130 - CONDUCT DISORDER AND ITS CONSEQUENCES IN PHYSICAL EDUCATION CLASSES IN SCHOOL, AND SOCIAL INCLUSION

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1. INTRODUCTION

We are humans, and there is nothing wrong with expressing what we feel. We love, we hate, we grieve, we are anxious, cheerful, with shame, fear, anger, stayed up aggressive. (SANVITO, 1997). The purpose of this article is to present some concepts and list a few important aspects that describe the physical characteristics, mental, behavioral and educational, and the etiology and diagnostic factors. Thus, we have the Pervasive Developmental Disorders TGD 's, and Social Inclusion of these students in the school context. According to the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association, the category of pervasive developmental disorders refers to disorders that are characterized by severe impairment and invasive in many areas of development, with reciprocal social interaction skills, communication skills and the presence of behaviors, activities and stereotyped interests, feelings before treated as irrelevant in people's lives. In the eighteenth century, scientists considered unworthy of the emotions studied in-depth, the operation of the reason was what mattered to rational beings (SANVITO, 1997).

The theme of violence in schools is one of the most raised today, both by teachers, social workers, educators, physical education professionals, occupational therapists, psychologists and psychologists, due to a significant increase in childhood aggressiveness. The research highlights the importance of knowing the problems that these children and young people may be experiencing, which could be both, family structure, social or psychological. Humanity is not only driven by reason, must exist in balance between reason and emotion for the individual to function fully." Any being reacts to stimuli in an environment, people, attitudes." (LENT, 2005, p. 653) .

Gazzaniga (2005) reports that there are societies in which the man does not give the right to cry, to show affection , because attitudes are attributed to women, this tax may prove to be a cold and calculating individual, the personality deformed, being that does not care about others. That said, the major purpose of this research was to explore the universe of child growth and development in all its amplitude, know every detail, every variable that could be influencing the increased aggressiveness. Facing some situations, educators and health professionals, express opinions with respect to the methodology used by parents and teachers to educate these children and adolescents, the influence of peers, the lack of economic structure and the cult of violence by means of mass communication.

Indeed, the professional preparation of Physical Education during a situation of aggression on the part of their students and how to act is to promote the inclusion office since it is active in the professional interface health and education, field of study in Neuroscience because they are professionals who take care of the body and mind. (SANTOS, 2011). However, as the teacher of Physical Education can contribute to the inclusion of students with Pervasive Developmental Disorder - TGD in physical education classes? Inclusion is a challenge, to be met by the school common causes improvement of Basic Education and Higher, since inclusion is to know each other, however, have a very big concern when I talk in school. It is an institution that we all, including myself, helped build and that has to change, because it is not good for anyone, but, on the day that it is good for a child with disabilities, it will be good for everyone that is end of line (HOFFMANN, 2004), going beyond the context of physical education professional who works in the health and education interfaces.

Adds (MENDES, 2011, italics and bold added), "Education takes place in a context of relationships between people and such relations are decisive factors in the learning process , both for success and for failure." Second (MALUF, 2007), educator and expert psicopedagodia special education, major tragedies, natural disasters, scandals and violence of all kinds are advertised on TV, radio, in print and online, commented on the streets, in schools among adults and even by children, parents become alarmed because their children are going through it with impunity: they have clear symptoms of anxiety and fear, that disturb its behavior in day-to - day.

The aggressive attitude in schools by children and teenagers is actually can be anything: an attitude position, a marking of boundaries, a gesture of self-assertion, a refusal to accept the authority, and even a cry for help. To understand what is being said behind an aggressive gesture is necessary to understand what it really symbolizes.

The general objective of the research is to identify factors that trigger aggression in adolescents during physical education classes their behavior in the school environment, and specifically the history of "aggression", identify the factors that motivate aggression and check if educators are empowering to intervene in order to resolve the problem. Inclusive education for students with disorders global developments with emphasis on behavioral is pertinent to reflect on the preparation of teachers working with these students, because the guidelines received and the knowledge acquired by them in their training, may not be sufficient to perform the role assigned to them. From this premise , when addressing the issue of teacher training in inclusive perspective , it is necessary to discuss both the formation of the Special Education teacher as teacher training Teaching Common, as both are required to work with diversity. To (Cartolano 1998, p. 2).

> This means that when we think of teacher education should also think of a school that gives everyone the same basic training, since this historical moment we want to form in the first place, is the professional prepared to deal with the student, be it normal or impaired.

