90 - INTERPERSONAL RELATIONS EVIDENCED IN THE CLASSES OF ADAPTED MOTOR ACTIVITY

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1 INTRODUCTION

Students with disabilities often have fears regarding their skill level and the response of their classmates toward their participation in physical education class (Block, 2007). Therefore have greater restrictions on participation in physical activities than their peers without disabilities (RIMMER, et al., 2008). However, they are increasingly being contained in these environments around the world (LIENERT, SHERRILL e MYERS, 2001).

The social world of children with disabilities include those that affect them directly, for example, teachers, colleagues, friends and those who participate in general activities (HUTZLER, FLIESS e CHACAM, 2002). Thus, to participate and engage in programs of motor activity, go to interact and build friendships (Nangle et al., 2003). Teachers, in turn, have a responsibility to try to understand the views and interests of students with disabilities in order to optimize their participation in class, as well, they will be able to meet their needs and increase their feelings of belonging to group (JAMES, KELLMAN e LIEBERMAN, 2011).

Based on these considerations, the objective of this research was to investigate the social interactions of children with disabilities participating in a program of adapted motor activity.

2 METHODOLOGY

2.1 TYPE OF RESEARCH

This research is characterized as descriptive and was approved by the Ethics Committee of the University based program, under case number 911/2010. The responsible for the participants signed an informed consent form.

2.2 CONTEXT OF THE RESEARCH

The Program Adapted Motor Activity - AMA - is offered by the Department of Physical Education of Sports Center of the Federal University of Santa Catarina (DEF / CDS / UFSC) for free since 1995. The goal of the program is related to the triad: teaching-research-extension. The AMA offers motor activities adapted to people with disabilities (extension), practical experience provides opportunities to undergraduate students of Physical Education (Teaching/ Training) develops and studies in this area (research). The proposed activities occur in two weekly meetings, lasting an average of one hour on the ground and one in the water (Zuchetto, 2008). Participate in the activities the students enrolled in Adapted Physical Education, academic scholars, the coordinator and disabled children, maintaining a ratio of one adult per child with a disability, the program is considered ideal (Zuchetto,2008).

During the observed period, april to july 2011, were taught 28 classes on the ground and 28 in the pool. Among these were intentionally selected two, one on the ground (activities of posture and locomotion) and in water (pre-sports activities), both with six activities. It is noteworthy that the first class had 12 adults helpers and 8 children, in the second had 10 adults helpers and 8 children.

2.3 PARTICIPANTS

The study gathered seven boys and three girls, aged between three and thirteen years with physical disability/cerebral palsy, visual impairment, intellectual disability, hearing loss, attention deficit disorder and hyperactivity, and autism. Participants were chosen intentionally, so that all who were present on the days the classes were included in the survey.

It is noteworthy that Daniela and Diego were present only in the classroom on the ground and Caio and Mário only in the pool, while the other participants were in both. Participants will have fictitious names.

2.4 DATA COLLECTION AND ANALYSIS

Initially planned two classes on the theme of posture/locomotion and pre-sports, respectively. Both were composed of six activities being held on the ground: 1 - Finding colleagues, 2 - Bunny comes out of the woodwork, 3 - Duck-Goose, 4 - Undead 5 - Statue, 6 - Interview butter. In class the pool were the following activities: 1 - Shifting spaghetti, 2 - Volleyball, 3 - Basketball, 4 - Handball, 5 - Scavenger Hunt 6 – Get out mullet.

For data collection we used footage of the two classes. Were analyzed descriptively by array analysis of social interactions.

3 RESULTS AND DISCUSSION

From the analysis of classes is presented in Tables 1 and 2 the interactions occurring in the activities on the ground and on the pool.

Table 1: Interactions occurring in each activity in the class on the ground

Children	A1	A2	A3	A4	A5	A6	Total I. C.
Bruno	5	2	4	1	0	8	20
Iago	0	1	1	0	1	2	5
Isabeli	5	0	3	0	1	8	17
Stefani	4	0	3	0	0	4	11
Hugo	4	0	2	1	1	9	17
Rafael	5	0	4	3	3	7	22
Danieli	6	0	2	1	0	6	15
Diego	8	1	2	0	1	4	16
Total I. A.	37	4	21	6	7	48	

Legend: A1= Finding colleagues, A2= Bunny comes out of the woodwork, A3= Duck-Goose, A4= Undead, A5= Statue, A6= Interview butter; Total I. C.= Total number of interactions per child, Total I. A.= Total number of interactions per activity.

