

El trabajo interdisciplinario. Reflexiones del profesor de apoyo sobre su funcionalidad en los servicios de educación especial

Interdisciplinary work. Supportive teacher reflections about its functionality in the special education services

Trabalho interdisciplinar. Reflexões do professor sobre sua funcionalidade em serviços de educação especial

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Resumen

El presente artículo tiene como propósito presentar las condiciones académicas e institucionales con las que el Licenciado en Educación Especial desarrolla la práctica docente en el nivel de Educación Especial; al respecto, se analiza el funcionamiento del trabajo interdisciplinario en la atención de alumnos que enfrentan Barreras para el Aprendizaje y la Participación Social (BAPS) y que son atendidos en la Unidad de Servicio de Apoyo a la Escuela Regular (USAER). El enfoque metodológico es cualitativo, basado en un diseño fenomenológico y de estudio de casos, los cuales permiten interpretar los significados que le asignan los profesores al trabajo interdisciplinario, basados en el componente pedagógico-didáctico de la categoría de investigación: la práctica docente. Se utiliza como referente de estudio a los docentes egresados de la Escuela Normal de

Educación Especial, quienes se ubican en tres contextos educativos del Estado de Oaxaca, México.

Los resultados obtenidos puntualizan la relevancia del trabajo interdisciplinario para asegurar la atención de alumnos con discapacidad, como un ejercicio inherente a la práctica profesional para la atención de la diversidad desde el nivel de Educación Especial.

Palabras clave: trabajo interdisciplinario, profesor de apoyo, Educación Especial, Barreras para el Aprendizaje y la Participación Social, BAPS, discapacidad.

Abstract

The purpose of this article is to present the academic and institutional conditions within the Special Education Graduate develops the teaching practicum in the special education level; in that respect, the functioning of the interdisciplinary work is analyzed in the attention of students who face Barriers for Learning and Social Participation (BLSP) and who are attended by the Support Service Unit to the Regular School (USAER). The methodological approach is qualitative, based on a phenomenological approach and case study, which allow interpreting the meanings assigned by the teachers to the interdisciplinary work, based on the pedagogical-didactic component from the research category. Teaching practicum, is used as a study reference for teachers who graduated from the Special Education Normal School, who are located within three educational contexts in the State of Oaxaca, Mexico.

The findings obtained point out the interdisciplinary work relevance, to assure the attention to disable students, as an inherent exercise to the professional practicum in the attention to the diversity from the special education level.

Key words: Interdisciplinary work, supportive teacher, special education, Barriers for Learning and Social Participation, disability.

Resumo

Este artigo tem como objetivo apresentar as condições acadêmicas e institucionais com as quais o curso de Educação Especial desenvolve a prática docente no nível de Educação Especial; A este respeito, analisa-se o trabalho de trabalho interdisciplinar no atendimento de alunos que enfrentam barreiras à aprendizagem e participação social (BAPS) e que são atendidos na Unidade de Apoio da Escola Regular (USAER). A abordagem metodológica é qualitativa, baseada em um projeto fenomenológico e estudo de caso, que permite interpretar os significados que os professores atribuem ao trabalho interdisciplinar, com base no componente pedagógico-didático da categoria de pesquisa: a prática docente. É usado como referência de estudo aos professores graduados da Escola Normal de Educação Especial, que estão localizados em três contextos educacionais do Estado de Oaxaca, no México.

Os resultados obtidos apontam a relevância do trabalho interdisciplinar para garantir o atendimento de alunos com deficiência, como um exercício inerente à prática profissional para a atenção da diversidade do nível de Educação Especial.

Palavras-chave: trabalho interdisciplinar, professor de apoio, educação especial, barreiras à aprendizagem e participação social, BAPS, deficiência.

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Introduction

The Special Education Service assumes as an academic function the promotion of equity and equality of "learning opportunities" (SEP, 2006, p.41) or "equivalent opportunities" (López, 2011, p. School diversity, through educational guidelines that allow teachers to promote the educational inclusion of minority groups, especially those facing Barriers to Learning and Social Participation (BAPS). In this sense, as an educational level, the task they play in basic education to identify the academic weaknesses in the attention of this student population is the relevance of teachers in the regular school, professionals who are characterized by the

development of homogeneous teaching models according to a Particular type of individual (González, 2008, p.86). These teaching models are implemented in practice through the use of methodologies focused more on the teacher than on the characteristics of the students; Group didactic strategies that do not consider the curricular competences nor the learning styles of the students, ignore the variables present in the educational environment that facilitate or hinder the learning of diversity, and so on. These are factors that reflect the promotion of isolated academic work that hardly responds to the basic learning needs of people facing BAPS, which increases educational inequalities (Booth and Ainscow, 2000, p.5; Ainscow, 2011) in (Boggino and de la Vega, 2007, p. 18). In addition, it is important to emphasize the importance of the pedagogical approach that the school community provides to "exclude and ignore all those students who do not fit into the homogeneous patterns of normality".

