36 - THE SOCIAL INCLUSION OF MENTALLY RETARDED THROUGH PHYSICAL EDUCATION ADAPTED

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Introduction

The Physical Education in the school environment is in a large area adaptive, to allow the participation of young people and children in activities appropriate to their needs and possibilities, providing they are valued and are integral in the same world.

The Custom Physical Education is an area of Physical Education which has the object of the study human movement for people with special educational needs, adapting and teaching methodologies through the search for doors and neural functioning, for the attention to the characteristics and possibilities, students with special needs, mental disabilities in question.

It is appropriate to recall that when we refer to the Physical Education Escolarizada in the process of Physical Education Tailored in reference to the commitment to acquisition of knowledge in the training are properly prepared comprising the bases normal neurological said, aware of the existence of neurosciences, neuroplasticidade, and there are as topically locate the functions affected by the injury, understanding the pathophysiological process in his pupil, providing it to participate in different activities body, achieving then work other ways.

For the development of the project, verified the training of teachers by means of qualitative research, with direct approach to the collection of data was used as a tool, a structured questionnaire with 15 questions, among them 11 closed and four open. The sample was composed of 78 participants, composed of educators and physical training until December 2008, in the State of Rio de Janeiro. Forty-two were female, 60 students and 16 are formed in private colleges, 02 in public, 32 have specialization, 48 already have more than 10 years of

experience, age variant was between 26 to 55 years.

To analyze the problem of students with disabilities Mental within school, it is undeniable that the Physical Education Tailored, must be observed under new perspective, especially with regard to social inclusion, as yet we are part of a society that includes to exclude.

Inclusive Education in Physical Education Tailored

To Sassaki (1997), social inclusion is happening and if murals in developed countries since the 80s. According to Aguiar (2002; 2004), in Brazil it was only from the Constitution of the Federal Republic of 1988 which increased the number of studies focused on this area. Again according Aguiar, in the field of formal education they started to occur, in a more systematic way, after the Law of Guidelines and Bases of National Education, December 20, 1996.

According to Carvalho (1998) and Olivier and Poker (2002), the paradigm of the inclusive school requires, conceptually, a proper education and quality jointly given to all students - regarded within the standards of normality with with special educational needs - in classes of education policy, the regular school, which should be developed to serve as a job teaching to all pupils, indiscriminately. Thus, the inclusive education is the practice of inclusion for all, regardless of their talent, disability (sensory, physical or cognitive), from socio-economic, ethnic or cultural.

In front of all the difficulties of implementing the inclusive school in Brazil, it is still possible to agree with Omote (1995) when he states that the coexistence between disabled and non-disabled students is a victory not only for the poor but also for other students , which are able to learn to live with the differences in the community.

For the current proposal inclusive, people with special needs no matter the level of commitment, are enrolled in classes common, and that many of them attend another period in the House of resources.

Lucena (1987), a work with disabilities, found that these students, the classes are integrated into common, were usually segregated on the basis of the damage it had in relation to oral communication, which hindered the interaction with students listeners.

For such segregation would not occur necessary that these children participate in physical activities; As exercises collective and individual, to promote a social development through entertainment in the courtyard during recreational and intervals, and the classes of Physical Education Tailored. Promoting an increase of autonomy and decreasing the gap between the disabled and normal.

The creative process is closely linked to cognitive-expressive, a help in the development of the other, from early childhood education. In order to develop the potential of students is necessary to create situations and interesting environments where the focus is not its difficulties. In Special Education, the focus is even more important because the students have peculiar conditions for learning. The role of the teacher in front of a classroom, even if it is more heterogeneous, is to adapt each activity to individual capacities, valuing the possibilities, not the limitations. And nothing better for what we deeply know the potential and problems of each.

When creativity is brought to the classroom within a continuous experience of positive experiences, the students submitted to differentiated education can work his speech, and pass through it to themselves and to others their impressions of the world. In a case of dropout of concepts that perception, the student tends to reorganize itself internally. This area which could assist in this process, is the Physical Education School, as the second York et al (1992) the lessons of Physical Education, are the most suitable for the participation of students with disabilities students common, as these components have ludic, allowing the student develop their creativity and freedom of expression.

