

**83 - THE VISION OF PROFESSIONAL SCHOOLS AND PERFORMANCE OF THE NETWORK
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fabzinha-23@hotmail.com**INTRODUCTION**

Currently, much is heard about the inclusion. The theme has been the subject in various discussions, the scope municipal to the international as well as advertisements that deal with the qualification that Government offers professional education. It was from the World Conference on Special Needs Education, held in Salamanca, Spain, in 1994, that inclusive education has become the proposal to mainstream schools, with the aim of combating discriminatory practices and to promote integration of disabled children in society (Silva et al, 2004).

The inclusion of children with special needs has caused a great impact in schools, specialized institutions and among parents of students with and without special difficulties. This has caused many doubts, and have been one reason for the difficulty in implementing actions in favor of creating a fairer school, which offers opportunity and quality education for all (CAPUTO and FERREIRA, 2000).

Inclusive education is a complex process that involves the participation of various actions in areas of education, health, physical environment, among others, making it important to respect the diversity of each child and the implementation of changes when necessary to receive and maintain student in an active and constructive educational process (SILVA et al, 2000).

However there must be a paradigm shift that will also result in changes in policies, programs and support services provided to these individuals (CAVALCANTE, 2000).

The physical therapist along with a team of different health professionals can participate in school guidance, may be identifying the barriers that the child will face in the school environment as well as the expectations and demands for her to act in this environment, aiming to improve learning the special child (PRADO, 2001, CROKER and KENTISH, 1999).

To Sant'Anna (2002) health professionals can act on the recommendation of changes where there are two types: those that serve to better placement and inhibition of pathological patterns, which should be as functional as possible, and adjustments to locomotion - easy chairs, easy to handle, not requiring effort, enabling access to distances you need.

Therewith the work in question is intended to provoke a reflection and analysis is being conducted on how the educational inclusion of children with disabilities in the city of Lages, SC, through the education professionals (teachers and principals) and how physiotherapy exercises role.

REVIEW

According to National Policy on Education (BRAZIL, 1994), integration is a dynamic process of participation of people in a relational context legitimizing their interaction in social groups, the integration implies reciprocity. The school has acquired an important role in the process of integration of disabled people, trying to accomplish in practice, the 9394 Law of Directives and Bases of Education when he says that "all children whenever possible, should learn together, regardless their difficulties and differences, "based on the belief that" all students can learn. " Some require additional support, others to adapt, others specific equipment, are all user-friendly features offered by different segments of society (PARANÁ, 1997).

In the 1970s, there was an explosion of global event in support of individuals with disabilities, which eventually regulating international laws that guarantee rights to them; this reflected in the legal provisions of most nations. Several rights are guaranteed by the Federal Constitution. In addition to these rights, also aimed at providing conditions for social justice for disabled people (AZEVEDO and BARROS, 2004).

For school inclusion we need a qualitative change in educational work within school, and requires the involvement of all education professionals, students and parents, in the reorganization of space and time from school and that conditions are guaranteed working conditions for teachers and stay and study for students (ALMEIDA, 2002; FARIAS, 2003).

To materialize the school as educator and pursue their true function of socialization of knowledge, it is necessary to educate not for citizenship, but citizenship, respecting the pace of the student and not as a privilege of a few, but as a right all (HOLANDA, 2002; DALAGASPARINA, 2001).

Inclusive education aims a school open to all students, which proposes to enter school at all excluded, to ensure quality education, consider the differences and value diversity. But those who enter the school were excluded from it, without it being revamped under a new proposal, and continue the motion of exclusion because, if the school remains with exclusionary practices and conservative political-pedagogical conceptions, these students will be excluded or stay without getting any success in their learning and development. You must provide a means of practical adaptations to the diversity of learners (FIGUEIREDO, 2002).

Ignorance is not knowing the characteristics of these children properly. Already prejudice, part of preconceived ideas about the possibilities of learning and development of people with disabilities. Before you even make a measurement with these students and trying to promote his bond with the group class, the professor argues difficulties, not investing in these possibilities, arguing that specialization is necessary to be able to act with pedagogically this student (FIGUEIREDO, 2002).

Physical therapists must be observed and be aware of the expectations of children, their parents and teachers, facilitating the development of a program of rehabilitation and education more relevant and effective, stimulating the movement in the classroom, on the patio or physical education. It should be kept a nice touch among parents of the child, physical therapists and teachers, to get a better response to their work (KAVALCO, 2003).

