52 - IRRATIONALS BELIEFS AND UNCONDITIONAL SELF-ACCEPTANCE: A STUDY DIRECTED TOWARD THE TRANSPOSITION OF THE THEORY OF ALBERT ELLIS IN A POPULATION OF ADOLESCENTS WHO PRACTISE SOCCER

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INTRODUCTION

Much has been argued regarding the balance and/or emotional disequilibrium of adolescents who participate of porting activity, therefore, is excellent to know its beliefs and of that it forms the same ones they intervene with practical the porting one. The rational beliefs and/or irrationals of practicing adolescents of sport are something interesting to be studied and to be searched, therefore they can disclose innumerable facts that they involve the motivation in itself not only, but also all the physical and psychological preparation of practicing adolescents of sport (in ours in case that, the soccer), implying still the porting nature of the relations human beings between athlete, trainers, psychologists and/or physical educators. For Betti (1991), the sport is a social institution that interacts and reflects many dimensions of the social life. The theoretical project of the ABC of the REBT was published for the first time in 1958 (ELLIS: 1958). It was extended in 1984 (ELLIS: 1984) as reply to an increasing necessity of bigger elaboration and a more necessary delineation of such model (WESSLER & WESSLER: 1980; WESLER: 1984; HUBER, 1986; BERNARD: 1991). This model applied in practicing adolescents of physical sports takes them to identify it and to question its irrationals beliefs and to substitute them for functional and efficient beliefs for its activities. It bequeaths (1996: 430) it affirms that this psicoterapêutico process is important so that the adolescent can take the new learning for beyond the related process and so that she can arrive to be, in last analysis, its proper technician. Already Brustad (1992), reflecting on studies on socialization of the sport, affirms that the same ones have been deficient, pointing that such fact drift of a sociological orientation to monodiscipline prevalent Would have that to include itself there mainly, in if treating to adolescents, the analysis of psychological processes. Under such perspective, the relevance of the influences of the socialization for the agreement of the behavior of the adolescents in the sport has great prominence. In its research, the same author told that the examination of environments, academic and of the sport, disclosed to models of socialization and specific motivacionais processes in adolescents. In particular, he has affinity between socialized behaviors and the development of autoperceptions in adolescents, as influences of orientações carried through and of as these adolescents tell its motivacionais standards. On the other hand, a involved adolescent in the sport can also, probably, be influenced by technician in the formation of auto-told judgments. According to Cox (1986), the beliefs of the athletes remain as one of the challenges important to be faced for one technician of a porting team. In individual sports, as tennises, atletismo and golf, technician can work with the athletes individually in an effort to prepare them psicologicamente for the competition. However, in collective sports, as voleibol, basketball and soccer, one becomes difficult to prepare athlete individually. The psychological preparation in porting teams is generally phenomenon of team or group. In this in case that, the technician is common to argue the subject with the group and to structuralize the activities of practical the porting one for the maximum of group benefit. Axe (1995) affirms that it has necessity of elaboration of a theory of the sport of independent character, that serves of "conducting wire" for future inquiries. This seems to be a critical point in the area, therefore the adoption of an applied analysis the aspects socializadores of the physical activity, beyond its extrinsic merit, still brings an intrinsic value when associate to the implementation of a playful dimension. With base in these considerações, we consider to study it the irrationals beliefs of the adolescents who participate of the activities of sport (soccer) in the intitled Project Champion University, developed for the Federal University of Amazon - College of Physical Education. We will verify how much the cited beliefs individual irrationals and the unconditional self-acceptance intervene with practical the porting one of the adolescents, in an empirical study effected on the basis of analyses of data collected in the proper porting action. In synthesis, we will analyze the beliefs irrationals of a group of adolescents in practical relation to porting of the soccer, leading in account the aspects of that Ellis, in its theory, calls of unconditional self-acceptance (AAI) of this group.

OBJECTIVES

General objective - To analyze the rationals/irrationals beliefs, from the estimated theoreticians of Albert Ellis (1955), of the participant adolescents of the Project Champion University, promoted for the College of Physical Education - FEF, of the Federal University of Amazon - UFAM, in practical relation to porting of the soccer, leading in account the aspects of the unconditional self-acceptance (AAI) of this group.

