19 - NECESSARY ADEQUACIES IN ADAPTED BASKETBALL ACTIVITIES

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1 - INTRODUCTION

Handicapped individuals must use sport activities as a support to integration and to overcome his disabilities and also to improve his skills and motor dexterity, stimulating the body development through the movement knowledge through the movement itself in a creative and participative way (MONTEIRO apud SILVEIRA & ZUCHETTO, 2000), thus making it possible an improvement in life quality (ZUCHETTO & CASTRO, 2002). The aim of physical education for handicapped individuals always take into account the interests and skills of the person to promote the motor possibilities including self-esteem development, living successful situations, incentivating independence, social interaction and improvement of organo-functional functions through rules, organization and procedures adjustments. According to BUENO & RESA apud CIDADE & FREITAS (2002) it is suggested having a global view of the difficulties and of the disabilities characteristics to start the necessary adequacies in the handicapped people oriented physical education program. The presented characteristics and the development level of each one of them are observed accordingly to the individual's disability level. To PEDRINELLI (1991), the activity choice, the adaptation so that everybody can participate and the most developed individuals can accomplish more complex goals, the adaptation of material resources and the performance evaluation making it evident the students' behavior are fundamental in the motor activity program choice. One of the obstacles found in the feasibility of these practices is on the difficulty to adequate the activities to the handicapped individuals' possibilities due to their specificities. Thus, intending to propitiate to handicapped people the movements experimentation in a rewarding manner, the teacher must select coherent activities , with different difficulty levels for each child, considering not only motor but also cognitive limitations as to contribute to the child's motor repertory as well as his self-satisfaction. Based in these considerations, the proposal of this study was to check the necessary adequacies during adapted basketball sections and to discourse about the importance of these classes where the individual has distinct abilities that need to be stimulated in different ways.

2 - METHODOLOGY

This study was an intentionally chosen, qualitative research (THOMAS& NELSON, 2002), that had the following participants: I1 Down's Syndrome, I2 brain paralysis with athetosic quadriparesy, I3 mentally handicapped with behavior disorder, I4 Asperger's Syndrome and I5- Down's Syndrome.

For a sample group's better understanding, data are presented in chart 1.

Chart 1 – Sample group´s

Participant	Age	Disability	Sex	Time in the program
I1	19 years	DS	Male	08 years
I2	29 years	BP athetosic	Male	10 years
I3	20 years	MH, BD	Female	10 years
I4	17 years	Asperger	Male	05 years
I5	20 years	DS	Male	06 years

DS Down´s Syndrome, BP athetosic Brain paralysis whit athetosic quadriparesy, MH Mentally handicapped, BD Behavior disorder, Asperger Asperger´s Syndrome

For data collection two basketball classes from UFSC AMA/CDS/UFSC'S adapted motor activity program were analyzed. The sections, occurred in april 2005, lasted 98 and108 minutes respectively. Both were composed by ten activities, being the ones preformed on the first class: 1) “pega-pega com balão”, 2) “mestre-manda”, 3) passes in a circle, 4) passes in pairs, 5) bouncing and getting down to the cones, 6) throwing in the arches, 7) running with the ball and throwing it, 8) running bouncing the ball and throwing it, 9)adapted game, 10) “galinha quer por”. The second class had the following activities: 1) “statue game', 2) passes in pairs, 3) running passing the ball and throwing it, 4) Bouncing the ball forward, backwards and standing still, 5) bouncing between cones and making a turn, 6)throwing in the arches, 7) running in zig-zag and throwing the ball, 8) running and popping a balloon, 9) adapted game, 10) singing the crocodile song.

The data analyses were done in a descriptive way through films and written registers, what according to DANNA & MATOS (1982) consists in a technique to register systematically the occurrences in class, including the dialogues. For the adequacies analyses, were analyzed: the individual abilities to perform the activities, the difficulties they have found and their necessity for help due to motor difficulties, the individuals' reactions when facing the main difficulties and the necessary physical and material resources . The adequacies were classified in: additional information, information followed by demonstration, stimuli to perform, help to dislocate (or directing), help to reach materials, necessity to modify movements and more time to perform.

