96 - WORKING WITH SPECIAL CHILDREN: AN INTERVENTION THROUGH PHYSICAL EDUCATION' ACTIVITIES ON HISTORICAL-CULTURAL VIEW

MAIARA PEREIRA ASSUMPÇÃO
RAFAEL CESAR FERRARI DOS SANTOS
ROSIANE DE FÁTIMA PONCE
IRINEU ALIPRANDO TUIM VIOTTO FILHO
UNIVERSIDADE ESTADUAL JULIO MESQUITA FILHO – UNESP/ FCT,
PRESIDENTE PRUDENTE, SÃO PAULO, BRASIL
maiaraassumpcao@hotmail.com

INTRODUCTION

This article presents an intervention that involves LAR (Laboratory of Ludo-Recreational Activities) and GEIPEE (Group of study, intervention and research in schoolar education), located in the Faculty of Science and Technology of the Universidade Estadual Paulista Julio de Mesquita Filho – UNESP/Presidente Prudente. The intervention has been developed inside of LAR and its main objective is creating teaching and lerarning activities in an ludo-educational way, to help disabled children whose have special needs of education. We understand that special children are all of them whose needs special educations strategies for learning at school, disabled or not disabled.

At the same that we aork with the children inside the LAR, the project offer guidance to parents and teachers about the process of human development, in a historical-cultural approach and about special methodologies for teaching at the school, traying to ohelp parents and teachers how to handlle with special children in everyday life.

In this sense, LAR (Laboratory of ludo-Recreational Activities) aims to enhance the activity of play as educational possibilities in a theoretical-practical way to promote social inclusion of children with special needs and aims to work the multilateral development of these childrens.

In the same vein of working, we have to emphasize the paper of physical educational teacher in the process, and the games'strategies as important way to teach special children, speccialy at school, although ludo-educational strategies is always wellcome in every situation of everyday life.

Thus, the intervention inside the LAR is taken as a ludical way through the psychomotor and the psychology of the game so much, and through the historical-cultural theory, as an important possibility to over come and/or understand the difficulties of the special children at school and in everyday life.

The interventions'activities are structured in an ludo-educational view, aimed at overcoming learning difficulties who may children have, and also issues related to psychomotor difficulties and its relation to the children learning dificulties at school.

During 2011 approximately fourty (40) children ranging in age from 04 to 12 years-old participated at LAR'intervention. Some of the children had moderate intellectual disabilities and learning difficulties associated with learning problems such as Attention Deficit Disorder and Hyperactivity, Attention Deficit, Dyslexia, Down Syndrome, and others dificulties and, some of them does not have any disability, only learning dificulties and we undrestand them as special children as well.

All of the children whose come to LAR are evaluated as an initial action psychomotor assessment; at this time we've been using the protocol of the Motor Development Scale (EDM), proposed by Rosa Neto (2001). This test aims to evaluate some aspects of psychomotor, such as fine motor, total motor, balance, body image / speed, spatial organization and temporal organization. The EDM consists of a battery of standardized tests to assess the child's motor development, checking the level of the motor age compared to chronological age.

In addition to this test, and parallel, we conducted some interviews with parents and teachers of children, this in order to understand the universe a more nuanced social history of each child, as well as their difficulties inside the school. It is important to say that the EDM is only a parameter for us, and the test can not taken as an absolut to evaluation systems to define children psycomotor development.

Once taken these steps and raised all possible information about special children, the intervention goes on in its purpose, that is building an collective structure though Ludo-educational activities that takes 45 (forty minutes) for each child once a week and we've been working in a small groups as well.

It is important to emphasize that the purpose of the project set in the perspective of social inclusion of the special children whose have special educational needs which are related to the behavior and learning dificulties at school.

HISTORICAL-CULTURAL THEORETICAL VIEW

We start with the central idea that school education should be extended to individuals who have disabilities and/or learning difficulties, for it is through the appropriation of cultural objects, material and symbolic - built by humanity - especially the system of signs and symbols present in the oral and written language, numerical, pictorial, graphic, drawings, and other cultural objects of the humanity. In our view It is very important for the subjects acquires essentials tools because through that, they can build multilateral development and to build their superior psychological functions as Vygotsky (2006).

