123 - SCHOOL OR CLINIC? REFLECTIONS ON PRACTICE ADJUSTING THE IDEAS

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"The mind that opens to a new idea never returns to its original size"
(Albert Einstein)

From bibliographic analysis of authors from vanguard and grounded in psychoanalytic perspective, one can notice the effect of the production of schooling in subjects that require a careful and often a sense production as significant marks of this process, the difficulties that students with learning disabilities have on their overall development, it is considered necessary to offer them a learning environment that helps them to abandon the passive attitude of receivers of knowledge. An environment where they are valued and encouraged their creativity and initiatives , allowing them greater interaction with people and the environment they live in , not leaving their limitations and difficulties, but the emphasis on the development potential of each confined and betting in your abilities, aspirations, growth and integration into the community. In an inclusive school children with global developmental disorders "TGD's", should receive the extra support needed to ensure them a real education. Soon the school implications consist in the payment of equal value and rights, and the consequent taking action at all levels (political, governmental, social, community, individual), reflecting consistency between what is said and what is speech. The common school should consider reviewing their policies pedagogical practices, changes in conceptions and reframe their role to actually be an education for all , recognizing and valuing the individuality and needs of each. In the 6th edition of the Journal VOICE OF EDUCATION p.9, we address the theme "Inclusion WHAT IS THIS descortinamos a bit of history and coming up nowadays realize a boring reality for us all education professionals, especially those who were not in of their curriculum or teaching degree, which determines the statute of the Ministry of Education Port. 1.793/94, which determines among others: [...] "the need to complement the "training curricula of teachers and other professionals who interact with people with special needs; senior undergraduate courses and magisteria, according to their specific and expansion of additional studies, undergraduate and specialization already organized for the various areas of Special Education" (Brazil , 2008), also document in booklet exordial the Federal Public Ministry, through the Federal Attorney rights Citizen and with the support of several other institutions , published the book " the Access to Students with Disabilities Schools and Common Classes of Regular Network "in order to ensure full respect for the rights of children and adolescents with disabilities to participate in educational processes provided by the Brazilian and other national laws published in September 2004 Constitution. Thus then that neuroscience was already present through Charter Motions, graduation courses, I backed the International Health Conference held in Ottawa Canada in 1986, ratified in CF/88 on Family Health Strategy -ESF and School Health Federal Act Fed Law 8080/90 Health System - SUS with regulations by the MH 2488/2011 that " approves the National Policy for Primary Care, establishing review of guidelines and rules for the organization of primary care, the strategy for Health the Family (FHS) , school Health and Community Agents Program (PACS) "in this vein, when addressing the themes of health in school can not fail to mention the article in the Voice and brought Journal of Education p . 