Teaching and learning process in the suspension period of classes in virtue of the COVID-19 pandemy: study with teachers

Processo de ensino e aprendizagem no período de suspensão das aulas presenciais em virtude da pandemia de COVID-19: estudo com professores

Proceso de enseñanza y aprendizaje durante el período de suspensión de clases presencial por la pandemia del COVID-19: estudio con docentes

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Abstract

Introduction: it is known that during the period of the COVID-19 pandemic, schools and teachers needed to adapt with alternatives to continue classes. **Purpose:** Investigate pedagogical learning strategies and resources adopted by teachers from public and/or private schools in the interior of a Brazilian state during the period of suspension of face-to-face classes, due to the Covid-19 Pandemic and its effects

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Authors' contributions:
ERF and LIF: study design, methodology and data collect.
AAG: article outline and critical review.
RGC: critical review and co-supervision.
CLM: critical revision and orientation.

on students with and without learning difficulties. **Method**: This research included the application of an online questionnaire through Google Forms to 37 active teachers from the 1st to the 5th year of the public and/or private network at Brasilian state who have worked remotely during the Pandemic during the suspension period of in-person classes. This material contained multiple choice questions and essays, referring to the way of working during this period, strategies and resources adopted. **Results:** The results showed that the most used strategies by teachers were the use of printed materials. Teachers reported the difficulties and challenges in adopting remote teaching, referring to the social inequality of students, the limited commitment of families in the learning process and the difficulty of teachers to adapt to this form of teaching. **Conclusion:** Among 37 teachers who joined the study, it was possible to verify how the process of adaptation to remote teaching took place. There is a need to explore the joint work with Speech Therapy, aiming to minimize the difficulties presented by students. Such clarifications would help in the teaching and learning process of students who could later become future patients in the Speech Therapy sector.

Keywords: Speech, Language and Hearing Sciences; Learning; Distance Education; COVID-19; School Teachers

Resumo

Introdução: Sabe-se que durante o período da pandemia do COVID-19, escolas e professores precisaram adaptar-se com alternativas para dar continuidade às aulas. **Objetivo:** Investigar estratégias e recursos pedagógicos de aprendizagem adotados por professores da rede pública e/ou privada de ensino, do interior de um estado brasileiro, durante o período de suspensão das aulas presenciais, em virtude da Pandemia de Covid-19 e seus efeitos para estudantes com e sem dificuldades de aprendizagem. **Método:** Aplicação de questionário on-line utilizando a ferramenta *Google Forms* para 37 professores atuantes do 1° ao 5° ano da rede pública e/ou privada no interior do estado, que tenham trabalhado remotamente durante a Pandemia no período de suspensão das aulas presenciais. Esse material continha questões de múltipla escolha e dissertativas e averiguava a forma de trabalho durante este período, as estratégias e os recursos adotados. **Resultados:** Os resultados mostraram que as estratégias mais utilizadas pelos professores foram uso de materiais impressos. Os professores relataram as dificuldades e os desafios em adotar o ensino remoto, referentes à desigualdade social dos alunos, a dificuldade de adaptação dos professores a esta forma de ensino e ao empenho restrito das famílias no processo de aprendizagem. **Conclusão:** foi possível verificar como ocorreu o processo de adaptação ao ensino remoto pelos professores. Verifica-se a necessidade de explorar o trabalho conjunto com a Fonoaudiologia, visando minimizar as dificuldades apresentadas pelos estudantes, o que auxiliaria no processo de ensino e aprendizagem dos alunos que, posteriormente, poderiam vir a ser futuros pacientes do setor de Fonoaudiologia.

