This paper addresses the theme of training of teachers in the context of special education and inclusive. The link between school professionals and the specifics of the schooling process of the target audience of the Special Education are some indicators of the specialized literature. In this context, this study aimed to look for indicators of pedagogical practice of teachers in the Specialized Educational Service (AEE) from different schools. The study was conducted with sixteen teachers, six active in the state of São Paulo and ten in the state of Paraná, Brazil. Questionnaires and semi-structured interviews were used in the data collection. The data were analyzed using thematic categorization. The results show elements about routine and general actions related to AEE, such as: preparation of Educational Plans Individual (PEI), teaching strategies developed in the multi-functional resource room and link between regular education and Specialized Educational Service (AEE). In the results the authors emphasize the difference from the existing collaborative work between the schools surveyed. In two municipalities this work seems to be more isolated from the regular class. The data allowed to conclude that the training of these teachers should focus on conceptual changes in relation to inclusive education, that is, there are needs that involve aspects of the organization of schools for inclusion.

**Keywords:** Pedagogical Practice. Specialized Educational Service (AEE). Permanent Formation. Special Education. Inclusion.