51 - STUDY ABOUT STUDENT WITH CEREBRAL PALSY INSERTED IN THE CLASSROOM OF PHYSICAL EDUCATION IN PUBLIC SCHOOL HALL

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INTRODUCTION

The process of inclusion of students with disabilities have a special dynamic that is composed of the interference of several factors that sprout from the universe of the student, which is the center of the educational process, and it is in your universe that subsidies should seek to organize the act aiming their full educational development. In analyzing his universe are recorded especially some factors more commonly known as the condition of the family, his attitude toward the child, school staff, the existing supplies to promote child development, the group in which it is inserted and its competence to assimilate the student and assists him in developing their skills, these are among countless other factors that may be involved and that occur as a result of the conditions temporal space in which students and their society fall.

Amid the various deficiencies occurring among students of early childhood education, cerebral palsy is one that most intrigues educators since its origin and therefore do not meet well-established standards and are always difficult to measure in one match is against shortcomings in the action of the teacher with the student and in conducting the group, can be crucial to a positive or negative frame (Gomes and Barbosa, 2006). Neuroplasticity human frameworks always allows to evolve non-linearly and often cause surprises for the results in this way is the construction of a suitable phenotype well as the difficulties created by the table will be discussed eradicated.

Taking very particular characteristics of the world of perception and assimilation of knowledge, the individual who has gone through a situation that blossomed into a cerebral palsy, needs for its full development of a particular attitude on the part of family members, teachers, professionals involved with the treatment of their health and society that surrounds it. Taking into account that each case has peculiar characteristics, understand each of these peculiarities is essential to learn about what the reactions that each individual develops, the experiences they are submitted.

GENERAL PURPOSE

Objective of this study is to observe the interactions occurring in a case of inserting a student with cerebral palsy at Public in order to understand their socio-educational interveniences.

METHODOLOGY

The present research applied descriptive longitudinal and performed by inductive method, created through careful observation, considering a standard that aims to determine some hypotheses to be researched.

In the characterization of the sample, the student has the fruit of this observation age 5 female, coming from low-income families and resident communities with little urban infrastructure, relying solely on the resources provided by the municipality in which you reside.

RESULTS

This disease that affects the central nervous system (CNS), had its first reference in 1953, had its name consecrated by Freud in 1897 with the name of Cerebral Palsy. Symposium in Oxford in 1959, the term was defined as a sequel from a brain attack, characterized primarily by a persistent disorder, but not invariable, the tone in posture and movement, which appears in early childhood and directly from the injury occurred in this neurological influences the maturation and consequently the adaptive processes in mind learning the world (Rotta, 2002).

Cerebral palsy also called chronic encephalopathy is a neurological brain that causes mental or physical disabilities and, leading a group of permanent disorders of the development of posture and movement. Occurs due to non-progressive disturbances Pre, Peri and postnatal, or as a hypoxemia and ischemia occurring in the fetus or in the early years of development cephalic phase and the structural and functional maturation (Mancini, Fiuza et al., 2002). Commonly Cerebral Palsy attaches the motor disorders, sensory disorders, impairments in the perception and cognition and communication, and behavioral difficulties. It is normal for the occurrence of epilepsy and secondary musculoskeletal problems (Prudente, Alves et al., 2010).

Although the lesion to which reference is made to have a characteristic imminently exogenous dependency exists of genetic and metabolic particular, for the brain is more or less prone to injury, the existence of a frame of Cerebral Palsy, or wherein occurred despite an injury caused by external factors, there may be two individuals exposed to the same exogenous conditions and occurring in a context of development and other non-occurrence (Rotta, 2002). This demonstrates the complexity of elucidating a framework for prognosis, diagnosis and treatment.

