90 - THE PHISICAL THERAPY PART IN SCHOLAR INCLUSIVE PROCES

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Introduction

Nowadays, in Brazil,thousands of people with some kind of phisical deficiency are being discriminated for their comunities. The exclusion is as old as men socialization. The society has being incapacitating phisical deficients for a long time, marginalizeing and abnegating them from freedom and even knowledge. Is easier to pay attention in what they can not do or in their apperance than in their habilities and potential as person. The schools use to care more about those said like normal studants, excluding the knowledge of the different ones. This fact leaded the schools to change their way to see deficiency from educational focus (BRICE LEON, 1996).

In the last few years, some separeted acts from parents and educator has promoted and improved the scholar inclusive process, aiming at ranson the human respect and dignity, on pourpose to provide full development and the access to all society resources. Most of this actions accoured in 1994 on World´s Special Education Conference, in Salamanca city, Spain. The conference aprooved the Salamanca Statement, wich says that every children has the right to recieve education and knowledge acces, in common school system. In brazilian context we have the Constitution of 1988 wich says that deficient people has the right to recieve special education specialy on regular school (HOEFELMANN, 2001).

Searching for educacional assintence for all, when the kids first get on school system, those who has any special educative needs, should join as an obligation three different scholar dinamics: learning environment, teacher-student integration and student-student integration (MANTOAN, 2003). The great obstacle was the special graduation and capacitation of regular teachers to be able to act in inclusives school. Most of the researcher agree about the investment need of capacitation and sensibilization of the education professionals so the scholar exclusion decreases, but to delegate to the teacher al the responsability to provide the inclusion of those special education needed students is a mistake, because this atitude should come from all school system.

To assist with quality those special needed students, the school has to be changeg, offering qualification courses for the teachers for a teamwork with phisical therapysts, psycologists, phonodiologysts, Ocupational therapysts, social assistant, and others (HOEFELMANN, 2001).

Philanthopycs programs act directly on comunities, providind the professional qualification associated to govenmental agencys. In july of 2005 a partnership between Univali and CEMESPI was stablished with the goal to guide the scholar interventions and attendance of children and adolescents with special educacional needs who frequent public municipal school in Itajaí city, and make the special attendance to professionals about the social inclusive process.

As the phisical therapy departament had a long waiting lyst by that time, the need of includding the Physical Therapy College on the project were considerated. Through this experience the university extention came with the folowing research question: Wich contributions has being made by phisical therapy departament to university extencion prject of Univali, named " Intervention of special needed and learning dificulties students".

Methodology

The documental analisys was the method used to develop this reasearch. To utilization of the data produced by this study on the extension project, such as reaserch data, an authorization from institution envolved was requested, UNIVALI and CEMESPI. The project was inscribed on National Ethical Researsh System (SISNEP) and approved by Ethic Research Departament of UNIVALI.

Results

CEMESPI was intituted in october of 1999, with the objective to assist special needed students registered in municipal school system.

Between January of 2003 and June of 2005 was conducted 887 special needed students with learning dificulties to CEMESPI. As the demand of this service was proceeding a partnership with UNIVALI was needed. By this way the raised the "Intervention of special needed and learning dificulties students" extencion project.

As a way to vitalize even more the universitary extension caracter, other interdisciplinary partnerships were made. The actual wolrd´s complexity needs the development of programs turned to health promotion to achieve new concepts, besides of a professional graduation commited with the society (MEDEIROS et al, 2005).

From june to december of 2005, with the partnership of phisical therapy stablished to the project, some acts were developed such as: indentify the students with learning dificulties; valuate the students with learning dificulties; lead them to clinical attendance in other specific centers as the UNIVALI's Phisical Therapy School Center; and orientate parents, teachers and monitors, be part of planning meetings and avaliate the development of the project to verify the school inclusive process.

In this 'first stage' we found out this folowing results: seven schools were visited, of those one school director, one secretary, one supervisor, four counselors, four monitors, twelve teachers, eleven students and one mother recieved orientation and thirteen students were valuated. Most of dificulties founded had an organizational caracter, such as: absence of students and parents even after appointment, comunication problems between parents and the school, and not having a good place and rihgt material to make the valuation. The conquests reached were the relationship stablished between the university and the society, the contribution to the comunity development, improving the knowledge and experiences of human resources envolved, because there's a joint between technical and popular knowledge. Alloweing the exchange of experiences and ideasto technical and pratical knowledge based on comunity needs showed by itself.