3 - PRESENTATION AND DATA ANALYZES

In both classes, balloons were used in the first activities so that the tasks complexity could be gradually increased, what is a material use related adequacy. The baskets were improvised by putting arches in the bars and balls of different sizes, including basket balls, were used to facilitate the tasks execution and to propitiate many possibilities experimentation. For better understanding of quantity and activity adequacies distribution in the classes, data are in charts 1 and 2.

Activities	Additional information	Information followed by demonstration	Stimuli	Help to perform	Help to reach materials	Necessity to modify movements	More time to perform	TOTAL
1 – “Pega-pega com balão”	01	-	09	07	-	-	-	17
2- “Mestre-Manda”	19	-	15	03	-	05	23	65
3- Passes in a circle	08	03	15	01	05	-	07	39
4- Passes in pairs	07	-	03	01	03	-	01	15
5- Bouncing and getting down to the cones	08	01	09	05	16	-	04	43
6- Throwing in the arches	02	02	12	04	24	-	02	46
7- Running with the ball and throwing it	02	-	07	03	02	-	01	15
8- Running bouncing the ball and throwing it	07	-	12	09	14	-	-	42
9- Adapted game	13	02	16	22	-	-	07	60
10- “A galinha quer por	01	-	05	01	-	-	04	11

As it is possible to see in chart 1, the activities that demanded more help were “mestre-manda” (65) and adapted

game (60). The first can be explained by the fact that many individuals delayed to imitate the movements suggested by the "masters" (because they lacked attention or because they couldn't understand clearly what was being proposed) and because they needed continuous stimuli and more time to perform. In the adapted game, the individuals received a lot of additional information, stimuli and help to perform, due to the fact that they didn't know the game and they had difficulties in respecting the rules.

Chart 2 - second class activities necessary adequacies

Activities	Additional information	Information followed by demonstration	Stimuli	Help to perform	Help to reach materials	Necessity to modify movements	More time to perform	TOTAL
1- "Statue game"	03	-	16	12	01	-	04	36
2- Passes in pairs	27	08	13	02	08	-	09	67
3- Running passing the ball and throwing it	07	-	11	07	01	-	-	26
4- Bouncing the ball forward, backwards and standing still	04	01	05	09	17	-	-	36
5- Bouncing between cones and making a turn	14	12	27	05	20	26	03	107
6- Throwing in the arches	03	06	45	04	29	-	04	91
7- Running in zig-zag and throwing the ball	08	07	09	05	10	-	01	40
8- Running and popping a balloon	01	01	09	04	03	-	02	20
9- Adapted game	13	01	17	10	-	03	02	46
10- Singing the crocodile song	01	-	09	-	-	-	02	12

The decrease in the adequacies number occurred during the adapted game in the second class (46), makes it evident an improve in the individuals' behavior and a bigger facility to perform. The biggest number of adequacies that happened during the second class can be explained by the fact that the activities proposed in that moment demanded more from the individuals because other basketball basic passes were developed, as for example, the turn execution, where the individuals needed constant information and demonstration for not knowing how to perform that movement. It was also noticed that the individuals needed more incentive to perform some activities that were repeated in the second class, because as they already knew the technique to perform the movement they didn't feel the necessity to train and practice the activities in the traditional way. That's why they needed stimuli to, for example,e throw in the arches and perform different types of passes.

Analyzing the necessary adequacies to each individual during the classes (see charts 3 and 4) it was noticed that two of the most independent ones (I3 and I4) needed the same amount of adequacies in both classes, what proves the reasonable stability and the bigger development of those individuals in relation to their friends in this study, who had a variable behavior.