These formative inequalities demand the incorporation of other specialists who strengthen the fragmentation of the knowledge generated in the attention of interdisciplinary cases, specifying that this specialization, on its own, scarcely responds to the complex problems present in a school, hence the need to know How is interdisciplinary work being carried out in the Special Education services ?, a question that gives data whose analysis determines the respective diagnosis, and helps to establish improvement efforts based on the establishment of common goals, agreed by all the actors, that Ensure the changes promoted at the institutional level.

The panorama presented opens the possibility of analyzing, criticizing, reflecting and arguing about the results emanating from the contexts investigated in the logic of promoting a change of perspective in interdisciplinary work, translated into an organization with mission and common vision, which Benefit the diversity and not only of people with disabilities.

The interdisciplinary team, a framework for action in the care of students with disabilities

An interdisciplinary team is formed by a group of professionals focused on the study of an object of knowledge from diverse disciplines, which demand their articulation in the logic of advising the design, implementation and evaluation of the intervention processes, as an immediate response to The problems and / or demands existing in the educational context, considering that they are "people and subsystems that interact with each other, influence each other and, at the same time, receive influences and bear pressure from other systems with which they are related" (Huguet, 2014, p.29). In this syntony, the knowledge of an object is made through the collaboration of several disciplines that contribute their knowledge and interact around common problematic situations to analyze them, to understand them and to find feasible solutions that "respond adequately to the educational needs raised by the Social and cultural reality "(Jiménez and Vilá, 1999, p.67) in order to minimize their impact. The common objective that guides and guides the interdisciplinary work is to eliminate the BAPS that the students face and that are factors that make it difficult to be included in the educational field, coinciding with González in the logic of assuming "a collective responsibility with the social, personal reality And of all its students to understand that the fight against exclusion is a joint task of teachers and professionals and a priority of the school "(González, 2008, p.88).

Assertive communication, as well as the organization of interdisciplinary work demands changes in personal attitude, demand acts of nobility and academic humility in the act of admitting professional limitations, of listening and accepting other voices, suggestions and recommendations in the face of the complexity of the situation That is taken care of. Specifically, when it is recommended to diversify teaching that strengthens the learning of students in general, a proposal that entails generating actions that allow each student to have a holistic view on the study of interdisciplinary cases in Special Education.

From this positioning it is feasible to problematize why we talk about interdisciplinary cases as opposed to the study of isolated cases, in this sense, an isolated case is investigated, analyzed, discussed and proposed, at the discipline level, that is, from the unidirectional

view of the Professional In the interdisciplinary case, joint actions are designed based on a common goal, based on peer interaction, in which each expert pours his disciplinary knowledge but also "draws on the experience and knowledge of each one by sharing tasks and providing mutual support" (Booth and Ainscow, 2000, p.44) allowing each professional to "deliver pedagogical knowledge that can contribute to improve the practice of teachers" (Bolívar, 2002).

The basic reference for the interdisciplinary work are the data obtained from the psychopedagogical evaluation, an instrument that specifies achievements, obstacles, suggestions and recommendations from the areas of opportunity and / or equivalents that are concretized in the design of the intervention Psychopedagogical, phase in which the levels of support for each discipline are determined according to the real possibilities of the case adjusting it to its context, to implement academic and scientific knowledge that are useful in daily life.

It also requires strengthening the experiential learning of children facing BAPS, based on their inclusion in the academic and social spheres, a feasible action to be evaluated collectively, incorporating clear and precise indicators that ensure the viability and relevance of (Guevara, 2012), which is based on the analysis of the environmental impact of the project and its impact on the environment, P.961).