Palavras-chave: Fonoaudiologia; Aprendizagem; Educação à Distância; COVID-19; Professores Escolares

Resumen

Introducción: se sabe que durante el período de la pandemia del COVID-19, las escuelas y los docentes requirieron adaptarse con alternativas para continuar las clases. **Objetivos:** Investigar estrategias y recursos pedagógicos de aprendizaje adoptados por profesores de escuelas públicas y/o privadas del interior de un estado brasileño durante el período de suspensión de clases presenciales, debido a la Pandemia Covid-19 y sus efectos en estudiantes con y sin dificultades de aprendizaje. **Método:** Esta investigación implicó la aplicación de un cuestionario en línea a través de Formularios de Google a 37 docentes que laboran del 1° al 5° año de la red pública y/o privada del interior del estado, que habían trabajado de manera remota durante la Pandemia en el período de suspensión de clases presenciales. Este material contenía preguntas de selección múltiple y desarrollo, referentes a la forma de trabajar durante este período, las estrategias y los recursos adoptados. **Resultados:** Los resultados mostraron que las estrategias más utilizadas por los docentes fue el uso de materiales impresos. Los docentes relataron las dificultades y desafíos en la adopción de la enseñanza a distancia, refiriéndose a la desigualdad social de

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los estudiantes, el compromiso restringido de las familias en el proceso de aprendizaje y la dificultad de adaptación de los docentes a esta forma de enseñanza. **Conclusión:** Entre 37 docentes que se sumaron al estudio, fue posible verificar cómo ocurrió el proceso de adaptación a la enseñanza a distancia. Existe la necesidad de explorar el trabajo conjunto con la Logopedia, con el objetivo de minimizar las dificultades presentadas por los estudiantes. Tales aclaraciones ayudarían en el proceso de enseñanza y aprendizaje de los estudiantes que luego podrían convertirse en futuros pacientes del sector de Logopedia.

Palabras clave: Fonoaudiología; Aprendizaje; Educación a Distancia; COVID-19; Docentes Escolares

Introduction

In December 2019, a causative agent of the respiratory disease known as Coronavirus, Sars-CoV-2, was discovered in 2019, in China[1]. The respiratory disease, described as COVID-19, spread worldwide and was declared a global pandemic on March 11, 2020, by the World Health Organization[2]. Then, social isolation measures were taken worldwide to prevent and minimize the spread of COVID-19. Among these measures, educational institutions suspended their classes and other face-to-face activities[3].

As a way to overcome possible harmful effects on the schooling process, educational institutions tried to find alternatives based on pre-existing legal possibilities. For example, the article 32 § 4th of the Law on Guidelines and Bases of National Education presents that "distance learning can be used as a complement to learning or in emergency situations in fundamental education"[4].

In view of the above, the present study aimed to investigate pedagogical learning strategies and resources adopted by teachers from the public and/or private education system, in the interior of a Brazilian state, during the period of suspension of face-to-face classes, due to the Pandemic of Covid-19 and its effects on students with and without learning difficulties. The objective is to observe the possibility of reducing demand in the Speech, Language and Hearing Sciences area of patients who may or may not have difficulties in their learning process. It is known that the current teaching model is based on the need for face-to-face monitoring and direct contact among teachers and students, however, social distancing has caused teachers to adopt new measures to teach their students.

As one of the greatest Speech, Language and Hearing demands is the care of children in school and pre-school age with oral and written language difficulties, this research was carried out in order to investigate the strategies adopted by teachers to attend different student profiles during remote teaching and their performance during this period, being these students considered subjects who may become, or are patients of the Speech, Language and Hearing department due to school demands. Therefore, knowledge of the work carried out and the characteristics of this public may contribute to interdisciplinary care between Speech, Language and Hearing Sciences and Education, sharing information in favor of minimizing the difficulties of the patients and the possible effects of the pandemic. However, it is understood that not all strategies adopted in teaching can result in successful school learning and the assistance of another professional acting as support in the schooling process would minimize the difficulties presented, especially in this period of remote teaching.

Methods

This is a descriptive study, with a cross-sectional design and with a quantitative and qualitative nature. This research was registered in the Project Office of an institution located in a city in the interior of the state, in which the research was carried out. There are 30 Regional Education Coordination Units, with 8a being the object of study in this research. This coordination is responsible for 23 municipalities in the state, including the city of Santa Maria, the city where the university where the investigation was carried out is located. This study was authorized and approved by the Human Research Ethics Committee of the institution of origin, under n. 4,334,962 and CAAE 38915320.8.0000.5346.

