159 - PROPOSITION FOR (DIS)ABLED BODIES INCLUSION AT PHYSICAL EDUCATION CLASSES

MARIA AUXILIADORA TERRA CUNHA
LEEFEL / PIBIC / UNISUAM - Centro Universitário Augusto Motta
Rio de Janeiro - RJ, Brasil
materracunh@uol.com.br

This qualitative research proposes the inclusion of handicapped people in physical education classes. First of all, we need to characterize as we perceive them. Handicapped is any person with potentialities, possibilities and limitations that make them especial. They can present mental deficits, with lower intellectual functionality than average; physical or motor, reflecting a variety of organic conditions that alter the normal functionality of the locomotion system development, and cause limitations on the adaptable abilities areas; sensory, which affect the main sensory organs (vision, hearing, communication).

The 1988 Federal Constitution, article 205, devotes Education as the Right of all and Duty of the State and Family. Article 208 guarantees as the Public's Right access to compulsory and free education, as well as specialized educational service to the handicapped, preferably in regular education schools. Article 227 states that the State, including governmental entities, has to promote a health assistance program to children and adolescents, doing the following: creating preventive programs and specialized services to the ones who bear physical, mental or sensory disability, as well as social integration of handicapped adolescents through training that prepares them to work, and access convenience to goods and services to the public eliminating architectural obstacles. The Salamanca Declaration about Principles, Politics and Practice in Special Education resulted from a World Conference about Special Education Necessities, which happened in Spain between 7th and 10th of June 1994. In this meeting, the rights of education to each individual were reconfirmed, according to the Human Rights Universal Declaration (1948) and according to the demands from the World Conference about Education for All (1990). This document emphasizes that the special education necessities contain the already approved principles of a balanced education, which benefits all children. Part of the principle that all human differences are normal and that learning must conform to the individual necessities, instead of each individual conforming to the principles in rhythm and nature of the educational process. These are the bases to build a people focused society, that respects the dignity and differences of each human being, once there is a need to change the social perspective. For a long time, handicapped problems were aggravated by a mutilator society that would focus more in their incapability then in their potential. The Legislative Decree n. 198, from June 13th, 2001, highlights the impossibility to differentiate individuals basing on their disability. Article 1st defines discrimination like every differentiation, exclusion or restriction based on disability, disability precedent, disability consequence, or present or past disability perception, that has the ends or purpose to block or refrain the handicapped from seeking recognition, pleasure or exercising of their human rights and their fundamental freedom. (CUNHA, 2004)

Supported by this legislation, this study targets to propose small adaptations to include these (dis)abled bodies in physical education classes, identifying the different meanings of activities that compose the persons' imaginary with peculiar conditions to these practices - bodies paralyzed and/or mutilated, sensory and/or mental deficits - that merge, intrinsically, when bodies in motion (re)unite, highlighting relations given by the subjects through images well thought of and present in society.

Our challenge was to explain, through the adapted physical activities enchantment, the pairs/guides solidarity, the complicity of teachers and other students, how the (dis)abled metamorphose their apparent disability, covering it with expressions, encoded signals and established in different languages and styles. We thought again about these practices by (re)reading aesthetic, symbolic, defying, and social aspects, giving them personal, individual and efficient color.

Due to the studied theme's complexity, in this qualitative research, that gather data from a small number of cases about a great number of variables, according to Alves (1991), we will adopt as our strategic methodology the Selection and Analyses of Adapted Physical Education Content and Routine Observations with (dis)abled bodies, during the activities of the supervised internship in physical education, in public and private pre-schools and middle schools, in Rio de Janeiro state. We believe special students can and must practice physical education together with their peers, since they also have movement, life, feelings and thoughts. According to Winnick (2004), the adapted psycho-motor activity meets the handicapped special needs, and can be performed in different places and organizational patterns with several purposes. Adapted physical activities programs take place in schools, developing psychological, affectionate, social, and motor aspects influencing these actors quality of life. This physical education is justifiable by subsidizing a body movement practice expressed in games, dances, fights, sports and gymnastics. For these reasons, we propose adaptations in swimming, soccer, gymnastics, badminton and volleyball classes, when the handicappers can reach the well dreamed inclusion.

