

### 34 - CHARACTERIZATION AND PSYCHOMOTOR ASPECT OF CHILDREN HAVE SPECIAL NEEDS OF A SCHOOL OF IPATINGA MG

VANDERLÉIA MARIA DE FARIA  
 SEBASTIÃO DAVID SANTOS-FILHO  
 UNIPAC – Universidade Presidente Antônio Carlos - Ipatinga MG  
 UERJ – Universidade do Estado do Rio de Janeiro  
 Rio de Janeiro, RJ  
 vaneducadora@yahoo.com.br

#### INTRODUCTION

The performance of the school physical education for children that have special needs is essential in their psychomotor development and interaction with the World that surround them. Moreover, is necessary that the physical education Professional had knowledge about characterize of these public to that could related the reality of their lesions.

Rapo and Alonso (2002) discussed that the practical of physical activity with something type of deficiency carries, could be visual, hearing, mental or physical, could proportionate between all benefits of practical, the opportunity of to test their limits and potentialities, to prevent the second disturbs to their deficiency and to promote the social integration of individual.

In front of this first step, we believe that the human been know with all his body, starting of concrete to the abstract, of the experience to the experience and knowledge. Atividades psicomotoras é um fator de aprendizagem significativa no desenvolvimento humano como um todo.

From the experiences offered during the psychomotor activities, the handicapped can understand better the world, be more independents in their life diary activities beyond of to promote health and life quality.

Rezende et all (2003) suggested that, the more dynamic would be the experiences of the handicapped child from his freedom of fell and act, through of jokes and games, more would be the possibilities of psychomotor enrichment. The motor development of the child obeys the same evolution sequence of the development phases of the normal child, but more slowly.

Learning is a change of behavior made possible by the plasticity of neural cognitive process, and skillful motor learning to be more complex involve practically all association cortical areas, that evolve gradually according the post-frontal cortex maturation, due to the intentionality, values and history of individual, once time there is a relation between attention, frontal maturation and motor learning (ANDRADE et al, 2004).

Tani et al (2004) suggested that the education and of learning process of motor abilities complement each other, to teach is important to know how do you learn, in other words, the decisions about of learning can be facilitated when it have knowledge about the motor ability acquire process, and this can result in learning more effective and efficiency. In front of, the motor learning comprises the study of the subjacent mechanisms to the motor ability acquire process and the factors that influence them.

For the development of organized form of the motor abilities of handicapped, makes necessary an evaluation to verification of his motor capabilities as start point for a structured plan for reeducation.

#### OBJECTIVE

To analyze psychomotor profile of the handicapped of learning public school Ipatinga MG.

#### MATERIALS AND METHODS

The sample was constituted of ten individuals with age between 6 and 10 years old. These children had different special needs as Down syndrome, cerebral palsy and hemiplegia, between others.

The used instrument was the Fonseca's psychomotor test (1992). The instrument was applied by researchers themselves.

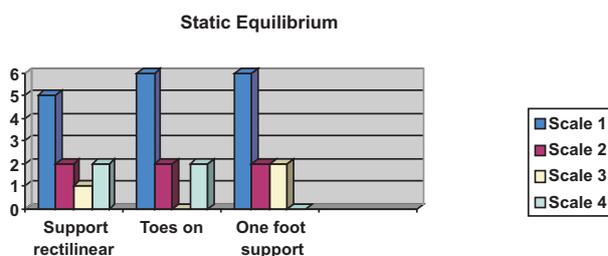
The research is classified as descriptive, because presents a simple description of the investigated facts and experimental.

This study obeys the rules for realization of human being research, according the resolution 196/96, of the Conselho Nacional de Saúde of 10/10/1996.

All the children of this study has authorization of their parents for participation of the study, signed a consent participation term contained the objective, evaluation procedures, consequences, character of the subject's willingness and insertion of the evaluator responsibility.