The research was applied by using an online questionnaire, disseminated through social networks and sent to all 100 schools in the 23 municipalities covered by the Regional Education

Coordination Unit, via email, during the period from October 2020 to March 2021. The questionnaires were sent to teachers through their respective schools, being sent twice to each potential participant, adjusting the period of application according to the availability of each one, considering periods of the pandemic when teachers could be on recess. In total, 37 teachers accepted the Free and Informed Consent Form (TCLE) and, upon acceptance, they had access to the form to respond to the research. It is assumed that the low adherence of teachers to the study refers to the high demand for online activities during this pandemic period. A future study could investigate this low adherence to research in more detail, however, it should be observed that according to IBGE data, only in the public elementary school system in the state in which the research was carried out, there are 72,049 teachers, not considering teachers of private system which, in 2018, totaled 28,106, according to data from Inep. Such information is general and disregards the filter established in the research that covers the coordinators of each region of the state.

The inclusion criteria for research participants were: being a Basic Education teacher, working in the initial years of elementary school I (1st to 5th year); working in the state in which the research was carried out, in the public and/or private education network; having participated in the distance teaching and learning process for students during the Coronavirus (COVID-19) pandemic. In this way, all those ones who agreed to participate in the research were part of the sample. Participants who did not work in the initial grades, did not work in the state of Rio Grande do Sul and who did not participate in the distance teaching and learning process for students during the Coronavirus pandemic were excluded from the research.

The questionnaire was prepared by the researchers themselves, based on the themes of Distance Education (EaD), Basic Education and Speech, Hearing and Language Sciences for Education. The questions were characterized by closed and open with a structure to facilitate the understanding of the teachers. In addition, the questionnaire was structured with two sections, the first section referring to personal information (including 7 questions) and the second section referring to the research form (with 25 questions, 1 open and 24 closed). Teachers answered it from October 28, 2020 to March 19, 2021.

The first section of the questionnaire referred to the personal information of the study subjects, such as: time and level of education, year of activity, city and system of activity. Of the 37 subjects who joined the research, 34 reported working in the public system and 3 reported working in the public system and/or the private system. The second section refers to the performance of the subjects in remote teaching, with questions about the occurrence of work in this teaching format, the strategies used for the activities, how the activities are sent, the relationship between parents, students and school, and availability for carry out/assist in activities. Furthermore, the presence of students with learning difficulties and the monitoring of other professionals were investigated to investigate whether students had other support in addition to the teacher, as well as the differentiation in activities between students with and without school difficulties and the assessment of their performance. Finally, the questionnaire concluded with an essay question about the own evaluation of the teachers after the experience with remote teaching.

Of the total of 37 subjects who joined the research, 34 were female and 3 were male. Then, 19 responded that they graduated between 2000 and 2009; 9 graduated between 2010 and 2019; 5 graduated between 1990 and 1999 and 4 graduated between 1980 and 1989. Regarding the level of education, 23 subjects responded to have an undergraduate degree, 13 postgraduate degree and 1 teaching degree.

After data collection, quantitative analysis was carried out using descriptive statistics using the Statistical-Analysis-System (SAS) Version 9. Based on Content Analysis (BARDIN, 2011), the study of qualitative data arising from the answers given in the open questions of the questionnaire. From reading and re-reading the responses, the analysis categories were created, namely: experience, difficulties, adaptation and benefits. The responses were grouped into these categories and discussed later by the authors of the research.

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Results

Based on the form applied to teachers, a descriptive data analysis was carried out regarding: types of materials, resources and strategies (Chart 1); the relationship of the family with the activities of the student (Chart 2); the contents presented during the remote teaching period; the differentiation of the work of teachers for students with and without learning difficulties, the monitoring of other professionals in cases of students with difficulties and the connection between these professionals and teachers to exchange information, the perception of teachers regarding the evaluation (Figure 1) and the performance of students with and without learning difficulties during the period of suspension of face-to-face classes (Figure 2). In addition, a qualitative analysis was carried out on a question regarding the opinions of the teachers about the experience with remote teaching (Chart 3).

