192 - CONTRIBUTIONS OF THE PILATES METHOD OF SELF-CONCEPT IN PEOPLE WITH VISUAL DISABILITY: CASE REPORT.

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Introduction

The visual impairment leads to the individual, a great loss of information caused by reduced opportunities for interaction with people and with the environment that surround it (Alves and Duarte, 2005).

The vision is an order valued and privileged in our society, hence the personal appearance is a decisive factor in interpersonal relationships. Consequently, people with visual disabilities, for not showing rapid ways of absorbing information, obtained through the eyes, have reduced the possibilities of relationships (Oliveira, 2002).

The blind do not have the ability to move through the imitation of vision, as happens with visionaries. Why not tell with this feature, they do not follow the other ("seeing") and their drive is reduced or modified (Alves, 2003).

Russo Junior and Santos (2001) argue that the decrease or lack of vision cause a disadvantage hyperactivity, emotional and social person with visual disability compared the person with normal vision. According to these authors, generally people with visual impairments have: deficiencies in laterality, the lack of freedom body, failed in the balance, impaired mobility rather, body scheme and moviment not internalized, locomotion dependent, bad posture, body expression very rare, motor coordination quite low, uncontrolled voluntary inhibition, lack of physical strength and initiative action to driving.

This impairment of psychomotor person with visual disability causes a change in overall income causing psychological changes in these people, as uncertainty regarding their ability, addiction, social isolation, apathy and disinterest by motor action. Thus, the disabled person change their behavior, making it different from the others and preventing its inclusion (Russo Junior and Santos, 2001).

What is believed that the Pilates, as a method of physical conditioning that has among its benefits: increasing the overall perception of the body (Delgado, 2004), improves flexibility, correction of posture and muscle of restoring stability to developing body needed for a healthier life (Pires and Sá, 2005), might contribute to the improvement of the increase of self-concept and drive. Thereby helping to alleviate or solve problems encountered by persons with disabilities and to allow greater socialization, providing an improvement of inclusion in society.

According Florido (2004), Souza and Vieira (2006), Pilates is more than one method, which can be considered a philosophy of training the body and mind with the goal of achieving a precise control of the body. The Pilates method has its basis in increasing flexibility and strengthening the muscles of the body, with few repetitions of exercises and without reaching the exhaustion and fatigue (Florido, 2004).

For the implementation of the exercises of Pilates is necessary that the practitioner has control and perception of their body, which acts as proprioceptive stimuli of great magnitude, which are responsible for making the body consciousness. In other words, the practitioner learns to know more your body, seeking balance and harmony between body structures and making better use of them (Gagnon, 2005).

Creation and implementation of the program: problems and possibilities

Overcoming the initial impact of a shortage of literature related to the matter, work began on the creation of a program of exercises of Pilates for a person with visual disability.

The program of the practice Pilates method used in this study, consists of activities of soil (Mat Pilates). The selection of the exercises were the basic level of Mat Pilates: *breathing, imprintig and release, hip release, spinal rotation, cat, hip rools, scapulae isolation, arm circles, head nods head nods, elevation and depression of scapulae, hundred, half roll back, roll up, leg circle, spine twist, rolling like a ball, single leg strech, criss-cross, scissors, breast stroke, rest position, saw, spine strech, seal*; with duration of 60 minutes of practice, twice times per week.

It is important to note that before the year is a preparation held positions with the breathing techniques of body alignment and awareness of the center of his power if they are to be used in all drills during the sessions (Robinson and Napper, 2002).

The program was developed in dependencies of the Office of Assistance São José Operário - Educandário for the Blind in Campos dos Goytacazes - RJ.

For more detailed information on the impact of the program of the Pilates method in self concept such person with disability, was used as a source of collecting data the application of reduced form of FSS: Factor Scale of Self-concept (Tamayo, 1981), Consisting of 51 items with a scale of 7 points. The FSS has factorial validity and evaluates six factors: social attitude, self-confidence, self-control, self ethical-moral, self somatic and social responsiveness

The short version of alpha coefficients ranging from 0.81 to 0.91. This instrument has been adapted for use integrated study of people with visual disability in the form of interview, before and after the program method of Pilates. The student showed the following characteristics: female, 44 years of age, single, bearer of retinitis pigmentose. According to medical diagnosis, probably the loss of vision worsened in recent years. The student was inserted in the search for having expressed interest in learning and achieve practical method of Pilates.