Table 2: Interactions occurring in each activity class in the pool

Children	A1	A2	A3	A4	A5	A6	Total I. C.
Bruno	6	3	7	4	9	0	29
Iago	4	3	2	0	3	0	12
Isabeli	4	3	2	3	1	0	13
Stefani	7	2	2	3	1	0	15
Hugo	6	2	3	2	6	1	20
Rafael	4	3	5	1	2	0	15
Caio	9	5	7	8	3	2	34
Mário	7	2	1	0	5	0	15
Total I. A.	47	23	29	21	30	3	

Legend: A1= Shifting spaghetti, A2= Volleyball, A3= Basketball, A4= Handball, A5= Scavenger Hunt, A6= Get out mullet; Total I. C.= Total number of interactions per child, Total I. A.= Total number of interactions per activity.

It is observed in Table 1 that the activity 6 which consisted in choosing a mate for it to become the “catcher” was the most interactions provided to participants. This is because while one of the kids walked towards his colleagues to make the choice, interactions such as facial expressions, verbal and bodily contact through naturally occurring among all participants and subsequently the interaction between “a fugitive and a sucker” result happened. Activities 1 and 3 also had a high number of interactions. At first, the students danced around the room to the music and when it should stop immediately greet everyone with a movement indicated by the teacher, for example, give a handshake, a hug, wink. In Activity 3, called “duck – goose”, everyone remained seated in a circle while one of the participants walked around it preparing to choose a colleague who should run to try to catch him. During the task, who was out glances between the circle and characterized the interactions.

Regarding the activities 2, 4 and 5 on the ground, it can be said that despite not being as favorable as other interactions, interactions allowed as aids during the “exchange dens” and looks and/or gestures that identified who was performing commands properly dead (lying), live (sitting with arms extended vertically) and statue (standing in that position for themselves).

In the table 2, it can be noted the increase in interactions of the pool in the classroom. It is noteworthy that, due to the constant need of help, occurred closer relationship between children and adult helpers and this increased the amount of interactions. It is noted that the activity 1 was that had the highest number of interactions. The task was to move the spaghetti kicking one edge to the other pool. The number of iterations can be explained because during the course happened conversations among participants (children/children or children/adults helper), looks and plays like throwing water on a colleague seeking to draw attention to himself.

Activities 2, 3, 4 and 5 in the pool were conducive interactions, because to be developed in teams, encouraged the relationship and collaboration between participants. On the other hand, justified the low number of interactions in activity 6 (3 interactions) by the fact that at this time all are positioned column, moving singing the song "get out mullet" (common in the classes) and the appropriate gestures are developed to end with a dip. Thus, the concentration is more important than the interactions. In addition, the students presented themselves tired in the last activity.

As children, Bruno that has cerebral palsy and profound deafness, presented many interactions both on the ground (20) and the pool (29). The intentions of relationships manifested through facial expressions and choice of colleagues, pointing with one hand, to share tasks. Zuchetto & Schmitt (2012), reported in their research about a child with cerebral palsy and profound deafness than their peers with disabilities aroused their curiosity and interest when running, jumping, dancing or playing.

Iago with blindness and intellectual disability interacted 5 times on the ground and 12 in the pool being accompanied by an adult helper that spurred him to relate through physical contact, since the absence of vision and language hinders your relationship with the group. Already Isabeli, which also features visual impairment, despite having the autonomy-related losses due to poor vision, interacted 17 times on the ground and 13 in the pool with the help of an adult helper to relate to other participants through speech and physical contact. In the pool, not to wear eyeglasses, the need for help that interactions occur became more evident. França-Freitas & Gil (2012), highlight the need for mediation by an adult during children's interactions with visual impairment so as to strengthen an initiative to assist them in the expression of affection.

Hugo and Stefani who are autistic, despite having difficulties in interpersonal relationships, interacted while being led in the activities by adults auxiliary. For O'Connor et al. (2000), this is one of the best ways to teach them. Hugo interacted 17 times on the ground and 20 times in the pool and Stefani interacted 11 times on the ground and 15 times in the pool. Manifestations of relationships occurred through facial expressions and sometimes with physical contact. Children with autism have poor social

abilities, so help them interact with their peers is very important for your engagement activities, for example: basic social behaviors-such as talking, entering a game, sharing materials, stopping or changing activities or participating with the whole group, need to be taught to these students (ZHANG & GRIFFIN, 2007).