Chart 1 refers to questions about the types of materials and strategies used during remote teaching and the resources to carry out the activities. Regarding teachers who teach in public and private schools simultaneously, 10 subjects reported that there were differences in the strategies used according to the difficulties of access of students and the resources used by the schools. Around 8 teachers reported not using different strategies in the public and private systems.

Chart 1. Types of materials, resources and strategies used by teachers

QUESTION	Teachers n total = 37 (100%) n (%)
Used Materials	
Printed materials	34 (91.8%)
Video classes	27 (72.9%)
Live classes	21 (56.7%)
Digital content	26 (70.2%)
Sending Frequency	
A single activity per week	04 (10.8%)
For two days of the week	02 (5.4%)
For the five days of the week	22 (59.4%)
Depending on availability	04 (10.8%)
Every 15 days	05 (13.5%)
Monthly	01 (2.7%)
Others	01 (2.7%)
Transmission	
Asynchronous	36 (97.2%)
Synchronous	21 (56.7%)
Access	
Everyone had access	06 (16.2%)
Activities were delivered at home	03 (8.1%)
The guardian handles the activities	28 (75.6%)
Most profitable strategies	
Printed materials	33 (89.1%)
Video classes	22 (59.4%)
Classes synchronously	22 (59.4%)
Asynchronous activities	15 (40.5%)
Digital content	18 (48.6%)
Others	01 (2.7%)

Source: prepared by the authors according to the answers obtained in the questionnaire.

Chart 2 refers to issues related to the families of the students and the way activities were done at home, the interest in doing the activities and the conditions for doing them, according to the perspective of the teachers.

Chart 2. Relationship of the family with the activities of the students

QUESTION	Teachers n total = 37 (100%) n (%)
Guidance for the guardians Yes No	 36 (97.2%) 01 (2.7%)
The guardians are interested and able to help with activities All Almost all The half Few Nobody I don›t know	**Interest** 04 (10.8%) - 01 (2.7%) 21 (56.7%) - 21 (56.7%) 08 (21.6%) - 11 (29.7%) 04 (10.8%) - 04 (29.7%) 0 – 0 0 - 0
Students are interested and able to carry out the activities All Almost all The half Few Nobody I don›t know	**Interest** 04 (10.8%) - 01 (2.7%) 21 (56.7%) - 21 (56.7%) 08 (21.6%) - 11 (29.7%) 04 (10.8%) - 04 (10.8%) 0 – 0 0 – 0
Guardians assist students during the execution of tasks Yes, practically all Yes, approximately half Yes, few No I don't know	 16 (43.2%) 11 (29.7%) 04 (10.8%) 0 03 (8.1%)

Source: prepared by the authors according to the answers obtained in the questionnaire.

Regarding the content applied by teachers during the remote teaching period, multiple choice questions were asked with the possibility of open answers. Then, teachers could explore all the subjects covered during the remote teaching period.

When analyzing the question about content, 30 (81%) subjects answered that new content was worked on regarding the curriculum of the school year of the students. In three alternatives, we obtained responses from 19 (51.3%) subjects, which were the review of content relating to the previous year in which the students were, the approach to transversal themes and current topics; 12 (32.4%) responded that they reviewed the content worked in 2020 before the pandemic and 2 (5.4%) responded that they received an emergency curriculum to use during this period.

Regarding the analysis of questions in relation to students with learning difficulties, of the 37 subjects who answered the form, 23 (62.1%) responded that there were students with learning difficulties in their classes. The most used criteria to define whether a student presented learning difficulties were: comparison of performance in reading and writing activities and a report of the professional. Regarding the differentiation of activities sent to students, 20 (54%) teachers sent different activities to their students (according to the necessity) and 17 (45.9%) sent the same activities, considering whether or not they presented difficulties in their learning process.