The attention of cases from an interdisciplinary approach aims to eradicate existing fictions in the field of Special Education, specifically when it is said that the diagnosis, care and evaluation of people with disabilities is the exclusive competence of specialists in this discipline , And that is oblivious or distant to the teaching practice of the regular classroom teacher.

It is necessary to pay attention to its operability in the approach of the school problems or of educational inclusion, which supposes, besides questioning these fictions, to build the epistemological and philosophical bases, and the educational policies that will allow to eradicate these and other myths present in each institution Educational Therefore, a team of this nature has the amendment of establishing common objectives that guide and guide its

organization to define actions to define the central problem, determine the scope and depth of the study, prioritize objectives, delimit the functions of the participants based In their formative discipline, and to propose strategies that help to establish "networks of relationships, mutual influence and work between people and subsystems ... that favor a change in the culture of teachers and the community, a process that stimulates Creativity and collaboration among the educational agents involved "(Huguet, 2014, p.29), all based on common and consensus-based decision-making.

The intention is to strengthen and improve the role of the interdisciplinary team in basic education schools, space where agreements and differences of opinion are discussed, based on a constructive criticism that guarantees to define the changes or improvements, respecting the professional positions , Accepting the limits themselves, as well as recognizing the progressive learning that is generated from the specific dynamics in the care of cases.

The interdisciplinary approach demands to clarify the ethical sense, coinciding with the task of overcoming the barriers generated by problems in communication and the secrecy of professionals to issue their observations; It is claimed to establish environments of cordiality and confidence that allow the manifestation of the voices of all participants, keeping respect in their comments, adopting attitudes of humility about the academic positions taken by the participants.

In essence, it should be recognized that some factors that affect interdisciplinary work are linked to institutional pedagogical traditions - models of teaching, adoption of psychological approaches, etc. - to the school culture rooted in groups of power that condition the teaching practice in The attention of students facing BAPS, as well as factors inherent in professional preparation, academic self-learning, and the theoretical collection of information, among others.

Methodology

Research design

The research is of a qualitative nature, based on the phenomenological design that relies on the study of cases as a means for the "discovery and development of empirical propositions of a more general character than the case itself" (Gundermann Kroll, pp.254- 255) that facilitates the achievement of something different, beyond the understanding of certain experiences or knowledge (Stake, 2010, p.17). A study focused on describing, analyzing and interpreting how interdisciplinary work works in the care of basic education students facing BAPS who are cared for in the Regular School Support Service Unit (USAER). Generated in this way, a broader research whose task is to present the academic and institutional conditions in which the teaching practice in the Special Education level is developed, to recover "the personal understanding, the motives, values and circumstances that underlie Human actions" (Pérez Serrano, 2007, p.28).

Subjects

In total 20 teachers participated, of which five belong to the intellectual area, and 15 are from the auditory and language area. The group of subjects was integrated with 18 women and two men. Fifth of the participants report that they have one year of teaching service, and the others have between two and six years of professional experience. As a discussion group they were asked the central question: What is the operation of interdisciplinary work in Special Education services?

Instruments

A discussion guide was designed, an instrument that acted as the thematic advisor and listed the central questions that favored group interaction and discussion. Action that required two fundamental skills in group coordination: first, to generate an active and dynamic interaction, capable of recovering the greatest amount of information, by facilitating the expression of all voices, allowing the reconstruction of difficult-to-reach scenarios, and

secondly Analysis, criticism and argumentation based on constructive dialogue between participants.

The discussion groups were structured according to the following criteria: the professional characteristics of the participants; The academic disposition of experiential contribution; The dynamic interaction between peers; And enrollment in a school zone. Three discussion groups were formed: one in the city of Oaxaca with four participants, the second in Ixtlán de Juárez with ten teachers and the last one counted on the collaboration of six professors based in Crucecita, Huatulco, Oaxaca. Fieldwork was carried out between March and May 2015.

The discussion group as a research technique required creating the scenario of analysis, criticism and discussion among participants based on a central question and control the present situations based on the arguments cast. To do this, the following moments were established: establishing the conceptual framework of the discussion group; Preparation of the discussion guide; Analysis and codification of discourse produced; And conformation of the discussion group.

Procedures

At the methodological level, the first action consisted in clarifying the idea of research, materializing in the educational problem, a viable exercise that allowed to establish a theoretical-contextual balance, so that the literature review provided theoretical support on the subject and, Later, to assess the manifestation of the situation in the studied reality, in such a way that the research questions were raised as well as the objectives: general and particular. The precisions of the research process were established in the methodological design, in which the subjects and contexts to be studied were determined, processes of codification and interpretation of the results to arrive at the conclusions.

