161 - SPECIAL EDUCATION AND ACCESSIBILITY IN LOCAL DEVELOPMENT: A HISTORICAL LOOK AND THE NEW PARADIGMS OF MODEL TO MATRIZ DE APOIO À EDUCAÇÃO ESPECIAL (MAEE – MODEL TO SPECIAL EDUCATION SUPPORT)

CASSIA GUIMARÃES ARMANDO
MARIA CRISTINA DE OLIVEIRA
Prof. Dr. JOSÉ TEIXEIRA DE SEIXAS FILHO
Profª Drª SÍLVIA CONCEIÇÃO REIS PEREIRA MELLO
Orientador: Profª Drª MARIA AUXILIADORA TERRA CUNHA
PIBIC / Mestrado Profissional em Desenvolvimento Local
UNISUAM - Centro Universitário Augusto Motta / RJ, Brasil
materracunh@uol.com.br

POLITICAL PEDAGOGICAL PROJECT AND TRAINING IN INCLUSIVE SCHOOLS

Societies have always created a set of representations, an imaginary set, and in their social practices they distributed identities, roles, needs, norms and values that guide individuals' behavior, integrating common aims. It is a matter of symbolic, imaginary attachments structured as a network of meanings that go beyond the gestures, the people and the moments.

The imaginary is defined by Durand (1998), as an "inescapable re-presentation, the faculty to symbolize the power from which all fears, all hopes and cultural fruits have been continuously gushing approximately for one million and a half years since homo erectus first stood in the face of the earth" (p. 117). It allows the subject to create fantasies around the representations, moving into the world of beliefs.

We can imagine different perspectives on the body. Each culture emphasizes a body image, which is understood as the way individuals perceive and feel towards his/her own (d)efficient body. A body image is usually based on the marks of body images in society, built by various established relationships. It arises due to the proximity or emotional distance granted by it, causing the subject's identification with the group, establishing the body images for each one of its members. These images - beauty and ugliness, normality and abnormality, desire and repulsion – are to institute subjectivity.

Thinking historically helps us understand the genesis and movement of the studied processes, making it easier to understand at present. And the same applies to making it easier to answer questions about the most appropriate terminology for the population the Inclusive Education serves: Disabled persons, Disability-affected person, People with special educational needs, Persons with disabilities. As the marks of the images of society are defined by the various relationships established, each point in time used these terms on existing socio-cultural values. So today, the term Person With Disabilities – (PDC – Pessoa com Deficiência) is mostly accepted by the majority of scholars, but it is mainly accepted by themselves, who do not feel and do not like being labeled as "disabled".

To conceive the Political Pedagogical Project for an inclusive school, we must at first examine the direct transitive verb "include", which comes from the Latin Includere. It has many senses: insert, to be inserted among other things or people, hold in itself, involve, imply, comprehend, enter, join, merge, count among others, belong with others. From this conceptual analysis, we can think of a truly inclusive society in which everyone can live, contribute and build, strengthening the acceptance of those who are equal or similar to the others who they joined.

Decree 3298 dated December 20th, 1999 regulates Law 7853/89, setting the rules for a National Policy for the Integration of Persons with Disabilities, featuring, for legal purposes, in its Third Article, the concepts of impairment, permanent disability and incapacity, and categorizing each deficiency in its Fourth Article.

Law #9394/96 —The Lei de Diretrizes e Bases da Educação Nacional – LDB (Law of Guidelines and Bases for Education in Brazil) points out that Special Education begins at age zero to six years, during early childhood education, preferably being offered in the regular net of schools to students with special needs, i.e. disabled, with high skills / gifted, with typical behavior caused by syndromes or other conditions that may make them different from other colleagues. If necessary, specialized support services can be offered at the regular school, aiming at the care of the peculiarities of this special group. In cases when it is not possible to integrate them into classes of regular schools, it is suggested that this be done in classes, schools or institutions that can provide specialized services. Professionals in charge of these services should have appropriate training and expertise after being qualified from middle or higher level schools. Professionals involved in regular education must be trained so that integration actually occurs in ordinary classrooms.