The monitoring of the students during the period of suspension of face-to-face classes was carried out with greater guidance on carrying out activities and exclusive contact to assist them. In relation to monitoring of other professionals, the majority of the 37 teachers who participated in the research. 18 (48.6%) teachers responded that their students underwent monitoring with a special education teacher, 5 responded that their students

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received care with a speech therapist, 9 responded that the students underwent monitoring with other professionals and 15 (40.5%) responded that the students did not underwent monitoring with other professionals or did not know how to answer.

Regarding the way how the monitoring was carried out with other professionals, 15 (40.5%) subjects responded that it was carried out through digital communication, 12 (32.4%) were unable to answer and 5 (13.5%) responded that it was carried out in person. Regarding the relationship between teachers and other professionals who monitor students, 13 (35.1%) teachers responded that there was an exchange of information between professionals to better qualify their work, 11 (29.7%) responded that they carried out activities together with these professionals and 8 (21.6%) had no contact with other professionals. Regarding the presence of an Educational Speech Therapist in the schools where the research participants work, 35 teachers (94.5%) responded that the school does not have this professional and 2 (5.5%) were unable to answer.

Performance Evaluation
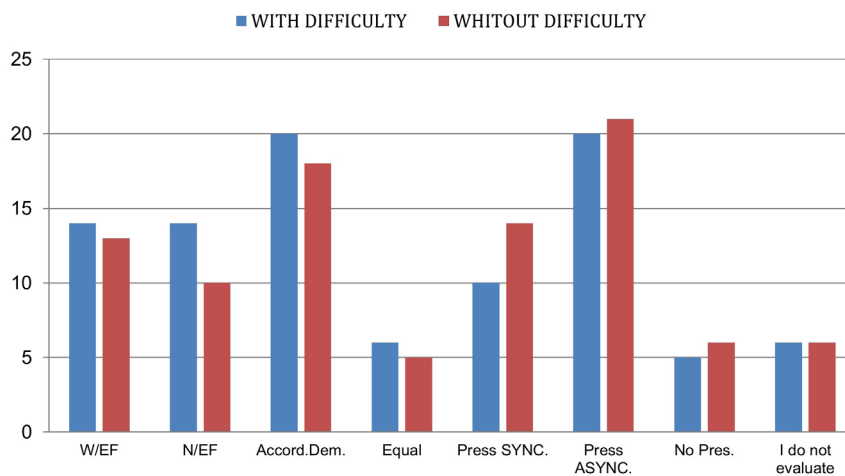
Caption: W/EF - with an evaluative feature; N/EF - no evaluative feature; Accord.Dem. - according to the demand of the student; Equal - evaluates everyone in the same way; Press SYNC - counts presence (synchronous activities); Press ASYNC. - Counts presence (due to the return of asynchronous activities); No Pres.- does not count presence; I do not evaluate - does not evaluate the performance of the students through activities carried out at home.

Figure 1. Way of performance evaluation by teachers with respect to their students with and without difficulties during the remote teaching period

In relation to the questions about student performance in remote education (Figure 2), most teachers answered that student performance was justified by the difficulty in monitoring parents, difficulty in access to activities, lack of student interest and non-mediation of activities by teachers. The inequality of digital inclusion in low-income families was highlighted, where students could not access materials or attend classes because they did not have access. Teachers reported noticing greater difficulty with students in the early years in the literacy process, requiring the physical presence of the teacher.