The feasible and feasible techniques and instruments applicable to the field work were evaluated, which determined the use of the discussion group with the elaboration of the respective guide. The discussion group admitted to know common aspects that prevail and condition the idiosyncrasy of individuals to coexist and interact in a predetermined area in which they converge daily. In this process, significant experiences are extracted for the

purposes of the investigation, whose purpose is to analyze, understand, explain and argue their actions, based on the construction of meanings and the emission of singular speeches or voices that feed the group debate, reaching consensus Or pluralistic dissensions.

The data obtained from the discussion group were worked from the following information coding process: the use of software; The conformation of semantic networks; And triangulation of information. The Atlas program was the digital tool that allowed, describing, analyzing, comparing and exploring the discourse emitted by each teacher, as well as the generality of the participating groups, were codified the postures exposed by the informant subjects through the construction and Interpretation of the semantic network. The semantic network of interdisciplinary work is inherent to the didactic pedagogical component of the practical teaching category.

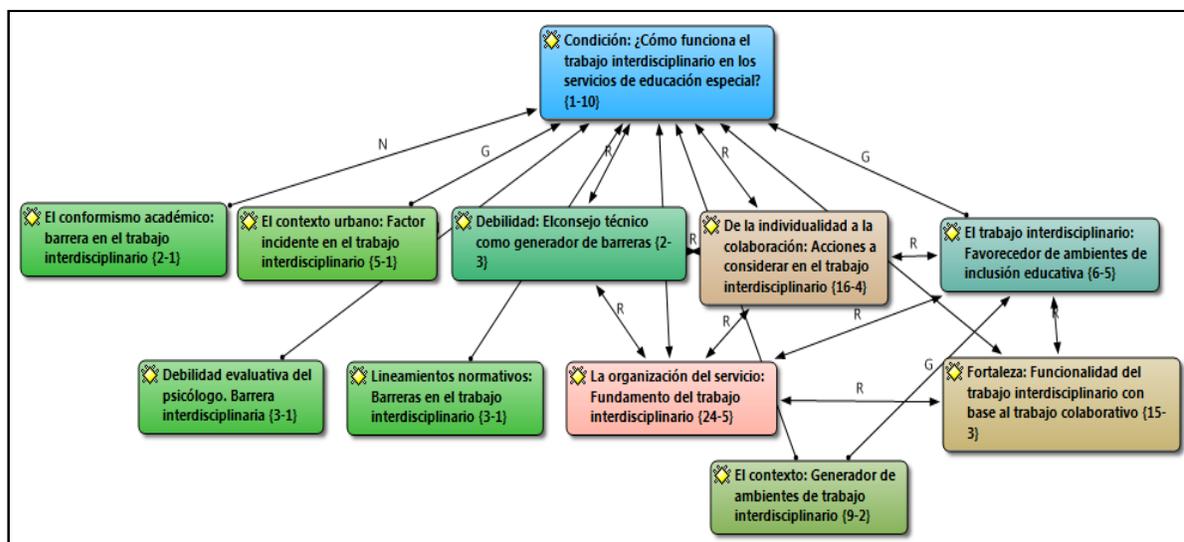
The codes were established by using the central question. The inductive approach to research made it possible to create new codes but in an open way, based on grounded theory, which allowed the analysis and codification of the data. From Atlas, we extracted the list of semantic codes, the list of citations obtained, the graphical representation that systematizes the semantic network and the degrees of linkage between the codes, as well as, the family groups through tables of concurrence, which To be analyzed and interpreted facilitate the elaboration of conclusions about the topic studied.

The data obtained from each participant in the three areas of study were triangulated. In this respect, Barbour states that it should be done "on the basis of points or fixed ideas that function as a reference leading to the establishment of data hierarchy" (Barbour, 2014, p. 76), so that we sought to corroborate the results by analyzing the same theme from different contexts, identifying discrepancies and coincidences, in order to evaluate the results.

