

139 - THE BENEFITS OF PHYSICAL ACTIVITY FOR CHILDREN WITH INTELLECTUAL DISABILITIES

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INTRODUCTION

Intellectual disability (ID) is a complex condition, it is when there is a limitation in any area of human mental functioning, below the average of people. Intellectual deficiency is diagnosed at various levels and is assessed by the degree of disability, which is measured by means of IQ, and may be: deep when IQ is less than 20, acute-light when IQ is between 20- 35, moderate between 36-51 and mild between 52-67 (BERETA, VIANA, 2014).

The use of the term "mental deficiency" although it is very usual in the day to day, is losing the favoritism for "intellectual deficiency", besides being more appropriate it refers to the functioning of the intellect and not of the mental operation. Despite the recent studies in the understanding and investigation of DM in children and adolescents, it is considered to be an intellectual deficient that achieves a level of intellectual functioning (IQ) below 70-75, to have two or more limitations and the condition must be present before 18 years (MILLAN, SPINAZOLA, ORLANDO, 2015).

There is a concern on the part of health professionals to establish the benefits that physical activities can offer their practitioners, as well as to rescue their self-esteem, their emotional balance and most importantly, have the ability to play sports (GOMES, 2013). Rodrigues (2006) points out that when studying more about physical activity for the handicapped, there is a great concern regarding their health, in its broader aspect, such as physiological, social and emotional. The aforementioned author considers the social question as a quest for quality of life, as it continues to say that it ceased to represent only a life without illness, becoming a search for happiness and personal satisfaction.

This study is justified by an opportunity to contribute in the production of academic knowledge on the subject of intellectual disability, as well as why the researcher has experience with the subject, acting as trainee in the CAPSi institution with the chosen target audience. As is well known, physical activity, in general, offers several benefits for people with ID, enabling students to live with diversity. Therefore, this study has as general objective to investigate the benefits of physical activity for children with intellectual disability of CAPSi.

METHODOLOGY

It is a field research, since it was observed the facts and phenomena exactly as it happens in the real one, based on a consistent theoretical foundation, aiming to understand and to explain the problem of this research (SAMPIERI; COLLADO; LUCIO, 2013). It is a qualitative research, because one intends to respond to very particular questions, that is, to work with the world of meanings, motives, inspirations, beliefs, values and attitudes. It is where human phenomena are understood in their social reality (MINAYO; GOMES, 2011).

In the present study the sample was composed of 7 (seven) children with intellectual disability (Di), represented in the study by those responsible for the participants of physical activities developed at the Child and Youth Psychosocial Care Center (CAPSi) in the city of Patos-PB. According to the CAPSi survey in 2016, the number of children with intellectual disabilities included in the activities developed by the CAPSi is 22, but only 7 responsible ones agreed to participate in this research.

As a research tool, a questionnaire was constructed and adapted with instruments already validated to evaluate the lifestyle profile (MARQUES, 2008). The questionnaire was answered by parents or guardians of children with ID about the benefits that physical activity has provided. The questionnaires were applied to the parents or guardians of the child with intellectual disability during the visit to the CAPSi, held in a room available for this purpose. Before responding to the questionnaire, the Informed Consent Form (TCLE) was presented, for each person in charge to sign.

After the questionnaires were collected, the data were analyzed through the available literature on the subject of the study. To better analyze the benefits of physical activity in person with DM the data were analyzed in three aspects, personal, environmental and social.

RESULTS AND DISCUSSION

The results of the research will be exposed, the personal, environmental and social aspects of the questionnaire will be analyzed to understand what the benefits of physical activity contributed to the improvement of children with ID.

4.1 Relationship between the perception of Barriers and facilitators and the practice of physical activity.

Table 1. Practice of PA by the perception of the responsible ones on each personal aspect

PERCEPTION OF PERSONAL ASPECTS	YES	SOMETIMES	NO
Does he enjoy and enjoy physical activities?	2	3	2
Do you feel able to practice physical activity?	1	1	5
Do you have money to practice physical activity that has a cost	1	0	3
Does shyness prevent you from engaging in physical activity?	4	2	1
Do you feel lazy about practicing physical activity?	3	2	2
Do you have negative experiences with physical activity?	4	0	3
Do you prefer other activities rather than physical activity?	3	2	2
Are you afraid of getting hurt by practicing physical activity?	5	0	2
Do you have free time to practice physical activity?	5	2	0
Do you have any illness that prevents you from practicing physical activity?	4	1	2

When analyzing the perception of the personal aspects of children with Intellectual Disability at the Child and Adolescent Psychosocial Care Center, the most prevalent barriers were fear of being hurt (5), followed by lack of capacity (5), shyness (4), negative experience with physical activity (4), lack of money (3) and preference for another activity rather than the practice of PA (3), each child presented more than two factors of these cited. When analyzing the facilitators it is observed that

they have free time to practice AF (5).

