



iJEResearch

International Journal of Education and Research
Vol. 1, Number 1, March - 2025 | Peer-Reviewed Journal
ISSN 2764-9733 | ijerresearch.org
DOI: 10.5281/zenodo.15131581

SPECIALIZED EDUCATIONAL SERVICES (AEE) AND THE POSSIBILITIES OF PEDAGOGICAL PLANNING IN THE DEVELOPMENT OF SKILLS IN AUTONOMOUS AND SOCIAL LIVING ACTIVITIES (AVAS) THAT FAVOR LEARNING

AUTHORS

Fabiana Sampaio de Castro Ramos: Master's student in Educational Sciences at the University of Integration of the Americas (UNIDA) – PY; Specialist in “Special Education and Neuropsychopedagogy” and “Literacy and Literacy”; Graduated in Pedagogy; Specialized in “Pedagogical Coordination of Elementary Education”; Employee of the Municipal Department of Education of the City Hall of Mangaratiba – RJ.

Contact: fabydejesus.scastro@gmail.com

Ronaldo do Nascimento Carvalho: Post-Doctorate at the Ibero-Americana University /PY, PhD in Administration from the American University /PY, PhD in Education from the Columbia University of Paraguay, Master in Administration from Universidad Americana/PY, Master in the Territory and Cultural Expressions in the Cerrado Program - TECCER/UEG, Graduated in Business Administration and Physical Education. Teacher at Unicaldas - Faculty of Caldas Novas

Contact: dr.ronaldocarvalho@gmail.com

ABSTRACT

This article explores the importance of Specialized Educational Assistance (SEA) as a fundamental resource in promoting learning and the development of Skills for Independent and Social Living Activities (AVAS) in students target audience for Special Education. We discuss how personalized pedagogical planning within the context of SEA can benefit students by increasing their autonomy and participation in school life. Additionally, we examine the benefits of these skills in the learning process. Through literature review and case analysis, we demonstrate how SEA can play a crucial role in the inclusion and full development of students with disabilities, disorders and high abilitifedness. The objective of this work is to explore the possible contributions, from this study, to future inclusive educational practices. In this way, the aim is to contribute to the advancement of inclusive education, by promoting a broader and more comprehensive view of the role of AEE and pedagogical planning in the development of skills for autonomous and social life. The importance of the dialogue between theory and practice is emphasized in this article. The aim is to demonstrate how the theory can be