The physical therapist along with a team of different health professionals can participate in orientations identify the barriers that the child will face in school, aiming to improve the learning of the special child (Prado, 2001, Croker and Kentish, 1999).

OBJECTIVES:

This study aimed to verify the city schools who have children with physical disabilities in Lages, Santa Catarina; quantify the number of children with disabilities in these schools, identifying the difficulties of the professional school for inclusive education, to investigate the role of physiotherapy in school enrollment and verify the preparation of professional school in relation to school enrollment.

METHODOLOGY

The present work it is a cross-sectional, descriptive and exploratory, by designing, analyzing and interpreting qualitative and quantitative data. Field research using three questionnaires with open and closed: one for teachers, one for principals and one for physiotherapists, addressing the issue of school inclusion of PNE's.

The sample consisted of the data provided by the School Census 2010 of the Municipal Education Lages / SC, with data on the number of students with disabilities that are included in the school network, totaling 30 institutions and between CEIM EMEB.

There was also a questionnaire with the physiotherapists Lages / SC working in the field of pediatric neurology, totaling 7 physiotherapists.

All participants at the beginning of the study received information regarding the realization of our research. Once provided, each participant signed an informed consent. Was established later to compare the vision of education and health professionals about the inclusion and the approach of the previous literature review, through questionnaires answered.

The statistic used was SPSS 13.0 (APACHE, 2004). Exploratory analysis of data was performed using descriptive statistics, using frequency, percentage, mean and standard deviation. The reference source for statistical analysis was BARBETTA(2006).

RESULTS AND DISCUSSION

Concerning the role of physiotherapists in school enrollment, the seven physical therapists said it was important, especially with respect to guidance on positioning, posture, appropriate furniture, adjustments and training of ADLs. All the therapists interviewed responded that the physiotherapist has an important role in the process of school inclusion.

Regarding the duration of operation, the average time of the physiotherapists interviewed was 4.5 years (SD = 2.0), while the minimum was 2 years and maximum of 8 years, showing an average level of experience.

Ratliffe (2000), positioning is very important because it promotes appropriate sensory experiences, improves alignment in space and allow normal access to the ideal environment. You may also be facilitating the functional skills and interaction with others.

The use of adjustments can make adjustments, accommodations and fitness of the individual to a new situation. To achieve some response is necessary factors such as: satisfaction, success of occupational performance, both positive and negative negotiations between the person and the environment. Daily use of adaptations makes use be incorporated, for the child and family to realize the ease and gains on the equipment (TEIXEIRA and YASSUKO, 2003, RATLIFFE 2000).

With regard to the questionnaire of teachers, 70 responded, the main concerns for inclusion are: 52.9% with inadequate furniture, 14.3% understanding of child placement 2.9%, 5.7% attitude of colleagues and 24.3% answered more than two alternatives. It is of great importance in the process of including the infrastructure of the environment that, where appropriate, allows the use of adjustments and provides an individual with a good social environment, educational and professional performance, personal achievement and contribution effectively in social context (TEIXEIRA, ARIGA and YASSUKO, 2003).

In addition, teachers who work in special education should be trained to adapt the curriculum for these children. Therefore, we need them back to studying, researching, finally, be able to prepare for meeting all quality (MELLI 2001).

When asked about the relationship of special children with other students, 35.9% showed up groupie, 5.4% and 7.6% isolated aggressive. The perception that their classmates have is that the disabled child is stupid, this may be causing an impediment to its inclusion (RATLIFFE).

We live with differences, that can help contribute to form a citizen different from today, full of prejudice (HOLLANDA 2003). "The first step is to invest in acceptance." An acceptance of teachers, management, colleagues and the entire society, starting the reduction of prejudice (CAVALCANTE, 2000).

Accordingly, Schlindwein, Zanini et al. (2008) comment about the child with chronic illness facing rejection and stigmatization, in which a self-esteem "strengthened" brings stability, promoting resistance to adversity, the ability to adapt to the environment and emotional well-being. The opposite is also true. That is, children "rejected" by the social group was difficult to adapt to the medium and lower emotional well-being. It's as if they were "ill equipped" to deal with the day-to-day.

When teachers were asked about school enrollment, 68.5% of them agree with inclusion, 6.5% disagree, and 3% had no opinion.

