

## 105 - THE IMPORTANCE OF SOCIAL RELATIONS TO THE HELD FOR PEOPLE WITH DISABILITIES IN REGULAR SPORTS ACTIVITIES ADAPTED.

LEANDRO VARGAS

Centro Universitário Metodista, do IPA – Porto Alegre, RS, Brasil  
leandro.vargas@metodistadosul.edu.br

### INTRODUCTION

This article is the result of a research made aiming the Social Insertion of disabled people through the adapted sport, on swimming at Centro Universitário Metodista IPA. Were verified the way these adapted activities were promoted, from the competitive and the recreative aspect. I investigated how the democratization about the access to the physical activities happen with the inclusion of disabled people and the relation between them and the activities promoter. I used this ethnographic research counting with participating observations and open interviews where I describe some aspects of the observed group, proposing to interpret the social relations that exists in this group.

The institution, on a general way, seeks to be another space of consolidation of inclusive and social practices, aiming on health preventing and promoting the group's quality of life, also promoting the familiarity with the differences.

The specificity of the object in question is justified by the moment in which aims to perform an important roll in the society, built by the practice of solidarity. In this context, it's important the roll of the institution that seeks the exercise of citizenship on the construction of a society that recognizes, respects and takes the value of the differences.

In this sense, I tried to map the roll of the institution along with the disabled people and the community through the project. And by this mapping, I checked the socioeconomic and demographic of the participants, the kinds of benefits received, how the bonds between society and institution processed. In this process, I took account if the disabled people were attended by the institution through their projects, if they feel integrated and welcomed, if they provided insertion on school, work and if he institution, effectively provided socialization, citizenship and self-esteem's rescue.

### THEORETICAL PARASPORT, INCLUSION AND SOCIETY

According to Duarte (2005), on the last decades the termination inclusion has gained prominence. This termination is commonly used in social fights of people considered "excluded" by deficiency, ethnicity, gender or other ways. So, the deviation from the standards imposed by economic and social structure occurs, not overlooking the "hidden" exclusion – the one in which we let pass unnoticed, as something that doesn't lead to social exclusion, if faced by disabled people, who only has been treated seriously in the last decade.

According to Duarte (2005), the search for the egalitarian society where "[...] the differences, the variety, the cooperation and quality of life [...] and the right to belong are always antagonistic to the present order placed by capitalism, where dominate the competition and market logic" (p.27).

However, there are many efforts from the international organizations in which occurs of disabled people as well as in Brazil, an example is the Constitution among other documents, which define the issues of access and accessibility to disabled people on the field of education, employment and social inclusion. From this perspective, the intention of inclusion can be considerate by governments and there is a great effort to make the process succeed, since social justice will lead to coexistence.

Duarte (2005) argues, about inclusion, Accessibility and Social Networks that must be taken into account that inclusion is a feeling or a personal perception, nontransferable, often difficult to be measured. "People feel included or not. The feeling of being included, although frequent, doesn't occur all the time in all situations of life" (p.28). It can also be considered that unpleasant situations that causes, in greater or lesser intensity, some frustration.

The social inclusion and exclusion aren't isolated phenomena. They can be found in specific context of each culture. It also can be attempted the economic facts behind the inclusive movements, considering specially the peripheral countries, like Brazil.

Duarte (2005) argues that, from a side decrees and laws establish responsibilities for governments and society as a whole, promotes awareness for the social fabric on the rights of the "outsiders", on the other hand, Brazil still doesn't have a network support to meet adequately the needs of all. It is necessary to consider that inclusion provides a network support in many areas, such as: access and accessibility to health, education, welfare, transport, justice, among others. And don't stay restricted to issues in education, as it's often positioned. Therefore, "[...] for the inclusion process happens, it is necessary that social networks are prepared (schools, basic health units, community centers, and many others)" (p.28). This process involves a network, which should seek to support this demand of population.

