76 - MULTIDISCIPLINARY STAFF AND A POSSIBILITY IN DEBATE: PHYSIOTHERAPY IN SCHOOL.

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INTRODUCTION

This study arises from the need to verify the availability of multidisciplinary staff in the Public schools in the State of Goiás, and how this staff could favor the students in all the areas of knowledge, in an inclusive perspective, mainly in the actions that are supposed to find solutions to social and educational problems in an effective way.

One of the main characteristics of multidisciplinary staff is the skill to know and coordinate actions characterized as a multi-professional way that need frequent interactions with a common goal. (1)

The objective of the multidisciplinary staff, acting in the field of Health and Education, is to meet the special educational needs to make the students' performance easier in the classroom, assisting them in a selective way investigating not only their difficulties, but also their skills, respecting both the inclusion students and the other students, treating them according to their singularity, respecting their limitations, their differences, working with individuals in a whole form, and reinserting them into society after this conquest inside the school. (2)

The general objective of this study was to research about the possibility to insert physiotherapy into the school with the support of multidisciplinary staffs, based on the laws that regulate Education and Health, to insert disabled students into society as true citizens. The specific objectives were to identify if the activities proposed by the school unit meet the demands of the students holding educational needs and to know better about the relationship between these Education and Health professionals as well as their potential contribution to the school communities.

Although physiotherapy is not included in the State Educational Program in Goiás, the state has had an educational program for diversity since 1999, with inclusion education, and the presence of multi-professionals like: psychologists, speech doctors, social assistants, LIBRAS and BRAILE instructors, who contribute to supply the special needs in the teaching-learning process, reinforcing the proposal of inclusion education.(3)

METHODOLOGY

This study was based on bibliographic and documental methodology in order to get answers to a scientific problem, raising data from primary sources: that is, documental data from authors like: Delisa (2002), Federal Constitution (1988), Laws that regulate National Education – LDBN (1996),Operational Regulation of Public Education in the State of Goiás (2011-2012), to reflect about the promotion, recovering and maintenance of students' health in multiple knowledge, produced and used by society, concerning school inclusion, and about the work of a multidisciplinary staff in the schools. Besides literature review, the study brought data from the author's teaching experience in school activities, researches and extension courses, both at Elementary and High schools of public education.

RESULTS AND DISCUSSIONS

The performance of multi-professional staffs in school units would contribute to prevent and keep the health of the students as well as recovering those ones with special educational needs. There is no doubt that inclusion, participation and integration of physiotherapists with other professionals of the multidisciplinary staff is necessary for the success in schools.

This study made it possible to understand the importance of taking care of preventive health and the treatment with physiotherapists, as well as the relationship between the professionals in these fields to give a qualified assistance to school communities. This team work is a challenge for both education and health professionals to recognize the limitations of knowledge in each area and to find multidisciplinary possibilities. It is critical the existence of these staffs in school. The professional who is always studying and constantly facing the problems is totally able to identify this necessity and fully believes in enhancing educational possibilities. An education professional should be a researcher who is able to construct his/her practical in a critical view, offering the excluded ones a qualified knowledge, always in search of interdisciplinary alternatives.

MULTIDISCIPLINARY STAFFS: A CHALLENGE IN EDUCATION AND A POSSIBILITY IN SCHOOL INCLUSION

In order to understand the moment of the approach between the multidisciplinary staffs and school inclusion, it is necessary to consider that, any inclusion, in different areas of knowledge, with different political, social and economic factors, means new challenges and crucial tendencies that affect the society which is interested in a basic structure for an educational system for “all”.

Assman's theory (1998, p. 32) confirms that education will only produce good results when it tries to enhance pedagogy and social commitment, to construct knowledge and skills for one to be able to access sources of information about several subjects, instead of simply conveying contents. More than acquiring knowledge, the big contemporary challenge is to adapt to changes that have to be made in the educational system – education has to meet the demands of the society we live in.

Education has multiple knowledge produced and used by society and it is a bigger universe than that of modern science, for, it brings science to a fight for equality in which it has to recognize and approach the other kinds of knowledge and lose its hegemonic position which ignores everything out of its control.(7)

Ethnic, moral and aesthetic values indicate man's expectations and aspirations; they indicate what something should be against what it really is. Regarding these considerations, it is supposed that the school be inclusive; thus, it is crucial that its plans be redefined by a kind of education concerned to the citizens, free education that recognizes the value of human and cultural diversity.(8)

MULTI-PROFESSIONAL STAFF: A CHALLENGE AND A POSSIBILITY IN THE SCHOOL UNIT.