The legislation ensures that children with special educational needs have the right to education, implies that these children can enroll in their local community and receive an appropriate education, with adequate resources provided that all persons concerned are satisfied that environment as the least restrictive setting possible (CROKER e KENTISH, 1999).

Melli (2001) believes that schools should not be concerned only in passing knowledge and the student to leave school has purchased large amounts of content but rather to prepare the student to live in society, so he can face conflicts taxes by society and adapt to them appropriately. Attend regular education is essential to develop the child's sociability. Receive services in a particular class can only isolate the child and keep her make friends (RATLIFFE, 2000).

On question about who has more resistance to a student with a disability, 50% believe it's the regular education teachers and 27.5% thought to be the parents. Often parents of children without disabilities feel threatened by the presence of a child with disabilities in the classroom or school for his son, question whether this child will not hinder the performance of their children if the school does not lose in quality the presence of that child in class, undermining the learning of others, if the teacher will not only give attention to his son because he is burdened with the presence of a child "special" (MELLI, 2001).

On the question regarding the best educational space for students with disabilities attend, 38% of professionals believe that regular school is the best place, against 62% of teachers who believe that the specialized education is the best place. The school children must adapt so that it can assist all students and not the opposite, always seeking the inclusion in society (MELLI, 200).

A school should be accessible to all, without exception (SANTOS and CARVALHO, 1999). On the question of what would be needed to improve learning being a disabled person in a regular class, 27% indicate a smaller number of students per class, 25% for the training of teachers conductor an 24% for the presence of and auxiliary class. On the question of whether or not each teacher prepared for inclusion in school, 38% said they are not prepared, partially prepared 53% and only 9% say they are

prepared.

Regarding suggestions for better inclusion in school, is noteworthy, "allows children to frequent the mainstream counter-part to the specialized, and this paper that the intellectual and social," "courses, meetings, focusing on practice day-to-day in the classroom, frequent discussions with professionals, "that schools are adapted to physically receive the student, as appropriate toilets, ramp access to the courts, greater availability of skilled professionals in this area, both the educational, physical therapy area; smaller number of students in the classroom to integrate students with disabilities, "so we can do a good job, the whole school community needs to know how to work with all special needs, not only the ruler of education".

CONCLUSIONS

- Physical therapists believe that their role is in school enrollment at educational and proper positioning of the handling by the teacher and the use of adaptations;
- There is a need for teachers more aware of the capabilities of handicapped students, through the assistance of the physiotherapist.
- The connection between the therapist and the school that makes the inclusion of children with disabilities should be higher, ie, the therapist should act more directly in these situations, which still does not.
- With regard to principals and teachers from schools participating in the research, they report difficulties such as architectural barriers and lack of preparation of teachers.
- Regarding the architecture schools, it is really a need for change, through increased public investment and greater links between the school management and government. On the lack of preparation of teachers, this became evident, as also required greater public investment, and greater interest of education professionals.
- The school inclusion is fundamental, but is not receiving due care. Many children are being "inserted", without truly be "included" but without the proper preparation of the whole society, government, school, family and the child. To be truly inclusive education, there is still a long way to go.

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THE VISION OF PROFESSIONAL SCHOOLS AND PERFORMANCE OF THE NETWORK SCHOOL OF PHYSIOTHERAPY LAGES/SC

ABSTRACT

The inclusion of disabled people is being held, today, as a new paradigm social and educational, aiming at a fairer and more democratic. Despite the initiatives, have a large number of physical and social barriers that prevent effective inclusion process in educational institutions. Therefore, aroused the curiosity to know what is the vision of education professionals and physical therapists on the process of school inclusion. The study was conducted via questionnaires to teachers and principals in 30 schools of Lages / SC, and between CEIM EMEB, physiotherapists and 7 of the municipality. For educational institutions, the major concerns were related to architectural barriers and the preparation of teachers. Since physical therapists believe that their role in the inclusion is through education of the child handling, positioning and adjustments. Some practitioners believe that greater investment should occur in educational policies. But for that to happen, it is necessary to mobilize various sectors of society that are directly or indirectly involved with this issue, walking, thus, the actual school enrollment.

