3 - THE INCLUSION OF THE SPECIAL EDUCATION NEED STUDENTS IN REGULAR SCHOOLS OF THE CITY OF RIO DE JANEIRO

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INTRODUCTION

It is possible to observe today that some Physical Education professionals have difficulties to work with disabled people who needs special education. For many of them is even worse when they have to deal with the accessibility to the space of the Physical Education classes in the schools.

At the municipal schools of the city of Rio de Janeiro it is clear the perception that the practical moment for the Physical Education classes is based much more on the good will of the teacher than on the technical knowledge in classes for the disabled student. It leads to the thought that maybe the Adapted Physical Education subject in the curricular programs of the universities does not reach the total necessity of the practical experience for the future Physical Education teacher.

The interest of this study started from a daily observation in the municipal public schools of the city of Rio de Janeiro where the subject matter were chosen for this research, being regular disabled students haunters with special educational needs, calling the attention for the frequent need for help for his/her locomotion, or for not having enough specific spaces for them or even for his/her tremendous effort to overcome the lack of accessibility in his/her context.

To materialize this study, it was needed to define the various types of disabled and point out the legislation which takes care of this matter, allowing, educators, in general, and Physical Education professionals, in particular, to understand how can inclusion be made in the classes for all the students.

In the document named MULTIEDUCAÇÃO, which is a proposal addressed to the Municipal Education Secretariat of the city of Rio de Janeiro in 1996, exist a definition of Special Educational Needs Student as:

The one who presents bigger difficulties than the others students is his/her age to learn what is indicated in the curricular program, needing, therefor, of alternative ways to learn. (p.194).

It was also established the objectives to: (1) identify the documents that rule the Physical Education teacher's practice responsible for Special and Regular Education with Special Educational Needs Students (SENS) integrated through a questionnaire if the selected schools' teachers receive guidance in how to handle the SENS at school, (2) Verify if the schools include the Adapted Physical Education program in their Politic-Pedagogic Project, (3) Verify if the Physical Education teachers of these schools are in attendance of the SENS, (4) Analyze the methodology used by the Physical Education teachers who are in attendance of the SENS in regular classes.

In this study it was chosen the term Special Educational Needs Student (SENS), so he/she can be treated with attention and respect and to avoid mistakes like calling disabled, for instance, he/she who has lost a finger, without being able to notice the capacity of someone's doing his/her functions with efficiency.

This study began with a theoretical basis and later, with the application of a questionnaire. The feedback collected was analyzed and the results were presented in a percentile and written forms, because of the descriptive research's nature, according to the questions proposed in the investigation of this study.

THEORETICAL BASIS

A short historical retrospective shows that in 1975 the Declaration of the Disabled People's Rights established that a person with any kind of disability has the right for respect and the opportunity of a dignified life. In the 80's the disabled people's movement were involved in several discussion to implement a political action to insert the disabled person into the society.

In 1981, it was promulgated by the United Nations (UN), the International Year for the Disabled People. In 1988, with the promulgation of the Federative Republic of Brazil's Constitution, it was consolidated the citizen's right and short after that it was created the National Coordination to Integration of the Disabled People (NCIDP).

A better understanding of the concept of Special Educational Needs (SEN) was defined in the Declaration of Salamanca (1994) which is considerate the starting point for the Special Education (SE) and has generated, among other things, the return to the discussions about the directions for the basic directives for a formulation and reform of the educational systems and policy.

To be able to speak about Special Education in any matter is needed to know the specific legislation about it. The Law of Directives and Bases of the Education, law nº 9.394/96 is the lead law that rules education in national level. In chapter V, its understood that Special Education is a modality of scholar education, offered preferentially, in the regular classes of the school, for Special Educational Needs Students and points out the need of specialized support, when necessary, to attend the client's peculiarities.

Still, in according with the Law of Directives and Bases of the Education, the offering of Special Education is a constitutional duty of the State, during the ages of zero to six years old, it must assure to the students with special needs, a organized curricular planning , as well, a proposal of specific methods. Besides, having so many laws and resolutions about this matter, we still find controversial points, even in the way of calling these students.