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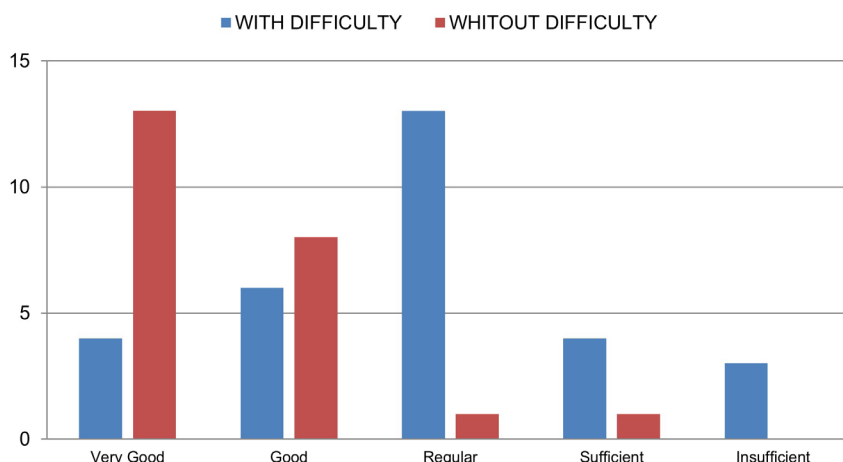
Student Perfomance

Figure 2. Performance of students with and without difficulties in remote learning activities

Finally, Chart 3 presents the opinions of the teachers about the remote teaching and learning process for their students.

After analyzing the table, the most recurrent category stands out as the difficulty reported by teachers due to inaccessibility, lack of technological resources and lack of family collaboration.

Chart 3. Opinion of the teachers onthe teaching and learning process during the suspension of face-to-face classes

Categories of analysis	Teachers n	Examples of the records
Experience	2	"Different experiences that made me grow a lot. It requires much more commitment, time, skills, creativity and well-prepared planning." "For this moment we live in, it was good, because the children did not lose their connection with school, and it is also a methodology that is here to stay, to complement school activities."
Difficulties	5	"If all parents collaborated, it would be great, but there is still a lack of motivation, commitment and responsibility on the part of parents to fulfill their role in the education of their children." "It's very difficult to get the attention of students without being in person." "We cannot measure how much learning there was." "Many times I personally took the printed activities and textbooks to their homes, taking great care." "Social inequalities are a serious interfering factor. Many do not have internet, cell phones without memory, parents with little education and greater difficulty in keeping up with tasks."
Adaptation	3	"We had to learn how to prepare classes and assist students online throughout the process. Even with financial difficulties, teachers needed to invest in internet improvements to provide assistance to students." "I needed to seek out a lot of new learning to be able to develop the activities and achieve learning for all students." "Distance learning destabilized me and greatly increased my challenges, concerns and anxieties. But I also had the opportunity to give new meaning to my practice with many difficulties, as learning and acting at the same time is not easy."
Benefits	2	"There are online students who I notice a lot of interactions and learning, which go further, exceeding expectations... as they gain independence and autonomy regarding the teaching-learning process." "Everyone understood the value of the school and the teachers."

Source: prepared by the authors according to the answers obtained in the questionnaire.

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Discussion

The present study presents how teaching and learning are carried out during the Covid-19 Pandemic, aiming to investigate pedagogical learning strategies and resources adopted by teachers from public and/or private schools in the interior of a Brazilian state during the period of suspension of face-to-face classes, due to the Covid-19 Pandemic and its effects on students with and without learning difficulties. In view of that and through data analysis, questions relating to the outlined objectives were verified.

It was understood that the majority of subjects who participated in the study used printed materials to carry out the activities. Some of them sent materials daily or asynchronously over the five days of the week, with the main way of accessing these materials being through the search for activities by those responsible on the premises of the respective schools. Some teachers reported presenting difficulties in delivering printed materials, considering the lack of conditions for those responsible to collect the materials from the school. It is important to note that these reports came from teachers in the public education system, who, at times, had to deliver these materials themselves to the homes of the students.

This result is similar to what is reported in another study[5] in which the majority of teachers responded that the resource that worked the most was sending printed materials, as they understand the inequality between students and the lack of accessibility to use technological resources that depend on the Internet. Many students presented an unstable internet, which was one of the main problems faced when implementing remote teaching[5]. The activities that were most difficult to carry out were online meetings.