Leontiev (1978) emphasizes that every human being belongs to a new generation begins its life in a world of objects and phenomena, created by previous generations. In this sense, education is understood as a process of knowledge transmission and this experience accumulated by mankind, it is essential to every human being to get their humanizing. This means understanding that humanity has built over the years, various objects (material and symbolic), this culture and built heritage should be passed to new generations, and of course the teacher's work is indispensable in achieving this task.

It is importante when we talk about human beings development to enphasize the oportunities and the relationships that are established. The language (languages) is used as a means to dominate, direct and guide human action in the society. Second Viotto Filho (2009) only after this social process of inter-relationships psychological, physical/motor and social, the children will be ready or in conditions to build his/her way of living, to exist and behave in the world (VIOTTO FILHO, 2009).

The dialectic of the child's everyday knowledge provides an important model for understanding their way of lerarning in everyday life and at school. Vygotsky's perspective about the relation between learning process and developmental process for special children and the theory of activity provide an important scientific way to get an educational approach to practices at school (VYGOTSKY,2006; LEONTIEV, 1978)

We do assume that it is important to work physical education from a critical perspective, supporting itself in a philosophical, theoretical and methodological way, in a dialectical way that offers subsidies to analyze reality in its complexity and multiplicity, in order to overcome situations and exclusion presented in society and inside the schools (Viotto Filho, 2009).

METHODOLOGY

The intervention inside the LAR draws upon a historical-cultural perspective and in this way we try to analyze and understand the reality in its complexity and multiplicity, in order to overcome situations of alienation and exclusion which are produced and reproduced in society and inside the schools.

In this sense, the Physical Education will be able to provide an important social and human, no longer limiting their vision and action and apparent physical characteristics of individuals. But moving toward the essential characteristics of every human being to become a Physical Education of human wholeness, which contributes significantly to social inclusion and education of all human beings.

With regard to working with teachers in order to exchange information and knowledge about the possibilities of methods of teaching to work with children with disabilities and/or learning difficulties, the same is under implementation. This is justified on the basis that, throughout the academic year 2010, the Project members developed at LAR is involved with the interviews with teachers to keep students in the intervention process in the home.

Below we present data from questions posed during interviews conducted with 17 (seventeen) teachers who participated in the design of intervention indirectly, in the sense that they are teachers who work in mainstream schools with children who are treated at home.

In that interview, we tried to collect information about the school development and motor behavior of children who are students of these teachers and have activities inside LAR. We try to get the teacher's view about the disability and / or difficulties the students, the vision of the inclusive education and also on the teaching strategies and teaching resources of the teacher who will be the highlighted item and considered important to discuss the data from this article.

For this article, we selected three items proposed in the interview with the teachers. The first item asks if the teacher changed their practice after the introduction of students with disabilities/difficulties in his/her classroom. In a second question, we tried to stand up if the teacher struggled to make their lessons to the needs of their students with disabilities/difficulties, and if there was, what are these difficulties. And a third question is listed out some possible difficulties that the teacher is to make modifications in its class, which obtained the following: lack of sufficient knowledge on the subject, lack of financial support, lack of materials to perform the modifications; lack of specific knowledge about disability and/or difficulty of the student, lack of knowledge of how to deal with student behavior, lack of knowledge about appropriate teaching strategies, lack of specialized professionals to guide the necessary changes.

PARTIAL RESULTS AND CONSIDERATIONS

According to the interviews and the partial results, it appears that the first item on the modification of their teaching, 13 (thirteen) teachers said they needed to change their practice, 02 (two) did not need to make changes and 02 (two) did not respond. As for the difficulties in preparing their lessons (teaching methods), 11 (eleven) teachers said they struggled to make changes in their classes according to the needs of students. Teachers justified that the classes are very numerous, there is no support from family and community, there are no guidelines specifying professionals, there is little time to prepare different activities, and few teaching resources, lack of resources for teacher training. Three teachers indicated that they had difficulties to make changes in classroom before the student with difficulties, and 03 (three) teachers did not respond.

