

**86 - TEACHING RESOURCES ADEQUACY FOR CHILDREN WITH SPECIAL NEEDS**

MANOEL OSMAR SEABRA JUNIOR  
IRINEU ALIPRANDO TUIM VIOTTO FILHO  
EDELVIRA DE CASTRO QUINTANILHA MASTROIANNI  
ROSIANE DE FÁTIMA PONCE

Grupo de estudos, intervenção e pesquisa em educação escolar e educação especial (GEIPEE)-Laboratório de Atividades Lúdico-Recreativas (LAR)- Departamento de Educação Física, Faculdade de Ciências e Tecnologia - Unesp, Campus de Presidente Prudente/São Paulo - Brasil. PROEX. [tuiinviotto@gmail.com](mailto:tuiinviotto@gmail.com)

**INTRODUCTION**

The psychomotor is the science that studies the human being through his/her body in motion and related to its internal and external world. It relates directly to the development process, where the body is the source of affective, cognitive, social, and organic acquisitions. This approach is currently used as an important tool to assist and empower people to improve learning and development through movement.

The games and plays become important tools for the psychomotor application, as well as children entertain and it allows them to interpret and relate to the world they live.

Based on a human being totality view, the psychomotor faces integrate cognitive functions, socio-emotional, symbolic, psycholinguistic and motor, providing the ability to be and act in a psychosocial context.

This article derives from a Research Extension Project in Special Physical Education, which valorize the games and plays activities as an educational possibility of theoretical-practical character, aiming to promote the educational and social inclusion of children with special needs. The Project is realized inside the LAR (Laboratory of Recreational Activities), and it has as objective, to create different learning conditions for children who experience difficulties in their daily life, and school life, related with physical disability, perceptual, intellectual or specific learning problems in the classroom.

The space inside the LAR is dedicated exclusively to development of recreational activities, which takes a historical-cultural theory, the psychomotor and the psychology of games as essential mark to construction the human process development, and emphasizing the physical education teacher's actions as an important mediator to the human being humanization process inside the school.

**THE INTERVENTION PROCESS THEORY**

The psychomotor practice as an educational process goes with children development on his own way, ranging from the expressiveness of movement and motor access to the capacity of decentration (Sánchez et al., 2003). According to Ferreira and Valdez (2005), through the act of playing children can satisfy their desires and expectations. Through the play and games, the children can educate his/her sensitivity to appreciate their efforts and attempts, by achieving a goal, raising their self-esteem going through social subjects, understanding rules and social functions that are derived from human and social relations. Plays and games as pedagogical elements to learning is to Kishimoto (2009) privileged forms that the child can develop and take ownership of knowledge.

The most important and radical reactions to Vygotsky (2001), are developed in the process of child's play and games. For Leontiev (1989) the game and play activity, presents itself, as important content of the preschool children learning process, since they constitute the main activity of children and, therefore, essential to the consolidation of a developing process.

In the design and development of the Project which is being done inside the LAR, the historical materialist dialectical method is the main basis in order to allow a critical understanding of social and human reality, as well as, the educational structure, teaching and learning conditions of children. However, to children obtain results increasingly more satisfactory in its development process and in their school life, it is necessary to understand and meet their social and historical reality, their daily activities, its relationship with school, family life, among other activities, that is because we understand the child as a synthesis of many determinations which forms and constitutes the socio-historical process.

Considering the child as a social subject, which needs the adult to be allowed to develop, we emphasize the teachers importance as well as parents and family in this process. According to Mello (2006), the child development actually moves from the collective activity, which is mediated by a more experienced partner - who is the teacher at school. Saviani (2000) discuss the importance of education in human development, and says that the human being as a social subject, is able, by the activity, to overcome the natural and organic nature and build the second nature, that is social and historic. From this perspective, the human beings do not merely adapt to nature, like animals, but intentionally works to modify it. According to Leontiev (1978) the historical acquisitions of human development skills, are not simply given to men by their culture, but it needs to be built by the social relations. Vygotsky (2001), recognizes the human being in continuous process of development, relationship with others and with nature, to overcome the natural/organic limitations and advance in their capabilities, whether physical or mental, objective or subjective individual or social.

It is argued that the subjects in the project are the specific conditions in developing their full potential through an education process, valuing the needs and abilities through practical action, collective and playful, to recognize them as subjects who special needs education, which in passing through difficult situations at school, deserve special conditions and differentiated teaching and learning.