Chart 3 - Necessary adequacies to each individual in the first class

First class	Additional information	Information followed by demonstration	Stimuli	Help to perform	Help to reach materials	Necessity to modify movements	More time to perform	TOTAL
I1	11	05	45	15	19	01	29	125
I2	02	-	06	38	33	04	01	84
I3	27	-	28	-	01	-	09	65
I4	18	03	18	-	-	-	-	39
I5	10	-	22	03	12	-	10	57

Chart 4 Necessary adequacies to each individual in the second class

Second class	Additional information	Information followed by demonstration	Stimuli	Help to perform	Help to reach materials	Necessity to modify movements	More time to perform	TOTAL
I1	18	19	78	12	16	03	18	164
I2	05	-	10	44	58	26	02	145
I3	24	04	22	-	11	-	01	62
I4	14	05	18	-	-	-	01	39
I5	20	05	34	01	14	-	05	79

I1 needed continuous stimuli, took part in only some activities when he was directed to it and didn't want to participate in some moments. That happened because, according to SHERRIL (1986) individuals with Down's Syndrome present stubbornness moments, what is syndrome characteristic, and although they are usually cooperative, they appreciate routine and can resist to changes. Besides that, he needed additional information and demonstration due to difficulty in understanding resulting from mental handicap, because, according to BUENO & RESA apud CIDADE & FREITAS (2002) mentally handicapped people tend to have language problems, attention and memory deficit, they lack motivation and have social adaptation difficulty, what explains the number of stimuli received by the individual (123 in the total), most of them given to incentive the individual to pay attention to the explanations and tasks execution. He needed more time to perform the activities, 47 times, what proves that mentally retarded children have lower scores than the non-retarded in strength, resistance, agility, balance, velocity in race, flexibility and reaction time (KREBS,2004; WINNICK, 2004).

Most adequacies to I2 were related to help due to motor difficulties (203 adequacies), being the ones that occurred the most: help to dislocate and to reach materials and the need to adequate movements to make the task execution easier. GROOT apud OLIVER & ZUCHETTO (1997) emphasizes that those kids need a bigger support and a more directed study that can be adapted to their necessities, what stands out the teachers' importance when they needed to direct the individual or reach materials for him. Besides that, he needed more time to perform some activities, because, according to ADAMS (1985) people who have brain paralysis present movement slowness and they lack motor coordination. As the individual had no mental problem and could understand perfectly the proposals, he needed few stimuli and additional information to perform the tasks (only 7 in the total).

I3 needed additional information an stimuli in many moments (105 times) because, according to BUENO & RESA apud CIDADE & FREITAS (2002) mentally handicapped people have difficulties to keep attention, anticipate or select stimuli or answers . Mental retardation implies specific intellectual limitations that vary according to the retardation level and that affects the person's capacity to face every day's challenges. However, despite I3's mental retardation, he didn't have motor difficulties, that's why he didn't need help to perform or movement modification in any activity, performing by himself most of the times.

Like I3, I4 made the tasks independently and didn't need help nor movement adequacy. Besides that he was very cooperative, helping his friends to perform and giving them information on how to perform correctly. He needed stimuli and additional information because sometimes he was distracted (76 times). Nevertheless, he was the one who needed less adequacies due to his motor dexterity and to the proposal good understanding.

I5 needed stimuli and additional information on how to perform the turn, the zig-zag, among others (91 times), that happened because the mentally handicapped person in the practice moment of a physical activity has difficulty in performing the motor action due to inefficiency in processing the information (SANCHES apud CIDADE & FREITAS, 1989).Besides that, the ability to canalize and process information is slower and limited in the mentally handicapped individual than in the normal one. He has more difficulty to recognize relevant stimuli related to the proposed task in the learning process (PEDRINELLI, 1994). Being a slow individual, he needed more time to perform 15 times and he needed help to reach the material many times (26 times). As when, for example, he stood still and received the balls from many teachers to throw in the arches.

5 - FINAL CONSIDERATIONS

Regarding material adequacy, it was noticed that the use of balloons and balls in different sizes, made easier the execution of educationals and made it possible to increase gradually the task complexity. Generally, all the individuals participated actively during the classes, according to each one's limitations, interacting with the academics, demonstrating satisfaction and joy. Despite the adequacies great numbers, the class occurred normally and it was noticed that the necessary adequacies were the same needed in other classes offered by the program, what proves the importance of the teachers' knowledge about the adequacies, because without them it would be difficult to make the individuals participate. The adequacies were related to: additional information and demonstration, stimuli and incentives, more time to realize the tasks and necessity to modify movements due to motor difficulties.