The through the activities of leisure, tourism and recreation, which starts the process of successful inclusion of people with disabilities in the class together. (SASSAKI, 2001, p. 22). Leisure and recreation thus consist of a ransom of fun, or recreational activities, fun and pleasurable, play to play, distract themselves, extend the possibilities of being with people their own age who play.

For to Pedrineili (1994: 69), "any program must include challenges to all students, allowing the participation of all, respect its limitations, promoting autonomy and emphasize the potential in the field engine.

According Bueno and Resa (1995), Physical Education Tailored for the disabled do not differentiate the Physical Education in their content, but includes techniques, methods and forms of organization that can be applied to the individual poor. It is a process of action with teacher planning, to meet the needs of educating her.

The Pedrinelli (1994: 69), "any program must include challenges to all students, allowing the participation of all, respect its limitations, promoting autonomy and emphasize the potential in the field engine." The author poses that the teacher can select the activity according commitment engine, chronological age and intellectual development.

At school, students with mild and moderate disabilities can participate in activities within the program of Physical Education, with some adjustments and care. The completion of activities with children, especially those involving games, must have a playful nature and encourage situations where the child learns to deal with its failures and its successes. A variety of activities also predicts the sport as an aid in the improvement of the personality of people with disabilities (and Resa Bueno, 1995). Children with some level of disability (auditory, visual, physical and mental) can participate in most of the proposed activities.

Within this perspective, it is possible to understand the recreational activities, provided that well targeted and with clear goals, as an important means of education, because that carry the Bourdieu (1989) calls the symbolic power, or the symbolism has only one function while it is veiled. But from the moment it is revealed, loses the subconscious effect, going to be a conscious attitude, distorted without magic and socially zero.

Tailoring the games to inclusive education, it is possible vislumbrá them as a way to facilitate the process of inclusion of disabled students in the class common; With the strategy, the fact that whenever the activity to promote the socialization and integration between the elements the group, it should be preserved symbolism, and when the activity promoting segregation or impede the process of inclusion, it should have its symbolism revealed.

Completion

Most according to the search results that about 97% of the participants did not have sufficient knowledge to include holders of special needs students in classes in Physical Education and also, around 97%, believed that the participation of the student bearer the disabilities in classes in Physical Education can help in their inclusion in the community school. The results also indicated that for the inclusion teachers need: a) support of the government, with regard to offering courses for recycling; B) technical assistance specialist teaching; C) structure adapted the physical space; And d) material teaching appropriate

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THE SOCIAL INCLUSION OF MENTALLY RETARDED THROUGH PHYSICAL EDUCATION ADAPTED

ABSTRACT

By observing the lack and importance in inclusive process through Adapted Physical Education for Mental Disability, has been the study, whose goal is to establish training and foundations of Physical Educators, aware it is vital that clear knowledge of neuroscience and neuroplasticidade, emphasize the need constant demand for neural preserved and operating doors, for integration and significant development of the individual.

The inclusion of students with Mental Disabilities, in the Adapted Physical Education, is a perspective and a challenge for the XXI century, ever more firmly in different systems and educational levels.

On the adaptive capacity through neuroplasticidade, the learning gap will take its total relevance, even if your system is quite preserved motor of his advances or return, using it as a flag for the professional, giving it the ability to detect before many difficulties the degree of commitment of the brain (SNC) of the individual to work as soon thus developing the student with full security, in view of its features, limitations, capabilities, and helping it in its adaptation in school and the social coexistence.

KEYWORDS: Neuroplasticidade, Adapted Physical Education, Inclusive Education.

L'INCLUSION SOCIALE DE LA PERSONNE HANDICAPÉE MENTALE À TRAVERS L'ÉDUCATION PHYSIQUE ADAPTÉE DES.

RESUME

À observer manque et importance dans processus inclusif à travers Éducation Physique Adaptée pour Personnes handicapées mentauz, se développe cette étude, dont l'objectif est vérifier qualification et fondations des Éducateurs Physiques, conscientizar les qui sont qui sont indispendables connaissances claires de la neuroscience et neuroplasticidade, souligner la necessite constante de la recherche par des portes neurales préservées et em état de fonctionnement, pour intégration et développement significatifs de l'individuo.