We need to re-think, comprehend how the body interprets, acquires and produces senses in a socio-historic-cultural relation, which goes beyond the speeches of body thought on the activity and thought body of activity. For handicappers, to practice physical education is an adventure, life in motion, bodies adaptations, creating instruments for the choreographic arts, transporting lives that create movements. The adapted physical education involves modifications or adjustments to the traditional physical activities in order to allow an efficient and secure participation of the handicapper, according to his/her functional capacities and individual differences. These activities should be offered as an alternative, a playful and pleasurable option to be felt as part of the rehabilitation, inclusion, self-esteem, and self-value process. This way, we suggest that teachers, in their physical education classes, try to make the adaptations necessary to allow every student to actively participate in this social inclusion tool.

EDUCATIONAL PROPOSALS

The adapted sport, according to Winnick (2004), was created to meet the handicappers' special needs. The adapted sport programs can be done in many places and organizational patterns with several purposes. This way, the physical education is justifiable as an easing tool to subsidize a body movement practice expressed in games, dances, fights, sports and gymnastics. When applying it to practice as an activity geared towards the individual's formation, the physical education is a subject like every other, differing only according to the teacher's philosophy. As an area of knowledge, physical education includes disciplines and fundamentals fixed at the body in motion phenomenon, and in its biological, psychological and social bases. The adapted physical activity is an interdisciplinary knowledge body driven to finding and solving psychomotor problems during the life span. These problems can be originated by the individual or by the environment. Meanwhile, they only become visible as task demands do not get satisfactorily done due to adapted functions' limitations or delays. There is a composition of a variety of knowledge areas with theories, models, teaching and rehabilitation tools, and provides services limited to specialized professional competences. There is an objective to integrate and apply theoretic-practical fundamentals of many human motor disciplines, and similar areas of health and education in distinct education and rehabilitation programs to all age range individuals who do not get adjusted totally or partially to the social institutions demands.

The adapted physical activity is a program full of developmental activities, games, sports, rhythmic and expressive activities, where its organization is based in interests, capabilities and limitations of each individual with disability, who generally

cannot participate in the general program activities. Because of this, as a educational proposal, we offer adapted motor activities for physical education classes in pre-school and middle school. This inclusive proposal was prepared during the Supervised Internships in Physical Education. In schools with little or no handicapped student, we simulated these limitations in order to have equal participation by all students.

For Araújo Júnior (1993) "to educate through the liquid means can and should be prerogative used by the Physical Education teachers, when aiming to accomplish their educator's mission". The adapted swimming classes aim at sensorial, motor and mental handicappers. The main alterations are seen at the start, turn, and finish. The start can be done from the water or the block, depending on the type of disability. The blind are informed when they are approaching the walls through the tapper, a stick with sponge on the tip, and the ones with hearing difficulties arrange with their teacher a better way of communicating.

The soccer with 5 to blind or visually impaired can be practiced in futsal court or in synthetic grass field. Only the goalkeeper is visually capable, but the other four are blind folded, and if you touch it it's a foul. The ball contains bells inside to help locate it; the fans must remain in silence and only celebrate when there is a goal. There is a guide/caller, how stands behind the goal, giving instructions of where to position and to which position to shoot. The sidelines are blocked so the ball does not excessively go out of bounds. After 5 fouls, another should replace the player. Since the players need to be blind folded, visually capable players are also welcome. For the ball, we can put objects that make sounds into the regular balls.

The gymnastics, for hearing impaired, demand a high performance by the students, especially during the presentation where they try to make the perfect union between the equipment and the movements. The activities can be individual or in-group, which needs great articulation, strength, agility, skill, resistance, and lightness. Deaf individuals can practice any sport or rhythmic activity. In relation to sports, there is no need to adapt. Although rhythmic and choreographic activities tend to demand longer training time, due to the time internalization and the execution of movements without any sound to help, because even amplifying, the deaf cannot perceive the greater nuances of the music (SANTOS FILHA, 2007).