In this study, the prevalence of barriers is perceived, according to those responsible for children with intellectual disabilities, they feel unable to perform some physical activities, have shyness and laziness, are also afraid to get hurt when performing the AF because they have had some kind of negative experience in running AF.

In a study by Santos et al. (2010), obtained responses similar to the present research, according to the authors' data among the barriers investigated, was prevalent in the questionnaire responses, "not having someone to take", "not having friends", "being lazy" "Prefer to do other things", "shyness in performing AF".

In another study by Reichert et al. (2007) showed that the lack of money, the fact of feeling tired were the most frequent barriers reported for the practice of physical activity. In the same study, the multivariate analysis was also associated with not liking to exercise, lack of companionship and lack of money and physical inactivity. The parity of the responses of the study by Reichert et al with this research.

Table 2. Practice of PA by the perception of those responsible on each environmental facilitator aspect.

ENVIRONMENTAL ASPECTS	YES	SOMETIMES	NO
Are there places available close to home for practicing physical activity?	4	0	3
If there are sites available, are they accessible to practice?	4	0	3
Are physical education professionals prepared to serve you?	1	4	2
Are there social projects of physical activity near your home?	0	0	7
Does the climate in the region favor physical activity?	1	0	6
O clima da região favorece a prática de atividade física?	0	0	7
Is the environment around your home safe?	0	1	3

Concerning the perception of physical activity by the aspect of environmental facilitator, it is observed that there was a predominance in the climate of the region that does not favor (7) and absence of social projects close to home (6), still in the environmental aspect, what prevailed was the lack of preparation of the education professionals to attend them (7). By correlating the present study with that of Jung (2013), it can identify and highlight as a barrier in environmental aspects the absence of social projects and safety, which corroborates with the results found in the study.

With regard to environmental aspects, the author's studies above revealed that the lack of available places is a barrier to physical activity, there are no social projects, the environments around the house are not safe and the lack of preparation of Physical Education professionals. Only the climate was not a barrier to the realization of FA, contrary to the present research that in this aspect everyone answered that the climate is a barrier to the practice of PA, this is due to the fact that the city of Patos-PB is located in the backlands of Paraíba, having hot and dry climate, with high temperatures.

When comparing the above factor with the study by Seron et al. (2015), when doing the correlation tests for the facilitators, the chi-square test, they found association only between socioeconomic level and the climate indicator. This shows that the study pointed to the climate as a factor that hinders the achievement of FA. Even if it is a sample of individuals with other deficiencies in the present study, the findings are similar. Na análise de barreiras o aspecto ambiental o que prevaleceu foi a falta de profissionais preparados (7) pra atender esse público (quadro 2).

In a study conducted by Barreto (2013) on the preparation of the Physical Education professional for the inclusion of students with disabilities, he concluded that the great majority of teachers do not feel prepared to attend this public, most did not prepare courses and reported who face difficulties in trying to integrate such students. It is also very noticeable that the environments are still lacking adequate physical structure, adapted sports materials, professional training and updating, ideal to attend this population, which often prevents teachers from working effectively.

According to Badia et al. (2011), environmental barriers have greater influence than personal barriers in the practice of PA, this reinforces the need for investment in this perspective. For them, if there were social projects that would allow the practice of physical activity for people with intellectual disabilities, the lack of money would also be mitigated.

With regard to the unpreparedness of the professionals of Physical Education Flores et al. (2010) states that because of this factor inclusion is not happening satisfactorily, this is because of poor teacher training. For them it is fundamental the formation of a professional who is able to work with people with intellectual disabilities in various environments. It is also a challenge for the Physical Education professional to promote inclusion and to develop a good work with children with DI because often the environments do not provide the necessary infrastructure (SOUTO et al., 2010).

Table 3. Practice of PA by the perception of the responsible ones on each social aspect

SOCIAL ASPECTS	YES	SOMETIMES	NO
Does the family find it important to practice physical activity?	6	1	0
Do parents find physical activity important to maintain their appearance?	4	1	2
Do parents find physical activity important for their health?	6	1	0
Do parents have time to accompany their child on physical activities?	5	0	2
Are the parents embarrassed with their child doing physical activity?	5	0	2
Does anyone living in the same household practice physical activity?	1	1	5
Do you have relatives to practice physical activity?	4	0	3
Do you have a company of friends to practice physical activity?	3	2	2
Do you have the support of people close to you to practice physical activity?	4	0	3
Has any professional ever recommended practicing physical activity?	6	0	1

It was verified in the social aspects that there was a significance in the importance of the Physical Activity Practice (6), of the parents finding the FA important for health (6) and having time to accompany the children during these classes (5), When asked if any (6). Still on the social aspects, it was observed that the physical activity brings many benefits for the life of the children with mental deficiency, improvement in the health, longevity, integration and autonomy among others that exist.