Analysis and Results

The research reflects that the greater density of interrelated codes on the operation of interdisciplinary work in the USAER services relies on the implementation of the collaboration of the actors. It is recognized that the USAER organization is underpinned by this strategy and that it favors the creation of environments that promote the educational inclusion of diversity. Interdisciplinary work is crucial for the practice of teaching practice because it contributes to the elimination of BAPS faced by students with disabilities, its functionality (Figure 1) is determined by many factors such as: the personal and professional availability of teachers in time; Eradicate individualistic practices from actively engaging in collective work; And share experiences and knowledge together that strengthen the student at the individual and group level, and so on.

Figure 1. The functionality of interdisciplinary work in the services of Special Education (Semantic Network).



Source: elaboración propia a partir de la codificación de datos en *Atlas ti*.

The interdisciplinary work favors in the services of Special Education:

1. It improves the processes of care with equity, which combats the exclusion of students in situations of risk, according to pedagogical models that promote "not only equal opportunities but equal development of cognitive and cultural skills, We talk about equivalent opportunities "(Lopez, 2011, p.39).
2. Encourages inclusion of minority groups.
3. It diversifies the teaching practice that is concretized in the classroom, which contributes to improve the teaching and learning processes; This practice "has to be communicated, exchanged and shared with other colleagues" (Bolivar, 2002).
4. Strengthens the social function assigned to the school. In this sense, it improves the academic work of existing areas in Special Education - pedagogical support, communication, psychology and social work, etc. - although it is found to have some weakness since it is practiced only at certain school dates - Closing of the school cycle, together with the fact that this academic activity is subject to the existence of interdisciplinary cases that must be taken care of in each school, especially in those students who present a disability - intellectual, developmental disorder, multiple, and so on.

The interdisciplinary work eradicates negative or misleading comments by the regular classroom teacher to the Special Education teacher: "is that they spend talking", "do nothing", "who knows what they do there", etc., expectations Which reflect the lack of knowledge about the academic activities they develop daily and are part of their teaching work, which is essentially generated by resisting to participate in the activities carried out jointly as an interdisciplinary team of USAER teachers. Supporting teachers, on the other hand, justify their actions by arguing that teachers in the regular classroom "do not know that we are agreeing, do not know that we are analyzing the case and that is why we make that decision", demonstrations that are considered affordable and allow To do the work only from the perspective of the teacher of Special Education, reason why it is pertinent to

incorporate to the teacher of regular classroom from the beginning of the school cycle based on a work agenda.

*«[...] I lived the same in the mountains, in the region of CAM (Multiple Care Center), because the interdisciplinary team, the psychologist and the language team are there, while in USAER, once a week It will arrive and if that time there was suspension, you did not see it! So, if the Technical Council meetings were really [...] to analyze the cases or to be seeing those case studies, it does not happen! [...] they go to something more administrative» **Ma40I****

*«[...] The work as a whole would have to be easier in a CAM being that the staff is there full time practically, however, for example, interviews only do it psychology and passes the report and thus even with the evaluation of certain documentation of The Adaptive Curricular Proposal (PCA) [...]» **Ma4XII**.*

*«I found very good the work that was done at the beginning of the school year because a schedule was made about the elaboration and updates of the PPE (Psychopedagogical Assessment), where we not only intervened as a USAER service but also invited the group teacher and To the director of the primary, then it was a work that although it took time but I consider that it was valued, mainly because we made known to the teachers of primary what is being done, why we locked ourselves two or three hours in a Room to do a PPE and now saw how much information is obtained and what is functional, for what it serves us, I consider that we also do a joint work there because so that the group teacher could be present in the development of PPE, Because someone else of the team covered the group, someone who did not participate and even touched me [...]» **Ma1HIII**.*

* Se emplea la siguiente nomenclatura: Ma= Maestra, Mo= Maestro; 1, 2, 3 o n... para referirse al número asignado a cada docente para su identificación personal en cada grupo de discusión; O= Oaxaca, I= Primer grupo de discusión; X= Ixtlán, II= Segundo grupo de discusión; H= Huatulco, III= Tercer grupo de discusión.

To undertake a coordinated work between the teachers of both educational levels discourages to be contextualizing, individually and separately, the professor of the group on the results obtained in the processes of evaluation of the cases channeled in the classroom of support. Because they are not involved in these processes, they are only receptors of information, unrelated to the determination of how to intervene at the group and / or individual level with the interdisciplinary cases that they agree to attend. It is necessary to modify "the structures and the strategies of communication and relation to favor the construction of a shared culture, a feeling of belonging and the necessary self-esteem to pose challenges in the daily educational activity" (Huguet, 2014, p.31).