#### RESULTS AND DISCUSSION

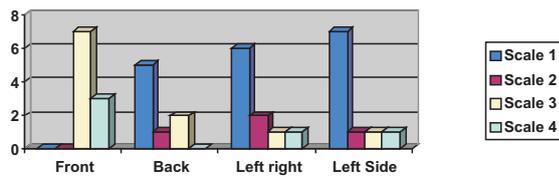
According the obtained results, There is psychomotor deficit in the handicapped as it shows the graphics below:



The scale classification shows the order of activities execution, in other words, the classification shows a crescent scale. On the scale 1, the child have difficult and or not execute of correct form the propose activity in the evaluation, almost scale 4, that executes the activities in a proper manner recommended by Fonseca. It shows that scale 1 continues in the evaluated subjects when to the static equilibrium showing deficit in these ability. As Oliveira (2001) shows that the equilibrium is subordinated to the kinesthetic and labyrinthine proprioceptive sensations. It is through of stimulation, experiments when the child found his body axis and consequently coordinates his corporal movement and acquiring body conscience. When this ability

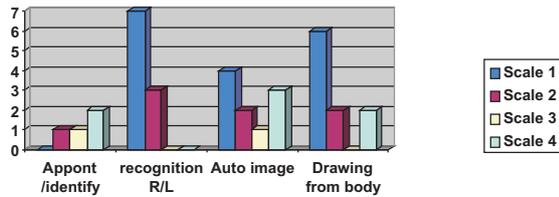
is deficit, the child will be have psychomotor disturbs that it was induce directly in the learning as it show in the study done by Faria and Vargas (2009).

**Dynamics Equilibrium**



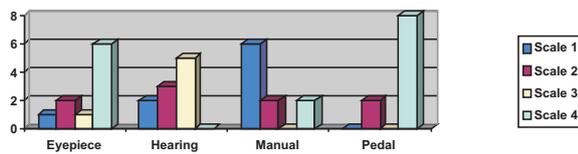
In the classification of dynamic equilibrium in the first item that is the offset for freight, there is a better development, even as it is a movement essential to the displacement of human beings. The shifts in directionality show up in deficit spending most of the children in classificação1.

**Body perception**



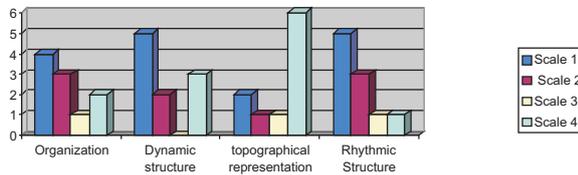
In organizing body, as shown in the chart above, most of the children names and identifying body parts, but has difficulty in terms of recognition and representation in the body through drawing. This demonstrated that there are at the stage of the body perceived as cited Oliveira (2001), the stage of internalization, and the perception of the body as a whole.

**Lateralization**



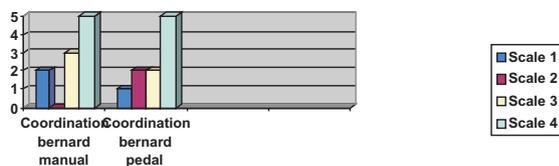
Realizes a good lateralization development in the eye, hearing and foot, perhaps because of skills used in daily life activities, only manual presents some difficulty in the organization because the precision of fine movements.

**Space/Time Structuration**



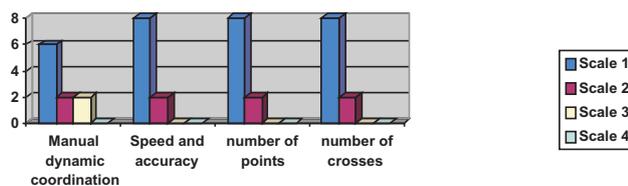
In structuring space and time we perceive a greater gap in the dynamic and rhythmic structure which leads to difficulties in the child directionality, without reading fluency, committed, among other disorders as cited Oliveira (2001) and Faria and Vargas (2009).