For teachers who are not familiar with this universe of deficiencies, disabilities, limitations, special needs and want to plan their lessons according to an inclusive approach, there are offers of courses for qualification, updating, specializations taught by institutions specialized in Special Education or related areas.

To achieve the goals set by inclusion, schools must ensure that curricula, methods, techniques, and organization-specific educational resources meet the needs of learners. There must also be a concern with specific terminality for those who cannot complete their primary education due to severity of their disability. There must be school programs designed to accelerate completion in a shorter time for the gifted. Inclusive school is also concerned with Special Education for work and for equal access to the benefits of supplementary social programs available to additional regular education levels.

As additional support to the professionals of the inclusive school, complying with the Lei de Diretrizes e Bases da Educação Nacional (Law of Guidelines and Bases of National Education - BRAZIL, 1996), the Primary Education Office and the Special Education Office organized the National Curriculum Parameters: curricular adaptations - strategies for the education of students with special educational needs (BRAZIL, 2002). In this document we find reports of educational experience related to the definition of objectives, content, evaluation processes, didactic and pedagogical approaches that facilitate and ensure quality learning for the student.

The School Education Program is a reference to define school practice, so it should guide the operational process related to d open curricula and diversified propositions. According to a constructivist view of knowledge, students with their abilities and potential will be the center of this action, whereas the teacher will be in charge of motivating and involving them in school activities. Contents and curricular activities run by a principle of 'learning interests, meanings, and senses attributed by special students. For the success of the Education Program, exchange and cooperation with responsible, therapists or specialist services is necessary as the school adapts to receive students with different possibilities and backgrounds.

The special education teacher must mediate and coordinate all changes to the inclusive movement, with a pedagogy previously planned to be developed by all, allowing problems to be overcome and diluted in cooperation with other experienced

colleagues. This teacher will have to select meaningful activities related to differences and inadequacies, setting goals, content, type of evaluation, providing the opportunity for joint participation. Due to the differences observed in those students, the educational approach should be diversified, with a careful evaluation of each one of them. Practical and objective guidance of the specialized team are also necessary, and they will also be observing and recording behavior, difficulties, and limitations to determine jointly the methodological strategies to overcome any difficulties.

Various games with the body are suggested for the classes, aiming at developing the body schema, games, storytelling, theater, music, dance, design, and activities that reinforce the notions of time, space, causality, construction and reconstruction, always as playful and enjoyable activities. Such activities require a beginning, middle and an end and must be adapted to the possibilities of communication, understanding and action appropriate to the stage in which they are practiced. But, to grant everyone's participation, the teacher should be available for dialogue and mediation, facilitating communication, helping students carry out specific tasks for each level of commitment in each limitation / impossibility, adapting or recreating them.

In its approach to the 'Physically Handicapped', The National Curriculum Parameters - Physical Education (BRAZIL, 1997) emphasizes that the physical education class“ should promote the building of a dignified and self-respect attitude among the people with disabilities, and sharing life with them should enable the construction of attitudes of solidarity, respect, acceptance, without prejudice" (p. 41). We must reflect about the role of School Physical Education, and concentrate our attention in the preparation of members of the profession who should be transforming agents since the educational environment and daily practice can provide means to enhance value and diversification of an inclusive classroom practice lived in relationship with a culture of body in motion.

SEVERAL INADEQUACIES AND DEFICIENCIES IN SCHOOL

To carry on our study of a marginalized segment of society, we will characterize the various inadequacies and deficiencies in the inclusive school. But what do we mean by inclusive school? If we make a conceptual research we may find that this term refers to a school that has adopted principles and procedures directed toward a process designed to promote global development of students with high skills and students with disabilities and inadequacies by means of individualized and specialized care that can ensure them the same basic rights as citizens included in society.

We understand that global development refers to the development provided to individuals provided their cognitive, psychomotor, affective, linguistic, social aspects are recognized and they are included in society. In an inclusive school, gifted, disabled and unfit students should all participate in all classes.

