27 - METHODOLOGY USED IN PHYSICAL EDUCATION CLASSES IN SCHOOL CHILDREN WITH DOWN SYNDROME

CELSIANE DO ESPÍRITO SANTO SILVA COSTA
ÉDER RODRIGO MARIANO
LÚCIO CARLOS DIAS OLIVEIRA
FERNANDO MARTINS CUTRIM
Universidade CEUMA – São Luís – Maranhão – Brasil
celsiane.costa@bol.com.br

Down syndrome (DS) is a genetic condition recognized for over a century by John Lagdon Down , an English physician who wrote in 1886, for the first time, the characteristics of a child with this syndrome . The SD or Trisomy 21 is the result of a genetic accident chromosomal characterized by the presence of three chromosomes instead of two. The carriers of this syndrome are termed trissômicos. It is often called 'mongolism' misnomer and prejudiced, used by Jhon Down to classify people with this syndrome (SOLER, 2006).

The SD can be easily identified: Eyes present with eyelids narrow and slightly oblique to the fold of skin at the inner corner (crease epidemic); iris often has small white spots (Brushfield spots), the head is usually smaller and back slightly flattened. The mouth is small and often remains open with the tongue protruding out; hands are short and broad, and sometimes on the palms , there is a single transverse row , side by side , instead of two. The muscles in general is more flaccid (muscular hypotonia). The toes are usually short and most of the children there is a large space between the big toe and second toe. Many have flat feet (SOLER, 2006).

There is a bias established by society that people with disabilities do not have enough mental and physical resources to become independent people in your social and professional life. However, Matoan (apud SOLER, 2006, p. 42) says: "the disabled also build your knowledge in the same way that normal individuals, although more slowly."

According to Law Nº. 9.394, of December 20, 1996, Laws of Guidelines and Bases (LDB, 1996. p. 18) "is understood as Special Education, the type of education offered preferably in the regular education for students with special needs."

Thus the Soler (quoted NCP's, 2006. P. 30), emphasizes the importance of professional and appropriate curriculum for Special Education:

> The term special educational needs can be used to refer to children and youth whose needs arise from their high ability or their learning difficulties. Is associated, therefore, to learning difficulties, not necessarily linked to the disability (s).

The Adapted Physical Education.

> It is an area of physical education that has as its object of study the human motor function for people with special needs, adapting teaching methods to meet the characteristics of each person with a disability, respecting their individual differences (DUARTE AND WERNER, 1995, p. 9).

To further the education of children with DS is important to work with cognitive processes: perception, attention, memory and mental organization of itineraries (SEVERO, 2009).

Some teachers treat their students as athletes and consider children with SD karma in their classes, but they are able to properly stimulated practical good results in sports. However, Pierrô (apud SOLER, 2006, p. 40) emphasizes that: these children should not be trained, they must be, first of all educated.

Because of this, the following issue was raised: that way, teachers can act competently with students, Down Syndrome? Thus, no need for the use of a methodology appropriate to this public?

The teacher must be dynamic and creative in their classes; enjoying the playful way it will contribute to the overall development of the student. Gomes (2007) points out that the more pleasurable activities are, will bring more benefits to the development of the student.

In this context, we realize the need to check the operations of the physical education professional in three schools of São Luís-MA. working with children with the SD and if they meet the necessary requirements so that students feel happy to participate in class as well as if the lessons of these teachers follow a line pedagogical methodology from the literature shows, in order that the teacher plays a key role in the lives of these children to the fostering of skills, and the relations of friendship and socialization class can provide.

This study aimed to verify the methodology that teachers apply in Physical Education classes in three different schools of São Luís-MA. with children with Down syndrome.

METHODOLOGY

This investigation was characterized by a qualitative study is an exploratory and descriptive, which had the aim to find out what the methodology that teachers use with children with Down syndrome. And check if this methodology is consistent with some literature Universe and sample.