Disorders or disabilities are a major challenge for all involved in the educational process in schools. In general, the academic complaints still remain about the child who does not learn, are aggressive, poorly educated, etc. for bad behavior. These complaints have been understood, in most situations , as the fruit of individual problems and family forwarded the student, which is attended by psychodiagnostic practices based procedures centered on the initial interview, interview, application testing, referrals for psychotherapy and, in some cases, guidance for parents of these students . We consider the major international diagnostic manuals, the TGD 's are defined by ICD - 10 World Health Organization - OMS/1992 and DSM -organization by the American Psychiatric Association/1995.

Some frames: Asperger Syndrome, Autism, Rett Syndrome, Mood Disorder and Oppositional Behavior Disorder Desruptivo and Challenger; Disorder Attention Deficit Hyperactivity Disorder (ADHD) is a neurobiological disorder among others. Aggression and Oppositional Behavior Disorder Desruptivo Challenged and there throughout the school environment, one can not simply ignore it following good teachings (Morais, 2000), understanding the problem of violence in a social-historical perspective demonstrates that it has deep roots that permeate from the family crisis, as a social institution, and the inequalities in the economic, social, political and cultural.

2. METHOD

The questionnaire was the instrument used for the research field. The questionnaire for teachers aimed to meet the vision they have about situations of aggression experienced by them and by the students and how they deal with the situation when it occurs during their classes , whether they are ready or simply leave the issue has their own outcome . We chose the questionnaire closed and open questions to the interviewee more freedom to express their opinions , the questionnaires were given to teachers to respond personally .

The questions cover various aspects, ranging from socio-economic conditions to social life, seeking the views of teachers regarding aggression in school, a subject that has caused much discussion, but sought to use is simple and direct questions and with responsive, letting the teacher is expressed in a few words how you really feel and without induction by the researcher. With respect to education majors and Supervisory prepared a questionnaire as an interview, because access to them has become easier, we intend to address these, the vision of which they have before their events at the school, the proposed solutions that school has to address the issue of school violence more specifically about the aggressive behavior of students and even some teachers, because we consider important to look at both sides of the learner and teacher.

With respect to students, the instrument to be used will be the observation report. The observation of students held during physical education classes, it is the goal of my research, and also for being a class that normally students have more freedom of expression in this way became easier access to students even indirectly. Were observed for three weeks, the analysis of the reports were made after the end of each observation, the lessons of this school lasts fifty minutes and was at this time that I watched the series in question .

3. RESULTS AND DISCUSSION

During the research were carried collections of data through a questionnaire that aimed to identify the various factors that could be causative agents of aggression within the Physical Education classes. The questionnaires were delivered during the period from 01 to 16 December 2012, of which 30 questionnaires were collected, each with seven questions, teachers participated in the survey (the) State College Ivo Zanlorenzi located in Marcio Andrade n . 386, Long Field neighborhood, Curitiba Paraná State, is an institution that offers Elementary, Middle and Post - average and provided me the opportunity to get in touch with their teachers and students to conduct this study .

The Property has approximately 60 teachers of both sexes working in all areas, however for this study were included those who were acting as teachers of students who were observed during the course of the research, with the exception of teachers and supervisors. The vast majority of these teachers work at other establishments, state or private, in Elementary School, Middle and even graduation. Teaching in Post- average some teachers are academic courses in Chemical Engineering, Electrical, Mechanical & Civil. Being a technical school, some act as both the Regular Education in Vocational Education.

4. INSTRUMENT

The survey was conducted through the answers from the questionnaire, which were analyzed individually as it is during the physical education classes that students go beyond the pent up energy in other classes. Football is a sport that has more aggressive attitudes, it is clear that the media has a great influence in this sport students, these are mirrored in words often narrated, and try to put into practice what they have learned. Not much differentiation occurs.

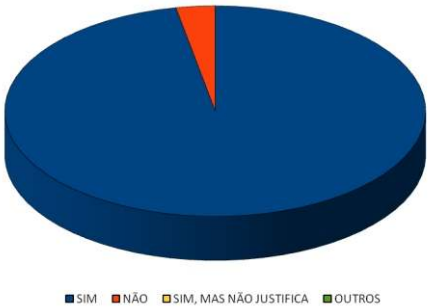
5. RESULTS AND DEMONSTRATION

In the first question, "Family violence is a factor that affects the performance of the student? "The alternatives were: yes, no, yes, but not warranted and others, the large percentage of respondents said yes, representing 97 % of respondents. The family plays a key role in education. Over the years some values were changed within the family and thus were generated conflicts, the young soon assimilated the changes, parents and educators felt lost to new customs, it became difficult to distinguish when to repress or release the child. Minuses came up with these changes and family went to school delegate the responsibility to educate their children.