High ability students are the ones that stand out for high performance and / or potential in areas such as specific capacity / intellectual skill, leadership, creative thinking, talent for the arts, psychomotor skills. The word 'disabled' is in the dictionary with the meaning of absentees, poor, imperfect, deficient, insufficient, invalid ... However, the degree of difficulty for its inclusion is the factor that defines who has a disability or not. They are classified as: Intellectual, Sensorial, Physical and Multiple. Students come across several inadequacies in school, which are often labeled as "high risk". Among others, we have Learning Disorders, Emotional Disorders, Nervous System Neuromuscular Disorders and Conditions related to Degenerative Diseases.

Since the emphasis of our study is the inclusive physical education and its objective is to study and make professional intervention whenever people with particular conditions perform physical activities, we seek a teacher, who through diversification of its methodological procedures, curricular adaptations, can develop actions that can rescue the self-esteem, autonomy of students in a playful, joyful way, enhancing their citizenship as one of the challenges to be overcome on a daily basis.

With this challenge the MATRIZ DE APOIO À EDUCAÇÃO ESPECIAL (MAEE – Model to Special Education Support) was conceived by Resolution # 4, dated October 2nd, 2009, which establishes the Operational Guidelines for the Specialized Educational Care in Elementary Education through Special Education

Article 1 - For the enforcement of Decree #6.571/2008, education systems must enroll students with disabilities, pervasive developmental disorders and high ability / gifted students in regular schools classes and in Atendimento Educacional Especializado (AEE - specialized educational service), offered in rooms with multifunctional resources or in centers planned for Atendimento Educacional Especializado (AEE - specialized educational service) in the public network of schools as well as in community, religious or philanthropic nonprofit institutions.

Article 2 The AEE was structures to complement or supplement students' education through the provision of services, accessibility features and strategies designed to eliminate barriers to their full participation in society and their learning development.

Article 3 Special Education takes place at all levels, stages and modalities of education, having AEE as an essential part of the educational process.

Centro Universitário Augusto Motta (UNISUAM - University Center Augusto Motta) represented by Professor Maria Auxiliadora Terra Cunha, PhD in Inclusive Physical Education, a faculty member at that institution, presents a document with a proposal for the creation and implementation of a unit of Matriz De Apoio à Educação Especial (MAEE – Model to Special Education Support), an unprecedented project in the State of Rio de Janeiro, created to support students with special needs.

This Project to Support the Improvement of Education in Public Schools in the State of Rio de Janeiro (2009) was approved by the Fundação de Amparo à Pesquisa do Estado do Rio de Janeiro (FAPERJ - Foundation for the Support to Research in the State of Rio de Janeiro) and was awarded a grant. The project was carried out in the period between April 2010 and May 2011 at Instituto de Educação Carmela Dutra – IECD, a state institution located in Madureira, RJ.

Our proposal was for the exclusive service for a year, aimed at Updating and Qualifying the faculty members of IECD. The project granted two teachers at IECD scholarships for Training and Technical Qualification (Treinamento e Capacitação Técnica - TCT); three scholarships were granted IECD middle school students in a pre-scientific preparation program (Young Talents) and two scholarships were granted UNISUAM undergraduate students in the Iniciação Científica (IC - Scientific Preparation Program).

Due to the success of the MAEE at IECD, there followed a proposal for private schools around the neighborhood of Bonsucesso in the city of Rio de Janeiro to prepare the faculty members to comply with the Foundations of Special Education, Guidance and Counseling in Special Education, Special Education Didactics and Evaluation in Special Education. We will be working in the facilities where the classes in the UNISUAM Local Developing Professional Master Program take place at Bonsucesso unit. So, we will be providing opportunities to all. And we will also be benefiting from the theoretical foundation of several renowned teachers in this institution and others in the same field by inviting them to give lectures in the Refresher and Qualification Courses offered monthly.

They will also be invited as debaters in Special Education video shows offered by this Project, which was developed to establish as a priority the search for quality education in education to students with special needs, so that they can be included in a social reality.