In an event as broad and vague, especially where it is applied the inductive method for discovering signs that elucidate more or less secure situation, it is natural that different currents arise in observation of the fact, so while some authors understand this way , others believe there is a syndrome that causes multiple brain damage, yet in spite of the damage der finite, its effects depend on interactions that a patient will receive and can solidify the process of limiting the brain or supplant it and develops it efficiently with appropriate treatments that take advantage of neuroplasticity to seek to overcome (Petean and Murata, 2000).

	Arrival	After 1 year
Vocal Expression	Precarious	Increased
Interaction with the group	Passive	Active
Motivation	External	Internal
Motricity Leg	Walk but do not run	Runs and crosses barriers

Upper Limb Motricity	Hold but not released	throws the ball and manages to raise alone
General Motor Coordination	Undermined by the twisting of the neck and the lack of interaction	Neck has become more relaxed and more able to look ahead, can run without falling straight hits the target more accurately
Specific Motor Coordination	Damaged and lacking motivation	Improved and more repertoire for various activities with pedagogical equipment
Fine Motor Coordination	Don´t get and fit pieces	Fit the pieces

Table 1: Evolution in a year

The student in question result of this observational study, when reached school unit, was reported as deadpan vocal cohesive and clear language, though after a brief period of adjustment common to all children, it interacted (in their peculiar way) with all group attempting perform the proposed activities. At the beginning, their activities in Physical Education class had an action-dependent stimulation of other students that welcomed so friendly and loving well, her performance was given on account of spontaneous invitation of students who called for the games. The coordination for the use of toys and although it was always difficult to understand the process, demonstrated difficulty in developing the action, more specifically, fit forms, perform unusual movements as lift up, go through obstacle or small spaces. During physical education classes keeps moving all the time and interactive, showing no symptoms of seizures described in the medical report. Its psychological impairment motor leads to a shortening of the muscles on the right side of the neck and one on the left distension as a squint which makes it has difficulty in getting and perform tasks that require accurate and rapid equilibrium since permanently remain displaced in relation to its axis.

After six months of living in school and consequently in physical education classes that partly contribute to its development, the student begins to develop different attitudes at home showing greater autonomy, trying to wear, dress and feed herself, also reducing crises seizures. Already have motivation to develop their own activities and shows good ability to break away from aggressive situations occur when colleagues and defend themselves. Choose your activities and motivates colleagues to join them. Still difficulties in maintaining balance and coordination, which shows the displacement due to the axis that should be worked on being more physical therapy sections, however they occur with very large intervals which compromises the child's overall development.

During the lessons it contains and executes commands, interacts with the group, seems happy and lively participatory, has good range, yet still wears diapers. Articulate rules and limits, organize and organize your surroundings are still challenges.

CONCLUSION

Understanding cerebral palsy as a condition of low specificity since no solutions for closed treatment, rather the consequences of their treatment requires a more holistic view to relate to this situation. The full breadth of attention to stackholders that are inserted in the universe of individuals with special needs fruit, cerebral palsy, interferes with the development and overcoming these difficulties, requiring harmonization between curriculum, teachers, students, families, healthcare professionals and equipment teaching in order to stimulate the central nervous system activates neuroplástica its ability to supply the needs required by the musculoskeletal system and others who may have been affected, despite no one knows for sure which were or were not affected, the multiplicity of stimuli comes corroborate that multiple brain areas are activated and begin to participate in the interpretation of endogenous and exogenous signals that are generated.

Teachers as key mediators of this development process must take its important position of authorizing actions to be filed so that the best result is achieved, however it should be noted that this action alone anything comes hasten the needs of the student, this, the teacher, must be constantly assisted with class helpers that complement the extreme care that must be developed for a group with one or more students with cerebral palsy included, in addition to receiving constant updates on developments stackholders others have reached, beyond which exchanges constant between all must be institutionalized by methodology that allows it to occur steadily and efficiently.

Thus it becomes important to hypothesize injury in educating the student, since it was not observed in field studies, this closer relationship between the interlocutors involved in the educational effort of the student, it is understood that the level should be studied the negative impact that occurs in individuals exposed to this failure of the logistics system.