*«[...] We had to look for the group teacher to make known what we had done and it was not so enriching because at the end of the day the one who has more time or the one who works directly with the student is the group teacher, and also for example to me I had to do with the teacher [...] things that I had not noticed, that I had not noticed, that from my perspective did not look at it that way and he who already had days, weeks working with the student had another perception and their opinions were Very enriching for the elaboration of the work, is also something that they learn to value and already see that document, the PPE not only as a document that takes them to sign but is part of them» **Ma1HIII.***

*«[...] Regular classroom teachers are not involved in psychopedagogical assessments or adapted curricular proposals, these formats are made more by USAER teachers, there is [...] no analysis, I also feel that teachers have a bad idea of what Is an USAER, in question to the channeling, sometimes because a child does not know how to read and they leave it, they tell you here is this child who can not read, does not know how to write, but I do not think they know that the USAER Cares for children with disabilities [...]» **Ma1XII.***

«[...] It is very difficult to get everyone involved, we are delegated a lot of responsibility to be the one who has the task of diagnosing the child in conjunction with psychology, language and support, but sometimes the parents do not get involved so much - My child to see how you do it - the group teachers expect you to give them suggestions and sometimes not even apply them, what one says to have the problem of the child is this, you can do this and even if you deliver them by Written do not do it, do not get involved at all, obviously they are not all but the great majority yes, you are given to you as a Special Education teacher the responsibility to take the child forward [...] is supposed to be a student in common, [...] is a job that should be done together but not done, [...] it depends a lot on us to what extent we involve parents, [...] teachers, it is something that has to be worked Little by little, [...] p But it is difficult enough to involve us all because we delegate responsibilities and even say that the teacher in that group does not pay attention to the student, or that even the Special Education teacher comes to work with my group, is that Dad does not even Pay attention, nobody assumes the responsibility that competes to him, then really "work" as a whole hardly gives and I can even or I dare to say that it does not give»

Ma8XII.

The reality is that the Special Education services are focused on laying the groundwork for a pedagogical management culture focused on favoring the individualized learning of the students, based on their cognitive potentialities, facing as a barrier "to support and enable the learning of all students , Because it requires the commitment and collaboration of all the members of the school. "[Added cursive] (González, 2008, p. 87).

This is a proposal that would be strengthened if it were born from the institutional perspective, based on the collective construction of a Center Curricular Project, which would consider the exchange of experiences and implement improvement strategies based on shared decision-making, in essence, would That "promote a change of attitude towards the development of actions of attention to the population integrated in a framework of

collaborative work, co-responsibility and commitment, offering a relevant educational response" (SEP, 2006, p.42) among the various actors of Both educational levels. It is necessary to promote proposals based on pedagogical management, capable of retaking as an axis of analysis and reflection, the transformation from the school, consolidating the interdisciplinary work and the collectivity of teaching work as subjects of common interest.

«[...] We came to the conclusion that we would go together, the same day, the psychologist, the social worker, the director because he would also have to be present in the elaboration of PPE, PCA and communication and language, so now let's go one day To each school, together as a team and especially at the beginning of the school year, we schedule three days for such a school, and [...] we sit down to do and update the PPA, do the PPA all together and see the way, And distances are provided for the group teacher to be present and some other team member is covering their group»
Ma2HIII.

«[...] They know that we have to suspend three days, it does not matter because we are going to work the case analysis and we sit down to work it, because it is worth more the base than to go to the best to cover or to work with a group, but with what bases did you arrive at that Work ?, the school project was being prepared by the Technical [...] Pedagogical Commission, it was argued that the [...] Pedagogical Technical Commission was the director of the school, primary teacher and some USAER staff, why USAER , Because the director of the school is the one who leads the baton, some staff of the teachers who could contribute this part of their experience and us of USAER because we want to be that support and really how USAER we are not the ones that we are going to stay, we are To train, to contribute what [...] I know, because most of them did not have the knowledge of how to work with certain students, [...] fortunately in the school where we were hard to earn, n Or recognition, but come and tell you - I have this need and shake hands— [...]»
Ma4XII.

