of students, which provide specific objectives, methodologies and assessments, in addition to the use of adapted teaching materials and support resources, as well as the use of curricular adaptations, in order to provide a teaching and learning process that takes into account the different forms and times of students' development (SILVA, 2011, p.34).

Obviously, these specific curricular adaptations and constructions require time so that the desired quality can be achieved. Thus, due to the increasing assignments of teachers, at any level of education, it ends up forcing them to take the residual work to be done at home.

Thus, the questionnaire presented a question about the frequency of work that ESA teachers take home. The findings made it clear that 50% of teachers said they "always" take work to be done at home. For 21.42% of the teachers said that they "often" take work to finish or plan at home. 14.28% said that they "rarely" and another 14.28% stated that they never take work from the ESA home. In a broader analysis, the sum of those who stated that "always" and "often" take work from the ESA home results in 61.42%, confirming that the majority usually have this extra work.

Still within this theme, teachers who take work home were asked the number of hours they spend on average with work and planning activities for their students. The data indicate that 57.14% of teachers spend an average of 1 to 2 hours working at home. 28.57% of teachers said they spent between 3 to 4 hours and 14.28% of teachers did not respond.

What is observed is that the time spent by teachers in work activities at home varies from 1 to 4 hours a day. Taking into account the official workload of 20 hours for one shift and 40 hours for two shifts, it is possible to say that most teachers end up having to work almost one more shift in an unregulated and unpaid way.

Several studies are in line with the statement that the high demand for work makes it common for teachers to take part of their professional duties to be done at home. Dohms (2012), Oliveira (2012), Oliveira (2013), Silva and Guilo (2015) demonstrated that this situation has a stronger impact on the health and social life of teachers, especially women due to the still persistent division of social work by gender, where women, in many cases, in addition to work, still need to take care of household chores and care for their children, although changes in this situation are timidly occurring:

in the sexual division of the domestic work of the teachers, the women, the Teachers continue to exercise this function predominantly, leaving for men in many cases only the function of assistants in the home, although there are exceptions between teachers where the couple shares equally. the functions

of the home. This fact demonstrates that it is taking place in a slow process, however, a continuous transformation of the sexual division of work at home. (OLIVEIRA, 2013, p. 73)

Finally, teachers were asked about their preparation to work with Specialized Educational Service. The findings indicated that 64.28% of the professors said they were reasonably prepared, 21.42% said they were prepared and 14.28% stated that they were little prepared for work in the ESA.

The data make it clear that even with higher education and postgraduate studies at the Specialization level, specifically in Specialized Educational Care, most teachers still make it clear that they do not feel completely safe and prepared to work with students in the AEE.

This means that, in addition to teacher training, other elements of teaching work conditions, such as physical and material structure, are essential for the good educational development of the target audience of AEE.

Final considerations

The objective of this article was to describe the characteristics of the work activity of teachers who work with Specialized Educational Service in the city of Jacobina/Bahia, which will be resumed here with the synthesis of the findings and the research discussion.

It was evident in the findings of this research that teachers work with a large number of students, of different conditions, demanding that they need to produce specific adaptations for each one, in addition to the necessary support to the regular classroom teacher, as it is one of the tasks of Educational Assistance Skilled.

Thus, it is very difficult for them to be able to cope with their professional duties, within the official workload, taking into account that half has 20 hours and the other half that works with 40 hours. It is also combined with the fact that most teachers need to continue their work at home, taking the time allocated for leisure, for relationships

with family and friends, which can directly impact the teachers' physical and mental health.

Finally, other studies on the theme discussed in this article need to be produced, focusing on elements that could not be touched here, making comparisons with the reality of teachers of Specialized Educational Services in other municipalities, states and/or regions.

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