The study was conducted in three schools in São Luís-MA., the sample was composed of eight teachers in total, among them, four are philanthropic network, one of the public network and the other three from private Elementary Education.

Data collection

For data collection was conducted interviews using a questionnaire with six questions to the population under study with open questions, specifically designed for this purpose, leaving the respondent free to provide additional information relevant to the research without any character of disclosure. However I had difficulty finding public and private schools willing to accept my proposal because the subject in question.

Data Analysis

Data were collected through field research, shortly after the data were selected and series to obtain the results

achieved, and they are further analyzed and discussed for presentation. In order to preserve the identity of respondents, they will be identified by letters, such as P1, P2, P3, P4, P8. Since P1, P2, P4, P5 and P8 are graduated in Physical Education degree. Already P3, P6 and P7 are graduated in Pedagogy degree.

Ethical Aspects

The research protocol was approved by the Ethics Committee in Research of the University CEUMA getting the following number of the Certificate of Appreciation Presentation Ethics – CAAE: 1313.4.0000.5084 1556 and a Term of Consent – Consent, containing information about the study addressed and the conditions of participation, it was presented to the participants to be signed. Thus all had science research objectives and the voluntary aspect of participation, the anonymity, and also about the right to withdraw from the study at any time without suffering any pressure or social impairment. Once participants signed the consent form, began to answer the questionnaire.

PRESENTATION AND DISCUSSION OF RESULTS

For discussion of the results in the present study we applied a questionnaire to teachers. which were examined qualitatively. Sought to ensure the data collected with the facts and contextualize them to theories already presented in the literature review that underlie this study.

The results were correlated to a better understanding of equalities, similarities or differences in respondents' answers. According to the Coletivo de Autores (2009, p. 41):

> Design a program of Physical Education and select your contents is a basic methodological problem, since, when aiming the knowledge and methods [...] And its main elements are: 1) the knowledge that comes discipline, systematized and distributed , which is generally called the learning content, 2) the time pedagogically necessary for the process of appropriation of knowledge , and 3) the didactic-methodological procedures to teach him. From this statement we realized the importance of the teacher to structure a lesson for their students based on literary evidence that prove how essential is the presence or absence of a methodology both in theoretical and in practical classes.

ANALYSIS OF RESULTS

Began the survey with the following question : Do you know the methods of teaching and learning presented in the literature and used with children with Down syndrome? What? By this question we determined whether teachers had knowledge about methods of teaching and learning . With the responses can perceive different skills , such as superficial knowledge, prior knowledge , lack of comprehensive knowledge and methodological knowledge on the topic in question.

Knowledge Superficial:

> There isn't a specific method, but the literature shows us ways to stimulate and contribute to better quality of life and building values for the full exercise of citizenship.
> P III

Comprehensive Knowledge

> Doman-Delacato and Bobath and also Physical Education Specialist.
> P I.

Marco (2006, p. 130) states that:

> [...] The idea of exactly how important is the period of infancy, that beyond legal obligations, parents, teachers, recreationists, in short, all those who interact with children could have the perfect idea of developmental stages neurobiological psychological and through which they evolve during this period. Highlighting the interpersonal relationships that significantly interfere with the formation of the child's personality [...].

Lack of knowledge Methodology :

> I do not know . Work in accordance with the reality that I experience.
> P VII.

While PI and PV have demonstrated literary knowledge about methods that can be used with Children with the syndrome. PIII and PVI try to justify their answers according to their prior knowledge and the absence of the surface does not know a scientifically proven method. However PVII says unaware of methods of teaching - learning for kids SD.

Gutierrez (2003, p. 37) says:

> Meaningful learning is one of the real challenges of the teacher, therefore, to make his student assign significance and meaning to what he experienced, will be making this significant learning for him [...], the teacher must be convinced of the steps we will adopt in its methodology of intervention, knowing the why of their actions [...], in other words, one who goes in search of his ideals, his way of BE and not BE.