Specific objectives - To raise information, for subsequent analysis, on the beliefs irrationals, in practical porting of soccer of the participant adolescents of the Project the Champion University, promoted for the College of Physical Education - FEF, of the Federal University of Amazon - UFAM; To inquire specific aspects of the manifest beliefs irrationals, in relation to the unconditional self-acceptance (AAI), in practical porting of soccer of the participant adolescents of the Project the Champion University, promoted for the College of Physical Education - FEF, of the Federal University of Amazon - UFAM; To offer subsidies for the formularization of public politics directed to the socialization of the young, through practical porting and of leisure competent.

METHODOLOGY PROBLEM

It will be that the "unconditional self-acceptance", revealed for the elements that practise soccer, through the Project Champion University, of the College of Physical Education - FEF of the Federal University of Amazon - UFAM, influences its performances positively?

HYPOTHESES

The manifestations of the beliefs irrationals of the adolescents negative influence its performances in practical of soccer in the Project the Champion University, of the FEF/UFAM? The "unconditional self-acceptance", revealed for the elements that practise soccer, through the Project Champion University, of the FEF/UFAM, influences its performances positively.

TYPE OF RESEARCH

Fact was developed research of field of descriptive matrix of the former-post type (when the experiment is developed based in an occurred fact already), under qualitative approach - quantitative, to investigate the beliefs irrationals in relation to the unconditional self-acceptance and its implications on practical the porting one of adolescents of the masculine sex. According to Cervo and Bervian (2002), the descriptive research observes, registers, it analyzes and it correlates facts or phenomena without manipulating them. Search to discover with possible precision, the frequency with that a phenomenon occurs, its relation and connection with others, its nature and characteristics. In this way, the descriptive study it will look for to describe, with precision, the facts and phenomena of determined reality, without, however, restricting it the collection, ordinance and classification of data. To assure certain degree of scientific validity, this study it will establish an accurate delimitation of techniques, methods, models and

theories that will guide the collection and interpretation of the data. Also necessarily specified they will be the population, the sample, the objectives do study, the terms and the 0 variable, the hypotheses, the questions of research etc.

STATISTICAL PROCEDURE

In our inquiry, the Operational system was used Statistical Software Epi Info 2000 (EI2K) for the analyses. It is a program of 32 bits for Windows written in Visual beginner's all-purpose symbolic instruction code? compatible with Win9x and NT. The data had been raised in the Field of Soccer II of the College of Physical Education - FEF, located in the University Mini-Campus, Federal University of Amazon - UFAM, situated in the General Avenue Rodrigo Otávio Jordão Branches, n.° 3000. The Project Champion University functions of second a friday, being that the adolescents arrive at the College of Physical Education to 07h45 min., dislocating itself for University Restaurant - RU, where min. takes coffee of the morning to 08h15 min. To 08h30, in Field II or another place stipulated previously, the consisting practical activities of physical works, technician, psychological tacticians and related to the Soccer are initiated, aiming at the development of physical, motor and cognitivas qualities, besides increasing the integration between the group of children and taken care of adolescents. To 11h, the children and adolescents take bath and dislocate themselves for the RU, where they lunch e, after that, they go for its respective schools (the ones that studies in the vespertine period) or come back toward houses (the ones that study in the nocturnal period). In elapsing of the morning, to information related to the responsibility and obedience to the norms are supplied, also, objectifying the complete formation of the citizen. The children and the adolescents eventually participate of cultural activities, such as: lectures, strolls, visits the parks, museums, Justinian codes of Research, shoppings, cinemas, theaters, with the objective to receive information that favor its inclusion and its development social. The population was constituted of enrolled adolescents of the masculine sex in the Project Champion University. The related project is developed with joint action, for the Departments of Sports and Communitarian Activities - DDAC, Theoretical Recital - DFT, of the College of Physical Education - FEF and for the Pró-Reitoria de Communitarian Assuntos of the Federal University of Amazon - UFAM. The project takes care of sixty (60) adolescents in situation of social risk, with age understood between twelve (12) and eighteen (18) years, in accordance with established in the Statute of the Child and Adolescent - ECA (Federal Law 8,069 of 13.07.1990).