In the third item, in which we attempted to list some possible difficulties encountered by teachers in their classrooms, 06 (six) teachers indicated that there are difficulties of operation due to lack of sufficient knowledge on the subject; 01 (a) teacher pointed out that there lack of financial support; 04 (four) teachers claimed lack of materials to make modifications in the strategies of teaching, 10 (ten) teachers report a lack of specific knowledge about disability and/or difficulty of the student; 05 (five) indicated that teachers there is a lack of knowledge of how to deal with student behavior, 02 (two) teachers indicated the option of a lack of knowledge about appropriate teaching strategies; 11 (eleven) teachers pointed out the lack of specialized professionals to guide them in their modifications classes.

By analyzing the data obtained through interviews with teachers, it was found that they understand that there is need to make changes to their practice, but claim the lack of resources/incentives for better teacher training. Teachers indicate that the lack of skilled professionals in the school environment hinders their actions and can not meet the demand of students in school.

FINAL CONSIDERATIONS

This discussion and data research we have showned in this article it is a result of important work that we develop inside the LAR and, in this way, we believe that an project that is build colectivelly it is the best condition to understand the special children and help the teachers who work with them at school.

The interventions we developed inside the LAR have been showing that it is possible to find educational way through the plays, games and ludo-educational activities to help special children and also parents at home and teachers at school and, it is important to say that the historical-cultural approach it is the important way to understand special children in a dialectical view, that conceive and implement real possibilities of human development at school or everydaylife.

It is importante to emphasize that working with teachers, on ongoing training, must be priority in effecting the necessary changes in the school. Especially when discussing the issue of inclusions of special children, disabled or not, but children whose needs special educational conditions.

Trhough this article, we expected that special children inside the society and speccialy inside the schools, must be better understand and, it is importante to say that the university has an important role in transforming the school, when placed next to the children and their parents but, specially when placed nest to the teachers who build daily the school education. That is why we defend that the university (the researchers) needs to work with the subjects in a historical-cultural approach, because that is the way to transforming the reality.

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Rua: Claudionor Sandoval, 746,
Presidente Prudente – São Paulo- Brasil
Telefone: (18) 9723 5837
E-mail: maiaraassumpcao@hotmail.com

WORKING WITH SPECIAL CHILDREN: AN INTERVENTION THROUGH PHYSICAL EDUCATION' ACTIVITIES ON HISTORICAL-CULTURAL VIEW

The article presents some data from an intervention research developed in LAR (Laboratory of Ludo-Recreational Activities) and by members of GEIPEE (Group of studies, intervention ans research in scholar education). The main objective of the Intervention is create conditions on the didactic-pedagogic and ludo-educational intervention, through the physical education contents, specially plays, toys and games, for special children. The intervention has been developed inside of LAR and its main objective is creating teaching and lerarning activities in an ludo-educational way, to help disabled children whose have special needs of education. At the same that we work with the children inside the LAR, the project offer guidance to parents and teachers about the process of human development, in a historical-cultural approach and about special methodologies for teaching at the school, traying to ohelp parents and teachers how to handlle with special children in everyday life. One of the most important issue is to the project is to provide a dialogue with the teachers who work directly with children at school, to build and implement special methods of teaching in school, thus promoting an understanding of the learning process and the real contribution to a full human development inside the school. To start the investigation 17 (seventeen) Interviews were conducted with the teachers whose children participate in the LAR activities. We selected 03 (three) interviews questions to presente in this work, which has as central theme (full development and behaviors) that the teachers answered about disability and/or difficulties of their childrens and also, teachers' views on inclusive education, and about the teaching strategies and resources to handle in the school. The data obtained from the interviews point the necessity for changes in teaching practices, however, claim for educational and pedagogical resources and development of professionals skills inside the school environment to improve teachers actions. The teachers asked for having a continuous training for working with special needs childrens and emphasize the urgent continuing education on strategies and teaching methods and also methodologies for working with individuals with special needs. In our view, it should be the task of the state government and municipal departments of education and public universities to work together to build a new perspective for the teaching and learning in schools for special needs children and in this way to build as inclusive school and an inclusive society.