**Global Praxis**



In global praxis, children have evaluated the development in these skills, maybe because it involves the large muscles which are responsible for the basic movements of locomotion.

**Thin Praxis**



In thin praxis assessed children showed great difficulty in all tests because it requires precision movements. For Fonseca (1995) the decoupling of movements is impaired in children with learning difficulties and / or NAP by organizational problems which show tonic synergies onerous that change the performance, speed and accuracy of movements.

**CONCLUSION**

With the results we can see a lag in psychomotor skills most valued, thus requiring a re-education or rehabilitation psychomotor. These results show the importance of evaluation for a lifting of psychomotor profile of the child which the professional will have parameters to start his rehabilitation work. It's no good just argue about whether or difficulties in working with children handicapped, it is necessary to propose ways that can help them interact and rehabilitation of these children.

**REFERENCES**

- ANDRADE, A.; LUFT, C.B.; ROLIM, M.K.S.B. O desenvolvimento motor, a maturação de áreas corticais e a atenção na aprendizagem motora. *Efdeportes*, Buenos Aires, n.8, nov, 2004. Disponível em: <<http://www.efdeportes.com>>. Acesso em: 03 dezembro 2007.
- CAPOVILLA, A.G.S.; CAPOVILLA, F.C.; SUITER, I. Processamento cognitivo em crianças com e sem dificuldades de leitura. *Psicologia em Estudo*, Maringá, v.9, n.3, p.449-58, set./dez. 2004.
- FARIA, V. M. e VARGAS, A. Desenvolvimento das habilidades motoras fundamentais e estado de "prontidão" para alfabetização: uma comparação com alunos de seis anos. *The FIEP Bulletin.*, v. 79, pp.389-391, 2009.
- FÁVERO, M. T. M. e CALSA, G. C. Desenvolvimento psicomotor e aprendizagem da escrita. *Seminário de pesquisa do PPE/UEM*, 2004.
- FONSECA, Vitor da. *Introdução às dificuldades de aprendizagem*. Porto Alegre: Editora Artmed, 1995.
- FONSECA, Vitor da. *Manual de observação psicomotora: significação psiconeurológica dos fatores psicomotores*. Porto Alegre: Artes Médicas, 1992.
- FONSECA, V.; DINIZ, A.; MOREIRA, N. Proficiência motora em crianças normais e com dificuldades de aprendizagem. *Revista Educação Especial*, v.2, p.7-40, 1994.
- FREIRE, J.B. *Educação de corpo inteiro: teoria e prática da educação física*. 4. ed. São Paulo: Editora Scipione. 2006. 224p.
- GALLAHUE, D.L.; OZMUN, J.C. *Compreendendo o desenvolvimento motor: bebês, crianças, adolescentes e adultos*. São Paulo: Phorte Editora, 2003. 641p.
- OLIVEIRA, G.C. *Psicomotricidade: educação e reeducação num enfoque psicopedagógico*. 3. ed. Rio de Janeiro: Vozes. 2001. 150p.
- RAPO, Ana Cláudia e ALONSO, Ramon F. O esporte adaptado. *Revista digital – Buenos Aires*. Ano 8, n 51, 2002. <http://www.efdeportes.com>
- REZENDE, Jelmery C.G., GORLA, José I., ARAÚJO, Paulo F. e CARMINATO, Ricardo A. Bateria psicomotora de Fonseca: uma análise com o portador de deficiência mental. *Revista digital – Buenos Aires*. Ano 9, n 62, 2003. <http://www.efdeportes.com>
- TANI, G.; FREUDENHEIM, A.M.; MEIRA JR, C.M.; CORRÊA, U.C. *Aprendizagem motora: tendências, perspectivas e aplicações*. *Rev Paul Educ Fís*, São Paulo, v.18, p.55-72, ago, 2004.