CONCLUSION

We knew that the beliefs of the investigated the soccer players adolescents were not invariant. It was important to investigate them, through the approach of Rational Emotive-Behavior-Therapy (REBT) and of its instruments, that value the relevance of the positive thoughts in the future performance in a physical activity, in ours in case that, practical the porting one with the use of the field soccer. The rational beliefs are efficient, if they take the behaviors and good results of the performance of these adolescents. It is basic to search new beliefs, more adequate and orienting, to substitute those that already do not function I content it more. The construction of these new functional beliefs would happen, for hypothesis, through the philosophical debate considered by Ellis as a form of the adolescents if to come across with its unreal thoughts e, with this, to pass for a process that we call refutation of the inadequate beliefs with the possibility of adoption of a new adequate belief to the life reality of the adolescents. This new belief will have as objective to take the adolescent to a healthful and happyer life in the group context. This educative process considered by Ellis, will be for us after carried through the ending of this research and will be sent as proposal reeducativa to the Coordinator of the Projector Champion University. It is considered, through dynamic of groups, to work with the results presented for the adolescents in the following instruments of inquiry: 1, Questionnaire of Irrationals Beliefs - QCI elaborated for Charles Newmark, Ruth Ann Frerking, Louise Cook and Linda Newmark (1973); 2, Inventory of Irrationals Beliefs adapted by Hayslip et al. (1994) - both translated by Dominguez (In: CABALLO, V. E: 1996); 3, Form of Self-Help of the Rational Emotive-Behavior-Therapy, elaborated for Sichel and Ellis (1984) and 4. Scale of Beliefs - ECI (JOHN M. MALOUFF & NICOLA S. SCHUTTE:1986). The adolescents, of certain form, have of being leader in each position who inside assume of the teams "Libermorro Soccer Club" and, moreover, have to in common have a strategy inside of the group, therefore, the situations that the project promotes are excellent chances for the performance of the group as a whole and not only of the individual performances. It is necessary that they come to construct the irrationals beliefs presented to the long one of the application of the four instruments in the inquiry. The Coefficient of Variability (CV) in the Newmark et al. (1973) it was of 11,5% of concordant answers with the beliefs irrationals, therefore, the CV indicate low variability of the sample and had one CV de Rational Beliefs of 15,4% of discord in relation to what they said - thoughts irrationals. Certain balance of the answers between rational beliefs and irrationals is noticed. How much to the application of the instrument of Albert Ellis and Hayslip et al. (1994), high one in relation to the answers was observed one CV "Does not know"; that it demonstrates a indetermination of the adolescents investigated (CV 60.9%) in the rational/irrational relation. In Escala de Crenças de John M. Malouff and Nicola S. Schutte (1986), it had one CV high of 50,9% of agreement with the beliefs irrationals and 37,5% of opponents with these same beliefs. In the Form of Auto-Ajuda of the TRE, it had one CV of 43.9% of agreement with the irrationals beliefs and the CV of 45,2% of discord with the beliefs irrationals. CV of answers of indifferences the front to the presented affirmations it was of 10,2%. We apply these instruments to get the results of the irrationals beliefs in the investigated population and notice that the unconditional self-acceptance (AAI), that is, the perception of situations of a positive form had a balance at some moments and, in others, had a probability low. Perhaps this has been resulted of the form as the environment adolescents socially inferiorizados see the world, or either, they see it through a perspective of a hierarquizada and estratificada social identity; that is, its dreams are emptied and they are always dispersed in relation to the positive and negative thoughts, taking them it a labilidade (instability) of mood that intervenes with the form to see the world that the fence. This would demonstrate a social identity fragilizada e, our paper, as social psychologist, is to propitiate a form of debate with the adolescents with the results through the socrático speech, as considered for Albert Ellis, to take them it an understanding of the functioning of the thoughts for them presented e, with this, to try to create a situation of well-being of them with they themselves, the teams, the repercussions of its performances in the soccer departures. With this, for hypothesis, a possible change in the behaviors of the adolescents will be verified, directing itself for a more productive action. To make with that the adolescents know its ideas concerning our natural and sociocultural environment and arrive at an agreement or disagreement on this, levaá them to perceive it that its surrounding partner "was preselected and daily pay-interpreted for a series of constructos of common sense of the reality of daily life" (HAYWOOD: 1991). Each one of us, in our daily activities, and without very thinking to this respect, uses a bigger number of products of this daily pay-election and daily pay-interpretation, that if join for what Schütz calls "deep by hand knowledge". Without such knowledge, life in the daily world would be inconceivable. None of us can construct a world of the felt significações and from the nothing: each one enters "a daily pay-manufactured" world, where certain things are important and others are not; where the established conveniences bring certain certezas for the light and leave others in the shade. Above of everything, we live in a world where an enormous amount of aspects is obvious the point of already not being conscientiously noticed and they do not need no active effort, not even to decipher them, for being invisivelmente, but effectively, gifts in everything what we make, influencing, in this way, our acts, our attitude, our beliefs and the things on which we act, considering them as a reality solidity. Exactly knowing that the unconditional self-acceptance has low a probability to happen to perhaps, we must try to work with the uncertainties and unreliabilities of these adolescents and with this, based in the hypothesis of that they come to assume a leadership in the group, what she will independently constitute them to the experience of moments of security of the victorious results, therefore the security would mean not a fidget on the evaluation of its physical performance. Such situation would come to mean, as an utopia, a construction planned with bases in the search of social inclusion of less the most favored and to take them, through the sport, to the creation of "an unharmed" community of oppression, therefore based on the action freedom and not on a utopian vacuum without aiming. Therefore,