In fact the student is the intersection between family and school, because it belongs to two groups, in the face of this matter all have a degree of responsibility, there must be an exchange between both groups, aiming at good educational background of the same. The problem is even greater when we ask what degree of interference from each group, which role is intended for family and which school? Parents want their children to be good students or at least do not cause problems, the truth is that these parents already have many difficulties in their daily lives and little time left for your children, it caused some parents think is to blame for the failure of children. The school 's main objective is to prepare their students to live in society.

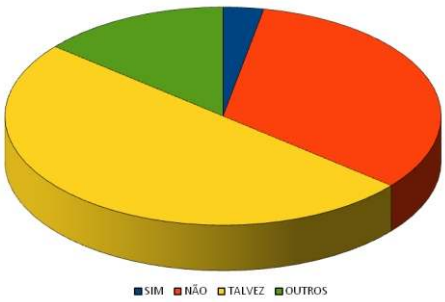
Family violence is a major booster of child aggression, violence is not always physical is the most common, lack of affection, affection and attention from parents are one of the forms of violence more traumatic for children.

1)Family violence is a factor that interferes with the student's performance?



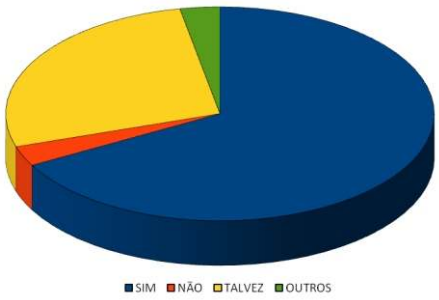
:The second question: "The professionals responsible for school education are prepared to act in the face of aggressive situations of students?" In this question the opinions diversified alternatives for the answer were yes, no, maybe others, the highest percentage of responses went to the third alternative, perhaps the answer is not followed, the lowest percentage for reply yes, this means that professionals are not prepared or do not know how to prepare to act in the face of aggression from their students. According to reports the magazine Claudia, July 2001, "Teacher, profession: danger, teachers have suffered certain attacks and must struggle to engage with dignity the career they chose." Teacher-student relationship, as is the interaction between the two? One can not say for sure how the two interact involved in this process, it is known that it is impossible to specify each case.

2) The individuals responsible for school education are prepared to act in the face of aggressive situations of students?



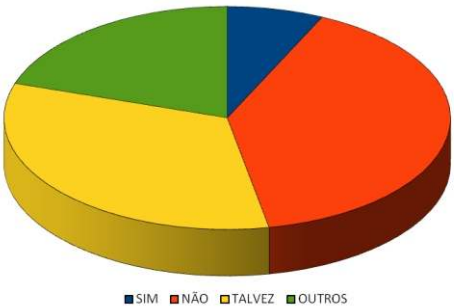
The third question: "The lack of limits imposed by parents to their children is a triggering factor of indiscipline in the classroom?" Alternatives were: yes, no, maybe another. The highest percentage, yes, 67% of respondents answered yes, maybe followed. This factor is basically the same question when the family's role in education. Parents try to protect their design in their children so that they might not have the feeling of failure, however these parents had to bear in mind that their children are not like them and they need to learn to walk on their own feet "popular saying when it involves someone we have to demand to form and understand limitations, the family as a fundamental element in the process triggering the formation of the child.

3) The lack of limits imposed by parents to their children is a triggering factor of indiscipline in the classroom?



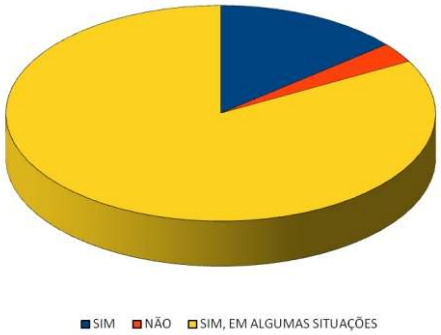
The fourth question: "Currently children and adolescents have greater access to the media, including Internet, magazines, television and others. Do you believe that these vehicles are the main culprits for increased rates of violence among young people? "Alternatives were: yes, no, maybe another. In analyzing this question can observe the different opinions on the subject, and maybe the answer is not technically divide ideas. Occur many concerns from parents when the subject is linked to the media, finally it is so serious that some teachers and officials met to discuss and analyze the influence of media on these children and young people, this had intended to reach common consensus that the real interests of the media in relation to these young people .