The social inclusion is, therefore, a process that contributes to the construction of a new kind of society through large and small changes in physical environments (indoor and outdoor spaces, equipment, apparatus and appliances, furniture and transportation) and in all people's mind, and specially on the owner of the special needs (SASSAKI, 1997, p. 42).

The experience of parasports, winning and losing, the feeling of belonging to a team, the discovery of motor possibilities, autonomy in practicing adapted sports, cooperation, independence, whether in pool or other adapted games can provide feelings of being included and these differences can coexist. As Melo and Lopez (2002) "Physical activities, sports or leisure proposed to disabled people possesses therapeutic values highlighting as physical so as psychic benefits (p.1)".

To Ribeiro (2001) inclusion's advance is being promoted by a bilateral movement, as both individual and society seek to solve problems together on an equal way, respecting each one's needs.

As inclusion has become a challenge to all segments of society, Physical Education's professionals, also included in this context, are confronted with a situation that hasn't been discussed so far, and therefore, unique and that deserves attention. Using the word unprecedented, I am not reporting the activities of physical education, sport, leisure and recreation for people with special educational needs, in which case there is no inclusion. What happens is the opportunity of groups where people with special needs participate together in some activities offered by Physical Education (p.34.)

By this perspective, the sport, through it's social dimensions, can enable an inclusive action. Considering that "[...] the activities made and still make part of the construction of man in your cultural environment" (Ribeiro, 2001.p.35). The search for

inclusion through practicing sports, for this to occur effectively, makes it important that everyone involved are all part of the purpose of the activity. The author argues that:

*The existence of personal goals that meets the characteristics, interests or personal needs, will make the sport more interesting to everyone. The respect for the differences can generate interesting sources and complex analysis by all present, creating propitious moments of discussion on how to deal with diversity and how to make it possible and productive for both, this coexistence (Ribeiro, 2001. p.36).*

Professionals who work directly with sport should seek, according to Ribeiro (2001), reach out to parents, guardians, teachers, students, athletes and many others on the inclusive proposal. Those who are involved should seek information beyond books or with people who are directly involved in the inclusion work and in particular, with the person who has some kind of limitation, and by this, find answers to many questions.

### METHODOLOGY

To take account of aspects related to daily experiences of project participants, I employed a participant observation approach, combined with open interviews and questionnaires. For this, I used the qualitative research to perform the social situation in the context of the social groups. From this perspective, Minayo et al. (1999, p.22) argues: "The set of quantitative and qualitative data don't opposed. On the contrary, complement each other, because the reality covered by them interacts dynamically, excluding any dichotomy."

Becker (1999) states that the participant observer in process on data collection, according to his choice to participate fully in character, it is placed in common life and can be seen over a period of time, which normal people do while carrying out their activities. The participant observer records his observations briefly after doing them. Observes the types of people interacting with each other, content and consequences of the interaction and how it is discussed and evaluated by participants and others at the end of each event. It seeks to record this material as completely as possible, through detailed accounts of actions and individual location maps, while acting with literal transcriptions of conversation.

At different moments of the day, I made observations looking for different groups of institutions, as the fieldwork and then looked for antagonistic cases to the assumptions provided.

In this ethnographic study, I believe, as Humphreys (1974, p. 156) "[...] that ethnographic methods are the only true for the empirical social scientist". I conducted participant observation with daily report in March, April and May 2009, I followed the activities with the groups on focus once a week with these different groups and at the end of each daily activity, I reported in detail all the situations that occurred on my field diary.

According to Becker (1999), the interview focused or open doesn't meet a predetermined script, and the interviewer focuses on deepening the conversation theme(s) and, by this, the respondent has the liberty to speak freely about it. The issues may be mentioned directly or subtly lead the interviewer toward him or can be evoked with the use of visual techniques, such as pictures, paintings or photos.

The interviews were conducted in all major segments with operations with selected groups – practicing people and teachers. The interviews were taped and later, transcribed for analysis.