In the study, by Seron et al, when asked about the three main factors that led them to start practicing physical activity, 72% considered the factor "because it is good for health", 44% "because I want to be an athlete" and 40% "for medical guidance". The factors that led them to continue this practice were: 80% "because it is good for health", 52% "because it improves my self-esteem" and 40% "because I want to be an athlete." Thus, it is evident that the main reasons raised by the subjects of the sample for the practice are related to health concerns and the desire to become an athlete.

In a study carried out by Almeida (2013), he concluded that a physically active life is capable of directly and indirectly benefiting the physical and mental health of individuals. In this sense, Physical Education classes can be an important tool to encourage good habits and an active style. For this, this discipline must both provide information on the consequences of this good practice, and enable the experience of numerous bodily practices, which evidences the results of the present study.

Miranda and Navarro (2016) states that physical activity performed according to the need of the organism is essential for the healthy functioning of the human body, because it is known that our body systems respond favorably to physical activity. Besides physical activity provide great benefits related to the physical health of people with mental disabilities, it is also noticeable

that the practice of exercises may have therapeutic relationship with the disabled.

In a study carried out by Nacif (2016), the results obtained are in agreement with the present study, regarding the perceptions about the Physical Education class for students with disabilities, when asked whether they liked classes or not, only two students did not give a positive answer. Alves and Duarte (2014) pointed out that lack of adaptation in Physical Education classes can contribute to the fact that the disabled child has learning difficulties and, consequently, does not participate in the activities.

Despite the fact that in the present study the data about people close to support the practice of PA was not significant, but a positive result was obtained in the aspect in which the family thinks that physical activity is important for their children. In agreement with the study by Jung (2013), the factors facilitating the fact that the people close to them support the practice of physical activity, especially by the family, because they believe that this practice is important for the children.

Mahy et al. (2010) states that the involvement of close people is of great importance both as facilitators and as barriers to the participation of people with intellectual disabilities, and especially because they are children who need more attention.

CONCLUSION

In summary, we conclude that with our results in general, irrespective of barriers or facilitators, the benefits of physical activity continue to provide great results related to the physical, mental and social health of people with intellectual disabilities, since this FA can be performed in a manner similar to normal people according to the needs of each one, organizing and always respecting the limits of each human body. Also, for the children to have the support of the family to carry out the physical activities carried out by CAPSi.

We have as positive results the search for physical activity for the benefits it brings, related to physical and mental health, appearance (self-image, self-perception). Although factors such as shyness, laziness and lack of money are barriers to the achievement of physical activity, there is encouragement from family and relatives in this research, which helps the child's DI's willingness to practice AF. It is still necessary that the Physical Education professionals have a better understanding about the intellectual disability and its performance with this public.

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THE BENEFITS OF PHYSICALACTIVITY FOR CHILDREN WITH INTELLECTUAL DISABILITIES

The new conditions of life have predominantly determined sedentary behaviors, as for the population with intellectual disability this situation becomes alarming since studies with the level of physical activity of this population is lower than the population in general. The objective of the study is to investigate the benefits of physical activity practice for children with intellectual disabilities enrolled in the Child and Youth Psychosocial Care Center (CAPSi). The sample is made up of 7 (seven) persons responsible for children with intellectual deficit. The data collection was done through questionnaires applied to the parents or guardians of the child with intellectual disability during the visit to CAPSi. Thus, it is perceived that in the personal

aspects, the main barriers to the practice of PA are related to them if they feel incapable of performing some physical activities; they are shy and lazy, also because of the fear of being hurt. With regard to environmental aspects, there was predominance in the lack of preparation of the education professionals to attend them and the absence of social projects close to home. Regarding social aspects, there was significance in the importance of the practice of physical activity for the health of the child. It is concluded that some barriers and facilitators are linked to the stimulus that people with intellectual deficit receive, since they can arouse the taste for physical activity, it is still necessary that Physical Education professionals have a better understanding about intellectual disability and its with this public.

Keywords: Intellectual disability. Physical activity. Cheers.