Rafael that features intellectual disability and attention deficit disorder and Hyperactivity did most interacted during class on the ground with 22 interactions. The pool was 15 interactions. In both classes stood out for their willingness to provide aid to push the colleagues wheelchair and demonstrate tasks when asked. For Santos (2012), interactions specific to the educational context, show human diversity and bring out the uniqueness of each individual and the need for teaching practices and interaction that are both pluralized as individual.

Danieli with cerebral palsy participated on the ground class and had 15 interactions characterized mainly by speech and gestures. Diego also has cerebral palsy and was present on the ground class, has 16 interactions expressed through verbal expressions, facial, and, in particular, the physical contact. With the frequent participation in classes, children with cerebral palsy tend to improve, increasingly, their social and emotional development (Winnick, 2011).

Caio who has profound deafness and attention deficit disorder and Hyperactivity participated in the swimming pool class being the student with the highest number of interactions (34). As a result of profound deafness, expressed their interactions through facial expressions and verbal (shouting), and most of the class was announced and was related to the other participants using signs (LIBRAS - Brazilian Sign Language). For Silvestre e Lourenço (2013), this form of communication fosters interactions.

Mario with cerebral palsy was present in the pool class and 15 interactions showed that were related to facial expressions and body. By presenting athetosis, it was noted that in some situations the other children did not understand your desire to interact, so he ended up being related more to adults while receiving support assistants to perform tasks. In the study of Zuchetto & Schmitt (2012), a child with cerebral palsy was also associated more with adults who accompanied him.

4 CONCLUSION

There were interactions like physical contact, assistance, facial expressions and verbal in both classes.

The choice of activities represented the starting point for the approach among participants. "Bate-butter" and "Shifting spaghetti" were activities that results in the highest amount of interactions on the ground and in the pool, respectively.

It is noteworthy that most interpersonal relationships occurred in tasks that required physical contact and personal assistance. Furthermore, it was noted that the relaxed atmosphere among children and adults auxiliary favored interactions that motivated and enabled children to engage.

We conclude that motor activity classes for children with disabilities as well as benefit in the aspects neuromuscular, organic and interpretative, interferes positively in social and emotional skills resulting in improvements in self-esteem.

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INTERPERSONAL RELATIONS EVIDENCED IN THE CLASSES OF ADAPTED MOTOR ACTIVITY

ABSTRACT

The purpose of this descriptive study was to investigate the social interactions of children with disabilities participating in a program of adapted motor activity. For data collection we used the filming of two classes, whose theme was posture and locomotion and pre-sports, respectively, both consist of six activities. Were analyzed descriptively by array analysis of social interactions proposed by Zuchetto (2008). There were interpersonal relationships as physical contact, assistance, facial and verbal expressions in both classes. The choice of activities represented the starting point for the approach among participants.

Interactions stood out from smiles and words of children with cerebral palsy and willingness to provide aid, like pushing the wheelchair of colleagues and demonstrate the tasks of a child with intellectual disabilities. These behaviors motivated children to accomplish tasks. It is noteworthy that most of the interactions occurred in tasks that required physical contact and personal assistance. Furthermore, it was noted that the relaxed atmosphere among children and adults auxiliary favored interactions that motivated and enabled children to engage. We conclude that motor activity classes for children with disabilities as well as benefit in the aspects neuromuscular, organic and interpretative, interferes positively in social and emotional skills resulting in improvements in self-esteem.

KEYWORDS: Motor Activity adapted, Children with disabilities, social interactions.

