

90 - THE PHYSICAL THERAPY PART IN SCHOLAR INCLUSIVE PROCES

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Introduction

Nowadays, in Brazil, thousands of people with some kind of physical deficiency are being discriminated for their communities. The exclusion is as old as men socialization. The society has been incapacitating physical deficient people for a long time, marginalizing and abnegating them from freedom and even knowledge. It is easier to pay attention in what they can not do or in their appearance than in their abilities and potential as person. The schools used to care more about those said like normal students, excluding the knowledge of the different ones. This fact led the schools to change their way to see deficiency from educational focus (BRICE LEON, 1996).

In the last few years, some separated acts from parents and educator has promoted and improved the scholar inclusive process, aiming at ransom the human respect and dignity, on purpose to provide full development and the access to all society resources. Most of this actions occurred in 1994 on World's Special Education Conference, in Salamanca city, Spain. The conference approved the Salamanca Statement, which says that every children has the right to receive education and knowledge access, in common school system. In Brazilian context we have the Constitution of 1988 which says that deficient people has the right to receive special education specially on regular school (HOEFELMANN, 2001).

Searching for educational assistance for all, when the kids first get on school system, those who has any special educative needs, should join as an obligation three different scholar dynamics: learning environment, teacher-student integration and student-student integration (MANTOAN, 2003). The great obstacle was the special graduation and capacitation of regular teachers to be able to act in inclusive school. Most of the researcher agree about the investment need of capacitation and sensibilization of the education professionals so the scholar exclusion decreases, but to delegate to the teacher all the responsibility to provide the inclusion of those special education needed students is a mistake, because this attitude should come from all school system.

To assist with quality those special needed students, the school has to be changed, offering qualification courses for the teachers for a teamwork with physical therapists, psychologists, phonodologists, Occupational therapists, social assistant, and others (HOEFELMANN, 2001).

Philanthropic programs act directly on communities, providing the professional qualification associated to governmental agencies. In July of 2005 a partnership between Univali and CEMESPI was established with the goal to guide the scholar interventions and attendance of children and adolescents with special educational needs who frequent public municipal school in Itajaí city, and make the special attendance to professionals about the social inclusive process.

As the physical therapy department had a long waiting list by that time, the need of including the Physical Therapy College on the project were considered. Through this experience the university extension came with the following research question: Which contributions has been made by physical therapy department to university extension project of Univali, named "Intervention of special needed and learning difficulties students".

Methodology

The documental analysis was the method used to develop this research. To utilization of the data produced by this study on the extension project, such as research data, an authorization from institution involved was requested, UNIVALI and CEMESPI. The project was inscribed on National Ethical Research System (SISNEP) and approved by Ethic Research Department of UNIVALI.

Results

CEMESPI was initiated in October of 1999, with the objective to assist special needed students registered in municipal school system.

Between January of 2003 and June of 2005 was conducted 887 special needed students with learning difficulties to CEMESPI. As the demand of this service was proceeding a partnership with UNIVALI was needed. By this way the raised the "Intervention of special needed and learning difficulties students" extension project.

As a way to vitalize even more the university extension character, other interdisciplinary partnerships were made. The actual world's complexity needs the development of programs turned to health promotion to achieve new concepts, besides of a professional graduation committed with the society (MEDEIROS et al, 2005).

From June to December of 2005, with the partnership of physical therapy established to the project, some acts were developed such as: identify the students with learning difficulties; evaluate the students with learning difficulties; lead them to clinical attendance in other specific centers as the UNIVALI's Physical Therapy School Center; and orientate parents, teachers and monitors, be part of planning meetings and evaluate the development of the project to verify the school inclusive process.

In this 'first stage' we found out the following results: seven schools were visited, of those one school director, one secretary, one supervisor, four counselors, four monitors, twelve teachers, eleven students and one mother received orientation and thirteen students were evaluated. Most of difficulties founded had an organizational character, such as: absence of students and parents even after appointment, communication problems between parents and the school, and not having a good place and right material to make the valuation. The conquests reached were the relationship established between the university and the society, the contribution to the community development, improving the knowledge and experiences of human resources involved, because there's a joint between technical and popular knowledge. Allowing the exchange of experiences and ideas to technical and practical knowledge based on community needs showed by itself.