8, where medical Dráuzio Dr. Varella brings to the fore the "burnout syndrome" in which education professionals we are being victims, and is visible the physical, mental exhaustion, with symptoms of a state of emotional stress and chronic stress caused by conditions, "sic" physical, emotional and psychological stressful job. How Syndrome, Naujorks (2003, p.85), " Burnout is a term that comes from the English and, in its origin means burn-out burn out." So Teacher Burnout is as Vasques - Ramos and Menezes (cited NAUJORKS 2003, p.87), "[...] the expression of that feeling of helplessness against the problems that accumulate where the teacher loses the illusion of work performs . [...] The work continues, but without the belief, no dream, no dream . "Thus, we can understand that the attitudes of teachers (or lack thereof) on students with special needs often independent of his own will, but is the result of unconscious undermines what the distance emotionally. Affected by the same syndrome, the teacher has the capacity to handle students with special needs, because according to Mittler (2003, p . 184) "This task is not as difficult as it may seem, because most teachers already have a lot of knowledge and skills they need to teach in an inclusive way " what is lacking for such teachers, according to Mittler (2003 , p.184), are " [...] opportunity to reflect on the proposed changes are" [...] opportunity to reflect on the proposed changes that move with your values and your beliefs [...] " .The opportunity to reflect mentioned by Mittler (2003), should begin in teacher education courses , as quoted Ordinance MEC 1793/94 . So on to talk about school inclusion can not fail to mention that inclusion is learn to live with differences and different. Like any innovation, inclusion implies paradigm shifts, concepts and positions, which represent the traditional education, which is strongly based on the linearity of thought, education, transmission of curricular concepts, the ranking of levels of education. To ensure that schools are open to diversity, ha that reverse way of thinking, and to make education in classrooms, to plan and evaluate teaching and improve teacher training and especially the acting in elementary school. It is important to reflect on the process of inclusion as a true review of school do. This relates to all involved in the school community, not just the student with mental disabilities. Then highlights the importance of school institution in the formation of scientific concepts the student with mental disabilities that may occur through teacher intervention process. (BATISTA 2006). I think the teaching- learning provides students access to knowledge of the concepts, and exploitative culture, in the process, is the essential part of the human constitution. Reflecting on the deal, now we realize how common it is to find, in our schools, students with learning disabilities. However situations where the teacher does not find alternatives to work with these students or do not feel prepared to provide them with ideal conditions, so they can learn within your rhythm may occur. Given this problematic, I consider it important to explain how education could be today, inserted into context the differences between the students in the classroom. Given that students with learning disabilities is set in a socio-historical-cultural scenario, and consists in and through language, how could the teacher makes him possessed of own opinions, knowledge, and especially of autonomy ? Mental disability challenges the school in its goals of teaching and make the student learn the proposed curriculum content. The student with mental disabilities has its own way of dealing with knowledge that is not what the school calls. With inclusive education, people with disabilities have the chance to prepare for life in society teachers to improve their professional skills (italics and bold added), and society goes to value equality for all. (Karagiannis, Stainback and Stainback, 1999 p.2). It is interesting that does not match expected by the school can happen to each and every student, but students with learning disabilities denouncing the impossibility of the school achieve its objectives silently. In contrast, students with learning disabilities denounces the inability of the school itself to deal with