RUAAREAL 55 IGUAÇU IPATINGA MG  
 CEP: 35162 027  
 (31) 3821 25 53 – 9146 1410  
 vaneducadora@yahoo.com.br

**CHARACTERIZATION AND PSYCHOMOTOR PROFILE OF CHILDREN WITH DISABILITIES A SCHOOL FROM IPATINGA MG****ABSTRACT**

This study had as an objective analyzed the psychomotor profile of subject has special needs of a school of the public education of Ipatinga, MG. It was participated of these study 10 students of both genres, in the age between 6 and 10 years old. For to evaluate the motor development was utilized the Fonseca's psychomotor battery (1992), that is constituted of the tests: static and dynamic equilibrium, body notion, lateral notion, space/ time structuring, global and thickness praxia. With the obtained results it was verified that the students that has special needs of this school has high discrepancy in their psychomotor development, needing Will be better stimulated and rehabilitated.

**KEYWORDS:** Special Education, evaluation e rehabilitation

**CARACTÉRISATION ET PROFIL PSYCHOMOTEUR DES ENFANTS AYANT UNE DÉFICIENCE UNE ÉCOLE DE MG IPATINGA****RÉSUMÉ**

Cette étude visait à analyser le profil de psychomoteur des besoins spéciaux d'un enseignement public Ipatinga MG. L'étude a porté sur 10 étudiants des deux sexes, âgés de 6 à 10 ans. Te evaluateer die ontwikkeling enjin was gebruik Psigomotoriese Battery Fonseca (1992), wat bestaan uit toetse: statiese en dinamiese balans, liggaam idee, Lateralisasie, strukturering van ruimte en tyd, praxis en praxis globale fyn. Avec ces résultats, il semble que les élèves ayant des besoins spéciaux (PSN) de cette école a defazagem forte dans leur développement psychomoteur, ce doit être entretenue et réhabilitée.

**MOTS-CLÉS:** l'éducation spéciale, d'évaluation et de réadaptation.

**CARACTERIZACIÓN Y PERFIL PSICOMOTOR DE LOS NIÑOS CON DISCAPACIDADES A ESCUELA DE IPATINGA MG****RESUMEN**

Este estudio tuvo como objetivo analizar el perfil psicomotor de Necesidades Especiales de la enseñanza en la escuela pública Ipatinga MG. En el estudio participaron 10 estudiantes de ambos sexos, con edades entre 6-10. Para evaluar el motor del desarrollo psicomotor se utilizó la batería Fonseca (1992), que consiste en pruebas: equilibrio estático y dinámico, la noción de cuerpo, lateralización, estructuración espacio y el tiempo, la praxis y la praxis multa global. Con estos resultados se desprende que los estudiantes con necesidades especiales (PSN), esta escuela ha defazagem fuerte en su desarrollo psicomotor, esto tiene que ser alimentada y rehabilitados.

**PALABRAS CLAVE:** educación especial, evaluación y rehabilitación

**CARACTERIZAÇÃO E PERFIL PSICOMOTOR DE CRIANÇAS PORTADORAS DE NECESSIDADES ESPECIAIS DE UMA ESCOLA DE IPATINGA MG****RESUMO**

O presente estudo teve como objetivo analisar o perfil psicomotor de Portadores de Necessidades Especiais de uma escola da rede pública de ensino de Ipatinga MG. Participaram deste estudo 10 alunos de ambos os gêneros, na faixa etária de 6 a 10 anos. Para avaliar o desenvolvimento motor foi utilizado a Bateria Psicomotora de Fonseca (1992), que é constituída das provas: equilíbrio estático e dinâmico, noção de corpo, lateralização, estruturação espaço/tempo, praxia global e praxia fina. Com os resultados obtidos verifica-se que os alunos Portadores de Necessidades Especiais (PNE) desta escola apresenta defasagem acentuada no seu desenvolvimento psicomotor, precisando ser melhor estimulada e reabilitada.

**PALAVRAS CHAVES:** Educação especial, avaliação e reabilitação.