**OBJECTIVES**

Within this perspective, the primary objective is to identify and match resources with the educational-teaching a psychomotor intervention program through recreational and educational activities from psychomotor deficits of children with special educational needs and in order to assist the development process of these people.

**METHOD**

The LAR (Laboratory of Recreational Activities) has an attendance of 46 children between 02 and 15 years who have psychomotor difficulties associated with learning problems, hyperactivity, behavior disorders, genetic syndromes, neurological and others difficulties. At first, the child needs the psychomotor intervention, and is subjected to the diagnosis of psychomotor which uses the protocol of the Motor Development Scale-EDM (Rosa Neto, 2001), as well as interviews with parents or guardians and teachers to collect his/her life history and the learning process. The sessions are held weekly for 45 minutes for students of Physical Education which develops plays and games activities with them. The Motor Development Scale (EDM) is comprised of a

battery of standardized tests, and aims to evaluate the children motor development and also the level of the motor age in relation to chronological age. After applying the scale, gives the age and overall motor quotient and gives and quotients engines in specific areas and identify the handedness (hands, eyes and feet). The classification of motor quotient is correlated at levels in high-normal, normal, average, normal low, low and very low". In a period of three to six months is performed again to test application of EDM to check the progression of child development.

## RESULTS

The LAR serves 12 children with ADHD (Attention Deficit and Hyperactivity Disorder), whose biggest problems were in balance, spatial organization and especially body image, because this aspect of all children were delayed. Children with only ADD (Attention Deficit Disorder), in number of six children, found that they have greater developmental delay in gross motor control, balance and body schema. In turn those with learning difficulties, in number of 12 children, have larger deficits in balance, body structure and spatial organization.

Are met, too, children with various syndromes such as Down syndrome, Brain Myopathy, Congenital Toxoplasmosis, Subcortical Laminar Heterotopia, Autism, Brain Injury and Brain Injury Minimal, Hydrocephalus, Cohen Syndrome, Walter Dandy and finally a child lacking listening comprehension, all these children have significant delays in their development. It can be observed that all children participating in the program have delayed the body scheme, this aspect has as main feature the consciousness of the body, this body as a means of communication with you and the environment in which they live. With a proper development of body scheme, one can assume an overshoot in the aspects of motor skills, perceptions of space and time and affection. And it underscores the importance of psychomotor intervention in ensuring the development from the child's need.

Didactic and pedagogical resources are designed to ensure the achievement of the body schema with proper materials to stimulate the body consciousness. Other selected features were the fun and games that stimulate attention, concentration and coordination. For children with autism the resources were directed towards the establishment of interaction with selected materials that emerged from this increased interest by students, such as balls, hoops, cones so that they are materials that provide the relationship of student-teacher interaction.

## CONCLUSION

It is emphasized that physical education, is designed according to historical-cultural perspective and, therefore, critical and transformative, to assume its unique nature of dealing directly with human activity on the practical-theoretical value and body language as an important form communication and expression of thoughts and feelings, among other characteristics superior human, opens important opportunities for progress towards overcoming the historical mind-body dichotomy and the historical discrimination of difference and different at school because, in a reference to be backed theoretical and philosophical and methodological offering subsidies to analyze reality in its complexity and multiplicity, may, by its specific practical and theoretical, to create conditions for overcoming the concrete situations of alienation and exclusion in society and played in school (Viotti SON, 2009).

Working to the development of human beings in a critical perspective, inclusive and humane, as discussed in this Project is to create real opportunities to overcome the contradictions generated by capitalist society, which also reflect and are reproduced within the school itself, and before above assumptions, and especially due to the importance of building and share the cultural objects constructed throughout human history, not exclusively, but especially for those individuals who have special needs, is defending itself in the realization of this project. It is argued in particular that all human beings, be they disabled or not, are the concrete conditions of overcoming their difficulties, to learn to work and build their development in accordance with its possibilities and in the process, feel part member of society and school, and thus valued as social subjects. Finally, it is important to clarify that by emphasizing the general category of activity and the activity of playing the game and specifically, as essential in the transformation process of individuals with special needs, this project, due to this methodological option values a Physical Education School established as educational practice, as conscious collective action towards the transformation of man, education and society, understood as a pedagogical practice essential to human beings it takes the contents of the culture of body movement as real possibilities for achieving this task (BRACHT, 2007). It is believed that the project meets its objectives, providing conditions different from the playful and educational activities, so that the subjects in the intervention program psychomotor overcome or minimize their difficulties due to the difficulty presented by each of order to advance their learning process and school development.