Presentation and analysis of data

After the implementation of the program, was assessed the impact of the program in the Pilates method of self-concept of people with visual disability. For this we used data collected by the FSS. The results showed that the student showed a significant increase in some aspects of self-concept:

•self control, which is based on how the individual manages their actions, their relationships and their interaction with the world, showed an increase of 43%. The pairs of adjectives raised by Tamayo for the self were disorganized / organized, distracted / attentive, anarchic / orderly, careless / careful, lazy / employee, irresponsible / responsible, disorderly / systematic, off / on, inattentive, attentive, undisciplined / disciplined. These characteristics of self-control were expected as the Pilates owns as the concentration principle, the whole exercise was executed with attention focused on each side of the body, so that the

movement is carried out with greater efficiency possible (Pires and Sá, 2005). As well as control of all movements aiming to improve motor coordination;

•social responsiveness, formed by perceptions of social acceptance of the individual, their inclinations in relation to interpersonal relationships, with others and the ability to communicate the individual, it increased by 30%. The pairs of adjectives listed were inhibited / uninhibited, shy / bold, sullen / sociable, nasty / nice, boring / fun, sad / joyful, closed / open, unpopular / popular, passive / active, solitary / social, bad / good , Retiring / expansive, introverted / extroverted. Under sensory-motor and / or psychosocial people with disabilities are several benefits gained by the practice of motor activities (Luz, 2003).

•social attitude; represents the reactions that individuals use in their relationships with others, presented with an increase of 29%. The pairs of adjectives were: vengeful / peaceful, angry / gentle, rebel / docile, rough / delicate, aggressive / gentle, disorderly / systematic. The influence of physical activity seems to depend not only beneficial action of the physiological functioning of the body, but also the social dimension promoted by physical activity (Tamayo et al, 2001).

•self-somatic, which seeks the understanding that the individual has on their physical appearance, the direct and indirect percepcion that the person has of his body and the way he is perceived by others. It increased by 24%. Canfield (2000) points out that among the various psychological contributions that are related to lifestyle active, the self-concept is a positive element associated influenced by physical activity and therefore require the increased self-esteem. This aspect of self was raised by Tamayo as repulsive / attractive, inelegant / elegant, skew / sexy, descidado / careful, ungainly / slim, short / exuberant, messy / neat, ugly / beautiful.

•ethical-moral, is the self-assessments that the individual has and their social perceptions from others that this believe. From these self-assessments, the individual creates an image of moral dignity that is complemented by social image. This is highlighted in adjectives: false / sincere, traitor / faithful, reckless / prudent, infidel / faithful, dishonest / honest, unfair / fair, unfair / fair, liar / sincere. The student showed an increase of 2.5% in this aspect. Increase not as significant as the other aspects of self-concept, perhaps because the person with disabilities often feel that their values are not well accepted by society (Oliveira, 2002).

•self confidence, formed by perceptions and feelings of permanence and confidence in itself. The pairs of adjectives were analyzed: complexed / balanced, insecure / insurance, unstable / stable, undecided / decided, vascilante / firm. The student has decreased by 11% in this aspect on pre-test. Perhaps the student is in a moment of uncertainty, indecision and uncertainty in their lives, to be showing severe loss of vision at the moment, thus, showed negative characteristics in the post-test.

The protocol used was developed by Tamayo (1981) and based on this theory that this research was performed.

Alves (2003) suggests that when a person has any restriction, deficit or impairment of one organ, the driving ability should not be restricted but should be used at a slower pace. Factor in this class of Pilates, it is a method that has specific characteristics on the type of exercise, a kind of overload, intervals of recovery and execution speed (Barra and Araujo, 2007). Alves and Duarte (2005) suggest that the pace of the lesson with people with disabilities should be slower, because they require more time, specific explanations, demonstrations, as well as answers about the performance achieved.

As well, Alves (2003) suggests that the physical and mental training of the disabled person must work to develop the skills bodily autonomy and independence, performing activities that disabled people think they are not able to perform successfully, with the objective emphasize the cognition and intelligence. According to Diehl (2006), motor skills of the blind will be facilitated when the student has a good self-concept. While it is important that teachers be aware in socio-emotional behavior of the student, because this relationship is the degree of self-esteem of students, which influences the participation in physical activities, but also the development of skills.