In February of 2006 the CEMESPI actions were revitalized. The city were shared in seven parts, and started to count on a teamwork made of phisical therapysts, psycologists, phonodiologysts, pedagogysts and psycopedagogysts. After an extensive reunion between UNIVALI and CEMESPI, they got a conclusion that the UNIVALI acting would be better if it was in oly one part of the city, so Phisical Therapy chose the Arnaldo Brandão Municipal School to develop theyr work.

With all this transformation some changes in the phisical therapy acting area of the project were needed, such as: postural valuation by special made orthopedic filing cards; postural orientation with flyers distribution and oral explanation of it;

Muscular relaxing and stretching exercices; activities with games and music; parents orientation with dialogs about theyr kids heath and phisical therapy part on schools; Little questionary application to the teachers about schoolar inclusion; lead the students with postural disturb detected to phisical therapy service when is a case of treatment need; and for last informative material elaboration.

The results achieved on 'second stage', from February to June of 2006, were: postural valuation in scholars from 1ª to 4ª greads, with the filing cards from UNIVALI's Phisical Therapy School Clinic. Were valuated 90 students, between 6 and 11 years old. And detected several postural alterations, however the most salient one was related to the shoulder joint, about 72 (80%) of this children presented intern rotation of the shoulder. The other disfunctions included: hiperlordosys of cervical column in 33 children (36,6%); retification of cervical column, also in 33 students (36,6%); low back hiperlordosys in 39 students (43,4%); and flat feet in 31 childrens (34,4%).

Tis results are a reason of concern for being children, and their body structure are still in development, that way those are more susceptible to deformations, presenting less support to weight carrying. On the other hand, this is the perfect age to get used to healthy habits. This suports the idea, that the school environment is responseble for heath promotion on the teaching-learning process, when the kids are in the growth process. Of those valuated students, was foud one girl presenting a grave disfunction of the column, who was leaded to specialized service.

Orientations about the adequated column posture were made with 82 students, including adequated way to lay down, sit dounw, wright, walk, carry heavy things and they received ilustrated flyers explaning about right positions.

Participated to the stretching and relaxing exercices 122 studenst. This activity propiciated a better concentration in classes, and also a better integration between students and allowance receiving students. This activity was realized in classroom with relaxing music and games. During the activity many students slept and other more agitated ones could get calmer.

Were also applied a questionary answered by 20 teachers of that school, and was analised the need director, one secretary, one supervisor, four counselors, four monitors, twelve teachers, eleven students and one mother recieved orientation and thirteen students were valuated. Most of dificulties founded had an organizational caracter, such as: absence of students and parents even after appointment, comunication problems between parents and the school, and not having a good place and rihgt material to make the valuation. The conquests reached were the relationship stablished between the university and the society, the contribution to the comunity development, improving the knowledge and experiences of human resources envolved, because there's a joint between technical and popular knowledge. Alloweing the exchange of experiences and ideasto technical and pratical knowledge based on comunity needs showed by itself.

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THE PHISICAL THERAPY PART IN SCHOLAR INCLUSIVE PROCESS
ABSTRACT:

In the last few years, some separeted acts from parents and educator has promoted and improved the scholar inclusive process, aiming at ranson the human respect and dignity, on purpose to provide full development and the access to all society resources. The objective of this project aims to investigate the phisical therapy contributions to this process through documentary analisys. The results were: from june to december of 2005 seven schools were visited to indentify, evaluate and lead those students with some learning disturbs to Univali's Phisical Therapy School Center, such as to orientate parents, teachers and monitors; in February of 2006 at Arnaldo Brandão Municipal School, were executated relaxing and streching exercices and postural valuation in 1ª to 4ª greads studants, in those were detected several posture disturbs specialy intern rotation of the shoulder; in Agost of 2006 were included on phisical therapy aproach the Pedagogic Living Experiences Laboratory, with relaxing and streching exercices on the swimming pool, and pedagogic activities with hiperactive students. After this research the fisical therapy was included in health promotion, and the interdisciplinarity relation between the professionals were fortifyed. KEY-WORDS: Phisical therapy, phisical deficiency, scholar inclusion.