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SPECIAL EDUCATION AND ACCESSIBILITY IN LOCAL DEVELOPMENT: A HISTORICAL LOOK AND THE NEW PARADIGMS OF MODEL TO MATRIZ DE APOIO À EDUCAÇÃO ESPECIAL (MAEE – Model to Special Education Support)

ABSTRACT:

Centro Universitário Augusto Motta (UNISUAM - University Center Augusto Motta) developed and presented Matriz de Apoio à Educação Especial (MAEE – Model to Special Education Support), an unprecedented project in the State of Rio de Janeiro, created to support students with special needs by offering Training and Refresher Courses. This Model was designed according to Resolution #4 (2009), which established the Operational Guidelines for the Specialized Educational Service in Elementary Education, Special Education modality. This Project to Support the Improvement of Education in Public Schools in the State of Rio de Janeiro (2009) was approved by the Fundação de Amparo à Pesquisa do Estado do Rio de Janeiro (FAPERJ - Foundation for the Support to Research in the State of Rio de Janeiro) and was awarded a grant for research. It was carried out in the period between April 2010 and May 2011 at Instituto de Educação Carmela Dutra – IECD, a state institution located in Madureira, RJ.

The project was developed on the belief of formation around the ideals of inclusion and citizenship, so dear to democratic culture, aiming at the goals of making UNISUAM a center of excellence and leadership in the Brazilian educational system, especially in regard to Special Education. So, eight Refresher and Qualifying Courses were taught. In 2012 MAEE project will be developed in private schools in and around the neighborhood of Bonsucesso, where that UNISUAM unit is located in Rio de Janeiro. The project aims at offering Refresher and Qualification Courses to its faculty members. Its main goals are education, production, distribution, support, production and research in Special Education.

KEYWORDS: Model to Special Education Support, Refresher and Qualification Courses; Local Development; private schools.

ÉDUCATION SPÉCIALE ET ACCESSIBILITÉ DANS LE DÉVELOPPEMENT LOCAL: UN REGARDER DESCRIPTION ET LES NOUVEAUX PARADIGMES DE LA MATRICE D'AIDE À L'ÉDUCATION SPÉCIALE (MAEE)

RÉSUMÉ:

Le Centro Universitário Augusto Motta - UNISUAM il a présenté une Matrice d'Aide à l'Éducation Spéciale - MAEE, projet inédit dans l'État de Rio de Janeiro, en visant donner aide aux élèves avec des nécessités spéciales, à travers des Cours de Qualification et de Mise à jour. Cette Matrice on a pensé à partir de la Résolution n. 4 (2009), qui institue les Directives Opérationnelles pour la Participation Scolaire Spécialisée en l'Éducation Basique, modalité Éducation Spéciale. Ce Projet d'Aide à l'Amélioration de Ensino dans les Écoles Publiques de l'État de Rio de Janeiro (2009) a été approuvé par la Fondation de Soutien à la Fundação de Amparo à Pesquisa do Estado do Rio de Janeiro - FAPERJ, avec bourse cherche et a été développé dans l'Instituto de Educação Carmela Dutra, Madureira, Rio de Janeiro, dans la période comprise entre 04/2010 et 05/2011. En croyant dans une formation autour des idéals d'inclusion et de citoyenneté, aussi chères à la culture démocratique et en ayant qu'un les objectifs projeter UNISUAM je mange pôle d'excellence et direction dans le Système Scolaire Brésilien, principalement en ce qui concerne l'Éducation Spéciale, ont été réalisées huit Cours de Qualification et Mise à jour. Dans 2012 le projet MAEE sera réalisé dans des écoles privées de le renverse de UNISUAM, unité Bonsucesso, à Rio de Janeiro, en visant Mise à jour et Qualification de son corps enseignant. Leurs principaux objectifs sain enseignement, production, divulgation, aide, production et recherche dans Éducation Spéciale.

MOTS-CLES: Matrice d'Aide à l'Éducation Spéciale; Cours de Qualification et Mise à jour; Développement local; écoles privées.

