131 - CINOTERAPIA AND DEVELOPMENT OF EDUCATION WITH DISABILITIES: A STUDY LED THEORY OF SYSTEMS BIOECOLOGY

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INTRODUCTION

The relations of Brazilian society with a population segment consists of people who have special needs were being modified in the course of history, known under the influence of political-economic factors, generally endorsed by the scientific knowledge available to each season.

According to MAZZOTTA, (1996) fortunately, on the threshold of this new millennium, we are living through new perspectives of the transition between the practices of integration and social inclusion. The two processes coexist, some of the old practices still survive while the new are being encouraged more and more intensely. Hire people with disabilities into the social media already represents a big step, but as participants in the educational process of disabled people need more help with the development of our society.

When thinking of including disabled people in our social environment, remember the stereotype of the poor and historically known maintain that vision incapable of stigmatized and hence impede our ability to promote inclusion.

However, we need to remember that this idea that we have the handicapped is not built by us, but built from generation to generation through the story. However, we understand that our responsibility is how we will relate with people and what we can do going forward to start building a new vision, a new paradigm, a responsible attitude.

This research is based on interest in the study of emotional attachment between people and animals. And disability as a way of being and being in the world, from a condition which varies with the individual organize his life.

It is against this background that fits into this study: to look weak and can tell you that you can and can galgar paths higher, that its limitations can be overcome and that life is worthy for all.

The relevance of this study is demonstrated in numerous possibilities for use of information obtained here. The application of such knowledge can contribute to the work carried out with weak, especially in the areas of rehabilitation, education and strategies for therapeutic activities more motivating, enabling the student to continue on the path to search for autonomy, quality of life and social participation.

The new methods of intervention with the use of animals opens, for health professionals and education, new prospects in terms of resources assistant. In recent decades an increasing interest by the scientific study of human-animal relationship, referring to literature, we find that most of the research seeks to prove the effectiveness of interventions assisted by animals.

Within this perspective, came the opportunity to deploy in APAE of São Gonçalo in a partnership with the Kennel Cinoterapia, innovative therapy that has spread as the use of dogs as facilitators of the therapeutic process, alternative therapy to enrich the process of rehabilitation and education of people with special needs.

This research is justified by the need for a look that addresses human development and the role of the interaction between individual and the environment in the relationship between the child, therapist, and dog driver. Taking aim with general description of the project Cinoterapia held in APAE of São Gonçalo, considering the human development and the human / animal

THERAPY DOGS FACILITATED BY (CINOTERAPIA)

The Assisted Therapy for Animals is a formal therapeutic process in the world, standardized by the American Delta Society. Gathers other institutions, certifying bodies, groups, courses and volunteers, being part of it professionals in the area of human health, animals, their owners or drivers. These programs are applied to different people and have tracking training, with clear procedures, set for the customer or group of customers. They have established goals and objectives, which are measured, and its results tabulated, analyzed. Are conducted through visits, recreation and distraction of the animal, a child therapist and the driver. These programs have many positive aspects and act as adjuvants strategies in various treatments

In CINOTERAPIA: the dog is used as an instrument of stimulation essential for sensory organs (vision, hearing, smell, touch), meaning kinesthesia, the limbic system. The practitioner needs help of a therapist to maintain contact and handling of the animal. At that stage approach is working, handling the animal, recognition and function of materials / accessories canines as a kind of hanging, chest, guides long / short, hair brush, pots for water and food. With EDUCATION AND Motion: The dog is used as a tool in education and rehabilitation or motor and educational organization. The practitioner is inserted into circuits with structured activities involving whole body schema and cognitive along with the dog

Therapy with animals can be beneficial for any human being, in different ituações of life, but is especially suitable for children. Seeking investigate what the function of the animal for the child during childhood, Levinson, in his study, identified him as an object of fantasy: as an imaginary companion, an agent through which the child learns to be responsible, acquire a sense of identity and develop independence. The animals are, for children as a source of unconditional love and loyalty, especially in front of punishment. Serve as support during the family crisis, offering consolation when adults are involved with their own problems and issues.