Another important event that aims to raise is whether the attitude of inclusion of how it would have made the success that occurred with this student, if there were not so positive a receptivity on the part of other students, therefore, a longitudinal study containing an N larger and are held in greater coverage should be developed to understand whether the current system is just one of the official dialogues excellent this particular case were negative.

It was concluded that education can reduce and even eliminate the harmful consequences of cerebral palsy, but the pedagogical tools and stackholders should be better equipped and monitored.

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ABSTRACT

Amid the various deficiencies occurring among students of early childhood education, cerebral palsy is one that most intrigues educators, about the origin and the consequences do not meet well-established standards and are always difficult to measure in one match is against shortcomings in the action of the teacher with the student and in conducting the group, can be crucial to a positive or negative context. Taking into account that each case has peculiar characteristics, understand each of these peculiarities is essential to learn about what the reactions that each individual develops, the experience that is submited. The purpose of this study, is observe the interactions occurring in a inclusion case of a student with cerebral palsy at public school in order to understand their social-didatic interveniences. This applied longitudinal descriptive research is performed by inductive method, created through careful observation, considering a standard that intends to determine some hypotheses to be research. A cerebral palsy also called chronic encephalopathy is a neurological brain problem, that causes mental or physical disabilities and, providing a permanent group of developmental disorders of posture and moviment. A human neuroplasticity allows frames always evolve in a non-linear and often cause surprises in the results, this way is the construction of a phenotype very propitious to help in the difficulties created by the framework will be discussed. Conclude that education can reduce and even eliminate the harmful consequences of cerebral palsy, yet the teaching tools and stackholders should be better equipped and monitored.

KEY WORDS: Cerebral Palsy, Human Kinetics, Motor Coordination

ÉTUDE NOTE SUR L'ÉTUDIANT ATTEINTS DE PARALYSIE CÉRÉBRALE INSERER DANS LA SALLE DE CLASSE DE L'ÉDUCATION PHYSIQUE DANS LE PUBLIC SCHOOL

RÉSUMÉ

Au milieu des diverses lacunes qui se produisent chez les élèves de l'éducation préscolaire, la paralysie cérébrale est celle que la plupart des éducateurs intrigues, sur l'origine et les conséquences ne répondent pas aux normes bien établies et sont toujours difficiles à mesurer dans un match contre les carences dans l'action de l'enseignant avec l'élève et dans la conduite du groupe, peut être crucial dans un contexte positif ou négatif. Tenant compte du fait que chaque cas présente des caractéristiques particulières, comprendre chacune de ces particularités est essentiel de savoir ce que les réactions que chaque individu se développe, l'expérience qui est submited. Le but de cette étude est d'observer les interactions qui se produisent dans un cas d'inclusion d'un élève atteint de paralysie cérébrale à l'école publique, afin de comprendre leurs social-didatic interveniences. Cette recherche appliquée longitudinale descriptive est effectuée par la méthode inductive, créé par l'observation attentive, compte tenu d'une norme qui vise à déterminer certaines hypothèses à la recherche. Une paralysie cérébrale a également appelé l'encéphalopathie chronique est un problème neurologique du cerveau, qui provoque une déficience mentale ou physique et, en fournissant un groupe permanent de troubles du développement de la posture et moviment. Un neuroplasticité humaine permet des cadres toujours évoluer dans d'autres surprises non linéaires et sont souvent la cause dans les résultats, cette voie est la construction d'un phénotype très propice pour aider dans les difficultés créées par le cadre sera discuté. Conclure que l'éducation peut réduire et même d'éliminer les conséquences néfastes de la paralysie cérébrale, mais les outils d'enseignement et stackholders devraient être mieux équipés et suivis.

