95 - ADAPTED PHYSICAL ACTIVITY: A CRITICAL REFLECTION

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INTRODUCTION

In this study we will approach the subject of how physical education teachers should develop adapted physical activity, endorsed by the 1988 Constitution and by the National Education Law of Guidelines and Bases (LDB) - in 9394/96, which in its Chapter V, deals exclusively with Special Education, more specifically in Article 58, where "It's acknowledged as special education, for the purposes of this Act, the format of school education, preferably provided in the regular teaching network for students with special needs."

The Physical Education although it seems contradictory because of the hygienist paradigm to provide students with the harmonious development of body and spirit, which through its historical context, is one of the areas of knowledge that is most developed in recent years in relation to their specificity related to Physical Education and people with Special Educational Needs (PNEEs), where for several moments were mostly excluded and marginalized due to their physical limitations. Therefore the Adapted Physical Education then becomes a sub-area of physical education, thus comprising a diversified program of developmental oriented activities such as games, sports and rhythms suited to the interests and needs of people with special educational needs who cannot successfully and safely take part on the rigorous General Physical Education program activities (Winnick, 2004).

Thus, this research aims at reporting the main factors related to the historical context, the intrinsic Adapted Physical Education trajectory, the fundamental characteristics of some deficiencies either auditory, visual, mental, physical and multiple, besides showing how the Physical Education professionals should develop activities for this target public.

That way, it is worth highlighting that we hear the word inclusion constantly being mentioned in several institutions, especially in recent decades. However, there are some questions that deserve further theoretical deepening, such as: Do these people have been included in physical education classes? Are the physical education teachers qualified in their training to work with people with special educational needs?

In this context, according to Silva et al (2008), we still face at school a reality contrary to the rights of those with Special Educational Needs. There is still vast majority of children with disabilities who do not have proper encouragement or even find themselves unable to perform such proposed activity and end up not taking part in the physical education classes.

It shows that few are the professionals who have knowledge and experience in developing activities for the area of adapted physical education, or even do not understand the vision of the school with regard to inclusion, restricting themselves merely to sport activities thought over the Paralympics handicapped. However, it cannot be accepted that, to the present day with the advent of researches on the field of physical activity and health, a person be excluded from regular exercise by presenting a disability (GORGATTI; COSTA, 2005).

However, the methodology employed in this research was a qualitative procedure with literature, seeking to achieve the objectives proposed by the study referenced by Lakatos and Marconi (2011), because there is the need to conduct a detailed study of the information obtained through numerous literatures articles and specialized websites. Thus, the research will be grounded in well-known authors to speak about the topic as Fonseca (1995), Gorga (1997), Mazzota (2003), Silva (2008), Rosy (1989) and Winnick (2004).

BACKGROUND ON EDUCATION FOR PEOPLE WITH SPECIAL NEEDS

The social problems that involve the disabled follow men since the earliest times of civilization. History shows us that the disabled have had different moments in their social relationships, especially with respect to those marked by rejections, stereotypes, prejudices, and by historical segregation, some even banished them because they were considered a holdup in the survival of their group, other things were seen as exotic or circus freaks, they were ridiculed by those who watched, turning to be seen as a victim, thus leading to over protectionism.

In this context, according to Castro (2005) the first special education emerged in France, where Thomas Gallaudet established the first school for the deaf residence in 1817, which led to Gallaudet University in the United States (U.S.).

Drawing on experiences achieved in Europe and the United States, some Americans began, in the nineteenth century, the organization of services for the care of people with special needs.

According to Mazzotta (2003) the inclusion of "education for the disabled," the "exceptional education" or "Special Education" in the Brazilian educational policy is to occur only in the late 50's and early 60's in the twentieth century in a period of time quite late if compared to others.

With the passage of time there has been an evolution in physical education as to improve teaching practice to meet the needs of people with disabilities, with separate settings specified for the same term which was named Adapted Physical Education, which, as Winnick (2004, p. 04):

it aims to meet the special needs of long-term (more than thirty days). People with special needs include those with disabilities in the Individuals with Disabilities Education Act (IDEA). According to IDEA, the term child with a disability means a child who needs special education and related services, due to mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health problems, specific learning disabilities, deaf-blindness or multiple disabilities.

Currently society has changed its discourses in relation to people with special educational needs, which has targeted the very issue of inclusion. This new perspective reminds us that physical education is focused on actions that aim to encourage and promote physical activity for all citizens, regardless of color, race, religion or physical or mental limitations, during the life of

the individual.

FUNDAMENTAL CHARACTERISTICS OF SOME DISABILITIES

It is considered Person with Disabilities (PPD) that who has, in permanent character, loss or reduction of its structure, or an anatomical, physiological, psychological or mental inability to manage certain activities within those considered to be normal for humans.

According to the Fundamental Rights and Democracy magazine (2009) even though science has experienced a good start in the health field, some potential causative agents of disabilities continue victimizing people. Examples, though, and unfortunately, congenital rubella, meningitis, and inherited genetic abnormalities, to name a few of these illnesses. In parallel, other powerful agents that cause disability are present in our days, such as traffic accidents, and easy access to the widespread use of psychoactive substances, the land mines in countries that faced long civil wars, the fierce disputes between gangs due to drug dealing, and the inevitable confrontation with armed and frightened police officers.