All animals used in these programs must pass the assessment of professionals in the field of veterinary and behavioral psychology. They must meet the requirements of animal health, are assessed, monitored and evaluated. The animals are tested on the behavior, obedience, socialization and ability, through constant review.

The facilitated by THERAPY DOGS (TFC) originated in 1792 at the York Retreat in England in an institution for the mentally disabled, where the patients participated in an alternative program of behavior that was the permission to take care of farm animals as positive reinforcement. In 1867 the same technique was used with patients in a psychiatric institution in Germany. Later, in 1942, therapists are beginning to realize the benefits of TFC in patients with mental and physical disorders, but only in the 60s, was published in the United States by Dr (s). Boris Levinson & Sam & Elisabeth Corson the first scientific observations of the benefits of TFC in clinical psychiatric patients.

From the'80s relevant scientific research emerged showing the benefit to human health from the interaction with animals, is spreading rapidly in the United Kingdom, the United States and in Continental Europe (REICHERT, 1998; KAUFMANN, 1997; Trivedi & PERL, 1995 ; MALLON, 1992; GEORGE, 1988; SLOVENKO 1984; JOHNSON, 1983. In Brazil the interest in TFC comes in the same season, but only from the 90s are.

implanted the first Care Centers of Assisted Therapy for Animals and relevant scientific studies. In Brazil the use of dogs as facilitators in the process of the patients started with Dr. Nice da Silveira (Psychiatrist and Occupational Therapist). In September of 2000 in Rio de Janeiro is the 9th International Conference on Human-Animal Interaction, arousing different health professionals to act and scientific research in Assisted Therapy for Animals. The main organizations involved studies of Assisted Therapy for Animals is located in the Delta Society in the United States, in England in the SCAS - Society for Studies of Companion Animals, and in Europe in EIPA

In Brazil, according to the Phd. Dr. Dennis C. Turnner, President of the International Association of Human-Animal Organizations (IAHAIO), 30% of Psychiatrists and psychotherapist involving animals in their clinical practice

THE EDUCATING WITH DEFICIENCY

Studies show that the ways in which it expresses the difficulty with the child development may be related to biological factors, genetic, psychological and environmental, often involving complex interactions between them (Halpern & Figueiras, 2004). For this reason, the impact of biological factors, psychosocial (individual and family) and environmental factors in child development has been the subject of numerous studies in recent decades (Rutter, 1989; Garbarino, 1990).

According to the description of DSM.IV, the essential feature of Mental Retardation is when the person has an "intellectual functioning significantly below average, accompanied by significant limitations in adaptive functioning in at least two of the following areas of skills: communication, self, life domestic, social skills, interpersonal relationships, use of community resources, self-sufficiency, academic skills, work, leisure, health and safety. " That is also the definition of Mental Disabilities adopted by the AAMR (American Association of Mental Deficiency).

As their implications for intervention with these people the importance attached to support necessary reflects the current emphasis on the possibilities of growth and potential of people, focuses on the individual, in terms of opportunity and autonomy, and in the belief that these people they will be and belong to the community

BIOECOLOGY THEORY OF HUMAN DEVELOPMENT.

The model bioecological, (Person, Process, Context, Time) is a theoretical and methodological strategy that aims at the scientific study of human development in context and through time, from the interaction of four cores inter-related: the person, the process, context and time, investigating the causes and processes that influence the Development (Bronfenbrenner, 1986, 1989, Bronfenbrenner & Morris, 1998).

Firstly, the model considers crucial to define the person whose development is being investigated, their individual characteristics, physical and psychological. The process is highlighted as the main mechanism responsible for development and is seen through reciprocal interactions, progressively more complex, a human being active, biopsicologicamente evolving with people, objects and symbols of their immediate environment (Bronfenbrenner, 2004; Bronfenbrenner & Morris, 1998). The model goes then to evaluate the context in which the development occurs, people present and their roles as sources of support. It is examined through four levels of environmental interaction, which is the ecological environment of the individual in development: microenvironment, mesossistema, exossistema and macrosystem.