MOTS CLÉS: infirmité motrice cérébrale, Human Kinetics, Coordination motrice

NOTA SOBRE EL ESTUDIO DE ESTUDIANTE CON PARÁLISIS CEREBRAL INSERTA EN EL AULA DE EDUCACIÓN FÍSICA LA ESCUELA PÚBLICA

RESUMEN

En medio de las diversas deficiencias que se producen entre los alumnos de educación infantil, la parálisis cerebral es una que la mayoría de los educadores intrigas desde su origen y por lo tanto no cumplen con normas bien establecidas y son siempre difíciles de medir en un partido es contra deficiencias en la acción del profesor con el alumno y en la conducción del grupo, puede ser crucial para un contexto positivo o negativo. Teniendo en cuenta que cada caso tiene características peculiares, entiendo cada una de estas peculiaridades es esencial para conocer cuáles son las reacciones que cada individuo se desarrolla, las experiencias que se presentan. Objetivo de este estudio es observar las interacciones que ocurren en el caso de la inserción de un estudiante con parálisis cerebral en público con el fin de entender sus socioeducativas interveniências. La presente investigación descriptiva longitudinal aplicada e interpretada por el método inductivo, creado a través de la observación cuidadosa, teniendo en cuenta una norma que tiene como objetivo determinar algunas hipótesis a investigar. La parálisis cerebral también llamada encefalopatía crónica es una neurológico del cerebro que causa la discapacidad mental o física y, lo que lleva a un grupo de trastornos permanentes del desarrollo de la postura y el movimiento. La Neuroplasticidad humana siempre permite evolucionar de forma no lineal y con frecuencia causan sorpresas para los resultados en este camino es la construcción de un fenotipo adecuado, así como las dificultades creadas por la mesa se discutirá erradicada. Se concluyó que la educación puede reducir e incluso eliminar las consecuencias perjudiciales de la parálisis cerebral, pero las herramientas pedagógicas y stackholders deberían estar mejor equipadas y supervisadas.

PALABRAS CLAVE: Parálisis Cerebral, Motricidad Humana, Coordinación motora

ESTUDO DE OBSERVAÇÃO SOBRE ALUNA COM PARALISIA CEREBRAL INSERIDA EM AULA DE EDUCAÇÃO FÍSICA EM ESCOLA PÚBLICA MUNICIPAL

RESUMO

Em meio as diversas deficiências de ocorrência dentre os alunos da educação infantil, a paralisia cerebral é uma das que mais intriga os educadores posto que sua origem e sua consequência não obedecem padrões bem estabelecidos e são sempre de difícil mensuração, em contra partida é uma das deficiências em que a ação do educador com o aluno e na condução do grupo, pode ser determinante para uma evolução positiva ou negativa do quadro. Levando-se em conta que cada caso tem características peculiares, entender cada uma destas peculiaridades é essencial para aprender sobre quais as reações que cada indivíduo desenvolve, as vivências a que é submetido.É objetivo deste estudo, observar as interações ocorridas em um caso de inserção de uma aluna com paralisia cerebral na rede pública municipal, de forma a entender suas interveniências sócio-didáticas. O presente trabalho de pesquisa descritiva longitudinal e aplicada, realizado pelo método indutivo, criou através de uma observação atenta, a apreciação de um padrão que pretende determinar algumas hipóteses a serem pesquisadas.A paralisia cerebral também denominada de encefalopatia crônica é um problema neurológico cerebral que acarreta deficiências físicas e ou mentais, propiciando um grupo permanente de distúrbios no desenvolvimento da postura e do movimento. A neuroplasticidade humana permite que os quadros sempre evoluam de forma não linear e muitas vezes causem surpresas quanto aos resultados, desta forma é na construção de um fenótipo bem propício que as dificuldades criadas pelo quadro abordado serão debeladas.Concluiu-se que a educação pode minorar e até eliminar as consequências danosas de uma paralisia cerebral, contudo as ferramentas pedagógicas e os stackholders devem ser melhor providos e monitorados.

PALAVRAS CHAVES : Paralisia Cerebral, Motricidade Humana, Coordenação Motora