KEY WORDS: Special children, Historical-cultural intervention, Plays and games

TRAVAILLER AVEC LES ENFANTS SPÉCIAUX: UNE INTERVENTION A ACTIVITES D'EDUCATION PHYSIQUE SUR HISTORICO-CULTUREL VUE

L'article présente quelques données d'une recherche d'intervention développé en LAR (Laboratoire de Ludo-activités récréatives) et par des membres de GEIPEE (Groupe d'études d'intervention ans, spécialiste de recherche en éducation). L'objectif principal de l'intervention est de créer les conditions de l'intervention didactique et pédagogique et ludo-éducatif, à travers le contenu de l'éducation physique, spécialement joue, des jouets et des jeux pour enfants spéciaux. Dans le même temps que nous travaillons avec les enfants à l'intérieur du LAR, la direction de projet offrent aux parents et aux enseignants sur le processus du développement humain, dans une approche historico-culturelle et sur les méthodologies spécial pour l'enseignement à l'école, la mise en tiroirs pour les parents et les enseignants ohelp comment handlle avec des enfants spéciaux dans la vie quotidienne. Un des plus important est le projet est de fournir un dialogue avec les enseignants qui travaillent directement avec les enfants à l'école, à construire et à mettre en œuvre des méthodes spéciales d'enseignement à l'école, favorisant ainsi une compréhension du processus d'apprentissage et de la contribution réelle à la un développement humain complet à l'intérieur de l'école. Pour commencer l'enquête 17 (dix-sept) entrevues ont été menées avec les enseignants dont les enfants participent aux activités de LAR. Nous avons sélectionné trois (03) questions des interviews à presente dans ce travail, qui a comme thème central (plein développement et les comportements) que les enseignants a répondu sur le handicap et / ou les difficultés de leurs enfants et aussi, des vues des enseignants sur l'éducation inclusive, et environ les stratégies d'enseignement et de ressources pour gérer l'école. Les données obtenues à partir des entrevues point de la nécessité de changements dans les pratiques d'enseignement, cependant, demande de ressources éducatives et pédagogiques et le développement des compétences des professionnels à l'intérieur du milieu scolaire afin d'améliorer les actions des enseignants. Les enseignants ont demandé pour avoir une formation continue pour travailler avec les enfants des besoins spéciaux et souligner l'urgence d'éducation continue sur les stratégies et les méthodes d'enseignement et aussi des méthodes pour travailler avec des personnes ayant des besoins spéciaux. À notre avis, il devrait être la tâche du gouvernement de l'État et les départements municipaux de l'éducation et les universités publiques à travailler ensemble pour construire une nouvelle perspective pour l'enseignement et l'apprentissage dans les écoles pour enfants ayant des besoins spéciaux et de cette manière de construire que l'école inclusive et une société inclusive.

MOTS CLÉS: Spécial enfants, historiques et culturelles d'intervention, des jeux et des jeux

TRABAJO ESPECIAL CON LOS NIÑOS: UNA INTERVENCIÓN A TRAVÉS DE LA TEORÍA DE LA ACTIVIDAD Y UN PUNTO DE VISTA HISTÓRICO-CULTURAL EN LA EDUCACIÓN FÍSICA.

El artículo presenta algunos datos de una investigación de intervención desarrollado en LAR (Laboratorio de Ludo-actividades recreativas) y miembros de GEIPEE (Grupo de estudios, investigaciones ans intervención en la educación). El principal objetivo de la intervención es crear las condiciones para la intervención didáctica y pedagógica y el contenido de ludo-educativo a través de la educación física, especialmente los juegos, juguetes y juegos para niños especiales. Mientras se trabaja con niños en el hogar, existen pautas para padres y maestros sobre el proceso de desarrollo humano en un enfoque histórico-cultural y las metodologías para la educación especial en la escuela y en la vida cotidiana. Uno de los temas más importantes del proyecto es proporcionar un diálogo con los maestros que trabajan directamente con niños en la escuela, para construir y poner en práctica métodos especiales de enseñanza, promoviendo así la comprensión del proceso de aprendizaje y una verdadera