EDUCACIÓN ESPECIAL Y ACCESIBILIDAD EN EL DESARROLLO LOCAL: UNO PARA MIRAR LA DESCRIPCIÓN Y LOS NUEVOS PARADIGMAS DE LA MATRIZ DE LA AYUDA ESPECIAL (MAEE)

RESUMEN:

El Centro Universitário Augusto Motta - UNISUAM presentó una matriz de la ayuda a la educación especial - MAEE, proyecto desconocido en el estado de Río de Janeiro, teniendo como objetivo para dar la ayuda a las pupilas con las necesidades especiales, con cursos de la calificación y de la actualización. Esta matriz fue pensada de la resolución n. 4 (2009), de que instituye las líneas operacionales de la dirección para la atención educativa especializada en la educación básica, educación especial de la modalidad. Este proyecto de la ayuda a la mejora de Ensino en las escuelas públicas del estado de Río de Janeiro (2009) fue aprobado por la Fundação de Amparo à Pesquisa do Estado do Rio de Janeiro - FAPERJ, con búsquedas de la bolsa y desarrollado en el Instituto de Educação Carmela Dutra, Madureira, Río de Janeiro, en el período entendido entre 04/2010 y 05/2011. La creencia de una formación alrededor de los ideales de la inclusión y de la ciudadanía, así que costoso la cultura democrática y a tener como uno de los objetivos para proyectar el UNISUAM como región polar de la excelencia y de la dirección en el sistema educativo brasileño, principalmente en cuanto a la educación especial, a ocho cursos de la calificación y a la actualización había sido llevada a través. En el proyecto 2012 MAEE será llevado a través en escuelas privadas del entorno del UNISUAM, de la unidad de Bonsucesso, en Río De Janeiro, de la actualización que tiene como objetivo y de la calificación de su facultad. Sus objetivos principales son educación, producción, el separarse, ayuda, producción e investigación en la educación especial.

PALABRAS-CLAVE: Matriz de la ayuda a la educación especial; Cursos de la calificación y de la actualización; Desarrollo local; escuelas privadas.

EDUCAÇÃO ESPECIAL E ACESSIBILIDADE NO DESENVOLVIMENTO LOCAL: UM OLHAR HISTÓRICO E OS NOVOS PARADIGMAS DA MATRIZ DE APOIO À EDUCAÇÃO ESPECIAL (MAEE)

RESUMO:

O Centro Universitário Augusto Motta – UNISUAM apresentou uma Matriz de Apoio à Educação Especial – MAEE, projeto inédito no Estado do Rio de Janeiro, visando dar apoio aos alunos com necessidades especiais, através de Cursos de Capacitação e Atualização. Esta Matriz foi pensada a partir da Resolução n. 4 (2009), que institui as Diretrizes Operacionais para o Atendimento Educacional Especializado na Educação Básica, modalidade Educação Especial. Este Projeto de Apoio à Melhoria do Ensino nas Escolas Públicas do Estado do Rio de Janeiro (2009) foi aprovado pela Fundação de Amparo à Pesquisa do Estado do Rio de Janeiro – FAPERJ, com bolsa pesquisa e foi desenvolvido no Instituto de Educação Carmela Dutra, Madureira, Rio de Janeiro, no período compreendido entre 04/2010 e 05/2011. Acreditando em uma formação em torno dos ideais de inclusão e cidadania, tão caros à cultura democrática e tendo como um dos objetivos projetar a UNISUAM como pólo de excelência e liderança no Sistema Educacional Brasileiro, principalmente no que se refere à Educação Especial, foram realizados oito Cursos de Capacitação e Atualização. Em 2012 o projeto MAEE será realizado em escolas privadas do entorno da UNISUAM, unidade Bonsucesso, no Rio de Janeiro, visando Atualização e Qualificação de seu corpo docente. Seus principais objetivos são ensino, produção, divulgação, apoio, produção e pesquisa em Educação Especial.

PALAVRAS-CHAVE: Matriz de Apoio à Educação Especial; Cursos de Capacitação e Atualização; Desenvolvimento local; escolas privadas.