DES ACTIONS DE LA PHYSIOTéRAPIE POUR L'INCLUSION DANS L'éDUCATION
RESUME:

Dans le but de récuperer le respet humain et la dignité et de permettre le plein dévelopement et l 'accès comun à tous les résources de la société, dans les dernières années des actions isolées de la part des éducateurs et des parents ont promus l'inclusion dans l'éducation. Ce projet en particulier, a pour objectif l'investigation des contributions de la physiotérapie en ce qui concerne l'inclusion dans l'éducation, et cela par le biais de l'analyse documentaire. Dans le cadre de ce travail, ont été menées les actions suivantes : de juin à décembre de 2005 ont été visitées sept écoles pour l'identification, l'évaluation, et l'achéminement des élèves avec besoins spéciaux d'aprentissage à la Clinique-École de Physiotérapie de l'UNIVALI et pour permttre de conseiller les parents, les enseignants et les moniteurs ; dans le mois de février de 2006 ont été réalisées des activités de relaxation et d'allongement ainsi que d'évaluation posturale chez des écoliers des quatre prémières années de l'école fondamentale, dans lesquels ont été détectées des altérations posturales, surtout de la rotation de l'articulation interne des épaules ; dans le mois d'août de 2007 les traitements ont inclus le Laboratoire d'Éxperimentation Pédagogique, avec des activités de relaxation et d'allongement dans la piscine ainsi que des activés pédagogiques avec des élèves hiperactifs. Avec ces activités, nous avons réussit l'insertion de la physiotérapie dans la santé et dans la vivification de l'interdisciplinarité entre les professionels y impliqués.

MOTS-CLES: physiotérapie, handicaps physiques, inclusion dans l'éducation.

LA ATUACIóN DE LA FISIOTERAPIA EN LO PROCESSO DE INCLUSIóN ESCUELAR
RESUMEN:

En los ultimos años, acción aislado de educadores e de padres tienen promovido y implementado la inclusión en las escuelas, objetivando rescatar el respecto humano y la dignidad, el objetivo deste proyecto és investigar las contribuiciones de la fisioterapia en lo processo de inclusión escuelar, a través de la metodologia de la analise documental. Los resultados fueram: de Junio a Diciembre de 2005 la visita a siete escules con sus acciones de identificación, avaliación e encaminamiento de alumnos con dificuldades de aprendizaje para la Clinica Escuela de Fisioterapia de la Univali e la orientación de los padres, professores y monitores; en febrero de 2006, en la Escula Municipal Arnaldo Brandão, fue realizado actividades de relajamiento y alargamiento y avaliación postural en estudiantes de 1ª a 4ª clasedonde fueran detectadas varias alteraciones posturales, sobretodo la rotación interna de la articulación de la espalda; en Agosto de 2006 la fisioterapia incluiu en sus acciones el Laboratorio de Vivencias de Pedagogía, con actividades de relajamiento y alargamiento en la piscina, y actividades pedagogícas con alumnos hiperativos. Con este estudio obtenemos la inserción de la fisioterapia en la promoción de la salud y fortalecimiento de la interdisciplinaridade entre los profissionales envolvidos.

PALABRAS-CLAVES: fisioterapia, deficiencia fisica, inclusión escuelar.

A ATUAçãO DA FISIOTERAPIA AO PROCESSO DE INCLUSÃO ESCOLAR
RESUMO:

Nos últimos anos, ações isoladas de educadores e de pais têm promovido e implementado a inclusão nas escolas, visando resgatar o respeito humano e a dignidade, no sentido de possibilitar o pleno desenvolvimento e o acesso a todos aos recursos da sociedade. O objetivo desse projeto visa investigar as contribuições da fisioterapia no processo de inclusão escolar, através da metodologia de análise documental. Os resultados foram: de junho a dezembro de 2005 a visita a sete escolas com ações de identificação, avaliação e encaminhamento de alunos com dificuldades de aprendizagem para a Clínica Escola de Fisioterapia da Univali e a orientação de pais, professores e monitores; em fevereiro de 2006, na Escola Municipal Arnaldo Brandão, realizou-se atividades de relaxamento e alongamento e avaliação postural em escolares de 1ª a 4ª séries onde foram detectadas várias alterações posturais, principalmente a rotação interna da articulação do ombro; em agosto de 2006 a fisioterapia incluiu em suas ações o Laboratório de Vivências de Pedagogia, com atividades de relaxamento e alongamento na piscina, e atividades pedagógicas com alunos hiperativos. Com esse estudo obtivemos a inserção da fisioterapia na promoção da saúde e o fortalecimento da interdisciplinaridade entre os profissionais envolvidos.

PALAVRAS-CHAVE: fisioterapia, deficiencia física, inclusão escolar.