From this statement it was found to have a broad knowledge and or scientific about what is the methodology and how to apply it is very important for everyone who calls himself a teacher.

Following the order of the questions applied to next refers to the feature that each teacher uses in the classroom: What method of teaching learning you apply?

They use some method:

Doman Delacato

PI.

About this method the Wachelke et al. (2004, p.312) says that:

> Professionals who use the method of neurological organization check to what degree each child has these capabilities, and can thus verify that it is neurological stage. With this data, it then becomes possible to develop a program of activities specific to the child that would allow him to compensate for the delay in the development and stimulate the necessary parts [...] in order that she overcomes her disability (Doman, 1980).

Under this context it is clear that the teacher must know the potential of their students; know how far will your limit and from there develop a program specific classes respecting their individuality and biological targeting its development pisco, social and motor.

Do not use any method

> Working with different activities, these students because learning is slow.
> PVII.

If the teacher as a mediator and facilitator of the teaching - learning not structure and streamline their classes and who guarantees the satisfaction and the development process of these children.

Gutierrez (2003, p. 39) reports that:

> The methodological structure of the classroom should reflect the initial proposals aimed at developing the purposes of this teacher as a mediator of child development, enabling him to create strategies for pedagogical intervention.

The question below refers to how teachers are faced with an audience with Down Syndrome: What is the role of the teacher in this field?

> Contribute to strengthening the muscles for interaction, companionship, showing the benefits that exercise, games competitions, stimulating for a critical attitude to its commitment as a citizen.
> PIII.

According to Soler (2006, p. 20):

> The role of the teacher of Physical Education in Special Education, like any other type of education, is to create imbalances, presenting his student, the new and the unknown, because the face of challenge, the child tends to assimilate knowledge, using the motor and mental resources you have.

We analyzed these responses was noticed a few commonalities between the PI , PIII , PV and PVII among these points may be cited as the predominant answers two strengths: "mediator" and " relate to each other."

It is the 4th issue that can be verified as the teacher conducts his classes when faced with a rejection or non-acceptance by students : Students present themselves resistant to practice? What is your posture?

> Yes , this is normal in our daily living , let the will, ie adaptation.
> PI.
> The teacher will use some tools for teaching that encourages students to activities that offer the same resistance to practice them.
> PII.
> No. Always encourage the alternative with the difficulties that arise.
> PV.

And as it says Soler (apud MEDINA 2006, p. 58):

> It's time to adjust our strategies, that is, our pedagogy toward an authentic transformation , more compatible with our speech and our own reality.

Continuing this theme , Soler (quoted NCP's 2006, p. 33) points out that:

> The teacher must make adjustments, create situations to enable the participation of special students. This student may participate in the games or dances [...] where each constraint generates a solution level, since the development of the perception of possibilities allows a consequent empowerment.

It is clear that both respondents have ways of trying to 'please' their students so that they do not evacuate on their own. From this 'action' realize the appreciation of the presence of these students before classes teachers interviewed.

Soler already said (apud ROSADAS, 2006, p. 17):

> But to find out what is good for them is necessary, first of all, how are to understand them better, and thus equate more evenly activities aimed at them.

Already in the 5th question tried to identify whether these teachers did or do specific courses geared to area children with special needs: You attended specific courses in this area? When?

> No. The teacher's own experience, allows us to develop practices that ensure good development of the student.
> P.III.
> No. Only during the University there was a specific chair for special needs where I could meet methodologies aimed at people with Down Syndrome.
> PVI.
> Yes, when I attended the Special Education APYNTEC.
> PVII.

Due to the answers and giving an emphasis on posture PIII, it is necessary to quote the Law Nº 9394, of December 20, 1996; Law of Guidelines and Bases art 58 (LDB, 1996. P.21) That states the following:

> III - teachers with appropriate expertise in middle level or higher, for specialized care as well as regular teachers trained for the integration of these students in regular classes.