an action politics in the area in question can be supported in the reaffirmation of the right of the individuals freely to assure and to perpetuate the conditions of its freedom, through the cognitiva conscience of its rational thoughts and/or irrationals on its performances in the porting performance. How much our hypothesis of that the adolescents who practise physical activity, through the exercise of the soccer, together to the Project Champion University of the FEF/UFAM, present "irrationals beliefs", that they disclose themselves in correlation to the negative effect in its performances in practical the porting one and the evaluations of these performances (ELLIS: 2004), was observed that irrealistas requirements how much to this performance and the expectations to be accepted and "loved" for other people, take to feel them badly to it guilty front to one performance. Such failure can generate fear of being a shame and a catastrophe, but it can be seen as resulted normal simply of the porting activity, a time that we are imperfect beings ", weak and falíveis". The psychologist becomes, thus, an essential element in the re-education of the futebolistas adolescents in the measure where he circumscribes the space of valuation and the recognition of the singularity in the way to deal with the adolescents who practise porting activities in general. Therefore, the practical one of the psychology of shelter of the adolescents who practise physical and porting activities creates for the psychologist the space of exercise of a more qualified listening of the possibility to transform these adolescents into proper victorious beings for itself, its family and soon for its community. It is important that the psychology professional if feels inserted in the social work with the adolescents, therefore this also goes to intervene with the form as to deal with the team of players. Therefore, all will leave victorious people in this day through the practical incentive the porting one of the soccer with the accompaniment of the psychologist as a facilitador of the development of the mental health of the group of sportsmen. The inclusion of the professional of psychology, with a cognitiva mannering formation in teams of field soccer or of the sport in general, can favor changes of paradigms, fortifying practical interdisciplinares or to multidiscipline in practical the porting ones.

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IRRATIONALS BELIEFS AND UNCONDITIONAL SELF-ACCEPTANCE: A STUDY DIRECTED TOWARD THE TRANSPOSITION OF THE THEORY OF ALBERT ELLIS IN A POPULATION OF ADOLESCENTS WHO PRACTISE SOCCER

ABSTRACT

The theoretical presuppositions of the Therapy were used Rational-Emotive-Behavior Therapy (REBT - acronym in English) developed in 1955 by Albert Ellis and presented in a conference uttered in the Congress of American Psychological Association - APA (GRIEGER, 1985). It Bases on the method of treatment of the emotional disturbances (call of ABC) and it follows the educational model of cognitive learning. It tries to turn the more durable cognitive changes through the study of the rational-emotional behavior in the following way: (the) of as the people they develop and they can overcome your own disturbances; (b) of detecting of irrational faiths; (c) of discussing, discriminating and disputing irrational faiths; (d) of changing with new effects or theories. The therapeutic model of REBT is active, directing and, largely, educational (ELLIS & DRYDEN, 1987; ELLIS, 1984; WALLEN,

DiGIUSEPPE & WESSLER, 1980). they were applied the Inventories of Irrational Faiths, adapted by Charles Newmark, Ruth Ann Frerking, Louise Cook and Linda Newmark (1973) and other, of Irrational Faiths, adapted by Albert Ellis and Hayslip (1994) - both translated by Dominguez (1996) and confirmed by Siqueira (2000); they were also used the Form of Solemnity-help of the Therapy Rational-emotional-Comportamental, elaborated by Sichel and Ellis (1984), and the Scale of Faiths (JOHN M. MALOUFF & NICOLA S. SCHUTTE, 1986). We Verified as the irrational faiths in relation to the unconditional solemnity-acceptance (AAI) they influence the sport practice, limiting the expanding its, in agreement with the model of Ellis. The analysis of these information will offer subsidies for the formulation of public politics gone back to the youths' socialization, through sport practices and of competent leisure. We analyzed the adolescents participants' of the Project Champion University of physical education University irrational faiths - FEF of the Federal University of Amazonas - UFAM in relation to the sport practice of the soccer, taking in bill aspects than the theory of Ellis denominates of unconditional solemnity-acceptance (AAI) of that group.