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NECESSARY ADEQUACIES IN ADAPTED BASKETBALL ACTIVITIES

ABSTRACT: The aim of this qualitative study was to identify the necessary adequacies in two adapted basketball sections that were composed by 10 activities each and lasted 98 and108 minutes respectively. The individuals who took part in this sample were: I1: 19 years-old Down ´s Syndrome (DS), I2: 29 years-old brain paralysis with athetosic quadriparesy, I3: 20 years-old - mentally handicapped with behavior disorder, I4: 17 years-old Asperger's Syndrome and I5: 20 years-old DS. Films and written registers were used in collecting and analyzing data. Results: I1 needed stimuli and only took part in some activities when he was directed and received additional information and orientation due to his slowness and difficulty in understanding. I2 needed adequacies due to motor difficulties, being the most frequent ones: help to dislocate, to reach materials and adequacy of movements. I3 needed only some information, as which kind of pass he should perform, demonstrations on how to turn, among other things, performing autonomously most of the time. I4 performed almost all the tasks without difficulty an on his own, needing just incentive to throw in the arches and demonstrations on how to perform the turn around himself. I5 needed stimuli to throw, to perform the zig-zag and demonstrations on how to perform the turn. The necessary adequacies were related to: additional information and demonstrations, stimuli and incentive, more time to accomplish the tasks and necessity to modify movements due to motor difficulties. Regarding the material adequacy, it was noticed that the use of different sizes of balloons and balls made it easier the execution of the educationals and made it possible to increase gradually the task complexity.

Key-words: Adequacies, handicapped individuals, basketball

ADEQUATIONS NECESSAIRES DANS LES ACTIVITES DE BASKET-BALL ADAPTE

RÉSUMÉ: Cette étude qualitative a eu l'objectif d'identifier les adéquations nécessaires dans les activités de basket-ball adapté, d'après deux séances qui ont eu chacune 10 activités avec une durée de 98 et 108 minutes respectivement. Les sujets qui ont participé à l'étude ont été : P1 : 19 ans porteur de Syndrome de Down (SD), P2 : 29 ans porteur de Paralysie cérébrale avec quadriparésie et athétose. P3 : 20 ans déficient mentale avec dysfonction de comportement , P4 : 17 ans porteur de Syndrome d'Asperger e P5 : 20 ans Porteur de SD. Des filmages et des régistres cursives ont été faites pour la recolte et l'analyse des données. Résultats : P1 a eu besoin de stimulus et il a fait quelques activités seulement lorsqu'il a été conduit par des informations et démonstrations additionnelles, vu sa lenteur et ses dificultés de compréesion. P2 a eu besoin d'adéquations à cause de ses difficultées motrices, comme celles-ci qui se sont présentées d'avantage : l'adéquation des mouvements, de l'aide pour se déplacer et pour atteindre les matériels. P3 a eu besoin de seulement quelques informations à propôs du type de passe qu'il devrait faire, de démonstrations de tours, parmi d'autres. La plupart du temps, P3 a effectué les activités de façon autonome. P4 a accompli presque toutes les tâches sans difficultés et sans besoin d'aide. Il a seulement eu besoin de stimulus pour lancer dans les cercles et de démonstrations pour tourner autour de soi. P5 a eu besoin de démonstrations de comme faire le tour et de stimulus pour lancer et pour faire des zigzags. Les adéquations nécessaires se sont relationées : aux informations et aux démontrations additionnelles, aux stimulus et aux incitations, au temps nécessaire pour accomplir les activités et au besoin de modifier les mouvements à cause de difficultés motrices. En ce qui concerne l'adéquation de matériels, il a été observé que l'usage de ballons et de balles de différentes tailles a facilité l'exécution des activités et a possibilité d'augumenter de façon graduelle la complexité des exercices.