Regarding family involvement in carrying out the activities, it was understood that the majority of teachers guided the guardians of the students to help them during remote learning activities. It was verified that some of the teachers considered that families were interested in helping their children, reflecting on the motivation of the students to carry out the proposed tasks. These data corroborate a study[6], in which it was found that the involvement of parents or guardians in the school activities of their children can promote success in the learning process. To achieve this, the school must comprehend the importance of parents in the learning process, especially in adverse situations such as the one generated by the global Covid-19 pandemic, in which teaching and learning processes needed to be reinvented and parents or guardians needed to assume an even more essential role. On the other hand, some teachers participating in the study reported difficulty communicating with parents and the lack of interest on the part of those responsible for involvement with the tasks. This reflects on the lack of the motivation of the students to carry out tasks properly and the importance of the role of the school in the learning process of these students. One of the factors that may be related to this result is that, due to the pandemic, some families needed to pay greater attention to economic issues, increasing their working hours, assuming that some parents were unable to provide more and more meaningful support for their children in school matters. In view of this, we understand the importance of having more frequent and clear communication between teachers and families, with the aim of improving the learning process of the students. Some authors[6] argue that "students who receive support present greater task skills, develop positive self-esteem in relation to school and adjust better psychologically".

Regarding the adaptations and modifications made by teachers, some responded that they made these modifications, others chose to review content from the previous year and current affairs topics, and the majority prioritized addressing new content for their students. Considering that many students may have presented difficulties in approaching remote teaching, learning new content may have been a problem. In this sense, it is believed that what is recommended would be to initially prioritize the resumption of content from the previous year, as some in fact did and according to the results presented in the previous section. According to the authors[7], planning and teaching classes for remote teaching requires a technical capacity that did not occur in a timely manner for teachers to prepare and carry out better planning, requiring them to learn new teaching tools, new environments of work and new technologies, implementing them quickly to meet the needs of students. Thus, it is evident that the difficulties of remote teaching affected both students and teachers, regardless of the system in which they work. Practically all subjects who participated in the research reported having

no experience in carrying out remote teaching previously. Teachers had to adapt their strategies without having prior knowledge of carrying out this work through remote teaching. In addition, some schools did not offer support or guidance in creating attractive and facilitating strategies and resources for students and teachers. According to authors[5], the formation of the pedagogical staff is also an important factor in the success of remote teaching. As this is an atypical moment of social distancing, remote teaching limits the resources and learning strategies addressed by teachers, however, considering the skills of school management, many resources are possible and the exchange of minimal information within an environment school is necessary and possible to have better use and management in atypical situations like the one that has been established. This may also have reflected the lack of interest and motivation of students, who did not have the necessary support, as it happens in face-to-face classes.

Regarding the students with learning difficulties, the majority of teachers responded that they had students with difficulties in their classes. To understand whether there are difficulties, teachers used a comparison of the performance of the students in reading and writing activities and a professional's report of the professional. During the remote teaching period, the difficulties of this group of students were verified, as they performed regularly in carrying out the tasks proposed by the teachers. However, it should be verified that there was a significant number of teachers who did not send differentiated/adapted activities for the students. students who presented some type of difficulty. Referring to the same aspect and according to the responses obtained, the majority of students with learning difficulties were monitored by a special education teacher during the remote teaching period, others were monitored by other professionals, including assistance with a speech therapist, and some students were monitored in person or through digital communication (teleservice).

Regarding the teleservice model and the necessity of establishing social distancing, it was observed that service with professionals through video calls was established quickly and effectively. According to research[8], this kind of care consists of the use of information and communication technologies (ICT) to provide health services remotely and to share information and knowledge, becoming an effective alternative in situations of distance or mobility difficulties. Even though it is a facilitating model, few professionals were and are adept at this form of care, often due to a lack of training and information. It is believed that, if there were greater adherence of professionals to teleservices, more students could have the necessary services to overcome school difficulties, with emphasis on speech therapy, which during the pandemic used teleservices as a satisfactory tool to overcome the adversities imposed due to the COVID-19 pandemic[9].