RESULTS

GRÁFICO1-

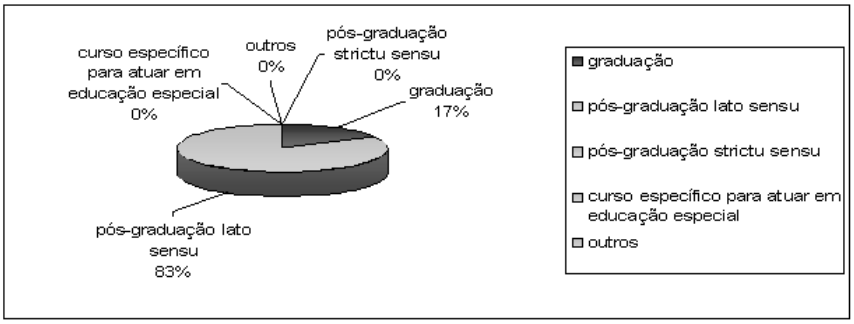


Gráfico 2

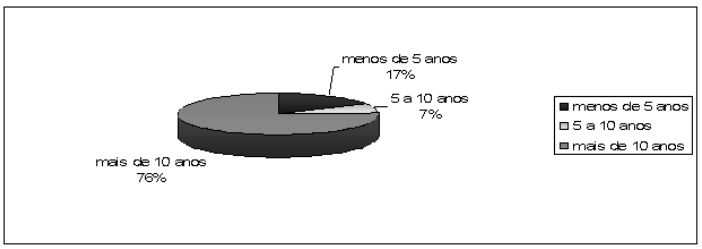


Gráfico 3



Gráfico 4 -

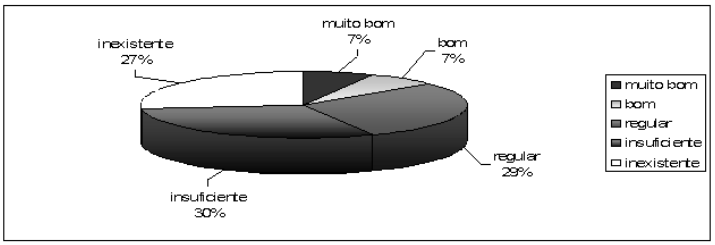


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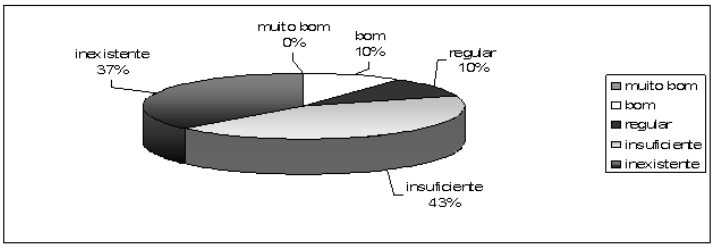
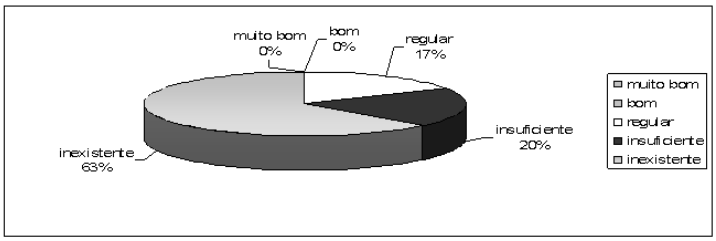


Gráfico 6



CONCLUSION

The present study, among other objectives, showed how much are the Physical Education teacher involved in repetitive methods, done by intuition, with no pedagogic tendency, and sometimes, done by habit, without conviction.

According to the questionnaire, many of the teachers did not know the specific legislation or did not follow the pedagogic project of the school and they don't have specific formation.

Most of the Physical Education schools have, in your curriculum, an Adapted Physical Education program in the graduation level, but, in general the teachers are not prepared to attend them.

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ABSTRACT

The lack of information and/or specific formation of the Physical Education teacher who works with people with special needs in the city of Rio de Janeiro, can be considered one of the factors which make almost impossible the true inclusion of the students in the regular classes.

It can be also observed that there are others aspects involved in the poor participation of the responsible ones in the educative process, the poor accessibility of the school facilities and the poor knowledge of some pathologies.