The Federal Constitution (Brazil,1988) and the Organic Laws of Public Education in this country grant the right to education to everyone, but at Goiás State the educational politic is far away from social quality of public education as the country "Carta Magna" dictates. The public schools in this state has both old and unfinished constructions, the sporting courts are ruined by time, and the disinterest of public politic does not grant adequate working conditions either to the professionals or to the students. (10)

According to the educational laws (Goiás,2010), decrees, resolutions and other documents, the professionals in the health and education areas are put aside in the process of educational inclusion; thus, physiotherapy has not been included in the multi-professional staff that may contribute in the process of treatment of students' functional deficit and psychological and social needs. (2)

Education must have a new view of the world to construct the society we expect for the future. For that, it would be necessary to recreate an educational environment that overcomes pedagogic issues, assists human conditions and prepares the citizen to be inserted with responsibility in society, cultivating human, ecologic and spiritualist values.

This study has researched about the importance of physiotherapy in school so that men can develop their potentials through human motility, considering, too, life quality through physical activities. The Professional Ethic Code grants the exercise of physiotherapy in school and daycare, and dictates important responsibilities of a physiotherapist like executing techniques and methods in order to rehabilitate, develop and preserve the physical capacity of the patient. (12)

The performance of health professionals, physiotherapists, psychologists, educational psychologists, occupational therapists and doctors together with the teacher is very significant to students' performance and to the maintenance of students holding any special educational needs in school. (11)

The relationship between the student and the physiotherapist demands experience and commitment, and this service deserves investigation. This model, projected to conquer the comprehension of individuals, will instruct students about their disabilities, encouraging them to rehabilitation so that they can make choices, by becoming free and independent.(1)

The Federal Republic Constitution grants significant development in education for disabled individuals. The article 205 claims that in order to prepare the citizens to perform their roles in society, it is up to family and state to get this responsibility. According to all legal documents, it is evident the access and staying of the students in school with equal condition, and it is up to the state to provide specialized educational assistance to the ones holding reduced mobility, the assistance in daycare and preschool institutions in the regular teaching system, and the financial resources defined in laws without any profit to assist the society in education. (9)

To interpret the educational rules, it is necessary to understand and overcome the controversy between the new Law that regulates the National Basis of Education –LDBEN (Brazil, 1996) and the Federal Constitution (Brazil, 1988). Another reason for inclusion to be a major factor in school education and to overcome the issues in our legislation lies in the LDBEN (Brazil, 1996), Law nº 9.394/96, chapter v, articles 58, 60.

The proposal to inclusion education is a work to "reframe" school role, with teachers, students, parents and community, all interested in plural forms of coexistence, so that the right to education may be really granted. It is not students' obligation to change, but school should think about an inclusion education for all, without discrimination and with social quality. (2)

Any educational action that does not take into consideration the students' view of the world is in risk of being banking; that is, the one which is based on dominant principles by the teacher toward students; an imposing knowledge. Practical and free education is only possible with love, humanity, hope, faith, trust and true dialogue. (14)

FINAL CONSIDERATIONS

If contemporary schools do not break free from those traditional paradigms that draw us to resistance to possible transformation of social-educational practices, the presence of multi-professional staffs inside the schools will be impossible and the performance of these multi-professionals will not happen; that is, although literature grant it, practice does not exist and students have been losing the opportunity to have an inclusion education.