knowledge, know differently, outside the standard set by it. "Students with learning disabilities have difficulty understanding how others build and demonstrate their cognitive ability especially in schools that maintain a conservative performance model and an authoritarian and centralizing management" (BATISTA; MONTOAN, 2006 P. 120). Address on the flexibility of the curriculum, it should give a ride to the past, not so distant, approaching the replacement concept in this category, used for long by the common school. The main concern of the common school with students with learning disabilities was cause they just produce knowledge. The homogenizer character of the school with this conception of inclusion overwhelm the teacher, reducing it to a state of helplessness in the face of students with learning disabilities. Among other reasons, this was one of the reasons that the teacher and the school used to route the students who did not accompany the learning process, also students without disabilities. In Brazil, the need to think of a curriculum for inclusive school was officially from measures developed with the Department of Special Education of the Ministry of Education, with the creation of the National Curriculum Guidelines. In this document explains the concept of curricular adaptations considered strategies and criteria for teacher situation, admitting decisions that nurture school educational action in peculiar ways of student learning, whereas the process of teaching and learning requires diverse care needs of students in school (BRASIL. MEC, 1998). (And according to the National policy of Special Education in the Perspective of Inclusive Education (2008 p.15), in reference to the fulcrum of the International Statistical Classification of Diseases and Related Health Problems chapter in regard to Mental and Behavioral Disorders (ICD- 10) , students with global developmental disorders are defined as : "those with qualitative abnormalities in reciprocal social interactions and communication, in repertoire of interests and restricted, stereotyped, repetitive activities. Included in that students with autism , syndromes and autism spectrum psychosis group. "Therefore, the statute provides that the curricular adaptations planning, objectives, activities and forms of assessment in the curriculum as a whole, or aspects of it, are for accommodate students with learning disabilities. As a rule, flexible curriculum, it is understood to follow the evolution of concepts and ideas, there is talk of easing of activities in which the teacher within an inclusive perspective is not one that works with a diverse education for some. Now the teacher planning a curriculum content and diversified in various simultaneous activities that will be undertaken by groups of students who most identify with what was proposed. Thus the student with mental disabilities will be valued and respected for their capabilities in their limitations. Should participate in every moment of planning, implementation, evaluation, and socializing, because the inclusive process allows the freedom and autonomy to create and experiment. A curriculum that takes into account the diversity must be, above all, flexible and capable of adaptation without loss of content. Should be designed with the general objective of reducing attitudinal and conceptual barriers, and be guided by a redefinition of the learning process in its relation to human development. Thus individualized curriculum adaptations that focus on teacher performance in assessment and care for each student, as he is (teacher) that will ease the activities in the classroom. The teacher must be able to change their way of teaching, flexible and evaluate what to teach according to the needs of each student. With this foundation, we stress the importance of inclusive curriculum should be concerned with a model of facilitated approval. So it begs the need for adaptations, which at times will have to significantly modify the planning and methodology, adopting some alternative enrichment: introduction of new content expansion, changes in teaching, evaluation procedures, among others. And how should be reviewed. According to the document of the Federal Public Ministry called The Access to Students with Disabilities in Schools and Common Classes in Regular Network (BRAZIL , 2004 , p.41) , " The assessment of student development also changes to be consistent with the other proposed innovations "his means that evaluation, like all other factors must also be reviewed by the school. At that point, the teacher can review whether the objectives outlined in the planning done for class and for each student were achieved and what can be done if you have not achieved those goals. To the document from the Federal Public Ministry [...] the review will have [...] to be dynamic, continues mapping the learning process of students in their progress , setbacks and progress. It is understood that there is so not ready for an inclusive classroom recipes , because each has a unique practice planning, yes, is designed for educational reality for which it is intended. (HORT & HORT). Faced with comings and goings, (Zillmer, 2010 and MARK 2011) reported in their publications "teaching experience, and conclude that each student and teacher constructed and build your walk. To better understand the feelings of teachers with students with special needs, seek in Naujorks (2003, p.82), the concept that the teacher , [...] was prepared to work with students who learn and therefore adapted the school context . [...] When it is faced with not learn and their own limitations, this leads to think of an inadequate even to this new reality, creating anguish and suffering (grifamos), and then returned to Burnout Syndrome, mentioned in exordial, to feel a sense of helplessness regarding the problems that accumulate where the teacher loses the illusion for her work. Given all this, many educators prefer to label students with disorders, leaving to teach, to diagnose when it is right to refer the student having difficulty teaching staff and consequent evaluation of qualified professionals for the mister in the form of legal text on School Health provided by law. Thus, the teacher should observe the student's behavior and forwards it to the relief and appropriate therapy for each case. And here we are, with the marks of schooling of children with serious disorders in the development, teaching (JUNIOR 2008), which reminds us of Fernando Pessoa "There is a time when one must abandon the clothes, which already has the shape of our body and forget our paths always lead us to the same places."It is the time of passage: and if we dare not do it, we have stayed forever, outside of ourselves. "Inclusion of children with special educational needs in mainstream classrooms remains a major challenge. And if not daring, as well as Fernando Pessoa wrote, this process will continue walking in slow motion. Although we have a seemingly positive picture when observing the interaction between students, teachers we all stayed still without knowing how distressed serve students with learning disabilities. We lost wondering how to adapt the assessments and activities. Most of the time, although we agree with the inclusion theoretically do not believe in students with atypical development . This is worrisome because these learners find it difficult to believe in themselves and this has as a consequence the demotivation of them: From a psychological perspective, research indicates that students with learning difficulties have distorted disbelief in their own ability to perform academic tasks with success (Chapman, 1989). If, on the one hand, these negative perceptions soem generate motivational problems can also be seen as precursors of learning difficulty, since dysfunctional motivational patterns are usually present even in very smart students. (Lowenthal, 2010).