LES RELATIONS INTERPERSONNELLES EVIDENCE CLASSES L'ACTIVITE DE MOTEUR ADAPTE

RÉSUMÉ

Le but de cette étude descriptive était d'étudier les interactions sociales des enfants handicapés qui participent à un programme d'activité motrice adaptée. Pour la collecte des données, nous avons utilisé le tournage de deux classes, dont le thème était la posture et de la locomotion et de pré-Sports, respectivement, tous deux se composent de six activités. Ont été analysés de manière descriptive par l'analyse de la matrice des interactions sociales proposées par Zuchetto (2008). Il y avait des relations interpersonnelles que le contact physique, l'assistance, les expressions faciales et verbale dans les deux classes. Le choix des activités a représenté le point de départ de l'approche entre les participants. Interactions ressortaient de sourires et de mots d'enfants atteints de paralysie cérébrale et la volonté de fournir une aide, comme celui de pousser le fauteuil roulant de collègues et de démontrer les tâches d'un enfant ayant une déficience intellectuelle . Ces comportements motivés enfants pour accomplir des tâches. Il est à noter que la plupart des interactions se sont produits dans des tâches qui nécessitaient un contact physique et l'assistance personnelle. En outre, il a été noté que l'atmosphère détendue chez les enfants et les adultes auxiliaires favorisé les interactions que les enfants motivés et possibilité de s'engager. Nous concluons que les classes de l'activité motrice des enfants handicapés, ainsi que de bénéficier des aspects neuromusculaires, organique et d'interprétation interfère positivement dans les compétences sociales et émotionnelles résultant dans l'amélioration de l'estime de soi.

MOTS-CLÉS: Activité motrice adaptée, enfants handicapés, interactions sociales.

RELACIONES INTERPERSONALES EVIDENCIADAS EN CLASES DE ACTIVIDAD MOTORA ADAPTADA

RESUMEN

El objetivo de esta investigación fue verificar las interacciones sociales de niños con discapacidad participantes de un programa de actividad motora adaptada. Para la recolección de datos se utilizó las películas de dos clases, cuyo tema era la postura / locomoción y actividad pre-deportiva respectivamente, ambos consisten en seis actividades. Fueron descriptas por el análisis del conjunto de las interacciones sociales propuestas por Zuchetto (2008). En ambas clases se verifico relaciones interpersonales como el contacto físico, la asistencia, las expresiones faciales y verbales. La elección de las actividades representó el punto de partida para el enfoque entre los participantes. Las interacciones destacadas fueron las sonrisas y palabras de los niños con parálisis cerebral y la disposición a prestar ayuda, como empujar la silla de ruedas de los colegas y demostrar las tareas a un niño con discapacidad intelectual. Estos comportamientos motivaron a los niños realizar las tareas. Es de destacar que la mayor parte de las interacciones ocurrieron en tareas que requieren contacto físico y asistencia personal. Por otra parte, se observó que el ambiente relajado entre los niños y los adultos auxiliares favoreció y posibilito interacciones que motivo a los niños capacitados se envolvieren. Se concluye que las clases de actividad motora de los niños con discapacidades, así como beneficiar los aspectos neuromusculares, orgánicos e interpretativos interfiere positivamente en las habilidades sociales y emocionales que resultan en mejoras en la autoestima.

PALABRAS CLAVE: Actividad motora adaptada, niños con discapacidades, interacciones sociales.

RELAÇÕES INTERPESSOAIS EVIDENCIADAS EM AULAS DE ATIVIDADE MOTORA ADAPTADA

RESUMO

O objetivo deste estudo descritivo foi verificar as interações sociais de crianças com deficiência participantes de um programa de atividade motora adaptada. Para a coleta de dados utilizou-se as filmagens de duas aulas, cujo tema foi postura / locomoção e actividad pré-esportiva, respectivamente, ambas compostas por seis atividades. Foram descritas através da matriz de análise das interações sociais proposta por Zuchetto (2008). Verificaram-se relações interpessoais como o contato físico, o auxílio, expressões faciais e verbais em ambas as aulas. A escolha das atividades representou o ponto de partida para a aproximação entre os participantes. Destacaram-se interações a partir de sorrisos e falas das crianças com paralisia cerebral e a disposição em prestar auxílios, como empurrar a cadeira de rodas de colegas e demonstrar as tarefas de uma criança com deficiência intelectual. Esses comportamentos motivaram as crianças na realização das tarefas. Destaca-se que grande parte das interações ocorreram em tarefas que exigiam contato físico e auxílio pessoal. Além disso, notou-se que o clima de descontração entre crianças e adultos auxiliares favoreceu e possibilitou interações que motivaram as crianças ao engajamento. Conclui-se que aulas de atividade motora para crianças com deficiência, além de beneficiar os aspectos neuromusculares, orgânicos e interpretativos, interfere positivamente nas habilidades sociais e emocionais resultando em melhoras na autoestima.

PALAVRAS-CHAVES: Atividade motora adaptada, Crianças com deficiência, Interações sociais.