### Data Analysis

#### Participant's Social Relation

The adapted sports arose in Brazil for more than 45 years, through some entities, with the aim of developing sport for disabled people. In 1958, the Club was found in optimism, in Rio de Janeiro, followed by the Paraplegic Club of São Paulo, in São Paulo. In 1959, was the first competition with disabled athletes. It was a basketball game in a wheelchair, which brought together teams of Rio de Janeiro and São Paulo. Through basketball, began the practice of sports with disabled people. From this step, other modalities have been incorporated.

This analysis deals with the activities of groups modalities parasports on swimming. Through the sports, it's understandable the implications on participating in the study group and their relationship with themselves, teachers, trainees and the community in general.

When it comes to a specific public, such as disabled people, it's essential to approach the issues of stigma, according to Glat (1998). So, when discussing the issues of these people's integration, it's necessary to keep in mind that they are a social constructed category deviation (Omoto, 1994). So, this situation is similar in many aspects to the issues faced by other groups of stigmatized people, such as AIDS, ex-convicts, homosexuals, racial minorities and so on. All these people, for one or another reason, are physically or mentally away from the society on everyday life, no longer enjoying, hence, opportunities.

Based on removal referred by Glat (1998, p.20), the projects in question aimed to break these prejudices so ingrained in our society, and through the practice of sport and physical activity, strong at home so that our participants understood these processes internal and external experience open to others.

Inside the "network" of formed relationships during the observations and analysis of those groups, my attention was called to a close and "inspiring" that the swim team had federated with IPA had with the participants, because it was a very healthy proximity.

Friendships were established beyond sports, on a personal order, which favored the recognition of these people, from the perspective of Honneth (2003). When they were asked about how they assessed the fact that, at the same time train the competitive swim team of IPA, the answers were the following:

*Regis: It's nice. We can observe the athletes. We learn more in each workout. When I arrive early, I like watching them swimming, then we have notions of rhythm training.*

*Roger: I think it's good, it's motivating, because athletes encourage me a lot.*

*Sonia: I think it's good because it motivates us even more.*

*Rafaela: I consider valid, because it allows an important and necessary integration between high-performance athletes and disabled athletes and enriches them, who has the opportunity to observe the interaction of high-performance team with your coach, the same way that all the technique used in training and guidance of elite athletes can serve as basis for disabled athletes in their training. The opportunity I had to do most of my training with the high performance team of IPA was very important for my training and my enrichment.*

In these reports, notice that the federal institution's athletes served as an extra motivation to the project participants. They were role models from their behavior, the determination to overcome barriers often imposed by the coach, crossing the boundaries of swimming relations between the two groups, previously mentioned. Also, I noticed that these athletes had a federal increase in it's humanization, regarding the difference's appreciation.

### CONSIDERATIONS

About the matters related to training classes and such, I have observed in several observations that small advances represent major developments for participants, as well as for the teacher's group and trainees. As an example, highlight how participants deal with new experiences, demonstrating in a concrete manner the improvement of their physical health conditions and quality of life, as noted in the accounts given in interviews when the participants talk about the pleasure of feeling included within the project and the community attending.

It is important to note the improvements in self-esteem and participant's autonomy, as well as in sports and motor coordination, which has improving balance - a fact confirmed by observations and reports.

In relation to competition, I noticed that the participants were able to compete in specific events of adapted sports, they felt motivated because they were valued for their achievements; experienced with their "equals" - people with disabilities - experience competitive sports, breaking boundaries, is the fact that simply completing the race course or play, either by winning medals, many participants mentioned the different look of friends and family after the triumphs in the competition. These reports demonstrate the developments achieved, therefore, before starting the project, participants believed that it was possible to achieve all these goals.

Talking about the interpersonal relations, the accounts given in interviews and observations made, I could see the appreciation of the opportunity for interaction between the pairs (a group of disabled people) with trainees and teachers, people who show they value attention and participants sport's project for people with disabilities. This relationship was crucial to finish the sport, or in particular, the format in which these projects are presented in research, promote and encourage the social inclusion process.