In February of 2006 the CEMESPI actions were revitalized. The city were shared in seven parts, and started to count on a teamwork made of physical therapists, psychologists, phonodologists, pedagogists and psychopedagogists. After an extensive reunion between UNIVALI and CEMESPI, they got a conclusion that the UNIVALI acting would be better if it was in only one part of the city, so Physical Therapy chose the Arnaldo Brandão Municipal School to develop their work.

With all this transformation some changes in the physical therapy acting area of the project were needed, such as: postural valuation by special made orthopedic filing cards; postural orientation with flyers distribution and oral explanation of it;

Muscular relaxing and stretching exercises; activities with games and music; parents orientation with dialogs about their kids health and physical therapy part on schools; Little questionnaire application to the teachers about scholar inclusion; lead the students with postural disturb detected to physical therapy service when is a case of treatment need; and for last informative material elaboration.

The results achieved on 'second stage', from February to June of 2006, were: postural valuation in scholars from 1^a to 4^a greads, with the filing cards from UNIVALI's Physical Therapy School Clinic. Were valuated 90 students, between 6 and 11 years old. And detected several postural alterations, however the most salient one was related to the shoulder joint, about 72 (80%) of this children presented intern rotation of the shoulder. The other disfunctions included: hiperlordosys of cervical column in 33 children (36,6%); retification of cervical column, also in 33 students (36,6%); low back hiperlordosys in 39 students (43,4%); and flat feet in 31 childrens (34,4%).

Tis results are a reason of concern for being children, and their body structure are still in development, that way those are more susceptible to deformations, presenting less support to weight carrying. On the other hand, this is the perfect age to get used to healthy habits. This supports the idea, that the school environment is responsible for health promotion on the teaching-learning process, when the kids are in the growth process. Of those valuated students, was found one girl presenting a grave disfunction of the column, who was leaded to specialized service.

Orientations about the adequated column posture were made with 82 students, including adequated way to lay down, sit down, wright, walk, carry heavy things and they received illustrated flyers explaining about right positions.

Participated to the stretching and relaxing exercises 122 student. This activity propiciated a better concentration in classes, and also a better integration between students and allowance receiving students. This activity was realized in classroom with relaxing music and games. During the activity many students slept and other more agitated ones could get calmer.

Were also applied a questionnaire answered by 20 teachers of that school, and was analised the need director, one secretary, one supervisor, four counselors, four monitors, twelve teachers, eleven students and one mother received orientation and thirteen students were valuated. Most of difficulties founded had an organizational character, such as: absence of students and parents even after appointment, communication problems between parents and the school, and not having a good place and right material to make the valuation. The conquests reached were the relationship established between the university and the society, the contribution to the community development, improving the knowledge and experiences of human resources envolved, because there's a joint between technical and popular knowledge. Alloweing the exchange of experiences and ideasto technical and practical knowledge based on community needs showed by itself.

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THE PHYSICAL THERAPY PART IN SCHOLAR INCLUSIVE PROCESS**ABSTRACT:**

In the last few years, some separated acts from parents and educator has promoted and improved the scholar inclusive process, aiming at ransom the human respect and dignity, on purpose to provide full development and the access to all society resources. The objective of this project aims to investigate the physical therapy contributions to this process through documentary analysys. The results were: from june to december of 2005 seven schools were visited to indentify, evaluate and lead those students with some learning disturbs to Univali's Physical Therapy School Center, such as to orientate parents, teachers and monitors; in February of 2006 at Arnaldo Brandão Municipal School, were executated relaxing and streching exercices and postural valuation in 1^a to 4^a greads studants, in those were detected several posture disturbs specially intern rotation of the shoulder; in Agost of 2006 were included on phisical therapy aproach the Pedagogic Living Experiences Laboratory, with relaxing and streching exercices on the swimming pool, and pedagogic activities with hiperactive students. After this research the fical therapy was included in health promotion, and the interdisciplinarity relation between the professionals were fortified. **KEY-WORDS:** Phisical therapy, physical deficiency, scholar inclusion.