Based on Gorgatti and Costa (2005), the role of physical education in school is to educate for understanding and transforming reality that surrounds us, from their specific culture that is moving. Also mention that the shortcomings could be: mental, physical, visual, auditory and multiple.

Mental deficiency is characterized by several cognitive and functional restrictions in various aspects such as ability to perform activities of daily living, socialization and interaction with others.

According Cypel and Diament (1996) The mentally handicapped are those who have an insufficiently developed intelligence, he is unable to compete equally with his fellow so-called "normal" cannot care for themselves independently, has a limited vocabulary of slow learning ; has difficulty in understanding the explanations and information.

In addition, Decree 3298 of 20 December 1999 defines disability as a complete or partial change of one or more segments of the human body, resulting in the impairment of physical function, presenting in the form of paraplegia, paraparesis, monoplegia , monoparesis, tetraplegia, quadriplegia, triplegia, triparesia, hemiplegia, hemiparesis, limb amputation or absence of cerebral paralysis, members with congenital or acquired deformity, except for aesthetic deformities and those that do not cause difficulties for the performance of functions.

In the case of visual impairment, Mosquera (2000, p. 27), mentions that it is "the total or partial loss of vision, requiring the holder specific resources, Braille, sorobã, cane and others, for literacy and socialization. " Blindness can be considered at three levels blindness, residual vision and low vision.

Already, the hearing Craft and Lieberman (2004) defines deafness as a hearing loss so severe that the student becomes unable to process language through hearing, with or without the use of an amplification device. The hearing impaired is the term assigned to a person who has hearing loss, where hearing is insufficient to understand the information.

The multiple disabilities is the association of two or more disabilities that a person has. According to Brasil (2004) the term multiple disabilities has been often used to characterize the set of two or more associated disabilities, physical, sensory, mental, emotional or social behavior.

Adapted activities, must respect the capabilities of each, differences and limitations in providing better motor development, intellectual, social and affective. Thus,the area of Adapted Physical Education is fascinating, full of possibilities in which the teacher must be good. You cannot give them a ball to play, we have to guide the joke, because if we give them the ball, they often do not even know what to do with it (Strapasson, 2006, p. 17).

According to Fonseca (1995) vision of education must be open and positive, including children with emotional and behavioral problems, not confusing the problems of learning and motivation problems with traditional discipline problems.

NATIONAL POLICY FOR PEOPLE WITH SPECIAL NEEDS

The Adapted Physical Education (EFA) to teach students to make changes within themselves, respect the individuality of each one, their differences and limitations, its potential to work, do not underestimate them, thrill with their achievements, motivate them to take new steps and provide opportunity for them to enjoy the joy provided by leisure, and sports (ROSADAS, 1989).

A series of legal instruments designed to give assurance to people with disabilities, with specific laws by type of disability. Overall, the 1988 Federal Constitution assures "full integration into social and economic life and development of their full potential."

The Federal Constitution in its Article 5 ensures that all are equal before the law, without distinction whatsoever, guaranteeing Brazilians and foreigners residing in the country the inviolable right to life, liberty, equality.

It is noteworthy that the Federal Constitution of 1988, also known as Citizen Constitution, strongly forbids the discrimination in the work environment of the disabled person, in Article 7, Paragraph XXXI, when explicit the "prohibition of any discrimination with respect to wages and admission criteria for handicapped workers. "

For Maciel (2000) the lack of knowledge of society in general makes the disability to be considered a chronic disease, a burden or a problem. The stigma of disability is severe, turning blind, deaf and mentally or physically disabled people into incapable beings, helpless, without rights, always left to the second place in the order of things. It takes much effort to overcome this stigma.

RESULTS: AN ANALYSIS OF THE IMPORTANCE OF ADAPTED PHYSICAL EDUCATION

By ignorance, fear or prejudice, the majority of people with disabilities has been and continues to be excluded from physical education classes (EF). Participating in this class can provide many benefits to these children, particularly with regard to the development of affective skills, integration and social integration (Brazil, 1997).

To Gorgatti and Costa (2005), it is important to focus on developing skills, selecting appropriate activities, providing a learning environment that encourages self-improvement, all participants in the EFA, and is part of a process of education of the human and, if well-crafted and administered, it will produce benefits for practitioners, as well as for society.

On the other hand Gorla (1997) says that the EFA aims, a program consisting of several activities aimed at achieving certain objectives in accordance with the chronological age and degree of development of individuals, seeking an improvement in motor performance, growth and health.

Thus, the educational proposals that violate the inclusion generally follow conservative ideas, which have an emphasis on tolerance and respect for others, these feelings should be analyzed in order to fully understand without hiding the true composition (Mantoan, 2004).

To achieve an inclusive physical education, stands out above all the need to at first understand it, so then trace new paths (SILVA; JUNIOR; ARAUJO, 2008).

At first, in relation to inclusive context the teacher should make use of a time for socializing, establishing warm relationship between students with disabilities, along with tutors who will assist in this process, forming a constructive purpose. Taking advantage of this child and to study their behavior and not forgetting to play and have fun with them (Castro, 2005).