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LEANDRO VARGAS

Centro Universitário Metodista, do IPA – Porto Alegre, RS, Brasil

leandro.vargas@metodistadosul.edu.br

Rua Joaquim Pedro Salgado, 80 – Rio Branco – Porto Alegre- RS – 90420-180

Telefone: (55) 51 33161276

### THE IMPORTANCE OF SOCIAL RELATIONS TO HELD FOR PEOPLE WITH DISABILITIES IN REGULAR SPORTS ACTIVITIES ADAPTED.

#### ABSTRACT

This article is the result of a research made with a group which practice adapted sports on a regular way; it discusses from an ethnographic perspective, the relation between the adapted sports and disabled people with the institutions that offer this kind of sport. All sports offered by the institution were evaluated, what were their benefits. How does it proceed and how is people's access on the institution. This investigation intended to identify the different ways of perception of this work developed by these groups that offers the adapted activity. From the institution's perspective and the community's (the participants).

**KEY-WORDS:** adapted sports; people with disabilities; social inclusion.

### L'IMPORTANCE DES RELATIONS SOCIALES QUI SE TIENDRA POUR LES PERSONNES HANDICAPÉES À DES ACTIVITÉS SPORTIVES RÉGULIÈRES ADAPTÉES.

#### RÉSUMÉ

Cet article est le résultat d'une enquête sur un groupe qui pratique le sport adapté sur une base régulière, selon elle, à partir d'une perspective ethnographique, la relation du sport adapté pour les personnes handicapées et les institutions qui offrent ce type de sport. Nous avons évalué les types d'activités sportives offertes par l'institution, quels sont ses avantages, comme il arrive et comment l'accès des personnes dans cette institution. Cette recherche visait à identifier les différents modes de perception du travail effectué par des groupes qui offrent des activités sportives adaptées du point de vue de l'établissement et dans la communauté (les participants).

**MOTS-CLÉS:** sports adaptés ; les personnes handicapées ; l'insertion sociale.

### LA IMPORTANCIA DE LAS RELACIONES SOCIALES PARA PERMANENCIA DE LAS PERSONAS CON DISCAPACIDAD EN LA ACTIVIDAD DEPORTIVA ADAPTADA REGULAR.

#### RESUMEN

Este artículo es fruto de una investigación realizada con un grupo que practica deporte adaptado en forma regular; ella discute, a partir de una perspectiva etnográfica, la relación del deporte adaptado y de las personas con discapacidad con las instituciones que ofrecen ese tipo de modalidad deportiva. Se evaluaron los tipos de actividades deportivas ofrecidas por la

institución, cuáles son sus beneficios, cómo ella ocurre y cómo es el acceso de las personas en esa institución. Esta investigación buscó identificar los diferentes modos de percepción del trabajo desarrollado por los grupos que ofrecen actividad deportiva adaptada, tanto en la perspectiva de la institución como en la de la comunidad (de los participantes).

**PALABRAS CLAVE:** deporte adaptado; personas con discapacidad; inclusión social

**A IMPORTÂNCIA DAS RELAÇÕES SOCIAIS PARA PERMANÊNCIA DAS PESSOAS COM DEFICIÊNCIA NA ATIVIDADE ESPORTIVA ADAPTADA REGULAR.**

**RESUMO**

Este artigo é fruto de uma pesquisa realizada com um grupo que pratica esporte adaptado de forma regular; ela discute, a partir de uma perspectiva etnográfica, a relação do esporte adaptado e das pessoas com deficiência com as instituições que oferecem esse tipo de modalidade esportiva. Foram avaliados os tipos de atividades esportivas oferecidas pela instituição, quais os seus benefícios, como ela acontece e como é o acesso das pessoas nessa instituição. Esta investigação buscou identificar os diferentes modos de percepção do trabalho desenvolvido pelos grupos que oferecem atividade esportiva adaptada, tanto na perspectiva da instituição quanto na da comunidade (dos participantes).

**PALAVRAS-CHAVE:** esporte adaptado; pessoa com deficiência; inclusão social