KEYWORDS: School inclusion, disability and inclusion in physical therapy

LA VISION DES ÉCOLES PROFESSIONNELLES ET PERFORMANCE DE L'ÉCOLE DE RESEAU LAGES PHYSIOTHÉRAPIE/SC

RÉSUMÉ :

L'inclusion des personnes handicapées se tient, aujourd'hui, comme un nouveau paradigme social et éducatif, visant à une plus juste et plus démocratique. Malgré les initiatives, un grand nombre d'obstacles physiques et sociaux qui empêchent les processus d'inclusion effective dans les établissements scolaires. Par conséquent, suscité la curiosité de savoir quelle est la vision des professionnels de l'éducation et des thérapeutes physiques sur le processus d'inclusion scolaire. L'étude a été réalisée au moyen de questionnaires aux enseignants et directeurs des 30 écoles de Lages / SC, et entre CEIM EMEB, physiothérapeutes et 7 de la municipalité. Pour les établissements d'enseignement, les principales préoccupations étaient liées à des barrières architecturales et la préparation des enseignants. Depuis physiothérapeutes estiment que leur rôle dans l'inclusion par l'éducation de la manipulation des enfants, de positionnement et d'ajustements. Certains praticiens estiment que des investissements accrus devraient se produire dans les politiques éducatives. Mais pour cela, il est nécessaire de mobiliser les différents secteurs de la société qui sont directement ou indirectement concernés par cette question, la marche, donc, la scolarisation effective.

MOTS-CLÉS: intégration scolaire, le handicap et l'inclusion dans la thérapie physique

LA VISIÓN DE LAS ESCUELAS PROFESIONALES Y RENDIMIENTO DE LA ESCUELA DE LA RED DE FISIOTERAPIA LAGES / SC

RESUMEN:

La inclusión de las personas con discapacidad se llevará a cabo, hoy, como un nuevo paradigma social y educativo, con miras a una más justa y más democrática. Apesar de las iniciativas, tienen un gran número de barreras físicas y sociales que impiden el proceso de inclusión efectiva en las instituciones educativas. Por lo tanto, despertó la curiosidad de saber cuál es la visión de profesionales de la educación y los terapeutas físicos en el proceso de inclusión escolar. El estudio se llevó a cabo a través de cuestionarios a profesores y directores de 30 escuelas de Lages / SC, y entre CEIM EMEB, fisioterapeutas y 7 del municipio. Para las instituciones educativas, las mayores preocupaciones estaban relacionadas con las barreras arquitectónicas y la preparación de los docentes. Desde fisioterapeutas creen que su papel en la inclusión es a través de la educación de los niños el manejo, la colocación y ajustes. Algunos médicos creen que una mayor inversión debe realizarse en las políticas educativas. Pero para que eso suceda, es necesario movilizar a diversos sectores de la sociedad que están involucrados directa o indirectamente con este problema, a pie, por lo tanto, la matrícula escolar actual.

PALABRAS CLAVE: integración escolar, la discapacidad y la inclusión en la terapia física

A VISÃO DOS PROFISSIONAIS DE ESCOLAS MUNICIPAIS E A ATUAÇÃO DE FISIOTERAPEUTAS NA REDE ESCOLAR DO MUNICÍPIO DE LAGES/SC

RESUMO :

A inclusão de pessoas deficientes está sendo assumida, nos dias de hoje, como um novo paradigma social e educacional, visando uma sociedade mais justa e democrática. Apesar das iniciativas, têm-se um grande número de barreiras físicas e sociais que impedem o efetivo processo de inclusão nas instituições de ensino. Por isso, despertou-se a curiosidade em saber qual é a visão de profissionais da educação e de fisioterapeutas, sobre o processo de inclusão escolar. O estudo foi realizado através da aplicação de questionários aos professores e diretores de 30 escolas municipais de Lages/Sc, entre CEIM e EMEB, e com 7 fisioterapeutas do município. Para as instituições de ensino, as maiores preocupações foram com relação às barreiras arquitetônicas e à preparação dos docentes. Já os fisioterapeutas acreditam que seu papel na inclusão é através do ensino do manuseio da criança, posicionamento e adaptações. Alguns profissionais acreditam que deva ocorrer maior investimento nas políticas educacionais. Mas para que isso aconteça, faz-se necessário a mobilização de diversos setores da sociedade que estão envolvidos direta ou indiretamente com esta questão, caminhando, assim, para a verdadeira inclusão escolar.

PALAVRAS-CHAVE: inclusão escolar, deficiência física e fisioterapia na inclusão