However, to develop an inclusion program, using as means the adapted physical education, it is extremely important that the teacher has basic knowledge about his/her student, such as the type of disability that the student presents, the age when disability appeared, if it was sudden or gradual, if it is temporary or permanent, the structures and functions that are impaired. The educator should also pay attention to different biological aspects (physical, sensorial and neurological), taking into account social and affective-emotional interaction (CIDADE, FREITAS, 1997).

CONCLUSION

We can understand the meaning of the EFA, his contributions to physical education, and the possibility of inclusion of people with special needs through the same.

In this sense, it is dealt with the semantics of EFA as a process on whose behalf the professional physical education can opt for a better relationship and contribution to the development of People with Disabilities. From this collection of information, we realize that, today, the PNEEs came to be seen in another way, when properly served, may have their needs minimized and could be a socially integrated, productive and happy person. They want the respect for being different, their integration in society. The service to those with special needs does not intend to focus on the aspect of their disability or limitation, but to their potential, their competence and performance.

We believe that the implementation of specific disciplines in the curriculum of physical education in the country is a key step in the preparation of professionals, since it has followed the process of change that has been occurring in the social and educational environment.

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ADAPTED PHYSICAL ACTIVITY: A CRITICAL REFLECTION
SUMMARY

The study addressed the theme "Adapted Physical Education", in order to check their progress and as part of society. The study was based on qualitative literature, where it was used to study various articles, books and other materials, and then find answers to questions that motivated this study. Upon completion of the readings, it was found that there was a great evolution of Adapted Physical Education, especially from the twentieth century to the present day. As a matter of fact, it was stopped working only with individuals so called "normal", and activities were developed in which the idea of students as a whole was included. Currently there are several laws that support people with special needs such as PCNs and LDB, what makes today's schools have an obligation of including these people in the mainstream education, a current fact that did not occur before.

KEYWORDS: Adapted Physical Education; Inclusion; People with special educational needs.

ACTIVITE PHYSIQUE ADAPTEE: UNE REFLEXION CRITIQUE
RESUME

L'étudeaabordé le thème "éducation physique adaptée», afin de vérifierleurprogrès et leur place dans la société. L'étude a ételalittératurequalitative, oùil a étéutilisépourétudier divers articles, livres et autresmatérielsafin de soutenirl'étude. A l'issuedeslectures, on a constatéqu'il y avait une grande évolution de l'éducationphysiqueadaptée, enparticulierduXXesiècle à nos jours. On a constatéensuite que cessé de travailleruniquementaveclespersonnes dites «normales» de commencer à développeravecl'ensembledesactivités. Actuellement, ilyaplusieurslois qui soutiennent les personnesayant des besoinsparticulierstelsque la LDB et les PCN, de sortequemaintenant les écolesontl'obligation de mettreces gens dansl'enseignementordinaire, un fait qui ne s'est pas produitavant.

MOTS-CLÉS:éducation physique adaptée, d'inclusion, les personnesayant des besoinséducatifs.

ACTIVIDAD FÍSICA ADAPTADA: UNA REFLEXIÓN CRÍTICA
RESUMEN

El estudioabordóel tema "Educación Física Adaptada", conelfin de comprobarsuprogreso y su lugar enlasociedad. El estúdio fuecualitativala literatura, enel que se utilizó para estudiarlos diversos artículos, libros y otrosmaterialesconelfin de apoyarelestudio. Al finalizar laslecturas, se encontró que había una granevolución de laEducación Física Adaptada, especialmente delsiglo XX hasta laactualidad. Se encontróentonces que dejó de funcionar sóloconlosindividuosllamados "normales" de partida para desarrollar todas lasactividades. Enlaactualidadexisten varias leyes que apoyan a personas connecesidadesespeciales, tales como LDB y PCN, por lo que ahoralasescuelastienenlaobligación de poner a estas personas enlaeducación general, unhecho que no ocurría antes.

PALABRAS CLAVE: Educación Física Adaptada, inclusión, personas connecesidades educativas especiales.

ATIVIDADE FÍSICA ADAPTADA: UMA REFLEXÃO CRÍTICA
RESUMO

A pesquisa abordou o tema "Educação Física Adaptada", com o propósito de verificar a sua evolução e sua inserção na sociedade. O estudo foi bibliográfico de caráter qualitativo, onde foi utilizado o estudo de vários artigos, livros entre outros materiais, a fim de subsidiar o estudo. Após a conclusão das leituras, constatou-se que houve uma grande evolução da Educação Física Adaptada, especialmente do século XX para os dias atuais. Constatou-se então que deixou de trabalhar apenas com os indivíduos ditos "normais" passando a desenvolver atividades com todos. Atualmente existem várias leis que amparam as pessoas com necessidades especiais como a LDB e PCNs, fazendo com que atualmente as escolas tenham obrigação de inserir essas pessoas no ensino regular, fato esse que antes não ocorria.

PALAVRAS-CHAVES: Educação Física Adaptada; Inclusão; Portadores de Necessidade Educacionais Especiais.