The sitting volleyball is practiced by people with locomotors difficulties: amputated, cerebral palsy, and spine injury. For alterations: the court size and net height needs to be reduced, and the serve can be blocked. However, the players need to keep floor contact, being only allowed to loose contact to save hard balls, but for only a short time.

The adapted badminton is one of the newest sports that can be played by the motor disabled. This is a racket game where the sitters and amputated, of both sex, individually or in doubles, face each other in a court split by a net. They use a very light shuttlecock, and because of this they play indoors. The ones that can stand are separated according to their inferior or superior limb injury. The goal is, using the racket, to return the shuttlecock over the net to the other side without letting it to touch the floor. The one who lets the shuttlecock fall n their side or return it out of bounds looses the play.

FIRST RESULTS

This research is in a beginning phase, and it is among others done by us at UNISUAM: coferbol, handball, basketball, ballroom dance (wheelers); judo, dance (visual disabilities); dance (hearing disabilities); capoeira, dance (mental disabilities). During the Supervised Internship period, we could analyze the feasibility of these inclusive proposals. Based on National Scholastic Parameters - PCN's (BRASIL, 2000), we observed that including controversial themes in physical education classes will stimulate a reflection and will allow the development of citizens who will participate in physical activities without sex, age, or race prejudice. We observed that many public schools are still not prepared to this inclusion, starting with the school itself not having the minimum requirements to satisfy the students' necessities, as well as the teachers not being capable of working with special students. In the "inclusion" process there is a big challenge, and at the same time an affectionate exchange that happens equally to the whole society in which there is a need for conscientiousness work, a work vital to the construction of a fair and supportive society where the equality prevails and the differences are considered and respected. The first results show that the impossibility was replaced by the space occupied by the disable body, movement flowed, languages updated other-body, world-body senses, revising emotion, passion, desire, spirit and body transcendence. When giving a new meaning to physical activities they surpass strict techniques, allowing the bodies to transform the wheel chairs, crutches, prosthesis, walking stick, and instruments into means of motion, conflict, experience, accomplishments. This way, these bodies, discovery agents, achieve the well dreamed of inclusion. Spirit flows through the body, (re)writing each (dis)abled movement, printing them with new colors, achieving imaginary dimensions and humanizing Nature.

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Rua Marechal Jofre, 60 apto 407
Rio de Janeiro, RJ / Brasil
CEP: 20560-180
E-mail: materracunh@uol.com.br

PROPOSITION FOR (DIS)ABLED BODIES INCLUSION AT PHYSICAL EDUCATION CLASSES

ABSTRACT:

Qualitative research aiming to include (dis)abled students in physical education classes. We propose adaptations in swimming, soccer, gymnastics, badminton and volleyball, identifying different senses in activities that compose people's imaginary with special conditions to these practices - paralyzed bodies and/or mutilated, sensory and/or mental limitations. As a methodological procedure, we accomplished Selection and Analyses of Adapted Physical Education Content and Routine Observations with

(dis)abled bodies, during the activities of the supervised internship in physical education, in public and private pre-schools and middle schools, in Rio de Janeiro state. Our challenge was to explain, through the adapted physical activities enchantment, the complicity of teachers and other students, how the (dis)abled metamorphose their apparent disability, covering it with expressions, encoded signals and established in different languages. We thought again about these practices by (re)reading aesthetic, symbolic, defying, and social aspects, giving them efficient color. This physical education is justifiable by subsidizing a body movement practice expressed in games, dances, fights, sports and gymnastics. This study is found in the introductory phase. During the Supervised Internship period, we observed that including controversial themes in physical education classes will stimulate a reflection and will allow the development of citizens who will participate in physical activities without sex, age, or race prejudice (PCN's, 2000). This way, these bodies, discovery agents, achieve the well dreamed of inclusion. Spirit flows through the body, (re)writing each (dis)abled movement, printing them with new colors, achieving imaginary dimensions and humanizing Nature, where impossibility was replaced by the space occupied by the disable body, movement flowed, languages updated body senses. When giving a new meaning to physical activities they surpass rules and strict techniques, allowing wheels, motion, adventurous spirit, other-body and world-body and thing-body senses to win life, posture, body attitude and to propagate from one body to another. KEYWORDS: physical education, inclusion, (dis)abled bodies