A questionnaire was made to identify the teacher's knowledge, although this teacher be a class regent of regular classes with some students included or even of some special classes only, who has the responsibility to such thing. The principal difficulties aimed, besides the ones said already, are the lack of theorical knowledge, the lack of esperties in the area, the lack of specific material, and lack of specific law knowledge of all involved in the teaching process. Key words: Physical Education , special Education, inclusion

RÉSUMÉ

Le manque dínformation et/ou le manque dúne formation specifique de lénseignant em éducation physique travaillant avec les personnes ayant des besoins spéciaux, dans la ville de rio de janeiro, peut être consideré comme lún des facteurs qui rend dificile léinclusion d' élèves ayant des besoins spéciaux dans les classes régulières.

Il peut également y avoir dáutres aspects observables qui impliquent la faible participation despersonnes responsables du processus éducatif des enseignants, le manque dáccessibilité aux équipements spécialisés des écoles et aussi le manque de connaissance des différentes

pathologies.

Cela peut aussi être observé par dáutres aspects dans la faible participation des responsables dans les processus éducatif, le manque dáccessibilité aux écoles et le manque de connaissance des enseignants concernant diverses pathologies.

Un questionnaire a été préparé afin dídentifier les connanissances des enseignants, bien que ce peut avoir dans as classe réguliere quelques étudians ayant des besoins apéciaux, ou même avoir une classe apéciale entière. La question est de savoir, qui a la responsabilité dúne telle chose.

Les principales difficultés mentionnées, sans compter celles déjà citées, est le manque de connaissances théoriques, le manque déxperts dans ce domaine, le manque de matériel spécifique ainsi que le manque de lois spécifiques entourant le processus dénseignement.

LA INCLUSIÓN DE LOS ALUMNOS CON DISCAPACIDAD EN ESCUELAS REGULARES DE LA CIUDAD DE RÍO DE JANEIRO.

RESUMEN

La poca de información y/o formación específica de los profesor de .Educacion Fisica que trabajan con personas con necesidades especiales (PNEE) en la ciudad de Rio de Janeiro, puede ser considerada uno de los factores que hace casi imposible la verdadera inclusión de los alumnos com alguma discapacidad en las clases regulares.

También se puede observar que hay otros aspectos relacionados com la pobre participacioón de los responsables en el proceso educativo,como la pobre accesibilidad a las escuelas y el poco conocimiento de las diferentes patologías que dan origen a las llamadas minusvalías.

Un cuestionario fue realizado para identificar los conocimientos del profesorado, de aquellos que solo tenian icluidos algunos alumnos con discapacidad em sus clases, com los que solo tenian alumnos con discapacidad. Las principales dificultades recogidas em este cuestionario, además de las ya comentadas, están el pobre acceso al conocinmiento teórico, de asesoría de profesionales competentes, poco material especifico, no suficiente conocimiento legal de todo lo relacionado com el proceso educativo.

Educacion Fisica, Educacion Especial, inclusión

A INCLUSÃO DOS ALUNOS PORTADORES DE NECESSIDADES EDUCATIVAS ESPECIAIS EM CLASSES REGULARES DE ESCOLAS DO MUNICÍPIO DO RIO DE JANEIRO.

RESUMO

A ausência de informação e/ou formação específica do profissional de Educação Física que atua com Portadores de Necessidades Educativas Especiais no Município do Rio de Janeiro pode ser considerada um dos fatores que prejudicam a verdadeira inclusão deste aluno nas aulas em turmas regulares.

Observa-se, ainda, que há outros aspectos como a falta de participação dos responsáveis no processo educativo, a falta de acessibilidade das instalações das escolas e o desconhecimento de algumas patologias.

Elaborou-se um questionário onde foi identificado o desconhecimento do professor, que, embora regente de turmas regulares com alunos integrados ou até mesmo de classes especiais, tem como responsabilidade incluir o aluno PNEE.

As principais dificuldades apontadas, além das já citadas, são a falta de embasamento teórico, de assessoria de profissionais competentes, de aparelhagem de suporte insuficiente e desconhecimento da legislação específica e documentos inerentes à prática pedagógica.

Palavras-chave: Educação Física, Educação Especial, políticas educacionais, inclusão.