Mots-clés : Adéquations, PNEs, Basket-ball

ADEQUACIONES NECESSARIAS EN CLASSES DE BASQUETBOL ADAPTADO

RESUMO: El objetivo desta investigacion qualitativa fue identificar las adequaciones necessarias en dos secciones de basquetbol adaptado que constaron de 10 actividades cada una, com duracion de 98 y 108 minutos respectivamente. Los individuos que participaron del amostraje fueron: P1 19 años - Sindrome de Down (SD), P2: 29 años - Paralizado Cerebral com quadriparesia atetósica, P3: 20 años - Deficiente Mental com Disturbios de Comportamiento, P4: 17 años - Sindrome de Asperger y P5: 20 años - Portador de SD. Para la recojida de los datos fueron utilizados los filmages y registros cursivos. Resultados: P1 necessito estimulos y solamente participo de algunas actividades quando fue conduzido,

recebiendo informaciones y demonstraciones adicionales devido a su lentitud y dificuldades de comprencion. P2 necessito de adequaciones devido a las dificultades motoras, siendo las mas ocurridas: auxilio para se desplazar, para alcanzar los materiales y adequacion de los movimientos. P3 necessito de algunas informaciones como que tipo de passe deberia realizar, demonstraciones de como hacer el giro, entre otros, realizando de forma autonoma gran parte del tiempo. P4 realizo casi todas las tareas sin dificultades y por su cuenta, necessitando solamente de estimulos para arremessar los aros y demonstraciones para realizar el giro en torno de si mismo. P5 necessito estimulos para arremessar, realizar el zig-zag y demostraciones de como realizar el giro. Las adequaciones necessárias relacionaron a las: informaciones y demonstraciones adicionales, estimulos y incentivos, mas tiempo para realizar las tareas y necessidades de modificar los movimientos debido a las dificultades motoras. Quanto a las adequaciones de los materiales se noto que el uso de los balones y pelotas de diferentes tamaños facilito la ejecucion de los execciocios educativos y possibilito el aumento gradativo de la commplexidad de la tarea.

Palavras Chaves: Adequaciones, Portadores de probaciones especiales, basquetbol adaptado

ADEQUAÇÕES NECESSÁRIAS EM ATIVIDADES DE BASQUETEBOL ADAPTADO

RESUMO: O objetivo deste estudo qualitativo foi identificar as adequações necessárias em duas sessões de basquetebol adaptado que constaram de 10 atividades cada uma e tiveram duração de 98 e 108 minutos respectivamente. Os sujeitos que participaram da amostra foram: P1: 19 anos - Síndrome de Down (SD), P2: 29 anos - Paralisado Cerebral com quadriparesia atetósica, P3: 20 anos Deficiente Mental com Distúrbio de Comportamento, P4: 17 anos - Síndrome de Asperger e P5: 20 anos - Portador de SD. Para a coleta e análise dos dados foram utilizados filmagens e registros cursivos. Resultados: P1 necessitou de estímulos e só participou de algumas atividades quando conduzido, recebendo informações e demonstrações adicionais devido à lentidão e dificuldades de compreensão. P2 necessitou de adequações devido a dificuldades motoras, sendo as mais ocorridas: auxílio para se deslocar, para alcançar materiais e adequação de movimentos. P3 necessitou apenas de algumas informações como qual tipo de passe deveria realizar, demonstrações de como fazer o giro, entre outros, realizando de forma autônoma a maior parte do tempo. P4 realizou quase todas as tarefas sem dificuldades e por conta própria, necessitando apenas de estímulos para arremessar nos arcos e demonstrações para realizar o giro em torno de si. P5 necessitou estímulos para arremessar, realizar o zig-zag e demonstrações de como realizar o giro. As adequações necessárias relacionaram-se a: informações e demonstrações adicionais, estímulos e incentivos, mais tempo para realizar as tarefas e necessidade de modificar movimentos devido a dificuldades motoras. Quanto à adequação de materiais percebeu-se que o uso de balões e bolas de diferentes tamanhos facilitou a execução dos educativos e possibilitou aumentar de forma gradativa a complexidade da tarefa.

Palavras Chaves: Adequações, PNEs, basquetebol.