Another aspect answered by the participants was about the partnership between teachers and other external professionals. In this criterion, it is understood that in order to have effective monitoring that meets the needs of students, teachers, together with these other professionals, must carry out interdisciplinary work. According to authors[10], the act of educating is the responsibility of all social institutions in the areas of health and education, committed to child development. Of the research participants, the majority of teachers reported working together with other professionals who support students with learning difficulties and exchanging information to qualify their work in a better way, while few of them have no contact with other professionals.

Regarding the presence of a speech therapist at school, the research showed that the majority of schools do not have an educational speech therapist, according to the answers obtained by the participants, showing the lack of support from other areas that assist the teacher in this teaching process. The presence of this professional within the school environment, carrying out interdisciplinary work with teachers in the classroom to help plan strategies and resources, could minimize the difficulties presented by students. Educational Speech Therapy has been a specialty of the profession since 2010, which covers education from pre-school to adult education. Through this area, the professional does not carry out clinical work within schools, but the intervention is carried out together with teachers. The subjects of this research work in the early years, a period relating to an important phase of life in which greater development of language and auditory skills occurs.

Having the support of the educational speech therapist with the teacher, there may be greater qualification of the learning process of students,

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resulting in better development of communication and other skills. Even with all the benefits of incorporating an educational speech therapist in schools, there is little performance of these professionals in schools in the state where the research was carried out. A study[10] states that teachers present some difficulty in recognizing the limits of the role of the Educational Speech Therapist within schools, involving work more focused on rehabilitation and therapies. In addition, the Educational Speech Therapist will carry out prevention work within schools, reducing the demand for patients in the clinic, a factor that impacts aspects of client demand and, consequently, reducing financial investment on the part of families in the search for this professional.

The analysis of answers about student performance during the remote teaching period shows that this model was beneficial to students without difficulties. The subjects of the research assessed that these students demonstrated good performance in the proposed activities, however, it was observed that students with learning difficulties were slightly more affected. This is due to the fact that, even in face-to-face activities, these students need greater attention, support and different resources to help them. Through a study[11], it is understood that teachers in public and/or private systems use tutoring as a pedagogical strategy to help students with learning difficulties, making this an alternative to face-to-face teaching. Furthermore, during the remote teaching period, students with learning difficulties were assessed with performance classified as regular, sufficient or insufficient, proving the need for differentiated monitoring and greater attention from teachers.

When evaluating the new experience with remote teaching during the COVID-19 Pandemic, teachers concluded that inequality of access and use of technology among students were some of the major problems in adhering to the teaching method. Many students did not have internet or access, which made it difficult to take online classes. Another frequently reported problem was the lack of motivation of students and their families, who were unable to offer the necessary support to students.

Teachers also mentioned the lack of preparation to carry out remote activities, in which all schools and teachers had to use means they were not previously familiar with. Even with these disadvantages, some teachers reported that the period resulted in reflection on the importance and necessity of the teacher and his role in the learning process of the students in general. In addition, it is noteworthy that, despite all the barriers posed by the pandemic, there was a great commitment on the part of teachers and students, together with their families, in not losing their connection with the school, valuing learning and education in general.

Conclusion

In view of the above, it is considered that this research responded to the established objective, which was to investigate the strategies and pedagogical resources adopted for students with and without learning difficulties by teachers from the coordinator units of the state where the research was carried out, during the period of suspension of classes in person, due to the COVID-19 Pandemic. In this way, it comes to collaborate in a general way, for the understanding and way of working adopted by a group of teachers during the process of adapting to teaching and learning remotely, with the purpose of attending all students.

Through this investigation, it is inferred that adherence to the study and the participation of only 37 teachers may have been due to the difficulties of the pandemic and challenges of this form of teaching. This statement may be related to the data found that the majority of professionals responded that they had not worked remotely before.

Therefore, there is a necessity for greater dissemination of information and formation of educators and other professionals involved in the schooling process for remote teaching, such as speech therapists in the school environment. Thus, it opens up a possibility for reflection on the importance of working together, considering that students with learning difficulties can present their difficulties minimized if they obtain the appropriate conditions for learning.

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