The ecological environment is perceived by Bronfenbrenner (1979/1996) as a system of structures grouped, independent and dynamic, which extends from the most intimate contact with the child accountable for his care, until the environments of broader social contexts, such as school , Shelter, neighborhood and culture, for example. The first level is called the microenvironment, being related to the effect of proximal influences, and environmental organizations that comes from inside the individual, of their physical features of objects and people's immediate environment, which characterize the relationship face-to-face.

Human development, for Bronfenbrenner (1979/1996, 2004), is the process by which the developing person acquires a more extended, differentiated and valid ecological environment, in a continuous manner and procedure. The development involves a change effective and not linked to the situation or the characteristics of the individual, involving a reorganization that has some continuity over time and space.

HOW MEDOTOLOGICOS

Research carried out this work to setup as descriptive qualitative. The investigations are qualitative, in essence, the description and interpretation of data observed directly at the source, that is collected in the natural environment in which they occur. In this case, the researcher noted the context seeks to capture the significance of what occurs in the field of study, in view of research. (Bogdan and Biklen, 1997). In this study, a focus group of 30 students from 4 to 16 years with multiple disabilities (PC, intellectual) with inadequate responses to stimuli.

As a tool for collecting information, we use the forms and reports (Prontuário) made interdiscliplinar in the institution by the team. Three assessment sheets (Assessment of functional independence, evaluation of daily observation and assessment of responsibility). It was even used the average award.

According to Krebs, (1995) "Although a search can not always simultaneously investigate all the variables associated with bioecological model, it is important that all researchers discuss the likely implications of the uncontrolled variables could have on the process proximal placed as a matter of generating the search. different set of models from a relation of cause and effect, often using pre-and post-test, the design of research supported in the Model Bioecologico not pursue a single conclusion obtained from a linear relationship between dependent variable and independent variable . the search bioecological search explain the dynamic that is established between a living organism and the contexts in which it is inserted

CONCLUSIONS

With the research we had the opportunity to enter the model Bioecologico can see positive results significantly. Therefore, it is important to CINOTERAPIA assist in the development and learning of children, especially the poor, where among other factors, according to Martins (2006): a) are links in between learning and academic studies, providing the reconciliation with the different areas of knowledge, b) go in with the training and awareness in view of building attitudes of respect, responsibility and preserving the lives of all living beings and the environment, c) a basis of constant support, offering consolation and unconditional acceptance d) satisfy the curiosity, providing satisfaction and fall more easily into school curriculum the cross-cutting themes (environment, ethics, education of feelings etc.) helping in learning contents of procedural and attitudinal and)

represent a factor of motivation for learning and strengthen the self, the socialization, communication and values of citizenship.

The CINOTERAPIA not intended to replace any kind of conventional treatment of patients with autism, Down's syndrome, mental retardation, cerebral palsy, physical disability, or any other. It is a parallel work, which involves the patient, family and, above all, the bond with the animals.

When children and animals are found together significant benefits such as: facilitating and mediating the therapeutic relationship, searching for meaning in different coding and experience with the dog and allow the learner to learn new tasks efficiently.

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CINOTERAPIA AND DEVELOPMENT OF EDUCATION WITH DISABILITIES: A STUDY LED THEORY OF SYSTEMS BIOECOLOGY

ABSTRACT

This study stemmed from the experience of Cinoterapia - facilitated by therapy dogs for therapeutic or educational purposes, an interdisciplinary approach with a group of disabled children's APAE of São Gonçalo, held with the institution's partnership with the Kennel of the Military Police of that city . Kennel was possible through the cooperation and guidance of a veterinarian, the drivers / trainers and dogs, properly selected and trained, for therapeutic intervention in processes.

This study aims to describe the design of Cinoterapia held in APAE of São Gonçalo, considering the human development and the human / animal. To that end, base ourselves on the theory Bioecologico Human Development, proposed by Bronfenbrenner that is justified by the potential that the theory has to explain inseparable from the person in development and the contexts in which it falls. The Paradigm Bioecologico highlights four inter-related clusters that are in constant interaction: person - process - context - time.