PROPOSITION DE LA INCLUSION DE CORPS HANDICAPÉS ENLA ÉDUCATION PHYSIQUE SCOLAIRE

RESUME:

Recherche qualitative à propos de l'inclusion de handicapés dans les classes d'Éducation Physique. Nous proposon de petites adaptations pour natation, football, gymnastique rithmique, badminton et volley-bal, en identifiant des divers sens pour les activités qui composent l'imaginaire des gens en conditions spéciales pour ces pratiques - corps paralisés et /ou mutilés, limitations sensorielles et / ou mentales. Comme procedure méthodologique, on a fait la Sélection et l'Analyse de Contenu de l'Éducation Physique Adaptée et des Observations de routine avec des corps handicapés, pendant les activités du Stage Supervisé en Éducation Physique, dans des institutions publiques et privées de l'État de Rio de Janeiro. On a cherché d'expliquer, par la magie des activités physiques adaptées, la complicité des professeurs et des autres élèves, comment ils font la métamorphose de son apparente handicap, en la recouvrant d'expressions, signes codifiés et établis, dans de sifférents langages. Nous avons (re)pensé ces pratiques dans des (re)lectures des aspects esthétiques, symboliques, de défi, sociaux, enleur donnant une couleur éficace. Cette Éducation Physique Scolaire se justifie parce que'elle subventionne une prqatique corporelle de mouvement qui s'exprime dans les jeux, danses, luttes, sports et gymnastiques. Cette étude se trouve en omplantation. Pendant la période des Stages Supervisés, ona pu remarquer que l'inclusion des thèmes transverses dans les classes d'Éducation Physique stimule une reflexion et permet la formation de citoyens que participent des activités corporelles, sans discrimination de sexe, d'âge ou race (PCN's, 2000). Ainsi, ces corps, agents de modifications des découvertes, arrivent à l'inclusion rêvée. L'Esprit traverse le corps en (re)écrivant chaque mouvement handicapé, en les imprimant avec de nouvelles nuances, pour atteindre des dimensions imaginaires et l'humanisation dans la nature, où impossibilité a été remplacée par l'espace quele corps handicapé a occupé, le mouvement a coulé, les langages ont reactualizé les sens de corps. En re-signifiant leurs activités physiques, les handicapés dépassent les règles et techniques rigoureuses, et permettent que rous, mouvement, esprit aventurier, sens de corps-autre, corps-monde, corps-chose gagnent leur vie, attitude corporelle y se propagent d'uncorps à l'autre .

MOTS-CLES: éducation physique scolaire, inclusion, corps handicapés.

PROPUESTA DE INCLUSIÓN DE CUERPOS (MINUS)VÁLIDOS EN LA EDUCACIÓN FÍSICA ESCOLAR

RESUMEN:

Investigación cualitativa sobre la inclusión de (minus)válidos en clases de Educación Física. Proponemos pequeñas adaptaciones para natación, fútbol, gimnasia rítmica, balonvolea, identificando diversos sentidos para las actividades que componen el imaginario de personas que presentan condiciones especiales para tales prácticas - cuerpos paralizados y / o mutilados, limitaciones sensoriales y / o mentales. Como procedimiento metodológico, llevamos a cabo Selección y Análisis de Contenido de la Educación Física Adaptada y también Observaciones de rutina con cuerpos (minus)válidos, durante las actividades de Pasantía con Supervisión en Educación Física, en instituciones públicas y privadas del Estado de Rio de Janeiro. Buscamos explicar, por la magia de las actividades físicas adaptadas, la complicidad de los profesores y los otros alumnos, como hacen la metamorfosis de su aparente (minus)valía, recubriéndola de expresiones, signos codificados y establecidos en diversos lenguajes. (Re)pensamos esas prácticas en (relecturas de los aspectos estéticos, simbólicos, desafiadores, sociales dándoles coloración eficiente. Esta Educación Física Escolar se justifica por subvencionar una práctica corporal de movimiento que se expresa en los juegos, en juegos, danzas, luchas, deportes y gimnasias. Durante el período de Pasantías Supervisadas fue posible observar que la inclusión de los temas transversales en las clases de Educación Física, estimula una reflexión y permite la formación de ciudadanos que participen de actividades corporales, sin discriminación de sexo, edad o raza (PCN's, 2000). Así, eses cuerpos, agentes modificadores de descubiertas, llegan a la tan soñada inclusión. Espíritu atraviesa cuerpo, (re)escribiendo cada movimiento (minus)válido, imprimiéndolos con nuevos matices, llegando a dimensiones imaginarias y humanización en la naturaleza, donde la imposibilidad fue sustituida por el espacio que el cuerpo (minus)válido ocupó, el movimiento fluyó, los lenguajes han actualizado de nuevo los sentidos del cuerpo. (Re)significando sus actividades físicas, (minus)válidos sobrepasan reglas y técnicas rigurosas, permitiendo que rodas, movimientos, espíritu aventurero, sentidos del cuerpo-otro, cuerpo-mundo, cuerpo-cosas ganen vida, postura, actitud corporal propagándose de un cuerpo a otro. PALABRAS-CLAVE: Educación Física, inclusión, cuerpos (minus)válidos.

PROPONDO A INCLUSÃO DE CORPOS (D)EFICIENTES NA EDUCAÇÃO FÌSICA ESCOLAR

RESUMO:

Pesquisa qualitativa sobre a inclusão de (d)eficientes em aulas de educação física. Propomos pequenas adaptações para natação, futebol, ginástica rítmica, badminton e voleibol, identificando diferentes sentidos para as atividades que compõem o imaginário de pessoas com condições especiais para essas práticas - corpos paralisados e/ou mutilados, limitações sensoriais e/ou mentais. Como procedimento metodológico, realizamos Seleção e Análise de Conteúdo da Educação Física Adaptada e Observações rotineiras, com corpos (d)eficientes, durante as atividades do Estágio Supervisionado em Educação Física, em instituições públicas e privadas do Estado do Rio de Janeiro. Buscamos explicar, pela magia das atividades físicas adaptadas, cumplicidade dos professores e demais alunos, como metamorfoseiam sua aparente (d)eficiência, recobrindo-a de expressões, signos codificados e estabelecidos em diferentes linguagens. (Re)pensamos essas práticas em (re)leituras dos aspectos estéticos, simbólicos, desafiadores, sociais, dando-as colorido eficiente. Essa educação física escolar se justifica por subsidiar uma prática corporal de movimento que se expressa nos jogos, danças, lutas, esportes e ginásticas. Este estudo encontra-se em implantação. Durante o período dos Estágios Supervisionados pudemos observar que a inclusão dos temas transversais nas aulas de educação física, estimula uma reflexão e permite a formação de cidadãos que participem de atividades corporais, sem discriminação de sexo, idade ou raça (PCN's, 2000). Assim, esses corpos, agentes transformadores de descobertas, alcançam a tão sonhada inclusão. Espírito atravessa corpo, (re)escrevendo cada movimento (d)eficiente, imprimindo-os com novos matizes, alcançando dimensões imaginárias e humanização na natureza, onde impossibilidade foi substituída pelo espaço que o corpo (d)eficiente ocupou, o movimento fluiu, as linguagens re-atualizaram os sentidos de corpo. Ao re-significar suas atividades físicas, (d)eficientes ultrapassam regras e técnicas rígidas, permitindo que rodas, movimento, espírito aventureiro, sentidos de corpo-outro, corpo-mundo, corpo-coisa, ganhem vida, postura, atitude corporal e se propagem de um corpo para outro. PALAVRAS-CHAVE: educação física escolar, inclusão, corpos (d)eficientes.