Thus it was found that the claim PIII is not as appropriate taking into account the importance of a professional who has expertise and methodologies specific to children later SD.

Professor of Physical Education, as well as any other professional, who has been improved and is increasingly building your knowledge. Whether through conferences, courses, mini - courses or lectures. The practice must be grounded in theory and 'vice versa.' Otherwise their methods will not be supported. Or even absence of a methodology exceeded.

To finish with the interview we ask: How do you assess the evolution of the student before, during and after school?

> When the student arrives after we have two months to evaluate it. Then with parents and in the end we apply another test if you need we continue with the treatment or indicate it for sports.
> PI.
> Evaluation is made possible with the family before, during and after the technical group and the family, depending on the condition of the child. Specialized methods.
> PII.
> Noting the participation and performance of students in the activities proposed.
> PVII.

According Collective authors (2009, p. 68):

> The evaluation of the teaching-learning process is much more than simply applying tests, raising measures, select and sort students.

According to the answers of respondents and the authors cited, there is a perceived equal positive ideas . Ie, teachers act according to what is claimed in literature specific theme.

CONCLUSION

Through the completion of this article it was noted that some teachers interviewed have knowledge and apply methodologies in their classes according to your audience (kids SD). Such as PI, PV and PVI. One of the methods mentioned was Doman - Delacato, however other teachers showed a lack of a specific methodology literature.

However after this research is relevant to highlight the difficulties encountered before and during this work, after some public and private schools addressed demonstrated afraid to be presented the topic in question. The same claimed to have students with Down syndrome in their school environment.

Two other negatives was the network philanthropic and private school, among the four teachers (one of three in the Pedagogy and Physical Education) of philanthropic network, only three have returned responses, Professor of Physical Education (PIV) did not respond to questionnaire, after having agreed to be interviewed and justified further by asserting that their methodology is the same as the other teachers apply. However the three physical education teachers in this school are specific and distinct areas: Futsal, Swimming (aerobics) and Athletics. With this implies in question as PIV states conduct their classes also PI and PII, even if they are from different areas of Physical Education? However PI specifies the method Doman - Delacato as used in their classes. Already PII did not specify any method. So notorious is the difference in the responses of PI and PII, and understands that its justifications PIV made inconsistent regarding your reality. And we could observe a resistance of PIV in the quiz.

The second negative point came in the particular school; the only teacher (PVIII) Physical Education this school accepted this part of the research, received the questionnaire but did not return. This gave no justification for exposing why the non-refoulement.

However we see the relevance of this research to investigate if teachers apply methodologies to facilitate a theoretical basis in their classrooms with children SD. Taking into consideration that the whole methodology meets with planning, programming and intervention of a pedagogical action.

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Street: Oliveira Lima, 67 – Lira – Cep.: 65.026-060
e-mail.: celsiane.costa@bol.com.br

METHODOLOGY USED IN PHYSICAL EDUCATION CLASSES IN SCHOOL CHILDREN WITH DOWN SYNDROME

ABSTRACT

This study aimed to verify the Methodology Applied in Physical Education Classes for Children with Down Syndrome (DS). The study is a qualitative exploratory and descriptive. Three schools of São Luís - MA constitute the universe of this research: public school, private and philanthropic. The sample was composed of eight teachers, therefore, a teacher of the institution of public education, three of four from the private and philanthropic institution. We used a questionnaire with six open questions, with the intention to examine these methodologies on which teachers use to teach their classes. However, only six teachers surveyed responded and returned the questionnaires, while others not returned. However realizes the importance of this research is to investigate teachers apply these methodologies to facilitate a theoretical basis in their classrooms with children SD. Taking into consideration that the whole methodology goes against what the literature addresses: plan, schedule and use up a pedagogical intervention or action.

KEYWORDS: Methodology. Physical Education. Down Syndrome.