Participated in this study, a group of 30 students from 4 to 16 years with disabilities (Cerebral Palsy with Intellectual Disabilities), and with inadequate responses to stimuli. As a tool for the collection of information, used three sheets Rating: (Functional Independence Evaluation, Assessment and Evaluation of Daily Note Responsible) and Reporting, made in the institution by an interdisciplinary team.

In general, living together with dogs stimulates responsibility, improves self-esteem, the self and provides a closer, or even the realization of social relationships as they facilitate the physical contact and verbal. Through the dog can induce a degree of motivation that will enable a better biopsychosocial development. The professional uses the dog as a mediator of this process, because even the most resilient of individuals, is uneasiness in the presence of the dog and thereby diminish their defenses facilitating the therapeutic action.

Key words: therapy easier for Dogs, Disability, Bioecologico Theory of Human Development

CINOTERAPIA ET LE DEVELOPPEMENT DE L'EDUCATION HANDICAPEES: UNE ETUDE DIRIGEE THEORIE DES SYSTEMES BIOECOLOGY.

ABSTRACT

Cette étude découle de l'expérience de Cinoterapia - thérapie facilitée par des chiens à des fins thérapeutiques ou à des fins éducatives, une approche interdisciplinaire avec un groupe d'enfants handicapés de la APAE de São Gonçalo, qui a eu lieu à l'institution du partenariat avec le chenil de la police militaire de la ville . La cage a été possible grâce à la coopération et l'orientation d'un vétérinaire, les pilotes / formateurs et les chiens, dûment sélectionnés et formés, pour l'intervention

thérapeutique dans le processus.

Cette étude vise à décrire la conception de Cinoterapia tenue à APAE de São Gonçalo, compte tenu du développement humain et l'humain / animal. À cette fin, nous-mêmes sur la base de la théorie Bioecologico le développement humain, proposé par Bronfenbrenner qui se justifie par le potentiel que la théorie doit expliquer indissociable de la personne dans le développement et les contextes dans lesquels il tombe. Le paradigme met l'accent sur quatre Bioecologico inter-reliées groupes qui sont en interaction constante: personne - processus - contexte - le temps.

Ont participé à cette étude, un groupe de 30 élèves de 4 à 16 ans souffrant d'un handicap (infirmité motrice cérébrale ayant une déficience intellectuelle), et à l'insuffisance des réponses aux stimuli. Comme un outil de collecte de l'information, utilisé trois feuilles Note: (indépendance fonctionnelle d'évaluation, d'évaluation et d'évaluation du Daily Note Responsable) et de publication, fait dans l'institution par une équipe interdisciplinaire.

En général, la cohabitation avec des chiens stimule la responsabilité, améliore l'estime de soi, l'autonomie et fournit de plus près, ou même la réalisation des relations sociales car elles facilitent le contact physique et verbale. Par l'intermédiaire du chien peut induire un certain degré de motivation qui permettra un meilleur développement biopsychosocial. Les utilisations professionnelles le chien comme un médiateur de ce processus, parce que même les plus résistants des individus, en inquiétude est la présence du chien et ainsi diminuer leurs défenses faciliter l'action thérapeutique

Mots clés: Easy Care pour les chiens, les personnes handicapées, Bioecologico théorie du développement humain.

CINOTERAPIA Y EL DESARROLLO DE LA EDUCACIÓN CON DISCAPACIDAD: UN ESTUDIO LLEVADO LA TEORÍA DE LOS SISTEMAS BIOECOLOGY.