Interdisciplinary work allows the elaboration and / or collective updating of the records of children with disabilities, in order to analyze together the cognitive, communicative, etc., competences of the interdisciplinary cases that make up the school population. The elaboration and updating of files leads to determine the learning achievements and difficulties presented by the students in relation to the previous grade, which is why it is determined to apply a diagnostic evaluation to the students. The evaluative filters to capture and determine the school population that will be attended in the school cycle implies: the application of an individual and group assessment in a coordinated way, the specific evaluation of each area (pedagogy, communication and language, psychology and social work) And the determination of the student population facing BAPS in the school year. Professional commitment implies the promotion of individual and collective self-regulation of teaching practice, based on an analysis and reflection of action, based on a curricular project focused on the context, favoring an efficient response to diversity.

Discussion

The scope of the research allows to argue that the educational inclusion of students who face BAPS in educational services is subject to the collaboration and cooperation promoted by the different actors in the interdisciplinary work, academic space that has been little exploited to promote the transformation of Experience and the strengthening of teachers' knowledge, based on collective reflection and self-management: the resolution of educational problems present in each context; Commitment and degree of participation; The functionality of the organization of educational services to favor academic work environments; The viability of the design of the intervention proposal as an immediate response to the present demands of diversity (didactic strategies, curricular materials, space organization, etc.); The extent to which the learning needs of people facing BAPS are met. In essence, it becomes complex to assess the disciplinary hypotheses involved with the purpose of providing feedback that strengthens both the practice of teachers and the learning of the school population served, so that "the common denominator of these strategies is The struggle for the elimination of segregated spaces and their inclusion (...) the social fabric "(Boggino and de la Vega, 2007, p.27).

A central axis of discussion is how to generate new learning opportunities from interdisciplinary work. While it is true that one of the central actions is to favor the construction of proposals for intervention, it has been difficult to unlearn and share knowledge for the benefit of students facing BAPS, "there are still educational inequalities depending on the different socioeconomic strata (Booth and Ainscow, 2000, p.5), reflected in professional apathy to be involved in the identification, evaluation, planning and follow-up of staff in regular schools; Subjects that do not pay much attention to the inclusion of students with disabilities and act as barriers to distance and obstruct communication and attention, when it should be a space of professional strengthening capable of generating "a change of perspective where the collective is perceived as a Organization with a common vision and where joint efforts result in the benefit of all "(SEP, 2006, p.11). On the other hand, the reality reflects that the great majority of the proposals are born from the vision of the teachers of Special Education.

The strengths of research are manifested by interrelating and interpreting the individual discourses of participants in the contexts investigated and determining the functionality of interdisciplinary work in Special Education, which facilitates understanding how we can improve teaching practice in the attention to diversity from To identify the BAPS that students with disabilities face, as well as those barriers that are inherent in the academic performance of each professional when participating in the interdisciplinary work that is promoted from the Special Education Service.

The limitations of research are reflected by showing only the point of view of the teachers of the Special Education level, because the voices of other professionals (regular classroom teacher, managers, etc.) are not recovered who would enrich the conceptual and procedural framework In which the interdisciplinary work is developed, establishing a more holistic image about its functionality in the level of Special Education.

Conclusions

Collaborative work should be promoted from the Technical Advisory Council at both levels of education - regular primary and Special Education Service - because far from seeing it as a strength is acting as a barrier that affects interdisciplinary work, an action that is reflected in the decoupling Of functions in the primary school between Special Education teachers and teachers of the regular classroom, between the own directors and other actors. It is necessary to eradicate the academic individuality present among the teachers themselves, mainly when developing the teaching practice, being more dense this situation in the urban context than the rural one.

The interdisciplinary work goes beyond doing it only in the cases that are dealt with by the Special Education Service, it demands to adopt it as a way of life at institutional level - the perspective is broader and implies to exercise it permanently - that guarantees the exchange of Information, analysis and reflection on teaching practice not only at the individual level but also at a collective level, in relation to the interdisciplinary cases that are dealt with at individual and group level, so as to influence decision-making for an intervention more efficient.

It requires that teachers be disciplined, that they show availability of participation in interdisciplinary work and transpolar knowledge towards the other, with the objective of getting involved and knowing in detail the happenings that arise, specifically, by the teacher of the regular classroom , Which in most cases shows barriers to working collectively.

The interdisciplinary work focuses on promoting an institutional culture of collaboration and co-operability that guarantees an education based on equity and equal opportunities that responds to the learning needs of diversity, that qualitatively values the learning of infants facing BAPS Taking as reference their curricular competence and determining the pertinent adjustments.

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