KEY-WORDS: Irrational faiths, Adolescents, Rational-Emotiove-Behavior Therapy, Unconditional Solemnity-acceptance, Educational Practices.

RESUMÉ

Ont été utilisés les présuppositions théoriques de la Thérapie Racional-Emotivo-Comportamental (REBT - sigle dans Anglais) développé en 1955 par Albert Ellis et présenté lors de une conférence prononcée dans le congrès de l'American Psychological Association - APA (GRIEGER, 1985). Il se base sur la méthode de traitement des émeutes émotionnelles (appelé de ABC) et suit le modèle scolaire à d'apprentissage plus cognitif. Il cherche à rendre aux changements plus cognitifs plus durables à travers l'étude du comportement racional-emotivo comme suit : (a) de comme les personnes se développent et peuvent dépasser leurs propres perturbations ; (b) de de détection de croyances irrationnels ; (c) de dedébattre, discriminant et en contestant des croyances irrationnels ; (d) du de changement avec de nouveaux effets ou théories. Le modèle thérapeutique de REBT est actif, directif et, en grande partie, scolaire (ELLIS & ; DRYDEN, 1987 ; ELLIS, 1984 ; WALLEN, DiGIUSEPPE & ; WESSLER, 1980). Ont été appliqués les Inventaires de Croyances Irrationnels, adaptés par Charles Newmark, Ruth Ann Frerking, Louise Cook et Linda Newmark (1973) et autre, de Croyances Irrationnels, adapté par Albert Ellis et Hayslip (1994) - les deux traduits par Dominguez (1996) et revalidés par Siqueira (2000) ; ils ont été utilisés aussi le Formulaire d'Auto-ajuda de la Thérapie Racional-Emotivo-Comportamental, élaboré par Sichel et Ellis (1984), et Escala de Crenças (JOHN M. MALOUFF & ; NICOLA S. SCHUTTE, 1986). Nous vérifions comme les croyances irrationnels concernant l'auto-acceptation inconditionnelle (AAI) influencent la pratique sportive, la limitant et/ou en la développant, conformément au modèle d'Ellis. L'analyse de ces informations offrira des subventions pour la formulation de politiques publiques tournées pour la socialisation des jeunes, à travers des pratiques sportives et du loisir compétents. Nous analysons les croyances irrationnels d'adolescents participants de Projeto Université Championne de la Faculté d'Éducation Physique - FEF de l'Université Fédérale de l'Amazone - UFAM concernant la pratique sportive du football, prenant dans compte aspects dont la théorie d'Ellis appelle d'auto-acceptation inconditionnelle (AAI) de ce groupe.

MOSTS-CLEFS: Croyances Irrationnels, Thérapie Racional-Emotivo-Comportamental, Pratiques Éducatives.