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MULTIDISCIPLINARY STAFF AND A POSSIBILITY IN DEBATE: PHYSIOTHERAPY IN SCHOOL.
ABSTRACT

Introduction: This article analyzed the educational legalityof multi-professionals of Education and Health, enabling inserting physiotherapy into schools. That would bring a multidisciplinary contribution to the school community, promoting the development of body culture of movement. The study was raised by the necessity to assist students who hold educational needs, to include them fully in society as independent citizens. The physiotherapist would contribute for the psychomotor development of the students, so they could fully develop their skills. The main goal was to verify the possibilitytohave multidisciplinary staffhelp in activities that meet the educational needs of these human beings. Methodology: This study was based on the bibliographic and documental methodology, on the laws that regulate the human beings' right for education and health and also on the teaching experience of the author, in teaching activities, research and extension at public elementary and high schools. Results and discussions: The analysis of results was done through construction process, and the interpretation of the research was done through bibliographic and documental review. The Federal Constitution (1988), Operational Directions of Public Teaching in the State of Goiás, Brazil (2010), and Decrees grant a special treatment concerning inclusive education. The study was based on the following authors: Assmman (1998), Betti (1991), Delisa&Gans (2002), Freire (2007),Mantoan (2006), Moraes (2003), Moura (2009), Santos (2010), Souza (1996), among others. Conclusion: Despite being critical the existence of multidisciplinary staff like: psychologists, speech therapists, psycho-pedagogue, Occupational therapists, LIBRAS and BRAILE instructors and Physiotherapists, in the schools, and Laws granting that these multi-professionals of Education and Health work for students holding educational needs in the Operational Directions of Public Teaching in the State of Goiás, Brazil (2010), the physiotherapy is not yet effective in the school units.

KEY WORDS: Multidisciplinary staff, Physiotherapy, Inclusion

ÉQUIPES MULTIDISCIPLINAIRES ET UNE POSSIBILITÉ EN DISCUSION: LA KINÉSITHÉRAPIE SCOLAIRE
RÉSUMÉ

Introduction: Cet article analysai la légalité pédagogique de les multiprofessionnels du domaine de l'éducation et santé, permettant l'insertion de la kinésithérapie aux écoles. Ceci aurai apporté une contribution multidisciplinaire pour la communauté scolaire, promouvant le développement de la culture corporel du mouvement. L'étude apparut de la nécessité d'assister les éléves avec des nécessités pédagogiques pour les inclure dans la societé ouvertement, comme des citoyens indépendents. Le kinésithérapeute aurai contribué beaucoup pour le devéloppement psychique-moteur de l'éléve, pour qu'il devéloppe ses potentiels. L'objetif fut de verifier la possibilité de l'équipes multidisciplinaires contribuent avec des activités que satisfassent les nécessités spécials pédagogiques de les êtres humains ouvertement. Metodologie : Cet étude se basa dans la metodologie bibliographique et documentaire, dans les lois que règlementent les droites de l'être humaine à l'education et santé et aussi dans l'expérience doctorant de l'auteure, en activités d'enseignement, recherche et extension, en écoles du enseignement fondamental et moyenne du filet publique. Résultats et Discutions: L'analyse de les résultats se donna par le processus de construction. et l'interprétation de la realité de la recherche fut depuis la révision bibliographique e documentaire. La Constitution Fédéral (1988), Directifs Pédagogiques Opérationelles du Filet Publique de L'état d'Enseignement de Goiás (2010), et Décrets assurent l'assistance spécialisé dans la shpére de l'enseignement de l'éducation ouvert. Cet étude se basa aux auteurs: Assmman (1998), Delisa & Gans (2002), Freire, (2007), Mantoan (2006), Moura (2009), parmi d'autres. Conclusion: Donc étant primordial l'existence des equipes multidisciplinaires comme: psyichologues, ortophonists, psychopédagogue, ergothérapeutes, instructeurs de LIBRAS e Braille et kinésithérapeutes dans l'école, et assuré par lois qui garantissent les multiprofessionnels de l'éducation et santé travaillent pour les éléves handicapés. Aux Directifs Pédagogiques Opérationelles du Filet Publique de L'état d'Enseignement de Goiás il n'y a pas la modalité de kinésithérapie aux écoles.

MOTS CLÉS: Équipes Multidisciplinaires – Kinésithérapie – Inclusion.