4) Currently children and adolescents have greater access to the media, including Internet, magazines, television and others. Do you believe that these vehicles are the main culprits for increased rates of violence among these young people?



In the fifth question: "The aggression when it happens within the classroom can be avoided by the teacher?" The alternatives were: yes, no, yes, in some situations, others. The highest percentage was the third alternative, yes, in some situations, it shows the question already raised the issue number two, professional preparation, however humans.

5) The aggressiveness when it happens within the classroom can be avoided by the teacher?



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CONDUCT DISORDER AND ITS CONSEQUENCES IN PHYSICAL EDUCATION CLASSES IN SCHOOL, AND SOCIAL INCLUSION

ABSTRACT

This study aimed to verify the Conduct disorder characterized by the presence of a persistent or aggressive behavior Dissocial students who attend physical education classes by the teachers, as well as behavior within classrooms associated with a significant change and global relationships with other children. The study is descriptive and is based on motor characteristics and psychic children have, raising behavioral aspects presented in the same school in the city of Curitiba Parana State. The population comprised of 60 teachers chosen. The work was characterized as descriptive research, with the use of questionnaires to teachers, with a total of ten (10) closed and open questions to investigate aggressive behavior of the student in school.

KEYWORDS: Conduct disorder; Physical Education; School; Social Inclusion.

DES TROUBLES DE CONDUITE ET SES CONSÉQUENCES EN COURS D'ÉDUCATION PHYSIQUE À L'ÉCOLE, ET L'INCLUSION SOCIALE

RÉSUMÉ

Cette étude visant à vérifier le trouble des conduites caractérisées par la présence d'un comportement asocial étudiants persistants ou agressif qui fréquentent les cours d'éducation physique par les enseignants, ainsi que des salles de classe de comportement au sein associé à un changement important et les relations globales avec les autres enfants. L'étude est descriptive et est basé sur les caractéristiques du moteur et avoir des enfants psychiques, soulevant les aspects comportementaux présentés dans la même école dans la ville de Curitiba État de Parana. La population était composée de 60 enseignants choisis. Le travail a été caractérisé la recherche descriptive, avec l'aide de questionnaires aux enseignants, avec plein de dix (10) questions fermées et ouvertes pour étudier le comportement agressif de l'élève à l'école.

MOTS-CLÉS: troubles du comportement, l'éducation physique, l'école, l'inclusion sociale.

TRASTORNO DE LA CONDUCTA Y SUS CONSECUENCIAS EN CLASES DE EDUCACIÓN FÍSICA EN LA ESCUELA, Y LA INCLUSIÓN SOCIAL

RESUMEN

Este estudio tuvo como objetivo verificar el trastorno de la conducta que se caracteriza por la presencia de una persistente o agresivo comportamiento disocial estudiantes que asisten a clases de educación física por los profesores, así como el comportamiento en las aulas asociados con un cambio significativo y mundial relaciones con otros niños. El estudio es de tipo descriptivo y se basa en las características del motor y los niños psíquicos tienen, levantando los aspectos de comportamiento que se presentan en la misma escuela en la ciudad de Curitiba, Estado de Paraná. La población compuesta por 60 profesores escogidos. El trabajo se caracteriza por la investigación descriptiva, con el uso de cuestionarios a profesores, con un total de diez (10) preguntas cerradas y abiertas para investigar el comportamiento agresivo de los estudiantes en la escuela.

PALABRAS CLAVE: Trastorno de conducta; Educación Física; School; Inclusión Social.

DISTÚRBIO DE CONDUTA, SEUS REFLEXOS NAS AULAS DE EDUCAÇÃO FÍSICA, NA ESCOLA, E A INCLUSÃO SOCIAL

RESUMO

Este trabalho teve por objetivo verificar o Transtorno de conduta caracterizado pela presença de um comportamento dissocial ou agressivo persistente dos alunos que frequentam as aulas de Educação Física, através dos professores, como também o comportamento dentro das salas de aulas associado a uma alteração significativa e global das relações com as outras crianças. O estudo é descritivo e baseia-se nas características motoras e psíquicas de crianças possuem, levantando aspectos comportamentais na escola apresentados pelas mesmas na Cidade de Curitiba Estado do Paraná. A população escolhida compreendeu 60 professores. O trabalho caracterizou-se como pesquisa do tipo descritiva, com a utilização de questionários aplicados aos professores, com o total de 10 (dez) questões fechadas e abertas para investigar o comportamento agressivo do aluno na escola.

PALAVRAS-CHAVES: Transtorno de conduta. Educação Física. Escola. Inclusão Social.