RESUMEN

Se utilizaron las presuposiciones teóricas de la Terapia Racional-Emotivo-Comportamental (REBT - sigla en Inglés) desarrollado en 1955 por Albert Ellis y presentado en una conferencia pronunciada en el congreso de l'American Psychological Asociación - APA (GRIEGER, 1985). Se basa en el método de tratamiento de los motines emocionales (llamado de ABECEDARIO) y sigue el modelo escolar a d'apprentissage más cognoscitivo. Pretende volver a los cambios más cognoscitivos más duraderos a través de l'é del comportamiento racional-emotivo del siguiente modo: (a) de como las personas se desarrollan y pueden superar sus propias perturbaciones; (b) de detección de creencias irracionales; (c) de dedéba, discriminando e impugnando creencias irracionales; (d) del cambio con nuevos efectos o teorías. El modelo terapeútico de REBT es activo, directivo y, en gran parte, escolar (ELLIS &; DRYDEN, 1987; ELLIS, 1984; WALLEN, DiGIUSEPPE &; WESSLER, 1980). Se aplicaron los Inventarios de Creencias Irracionales, adaptados por Charles Newmark, Ruth Ann Frerking, Louise Cook y Linda Newmark (1973) y demás, de Creencias Irracionales, adaptado por Albert Ellis y Hayslip (1994) - los dos traducidos en Domínguez (1996) y revalidés por Siqueira (2000); han sido utilizados también el Formulario d'Auto-ajuda de la Terapia Racional-Emotivo-Comportamental, elaborado por Sichel y Ellis (1984), y escalado de Crenças (JOHN M. MALOUFF &; NICOLA S. SCHUTTE, 1986). Comprobamos como las creencias irracionales relativas a aceptación l'auto incondicional (AAI) influyen sobre la práctica deportiva, limitándola y/o desarrollándola, de acuerdo con el modelo d'Ellis. L'analyse de esta información ofrecerá subvenciones para la formulación de políticas públicas vueltas para la socialización de los jóvenes, a través de prácticas deportivas y ocio competentes. Analizamos las creencias irracionales d'adolescents participantes de Projeto Universidad Campeona de la Facultad d'Éducation Físico - FEF de l'Université Federal de l'Ama - UFAM relativa a la práctica deportiva del fútbol, tomando en cuenta aspectos cuya teoría d'Ellis requiere aceptación d'auto incondicional (AAI) de este grupo.

PALABRAS-CLAVE: Creencias Irracionales, Terapia Racional-Emotivo-Comportamental, Prácticas Educativas.

CRENÇAS IRRACIONAIS E AUTO-ACEITAÇÃO INCONDICIONAL: UM ESTUDO VOLTADO PARA A TRANSPOSIÇÃO DA TEORIA DE ALBERT ELLIS EM UMA POPULAÇÃO DE ADOLESCENTES FUTEBOLISTAS

RESUMO

Foram utilizados os pressupostos teóricos da *Terapia Racional-Emotivo-Comportamental* (REBT - sigla em inglês) desenvolvida em 1955 por Albert Ellis e apresentada em uma conferência proferida no congresso da American Psychological Association - APA (GRIEGER, 1985). Baseia-se no método de tratamento dos distúrbios emocionais (chamado de ABC) e segue o modelo educacional de aprendizagem cognitiva. Procura tornar as mudanças cognitivas mais duradouras através do estudo do comportamento racional-emotivo da seguinte forma: (a) de como as pessoas desenvolvem e podem superar suas próprias perturbações; (b) do detectar de crenças irracionais; (c) do debater, discriminando e disputando crenças irracionais; (d) do mudar com novos efeitos ou teorias. O modelo terapêutico da REBT é ativo, diretivo e, em grande parte, educacional (ELLIS & DRYDEN, 1987; ELLIS, 1984; WALLEN, DiGIUSEPPE & WESSLER, 1980). Foram aplicados os *Inventários de Crenças Irracionais*, adaptados por Charles Newmark, Ruth Ann Frerking, Louise Cook e Linda Newmark (1973) e outro, de *Crenças Irracionais*, adaptado por Albert Ellis e Hayslip (1994) - ambos traduzidos por Dominguez (1996) e revalidados por Siqueira (2000); foram utilizados também o *Formulário de Auto-ajuda* da *Terapia Racional-Emotivo-Comportamental*, elaborado por Sichel e Ellis (1984), e a *Escala de Crenças* (JOHN M. MALOUFF & NICOLA S. SCHUTTE, 1986). Verificamos como as crenças irracionais em relação à auto-aceitação incondicional (AAI) influenciam a prática desportiva, limitando-a e/ou expandindo-a, de acordo com o modelo de Ellis. A análise destas informações oferecerá subsídios para a formulação de políticas públicas voltadas para a socialização dos jovens, através de práticas desportivas e de lazer competentes. Analisamos as crenças irracionais de adolescentes participantes do Projeto Universidade Campeã da Faculdade de Educação Física - FEF da Universidade Federal do Amazonas - UFAM em relação à prática desportiva do futebol, levando em conta aspectos do que a teoria de Ellis denomina de auto-aceitação incondicional (AAI) desse grupo.

PALAVRAS-CHAVE: Crenças Irracionais, Terapia Racional-Emotivo-Comportamental, Práticas Educativas.