L'inclusion des èléves avec insuffisance mentale, ence qui concerne l'éducation physique adaptée, constitue une perspective et um défi pour le siècle XXI, de plus em plus ferme, à les différents systèmes et les niveaux éducatifs.

Concernant la capacité adaptative, à travers neuroplasticidade, l'apprentissage différentiel aura as totale importance, malgré son système moteur beaucoup soit preserve, parmi leurs avances ou retours, l'utilisant mange bip pour le professionnel, lui donnant possibilité de détecter en avant des multiples difficultés le degré de compromission du cerveau (SNC) l'individuo à être travaillé, ensuite ainsi, développant l'élève avec complete sécurité, je fais attention leurs caractéristiques, limitations, capacités, et en l'assistant dans son adaptation dans le contexte scolaire ainsi que dans la convivialité sociale.

MOTS CLÉ; neuroplasticidade, éducation physique appropriée, éducation inclusive.

EL INCLUSIÓN SOCIAL DEL DEFICIENTES MENTALES A TRAVÉS DE LA EDUCACIÓN FÍSICA ADAPTADA

RESUMEN

Al observar la carência e importancia en el proceso inclusión a través de la Educación Fisica Adaptada para Deficientes Mentales, se desarroló este estúdio, cujo objetivo es examinar a capacitaciones y bases de los Educadores Físicos, conscientijarlos que son imprescindibles conocimientos claros de la neurociência y neuroplasticiedad, enfatizar la necesidal constante de la búsqueda por puertas neurales preservadas y operantes, para integración y desarrollo significativos del individuo.

La inclusión de los alumnos com Deficiencia Mental, em el se refiere a la Educación Física Adaptada, constitui una persctiva e in desafio parael siglo XXI, cada vez más firme, em los diferentes sistemas y niveles educativos.

Com relacíon a la capacidad adaptativa, a través de la neuroplasticidad, el aprendizado diferencial tendrá su total relevância, aunque su sistema motor esté bastante preservado, de entre seus avanjos o regresos, utilizándolo como sinalizador para el profesional, dándoles posibilidad de dectar delante de las múltiplas dificultades o grado de compremetimento del cérebro (SNC) del individuo a ser trabajdo, así qué, desarrollando el alumno com plena seguridad, observando sus características, limitaciones, capacidades, y, auxiliándole em su adaptación em el contexto escolar tal como el convivio social.

PALABRAS CLAVE: Neuroplasticidad, Educación Física Adptada, Educación Inclusiva.

A INCLUSÃO SOCIAL DO DEFICIENTE MENTAL ATRAVÉS DA EDUCAÇÃO FÍSICA ADAPTADA.

RESUMO

Ao observar a carência e importância no processo inclusivo através da Educação Física Adaptada para Deficientes Mentais, desenvolveu-se este estudo, cujo objetivo é verificar capacitação e alicerces dos Educadores Físicos, conscientizá-los que são imprescindíveis conhecimentos claros da neurociência e neuroplasticidade, enfatizar a necessidade constante da procura por portas neurais preservadas e operantes, para integração e desenvolvimento significativos do individuo.

A inclusão dos alunos com Deficiência Mental, no que se refere à Educação Física Adaptada, constitui uma perspectiva e um desafio para o século XXI, cada vez mais firme, nos diferentes sistemas e níveis educativos.

Em relação à capacidade adaptativa, através da neuroplasticidade, o aprendizado diferencial terá sua total relevância, ainda que seu sistema motor esteja bastante preservado, dentre seus avanços ou regressos, utilizando-o como sinalizador para o profissional, dando-lhe possibilidade de detectar diante das múltiplas dificuldades o grau de comprometimento do cérebro (SNC) do individuo a ser trabalhado, logo assim, desenvolvendo o aluno com plena segurança, atendendo às suas características, limitações, capacidades, e, auxiliando-o em sua adaptação no contexto escolar bem como o convívio social.

PALAVRAS CHAVES: Neuroplasticidade, Educação Física Adaptada, Educação Inclusiva.