BRACHT, V. Educação Física & Ciência: Cenas de um casamento (in) feliz. Ijuí: Unijui, 2007.

FERREIRA, Heraldo Simões; VALDÉZ; Maria Teresa Moreno. Brincar na Educação

Física com Qualidade... de Vida!. Revista Digital EF Deportes - Buenos Aires - Ano 10, n. 87, agosto de 2005.

KISHIMOTO, T.M. Jogo, brinquedo e brincadeira e a educação. 12.ed. São Paulo: Cortez, 2009. 138 p.

LEONTIEV, A. O desenvolvimento do psiquismo. Lisboa: Horizonte universitário, 1978.

LEONTIEV, A. Uma Contribuição à Teoria do Desenvolvimento da Písiqe Infantil. In: Linguagem, desenvolvimento, aprendizagem (L.S. Vigotskii, A. Leontiev, A. R. Luria). São Paulo: Ícone, 1989.

MARTINS, L. M. A formação social da personalidade do professor. Autores Associados, 2007.

MELLO, S. A. Contribuições de Vigotski para a educação infantil. In: MENDONÇA,

S. G. L.; MILLER, S. (orgs). Vigotski e a Escola Atual: fundamentos teóricos e implicações pedagógicas. Araraquara, SP: Junqueira & Marin, 2006a, p. 193-202.

NUNES, T., BUARQUE, L., BRYANT, P. Dificuldade na aprendizagem da Leitura: Teoria e Prática. São Paulo: Cortez: autores associados, v.47, p.7-12, 1992.

OLIVEIRA B. A Dialética do Singular-Particular-Universal: subsídios filosóficos para a atuação do psicólogo como terapeuta e/ou pesquisador. Exposição de abertura do V Encontro de Psicologia Social Comunitária: O método materialista-histórico-dialético. Abrapso. Bauru. 2001.

ROSANETO, F. Manual de Avaliação Motora. 1.ed. Florianópolis, 2001.

SAVIANI, D. Pedagogia histórico-crítica: primeiras aproximações. Campinas: Autores Associados, 2001.

SÁNCHEZ, P.A.; MARTÍNEZ, M.R.; PEÑALVER, V. I. A psicomotricidade na educação infantil: uma prática preventiva e educativa. Porto Alegre: Artmed, 2003.

VELASCO, Cacilda Gonçalves. Brincar o despertar psicomotor. Rio de Janeiro: Sprint, 1996.

VIGOTSKI, L.S. Psicologia pedagógica. São Paulo: Martins Fontes, 2001.

VIOTTO FILHO, I.A.T. Teoria histórico-cultural e suas implicações na atuação do professor de educação física escolar.

Rio Claro: revista Motriz, v.15 n.3 p.00-00, jul./set. 2009.

Rua: Claudionor Sandoval, 834 Jardim Paulista  
 Presidente Prudente/SP - Brasil  
 E-mail: tuimviotto@gmail.com

### **TEACHING RESOURCES ADEQUACY FOR CHILDREN WITH SPECIAL NEEDS**

#### **ABSTRACT**

This article derives from a Extension and Research Project in Special Physical Education. The Project is organized inside the LAR (Laboratory of Recreational Activities) – UNESP University, Presidente Prudente/SP. The LAR performs work of leisure-educational intervention in children with special educational needs and it takes a historical-cultural theory and psychomotor to understand the construction process of the human development. The main objective is to assess, identify and work on children psychomotor deficits. The LAR works with 46 children between 02 and 15 years who have psychomotor difficulties associated with learning problems, hyperactivity, behavior disorders, genetic syndromes, neurological disorders, among others. The children sessions are held psychomotor activities every week and it can be observed that the results on Program participation have been contributing to children development and helping to overcoming the elements psychomotor and social relations.