Final considerations

From the challenge of implementing the program of the Pilates method in people with visual disability, could see that there was significant improvement in self, the social acceptability in the social attitude and the somatic self. There was also improvement in self-ethical and moral deterioration of the self.

Thus, one can say that physical activity, this student, with the number of Pilates classes, can influence with regard to some aspects and not on all dimensions of self. For Diehl (2006), the positive self-concept is derived from student with a disability if he feels belong to the group, not just part of it. There must be recovery, recognition of colleagues, teachers and of itself as being an integral part of the group.

The program has possibilities for contributions from the practice of Pilates in the self and the need for further studies with a larger group of people with visual impairments and a greater number of classes in Pilates for a better analysis of self-concept.

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CONTRIBUTIONS OF THE PILATES METHOD OF SELF-CONCEPT IN PEOPLE WITH VISUAL DISABILITY: CASE REPORT.

Abstract

The survey, developed as a case report, aimed to implement and evaluate the contribution of the Pilates method of self-concept in people with visual disability. He was part of a search women with disabilities, from low vision, no practitioner of physical activity. We performed 10 sessions of Pilates, twice a week, with duration of 60 minutes. Before and after the development of the program of Pilates, was applied to FSS: Factor Scale of *Self*-concept (Tamayo, 1981). Information obtained in data collection have found that there were significant and positive changes in the student's *self*-concept in relation to self-control, social responsiveness, social attitude and self somatic.

Key words: Pilates, self-concept, visually disability

CONTRIBUTIONS DE LA MÉTHODE PILATES DE L'AUTONOMIE CHEZ LES PERSONNES AYANT UNE DÉFICIENCE VISUELLE: ÉTUDE DE CAS.

Résumé

Le sondage, conçu comme une étude de cas, visant à mettre en œuvre et évaluer la contribution de la méthode Pilates de l'autonomie chez les personnes ayant une déficience visuelle. Il a fait partie d'une recherche des femmes handicapées, de la basse vision, aucun praticien de l'activité physique. Nous avons effectué 10 séances de Pilates deux fois par semaine, avec la durée de 60 minutes. Avant et après la mise en place de l'émission de Pilates, a été appliquée à l'EPT: Facteur d'échelle d'auto (Tamayo, 1981). Les informations obtenues dans la collecte de données ont trouvé qu'il y avait d'importantes et des changements positifs dans l'élève autonome par rapport à soi-même, la réactivité sociale, attitude sociale et l'autonomie somatique.

Mots-clés: Pilates, autonomie, déficience visuelle

CONTRIBUCIONES DEL MÉTODO PILATES DE LA LIBRE EN LAS PERSONAS CON DISCAPACIDAD VISUAL: ESTUDIO DE CASO.

Resumen

El estudio, elaborado como un estudio de caso, con el fin de aplicar y evaluar la contribución del método Pilates de la libre en las personas con discapacidad visual. Fue parte de una búsqueda de las mujeres con discapacidad, de baja visión, no practicante de actividad física. Se realizaron 10 sesiones de Pilates dos veces por semana, con duración de 60 minutos. Antes y después de la elaboración del programa de Pilates, se ha aplicado a la Educación para Todos: Factor de Escala de Self (Tamayo, 1981). La información obtenida en la recopilación de datos se ha comprobado que hubo cambios importantes y positivos en la autoevaluación del estudiante en relación a la autodeterminación, la respuesta social, actitud social y la libre somáticas.

Palabras clave: Pilates, libre, con deficiencias visuales

CONTRIBUIÇÕES DO MÉTODO PILATES NO AUTOCONCEITO DE PESSOAS COM DEFICIÊNCIA VISUAL: ESTUDO DE CASO.

Resumo

A pesquisa, desenvolvida como estudo de caso, teve por objetivo aplicar e avaliar a contribuição do método Pilates no autoconceito de pessoas com deficiência visual. Fez parte da pesquisa uma mulher com deficiência visual, de visão subnormal, não praticante de atividade física. Foram realizadas 10 sessões de Pilates, duas vezes por semana, com duração de 60 minutos. Antes e após o desenvolvimento do programa de Pilates, foi aplicada a EFA: Escala Fatorial de Autoconceito (Tamayo,1981). As informações obtidas na coleta de dados constataram que houve alterações positivas e significativas no autoconceito da aluna em relação ao autocontrole, receptividade social, atitude social e *self* somático.

Palavras-chave: Pilates, autoconceito, deficiência visual.