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ABSTRACT

From bibliographic analysis of authors from vanguard and grounded in psychoanalytic perspective, one can notice the effect of the production of schooling in subjects that require a careful and often a sense production as significant marks of this process, the difficulties that students with learning disabilities have on their overall development, it is considered necessary to offer them a learning environment that helps them to abandon the passive attitude of receivers of knowledge. An environment where they are valued and encouraged their creativity and initiatives , allowing them greater interaction with people and the environment they live in , not leaving their limitations and difficulties, but the emphasis on the development potential of each confined and betting in your abilities, aspirations, growth and integration into the community. In an inclusive school children with global developmental disorders "TGD's", should receive the extra support needed to ensure them a real education. Soon the school implications consist in the payment of equal value and rights, and the consequent taking action at all levels (political, governmental, social, community, individual), reflecting consistency between what is said and what is speech.

ÉCOLE OU UNE CLINIQUE? RÉFLEXIONS SUR LA PRATIQUE AJUSTEMENT DES IDÉES

RESUME

De l'analyse bibliographique des auteurs de l'avant-garde et la terre en perspective psychanalytique, on peut remarquer l'effet de la production de la scolarité chez les sujets qui nécessitent une des marques minutieuses et souvent une production de sens comme significatifs de ce processus, les difficultés que les élèves ayant des troubles d'apprentissage ont sur leur développement global, il est jugé nécessaire de leur offrir un environnement d'apprentissage qui leur permet d'abandonner l'attitude passive des récepteurs de la connaissance. Un environnement où ils sont valorisés et encouragés à leur créativité et initiatives, ce qui leur permet une plus grande interaction avec les gens et l' environnement dans lequel ils vivent, ne laissant pas leurs limites et les difficultés, mais l'accent sur le potentiel de développement de chaque confiné et paris en vos capacités, vos aspirations croissance et d'intégration dans la communauté . Dans un compris les enfants des écoles avec des troubles du développement mondial" TGD de "devrait recevoir le soutien supplémentaire nécessaire pour leur assurer une véritable éducation. Bientôt, les implications de l'école consistent dans le paiement de la valeur et l'égalité des droits, et la prise en conséquence l'action à tous les niveaux (politique, gouvernemental, social, communautaire, individuels), ce qui reflète la cohérence entre ce qui est dit et ce qui est discours.

ESCUELA O UNA CLÍNICA? REFLEXIONES SOBRE LA PRÁCTICA AJUSTE DE LAS IDEAS

RESUMEN

Del análisis bibliográfico de autores de vanguardia y cimentados en perspectiva psicoanalítica, se puede observar el efecto de la producción de la escolarización en los sujetos que requieren una cuidadosa y con frecuencia un sentido de producción de marcas como significativos de este proceso, las dificultades que los estudiantes con discapacidades de aprendizaje tienen en su desarrollo general , se considera necesario ofrecerles un ambiente de aprendizaje que les ayude a abandonar la actitud pasiva de los receptores de conocimiento. Un entorno en el que se valoran y animó a su creatividad e iniciativas, lo que les permite una mayor interacción con las personas y el medio ambiente en que viven, no dejando a sus limitaciones y dificultades, pero el énfasis en el potencial de desarrollo de cada confinado y apuestas en su habilidades, aspiraciones , el crecimiento y la integración en la comunidad. En una sociedad incluyente escolares con trastornos del desarrollo mundial "TGD de", deben recibir el apoyo adicional necesario para garantizar una educación real. Pronto las implicaciones de la escuela consisten en el pago de igual valor y los derechos, y la toma de medidas que deban adoptarse en todos los niveles (político, gubernamental, social, comunitario, individual), reflejando la coherencia entre lo que se dice y lo que es discurso.

ESCOLA OU CLINICA? REFLEXÕES SOBRE A PRÁTICA AJUSTANDO AS IDÉIAS

RESUMO

A partir de analise bibliográfica de autores e autoras de vanguarda e alicerçada na perspectiva psicanalítica, pode-se notar a repercussão da produção da escolarização nos sujeitos que necessitam de um cuidado e, muitas vezes, de uma produção de sentidos como marcas significativas desse processo, pelas dificuldades que os alunos com deficiência mental apresentam em seu desenvolvimento global, considera-se necessário oferecer-lhes um ambiente de aprendizagem que os ajude a abandonar essa postura passiva de receptores do conhecimento. Um ambiente, onde sejam valorizadas e estimuladas

as suas criatividades e iniciativas, possibilitando-lhes uma maior interação com as pessoas e com o meio em que vivem, partindo não de suas limitações e dificuldades, mas da ênfase no potencial de desenvolvimento de cada um, confinado e apostando nas suas capacidades, aspirações, crescimento e integração na comunidade. Na escola inclusiva as crianças com transtornos globais de desenvolvimento “TGD's”, deveriam receber o apoio extra necessário para assegura-lhes uma educação efetiva. Logo as implicações escolares consistem no recolhimento da igualdade de valores e de direitos, e na consequente tomada de atitudes, em todos os níveis (politico, governamental, social, comunitário, individual), que reflitam uma coerência entre o que se diz e o que se fala.