METHODOLOGIE UTILISES DANS COURS D'EDUCATION PHYSIQUE CHEZ LES ENFANTS SCOLARISES ATTEINTS DE TRISOMIE

RÉSUMÉ

Cette étude visait à vérifier la méthodologie appliquée dans les classes d'éducation physique pour les enfants atteints du syndrome de Down (DS). L'étude est qualitative exploratoire et descriptive. Trois écoles de São Luís -MA constituent l'univers de cette recherche: l'école publique, privée et philanthropique. L'échantillon était composé de huit enseignants, par conséquent, un enseignant de l'institution de l'enseignement public, trois des quatre de l'établissement privé et philanthropique. Nous avons utilisé un questionnaire de six questions ouvertes, avec l'intention d'examiner ces méthodes sur lesquelles les enseignants utilisent pour enseigner leurs classes. Toutefois, seuls six enseignants interrogés ont répondu et retourné les questionnaires, tandis que d'autres ne reviennent pas. Cependant réalise l'importance de cette recherche est d'étudier les enseignants appliquent ces méthodes pour faciliter une base théorique dans leurs classes avec des enfants SD. Prenant en considération le fait que la méthodologie tout va contre ce aborde la littérature: prévoir, planifier et utiliser une intervention ou l'action pédagogique.

MOTS - CLÉS: Méthodologie. L'éducation physique. Syndrome de Down.

METODOLOGÍA UTILIZADA EN LAS CLASES DE EDUCACIÓN FÍSICA EN ESCOLARES CON SÍNDROME DE DOWN

RESUMEN

Este estudio tuvo como objetivo verificar la metodología aplicada en las clases de Educación Física para Niños con Síndrome de Down (SD). El estudio es un exploratoria cualitativa y descriptivo. Tres escuelas de São Luís -MA constituyen el universo de esta investigación: escuelas públicas, privadas y filantrópicas. La muestra se compone de ocho profesores, por lo tanto, un profesor de la institución de la educación pública, tres de cuatro de la institución privada y filantrópica. Se utilizó un cuestionario con seis preguntas abiertas, con la intención de examinar estas metodologías en las que los profesores utilizan para impartir sus clases. Sin embargo, sólo seis maestros encuestados respondieron y devolvieron los cuestionarios, mientras que otros no regresaron. Sin embargo, se da cuenta de la importancia de esta investigación es analizar los profesores aplican estas metodologías para facilitar una base teórica en sus aulas con los niños SD. Teniendo en cuenta que toda la metodología va en contra de lo que se refiere a la literatura: planear, programar y utilizar una intervención o acción pedagógica.

PALABRAS - CLAVE: Metodología. Educación Física. Síndrome de Down.

METODOLOGIA APLICADA NAS AULAS DE EDUCAÇÃO FÍSICA ESCOLAR EM CRIANÇAS COM SÍNDROME DE DOWN

RESUMO

Esta pesquisa teve como objetivo verificar a Metodologia Aplicada nas Aulas de Educação Física escolar em Crianças com Síndrome de Down (SD). O estudo é de caráter qualitativo do tipo exploratório e descritivo Três escolas de São Luís-MA. constituem o universo desta pesquisa: escola pública, particular e filantrópica. A amostra foi composta por oito professores, assim sendo; um professor da instituição de ensino público, três da rede particular e quatro da instituição filantrópica. Foi aplicado um questionário com seis perguntas abertas, com a intenção de analisar sobre quais Metodologias esses professores utilizam para ministrar suas aulas. Entretanto somente seis professores pesquisados responderam e devolveram os questionários, enquanto que os demais não os devolveram. Contudo percebe-se a relevância desta pesquisa em investigar se esses professores aplicam metodologias que vão possibilitar um embasamento teórico nas suas aulas com crianças SD. Levando-se em consideração que toda metodologia vai de encontro com o que a literatura aborda: planejar, programar e utilizar-se de uma intervenção ou ação pedagógica.

PALAVRAS – CHAVE: Metodologia. Educação Física. Síndrome de Down.