DES ACTIONS DE LA PHYSIOTÉRAPIE POUR L'INCLUSION DANS L'ÉDUCATION**RESUME:**

Dans le but de récupérer le respect humain et la dignité et de permettre le plein développement et l'accès comun à tous les résources de la société, dans les dernières années des actions isolées de la part des éducateurs et des parents ont promus l'inclusion dans l'éducation. Ce projet en particulier, a pour objectif l'investigation des contributions de la physiothérapie en ce qui concerne l'inclusion dans l'éducation, et cela par le biais de l'analyse documentaire. Dans le cadre de ce travail, ont été menées les actions suivantes : de juin à décembre de 2005 ont été visitées sept écoles pour l'identification, l'évaluation, et l'acheminement des élèves avec besoins spéciaux d'apprentissage à la Clinique-École de Physiothérapie de l'UNIVALI et pour permtrre de conseiller les parents, les enseignants et les moniteurs ; dans le mois de février de 2006 ont été réalisées des activités de relaxation et d'allongement ainsi que d'évaluation posturale chez des écoliers des quatre premières années de l'école fondamentale, dans lesquels ont été détectées des altérations posturales, surtout de la rotation de l'articulation interne des épaules ; dans le mois d'août de 2007 les traitements ont inclus le Laboratoire d'Expérimentation Pédagogique, avec des activités de relaxation et d'allongement dans la piscine ainsi que des activés pédagogiques avec des élèves hiperactifs. Avec ces activités, nous avons réussit l'insertion de la physiothérapie dans la santé et dans la vivification de l'interdisciplinarité entre les professionnels y impliqués.

MOTS-CLES: physiothérapie, handicaps physiques, inclusion dans l'éducation.

LA ATUACIÓN DE LA FISIOTERAPIA EN LO PROCESO DE INCLUSIÓN ESCUELAR**RESUMEN:**

En los últimos años, acción aislado de educadores e de padres tienen promovido y implementado la inclusión en las escuelas, objetivando rescatar el respeto humano y la dignidad, el objetivo deste proyecto és investigar las contribuciones de la fisioterapia en lo processo de inclusión escolar, a través de la metodología de la analise documental. Los resultados fueram: de Junio a Diciembre de 2005 la visita a siete esculas con sus acciones de identificación, avaliación e encaminamiento de alumnos con dificultades de aprendizaje para la Clínica Escuela de Fisioterapia de la Univali e la orientación de los padres, profesores y monitores; en febrero de 2006, en la Escula Municipal Arnaldo Brandão, fue realizado actividades de relajamiento y alargamiento y avaliación postural en estudiantes de 1^a a 4^a clasedonde fueran detectadas varias alteraciones posturales, sobretudo la rotación interna de la articulación de la espalda; en Agosto de 2006 la fisioterapia incluiu en sus acciones el Laboratorio de Vivencias de Pedagogía, con actividades de relajamiento y alargamiento en la piscina, y actividades pedagógicas con alumnos hiperativos. Con este estudio obtenemos la inserción de la fisioterapia en la promoción de la salud y fortalecimiento de la interdisciplinidade entre los profesionales involucrados.

PALABRAS-CLAVES: fisioterapia, deficiencia física, inclusión escolar.

A ATUAÇÃO DA FISIOTERAPIA AO PROCESSO DE INCLUSÃO ESCOLAR**RESUMO:**

Nos últimos anos, ações isoladas de educadores e de pais têm promovido e implementado a inclusão nas escolas, visando resgatar o respeito humano e a dignidade, no sentido de possibilitar o pleno desenvolvimento e o acesso a todos aos recursos da sociedade. O objetivo desse projeto visa investigar as contribuições da fisioterapia no processo de inclusão escolar, através da metodologia de análise documental. Os resultados foram: de junho a dezembro de 2005 a visita a sete escolas com ações de identificação, avaliação e encaminhamento de alunos com dificuldades de aprendizagem para a Clínica Escola de Fisioterapia da Univali e a orientação de pais, professores e monitores; em fevereiro de 2006, na Escola Municipal Arnaldo Brandão, realizou-se atividades de relaxamento e alongamento e avaliação postural em escolares de 1^a a 4^a séries onde foram detectadas várias alterações posturais, principalmente a rotação interna da articulação do ombro; em agosto de 2006 a fisioterapia incluiu em suas ações o Laboratório de Vivências de Pedagogia, com atividades de relaxamento e alongamento na piscina, e atividades pedagógicas com alunos hiperativos. Com esse estudo obtivemos a inserção da fisioterapia na promoção da saúde e o fortalecimento da interdisciplinidade entre os profissionais envolvidos.

PALAVRAS-CHAVE: fisioterapia, deficiencia física, inclusão escolar.