RESUMEN

Este estudio tuvo la experiencia de Cinoterapia - terapia facilitada por perros terapéuticos o para fines educativos, un enfoque interdisciplinario con un grupo de niños discapacitados de la APAE de São Gonçalo, que se celebró con la institución de la asociación con la jaula de la Policía Militar de esa ciudad . Perrera fue posible a través de la cooperación y la orientación de un veterinario, los conductores / formadores y los perros, debidamente seleccionados y capacitados con la finalidad de las intervenciones terapéuticas en los casos en

Este estudio tiene como objetivo describir el diseño de Cinoterapia celebrada en APAE de São Gonçalo, teniendo en cuenta el desarrollo humano y el humano / animal. Con ese fin, nosotros mismos base en la teoría Bioecologico Desarrollo Humano, propuesto por Bronfenbrenner que se justifica por la posibilidad de que la teoría tiene que explicar inseparable de la persona en el desarrollo y los contextos en que está. El paradigma Bioecologico destacan cuatro relacionados entre grupos que están en constante interacción: persona - proceso - contexto - el tiempo.

Participó en esta investigación, un grupo de 30 estudiantes de 4 a 16 años con discapacidad (parálisis cerebral con discapacidad intelectual), y con respuestas inadecuadas a los estímulos. Como una herramienta para la recogida de información, utiliza tres hojas Calificación: (la independencia funcional de Evaluación, Valoración y Evaluación del diario Nota Responsable) y Presentación de Informes, realizados en la institución por un equipo interdisciplinario

En general, la convivencia con los perros estimula la responsabilidad, mejora la autoestima, la autodeterminación y ofrece un acercamiento, o incluso la realización de las relaciones sociales como facilitar el contacto físico y verbal. A través del perro puede provocar un grado de motivación que permitan un mejor desarrollo biopsicosocial. El profesional utiliza al perro como un mediador de este proceso, porque incluso los más resistentes de los individuos, es malestar en la presencia del perro y, por tanto, disminuir sus defensas facilitar la acción terapéutica.

Palabras clave: Terapia facilitada por perros, de la Discapacidad, Bioecologico Teoría de Desarrollo Humano

CINOTERAPIA E O DESENVOLVIMENTO DO EDUCANDO COM DEFICIENCIA: UM ESTUDO ORIENTADO PELA TEORIA DOS SISTEMAS BIOECOLÓGICOS

RESUMO

O presente estudo partiu da experiência de Cinoterapia terapia facilitada por cães para fins terapêuticos ou educacionais, numa abordagem interdisciplinar com um grupo de crianças com deficiência da APAE de São Gonçalo, realizada com a parceria da instituição com o Canil da Policia Militar da mesma cidade. Através do Canil foi possível a colaboração e orientação de um Médico Veterinário, de condutores/treinadores e dos cães, devidamente selecionados e treinados, para fins de intervenções em processos terapêuticos.

Este estudo tem por objetivo descrever o projeto de Cinoterapia realizado na APAE de São Gonçalo, considerando o desenvolvimento humano e a relação Homem/Animal. Para tanto, baseamo-nos na Teoria Bioecológica do Desenvolvimento Humano, proposta por Bronfenbrenner que justifica-se pelo potencial que a teoria tem para explicar a indissociabilidade entre a pessoa em desenvolvimento e os contextos em que ela se insere.

O Paradigma Bioecológico destaca quatro núcleos inter-relacionados que estão em constante interação: pessoa processo contexto tempo.

Participou desta pesquisa, um grupo de 30 educandos de 4 a 16 anos, com deficiência (Paralisia Cerebral com Deficiência Intelectual), e com respostas inadequadas aos estímulos. Como instrumento para a coleta de informações, utilizamos três Fichas de avaliação: (Avaliação de Independência Funcional, Avaliação da Observação Diária e Avaliação do Responsável) e Relatórios (Prontuários), realizados na instituição pela equipe interdisciplinar.

De um modo geral, o convívio com cães estimula a responsabilidade, melhora a auto-estima, o autocontrole e propicia o estreitamento, ou até mesmo a realização de relações sociais à medida que facilita o contato físico e verbal. Através do cão é possível induzir um grau de motivação que possibilitará um melhor desenvolvimento biopsicosocial. O profissional utiliza o cão como um mediador deste processo, pois até o mais resistente dos indivíduos, se desconcerta na presença do cão e, com isso, diminui suas defesas facilitando a ação terapêutica.

Palavras chave: Cinoterapia, Deficiência, Teoria Bioecológica do Desenvolvimento Humano.