**KEY WORDS:** Adequacy of Resources, Children with Special Educational Needs, Cultural-Historical Theory.

### **ADAPTATION DES RESSOURCES D'ENSEIGNEMENT - APPRENDRE AUX ENFANTS A BESOINS SPECIAUX.**

#### **RÉSUMÉ**

Cet article provient d'un projet d'extension et de la recherche en physique / éducation spéciale. Le projet est réalisé avec le LAR (Laboratoire pour les activités de loisirs ludiques) FCT-UNESP, Presidente Prudente. Le LAR effectue un travail d'intervention durant les loisirs éducatifs des enfants à besoins éducatifs spéciaux et prend une théorie historico-culturelle et psychomotrice de repères pour la construction du processus de développement humain. Ainsi, l'objectif principal est d'évaluer, d'identifier et d'intervenir dans les déficits psychomoteur de ces enfants. Le laboratoire sert 46 enfants entre les années 02 et 15 ans qui ont des difficultés psychomotrices associées à des problèmes d'apprentissage, hyperactivité, troubles du comportement, syndromes génétiques, des troubles neurologiques, entre autres. Les enfants subissent un diagnostic psychomoteur, en utilisant le protocole de Motor Development Scale (Rosa Neto, 2001), sont également menés des entretiens avec les parents et les enseignants. Les sessions hebdomadaires sont organisées des activités psychomotrices, une durée de 45 minutes. Après l'histoire est tirée d'un programme d'intervention individuelle. Il peut être observé que les enfants participant au programme ont retardé le schéma corporel, et en retour, il est connu que le développement du schéma corporel peut contribuer à surmonter les éléments psychomoteur et des relations sociales.

**MOTS CLÉS:** Adéquation des ressources, des enfants ayant des besoins éducatifs spéciaux, culturel et historique théorie.

### **ADECUACIÓN DE LOS RECURSOS PARA LA ENSEÑANZA DE NIÑOS CON NECESIDADES ESPECIALES DE ENSEÑANZA.**

#### **RESUMEN**

En este artículo se deriva de un proyecto de extensión y de investigación en física y educación especial. El proyecto se realiza con la LAR (Laboratorio de Actividades Recreativas Juguetón) FCT-UNESP, Presidente Prudente. El LAR realiza un trabajo de intervención de ocio educativo en los niños con necesidades educativas especiales, y tiene una teoría histórico-cultural y psicomotor como puntos de referencia para la construcción del proceso de desarrollo humano. Por lo tanto, el objetivo principal es evaluar, identificar e intervenir en déficit psicomotor de estos niños. El laboratorio sirve a 46 niños entre los años 02 y 15 años que tienen dificultades psicomotoras asociadas con problemas de aprendizaje, hiperactividad, trastornos del comportamiento, síndromes genéticos, trastornos neurológicos, entre otros. Los niños sometidos a un diagnóstico psicomotor, utilizando el protocolo de la escala de desarrollo motor (Rosa Neto, 2001), también se realizan entrevistas con los padres y maestros. Las reuniones semanales se llevan a cabo actividades de psicomotricidad, con una duración de 45 minutos. Después la historia se extrae de un programa de intervención individual. Se puede observar que los niños que participan en el programa han retrasado el esquema corporal, y en cambio, se sabe que el desarrollo del esquema corporal puede contribuir a la superación de la psicomotricidad elementos y las relaciones sociales.

**PARAULES CLAU:** Adequació dels recursos, els nens amb Necessitats Educatives Especials, Teoria Històric Cultural.

### **ADEQUAÇÃO DE RECURSOS DIDÁTICO- PEDAGÓGICOS À CRIANÇAS COM NECESSIDADES EDUCATIVAS ESPECIAIS**

#### **RESUMO**

Este artigo decorre de um Projeto de extensão e pesquisa em Educação Física Escolar/Especial. O projeto é realizado junto ao LAR (Laboratório de Atividades Lúdico-recreativas) da FCT-UNESP-Presidente Prudente. O LAR realiza um trabalho de intervenção lúdico-educativa em crianças que apresentam necessidades educacionais e especiais, e toma a teoria histórico-cultural e a psicomotricidade como referenciais para a construção do processo de formação humana. Deste modo, o principal objetivo do trabalho é avaliar, identificar e intervir nos déficits psicomotores dessas crianças. O laboratório atende 46 crianças entre 02 a 15 anos, que apresentam dificuldades psicomotoras associadas a problemas de aprendizagem, hiperatividade, transtorno de comportamento, síndromes genéticas, patologias neurológicas entre outras. As crianças passam por um diagnóstico psicomotor, utilizando o protocolo da Escala de Desenvolvimento Motor (Rosa Neto, 2001), também são realizadas entrevistas com os pais e professores. Semanalmente são ministradas sessões de atividades psicomotoras, com duração de 45 minutos. Após a anamnese é elaborado um programa individual de intervenção. Pode-se observar que as crianças participantes do programa possuem atraso no esquema corporal, e, em contrapartida, sabe-se que o desenvolvimento do esquema corporal pode contribuir com a superação dos elementos psicomotores e das relações sociais.

**PALAVRAS CHAVES:** Adequação de recursos, Crianças com Necessidades Educacionais Especiais, Teoria Histórico-Cultural.