LOS EQUIPOS MULTIDISCIPLINARIOS Y UNA POSIBILIDAD EN DISCUSIÓN: LA FISIOTERAPIA ESCOLAR
RESUMEN

Introducción: En este artículo se analizó la legalidad de multiprofesionales de la Educación y Salud, posibilitando la inclusión de la fisioterapia en escuelas, promoviendo el desarrollo de la cultura corporal del movimiento. El estudio surgió de la necesidad de cumplir con los estudiantes poseedores de discapacidad educativa para incluirlos en la sociedad como ciudadanos independientes. El fisioterapeuta contribuiría para que el estudiante desarrollara sus habilidades. El objectivo fue verificar la posibilidad de los equipos multidisciplinarios contribuiren con actividades que satisfagan las necesidades educativas especiales. Metodología: Este estudio se fundamentó en análisis bibliograficas y documentaciones, Leyes que reglamentan los derechos humanos a la educación y a la salud, y también en la experiencia docente de la autora en actividades de enseñanza, pesquisa y extensión, en escuelas de la red pública. Resultadosy discusiones: El análisis de resultados fue hecho a través del proceso de construcción, y la interpretación fue a partir de la revisión de bibliografias y documentaciones. La Constituición Federal (1988), Directrices Educativas Operacionales de Enseñanza Del Estado de Goiás (2010) y Decretos garantizan la asistencia distinta en el campo de la educación de inclusión. Este estudio se basó en autores como: Assmman (1998), Betti (1991), Delisa&Gans (2002), Freire (2007), Mantoan (2006), Moraes (2003), Moura (2009), Santos (2010), Souza (1996), entre otros. Conclusión: A pesar de la importancia de los equipos multidisciplinarios como: psicólogos, terapeutas de habla, psicólogos educativos, terapeutas ocupacionales, instructores de LIBRAS y BRAILE y fisioterapeutas en la escuela, y siendo eso asegurado por Leyes que protegen los poseedores de discapacidad educativa en Las Directrices Educativas Operacionales de la Red Pública De Enseñanza Del Estado de Goiás, la modalidad de fisioterapia todavía no es efectiva.

PALABRAS LLAVES: Equipos Multidisciplinarios, Fisioterapia, Inclusión

EQUIPES MULTIDISCIPLINARES E UMA POSSIBILIDADE EM DISCUSSÃO: A FISIOTERAPIA ESCOLAR
RESUMO

Introdução: Este artigo analisou a legalidade educacional dos multiprofissionais da área da Educação e Saúde, possibilitando a inserção da fisioterapia nas escolas. Isso traria uma contribuição multidisciplinar para a comunidade escolar, promovendo o desenvolvimento da cultura corporal do movimento. O estudo surgiu da necessidade de atender os educandos portadores de necessidades educacionais para incluí-los na sociedade de forma integral, como cidadãos independentes. O fisioterapeuta contribuiria muito para o desenvolvimento psíquico-motor do educando, para que desenvolva suas potencialidades. O objetivo foi de verificar a possibilidade das equipes multidisciplinares contribuírem com as atividades que satisfaçam as necessidades especiais educacionais dos seres humanos de forma integral. Metodologia: Este estudo fundamentou-se na metodologia bibliográfica e documental, nas leis que regulamentam os direitos do ser humano à educação e saúde e também na experiência docente da autora, em atividades de ensino, pesquisa e extensão, em escolas do ensino

fundamental e médio da rede pública. Resultados e Discussões: A análise dos resultados deu-se através do processo de construção, e a interpretação da realidade da pesquisa foi a partir da revisão bibliográfica e documental. A Constituição Federal (1988), Diretrizes Educacionais Operacionais da Rede Pública Estadual de Ensino de Goiás (2010), e Decretos garantem o atendimento especializado na esfera do ensino da educação inclusiva. Este estudo fundamentou-se nos autores: Assmman (1998), Betti (1991), Delisa&Gans (2002), Freire, (2007), Mantoan (2006), Moraes (2003), Moura (2009), Santos, (2010), Souza (1996), dentre outros. Conclusão: É primordial, portanto, a existência das equipes multidisciplinares, tais como: psicólogos, fonoaudiólogos, psicopedagogos, terapeutas ocupacionais, instrutores de LIBRAS e Braille e fisioterapeutas na unidade escolar, e assegurada por leis que garantem os multiprofissionais da Educação e Saúde trabalharem em prol dos portadores de necessidades educacionais, nas Diretrizes Operacionais da Rede Pública Estadual de Ensino de Goiás não se efetiva a modalidade de fisioterapia nas unidades escolares.

PALAVRAS-CHAVE: Equipes Multidisciplinares – Fisioterapia – Inclusão.