contribución al desarrollo humano integral en la escuela . Para empezar proess diecisiete (17) se realizaron entrevistas con los profesores cuyos hijos participan en actividades de LAR. Hemos seleccionado a 03 (tres) preguntas de las entrevistas para el presente trabajo, que tiene como tema central (el pleno desarrollo y los comportamientos) que los docentes respondieron en materia de discapacidad y / o dificultades con sus hijos y también opiniones de los profesores en el la educación inclusiva y sobre las estrategias de enseñanza y recursos para hacer frente a la escuela. Los datos obtenidos en las entrevistas nos muestra la necesidad de un cambio en las prácticas de enseñanza, sin embargo, la aplicación de los recursos educativos y técnicas de enseñanza y desarrollo profesional en el ámbito escolar para mejorar las acciones de los profesores. Los maestros han solicitado una capacitación para el trabajo con niños con necesidades especiales y hacer hincapié en la urgencia de estrategias de educación continua y los métodos de enseñanza, así como metodologías de trabajo con necesidades especiales. En el camino, debe ser la tarea del gobierno del estado y los departamentos municipales de educación y las universidades públicas a trabajar juntos para construir una nueva perspectiva a la enseñanza y el aprendizaje en las escuelas para niños con necesidades especiales y para construir una escuela inclusiva y sociedad inclusiva.

PALABRAS CLAVE: los niños especiales de intervención histórica y cultural, y de los juegos

TRABALHANDO COM CRIANCAS ESPECIAIS: UMA INTERVENCAO ATRAVES DA TEORIA DA ATIVIDADE E DE UMA PERSPECTIVA HISTORICO-CULTURAL DE EDUCACAO FISICA.

O artigo apresenta alguns dados de uma pesquisa de intervenção desenvolvido no LAR (Laboratório de Atividades Ludo-recreativas) e por membros da GEIPEE (Grupo de estudos, pesquisas ans intervenção na educação escolar). O principal objetivo da intervenção é criar condições para a intervenção didático-pedagógicas e ludo-educativas, através do conteúdo de educação física, especialmente jogos, brinquedos e jogos, para crianças especiais. A intervenção foi desenvolvida dentro do LAR e seu principal objetivo é a criação de atividades didático-pedagógica de forma ludo-educativas, para ajudar crianças com necessidades especiais e educacionais. Ao mesmo tempo que trabalhamos com as crianças dentro do LAR, há orientações aos pais e professores sobre o processo de desenvolvimento humano, em uma abordagem histórico-cultural e sobre as metodologias para o ensino especial na escola e na sua vida cotidiana. Uma das questão mais importante do projeto é proporcionar um diálogo com os professores que trabalham diretamente com crianças na escola, para construir e implementar métodos especiais de ensino, promovendo assim uma compreensão do processo de aprendizagem e a contribuição real para um pleno desenvolvimento humano dentro da escola. Para iniciar o proesso, 17 (dezessete) entrevistas foram realizadas com os professores cujos filhos participam das atividades LAR. Nós selecionamos 03 (três) perguntas das entrevistas para o presente Trabalho, que tem como tema central (pleno desenvolvimento e comportamentos) que os professores responderam sobre a deficiência e / ou dificuldades de suas crianças e, também, pontos de vista dos professores sobre a educação inclusiva, e cerca de as estratégias de ensino e recursos para lidar na escola. Os dados obtidos nas entrevistas nos mostra a necessidade de mudanças nas práticas de ensino, no entanto, pedido de recursos educacionais e pedagógicos e desenvolvimento de habilidades profissionais dentro do ambiente escolar para melhorar as ações dos professores. Os professores pediram para ter uma formação contínua para trabalhar com crianças com necessidades especiais e enfatizar a educação continuada urgente sobre estratégias e métodos de ensino e também metodologias para trabalhar com portadores de necessidades especiais. Em nossa direção, deve ser a tarefa do governo estadual e secretarias municipais de educação e universidades públicas a trabalhar juntos para construir uma nova perspectiva para o ensino e a aprendizagem em escolas para crianças com necessidades especiais e, desta forma para construir a escola inclusiva e uma sociedade inclusiva.

PALAVRAS-CHAVE: Crianças especiais, Intervenção histórico-cultural, brincadeiras e jogos