LES AVANTAGES DE L'ACTIVITÉ PHYSIQUE POUR LES ENFANTS AYANT DES HANDICAPS INTELLECTUELS

Les nouvelles conditions de vie ont principalement déterminé les comportements sédentaires, car pour la population ayant une déficience intellectuelle, cette situation devient alarmante puisque les études sur le niveau d'activité physique de cette population sont plus faibles que la population en général. L'objectif de l'étude est d'examiner les avantages de la pratique de l'activité physique pour les enfants ayant une déficience intellectuelle inscrits au Centre de soins psychosociaux pour enfants et adolescents (CAPSi). L'échantillon est constitué de 7 (sept) personnes responsables d'enfants déficients intellectuels. La collecte des données a été réalisée à l'aide de questionnaires adressés aux parents ou tuteurs de l'enfant handicapé intellectuel lors de la visite au CAPSi. Ainsi, il est perçu que dans les aspects personnels, les principaux obstacles à la pratique de l'AP sont liés à eux s'ils se sentent incapables d'effectuer certaines activités physiques; ils sont timides et paresseux, aussi à cause de la peur d'être blessé. En ce qui concerne les aspects environnementaux, il y avait une prédominance dans le manque de préparation des professionnels de l'éducation à y assister et l'absence de projets sociaux proches de chez eux. En ce qui concerne les aspects sociaux, il y avait une importance dans l'importance de la pratique de l'activité physique pour la santé de l'enfant. Il est conclu que certains obstacles et facilitateurs sont liés au stimulus que les personnes ayant un déficit intellectuel reçoivent, car elles peuvent susciter le goût de l'activité physique, il est encore nécessaire que les professionnels de l'éducation physique comprennent mieux le handicap intellectuel et ses relations avec ce public.

Mots-clés: Handicap intellectuel. Activité physique. À votre santé.

BENEFICIOS DE LA ACTIVIDAD FÍSICA PARA NIÑOS CON DISCAPACIDADES INTELLECTUALES

Las nuevas condiciones de vida han determinado principalmente el comportamiento sedentario, ya que para la población con discapacidad intelectual, esta situación se vuelve alarmante ya que los estudios sobre el nivel de actividad física de esta población son más débiles que la población en general. El propósito del estudio es examinar los beneficios de la práctica de actividad física para niños con discapacidades intelectuales inscritos en el Centro de Atención Psicossocial para Niños y Adolescentes (CAPSi). La muestra está compuesta por 7 (siete) personas responsables de niños con discapacidad intelectual. La recolección de datos se realizó mediante cuestionarios enviados a los padres o tutores del niño con discapacidad intelectual durante la visita a CAPSi. Por lo tanto, se percibe que en los aspectos personales, las principales barreras para la práctica de AP están relacionadas con ellos si se sienten incapaces de realizar ciertas actividades físicas; son tímidos y perezosos, también por miedo a ser herido. En cuanto a los aspectos ambientales, predominaron la falta de preparación de profesionales de la educación para asistir y la falta de proyectos sociales cercanos al hogar. En cuanto a los aspectos sociales, era importante la importancia de la práctica de la actividad física para la salud del niño. Se concluye que algunas barreras y facilitadores están relacionados con el estímulo que reciben las personas con discapacidades intelectuales, ya que pueden fomentar el gusto por la actividad física, aún existe la necesidad de que los profesionales de la educación física comprendan mejor la discapacidad intelectual y su relación con esta audiencia.

Palabras clave: Discapacidad intelectual. Actividad física A vuestra salud.

OS BENEFÍCIOS DA ATIVIDADE FÍSICA PARA CRIANÇAS COM DEFICIÊNCIA INTELLECTUAL

As novas condições de vida têm determinado, de forma predominante, comportamentos sedentário, quanto à população com deficiência intelectual essa situação se torna alarmante uma vez que estudos com o nível de atividade física dessa população é inferior ao da população em geral. O objetivo do estudo é investigar os benefícios da prática de atividade física para crianças com deficiência intelectual inserida no Centro de Atenção Psicossocial Infante-Juvenil (CAPSi). A amostra é composta por 7 (sete) responsáveis das crianças com déficit intelectual. A coleta de dados aconteceu por meio de questionários aplicados aos pais ou responsáveis pela criança com Deficiência intelectual durante a ida ao CAPSi. Assim, percebe-se que nos aspectos pessoais, as principais barreiras para a prática de AF estão relacionadas a eles se sentirem incapazes de realizar algumas atividades físicas, tem timidez e preguiça, também pelo medo de se machucar. Com relação aos aspectos ambientais, houve um predomínio na falta de preparação dos profissionais de educação para atendê-los e ausência de projetos sociais próximos de casa. Quanto aos aspectos sociais, houve uma significância na importância da prática de atividade física para saúde da criança. Conclui-se que algumas barreiras e facilitadores estão ligados ao estímulo que as pessoas com déficit intelectual recebem, pois podem despertar o gosto pela atividade física, ainda se faz necessário que os profissionais de Educação Física tenham uma melhor compreensão a cerca da deficiência intelectual e sua atuação junto a esse público.

Palavras-chave: Deficiência intelectual. Atividade Física. Saúde.