22 - STUDENT SPORT PRACTICE CARRIER TRANSVERSE MYELITIS ACUTE

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ABSTRACT

Acute transverse myelitis is a rare disease with few studies, characterized as a focal inflammatory demyelinating disorder of the spinal cord. While the studies and research, there are few theoretical allusive reference to clinical approaches, much less on the practices in the school environment. Thus, this study aims to seek in sport situations that encourage children engine development and adolescents with acute transverse myelitis, as well as forms of integration and respect for individuals. For this, we conducted a case study, where there were interventions. As a result, we observed improvements in self-esteem, enhanced muscle tone, decreased frames pain, preservation of balance, participation of sports games. Thus, we can conclude the importance of the role of schools, mainly in physical education classes to improve the quality of life of children and adolescents with acute transverse myelitis

KEYWORDS: acute transverse myelitis, sport and physical activity.

INTRODUCTION

Acute transverse myelitis is a rare disease with few studies, characterized as a focal inflammatory demyelinating disorder of the spinal cord. Diagnosis is difficult, as the treatment, there is no medical consensus due to few studies, and still is characterized by a disease with potentially serious consequences. Precisely because there is no related studies, the option is for a case study focused on teen engine field with this disease within the school environment.

In the school environment, will take ownership of the physical education classes as a change agent, where aconteceráà observation of a carrier girl of acute transverse myelitis will be observed and goaded. This girl started her studies at the school in the 8th grade of elementary school, in 2015, the municipal Old Resort, Rio Grande do Sul (Brazil).

That student is enrolled in school since June 2015, at the outset probed his change of school was motivated by bullyng because she suffered in her previous school. Thus, the school while teaching and managing staff, was organized to prepare the class she would attend, where he was examined including accessibility conditions.

The school has a pedagogical proposal the room environment, ie, in each period of exchange students moving to the next classroom, these exchanges was agreed that colleagues would help taking your class materials and another colleague would give a hand to support it.

In physical education classes showed interest to participate in the proposed activities, even in activities with physical contact, however, was very much afraid to put her in activities, the exit was organizing classes through mini games where the displacement space is reduced facilitating its activities.

THEORETICAL

Acute mielitetransversa is an inflammation of the extremely rare and little understood spinal cord, so we have few theoretical references alluding clinical àsabordagens and much less on the practices in the school environment. When the history of transverse myelitis, several cases of acute myelitis were described in 1882 by Henry Charlton Bastian, and pathologic analysis revealed that some were due to vascular and others to acute inflammation injuries.

In addition, being a rare syndrome, its early symptoms are devariadas etiologies, and may respond to an infectious cause, neoplastic, metabolic, autoimmune, inflammatory or post - vaccination.

According Cabanas et al (1986), the MTA is a disorder pathogenetically heterogeneous spinal cord, since it is a clinical entity of multifuncional.A MTA etiology is a clinical syndrome characterized by acute or subacute appearance of motor disorders, sensory or autonomic secondary to an injury in the spinal cord, which can be represented by bilateral lower limb muscle weakness, sensory loss and bladder and bowel dysfunction. These disorders may be generated by an intramedullary lesion or non-compressive, extramedullary compression.

It is characterized by a pathological condition with a significant degree of associated morbidity, therefore, early diagnosis and proper treatment are essential and that, include approaches in the school environment, as they interfere with the socio-affective and motor field.

The MTA is a spinal inflammatory disease whose aetiopathology is not yet well understood, and which is manifested clinically by motor dysfunction, sensory and / or autonomic. The treatment is not yet agreed, and the prognosis is very variable.

This case study seeks to validate a viable approach in schools, since the post-hospitalization existing interventions portray in the aquatic therapy, implausible in most schools. However, when we run the school itself is rich in opportunities that can trigger a diverse range of approaches. In this nuance opportunities I will stick to physical education and the concern to engage all students the proposals of classes, so as to bring the practice of various sports to a carrier Transverse Myelitis Acute girl (MTA), leaving the water context, not by sereminacessíveis the majority of schools, but because we have many sports yet to be explored.

METHODOLOGY

This research deals with the case study of a girl carrier of acute transverse myelitis, with 14 years and 3 months, a student of the 8th year of municipal Estancia Velha, in the course of the year 2015.

In the second half, she and her colleagues were challenged to participate in sports activities proposed in physical education classes, always respecting their limitations, because of the consequences it has on his left leg; with dysfunction of peripheral motor innervation with complete denervation of the left lower limb muscles resulting in a difference of 3.5 cm between the legs.

When we talk about sport, we face many peculiarities to make a case study, since during our classes we have to take into account the different situations, demands; without forgetting all the students in the class and their aspirations and especially its' motor baggage ", ie their Body Culture.

According to Gaya (p.106, 2008), the case study is guided by the need for deep understanding of a singular reality, be it an individual a group, a social institution or a community. Nothing more appropriate to conduct a case study in a class during physical education classes.

All interventions were performed within the physical education classes with the whole class (30 students), where the class in its entirety followed the previously established content: athletics, handball, indoor soccer, volleyball and basketball, in that order, however, as it was enrolled in the second semester she attended classes on the modalities of volleyball and basketball. The activities followed this order, ie a stretching, heating recreaçãoque activities also served as icebreakers and following the practices of sports already mentioned.

Fostering the pleasure optimizes up positive emotional experiences and promotes the intrinsic motivation [perceived competence and self-determination] which in turn provides a continuous cycle of positive and full human experience. (HARRIS; KIMIECIK 1996, p.258)

In physical education classes, that student's approach, was the focus of a research that involved the sport as inclusion agent in the learning process in children with MTA, in class and on the playground noticed his interest in activities involving mini games where I feel safe to practice the methods, since it does not need to move for large spaces, so not tired so early, and reduce speed to avoid stronger shocks.

If the school ignore this fact and do nothing to create an atmosphere that motivates for sporting the weak and needy students in terms engines; if permanently confronted with failure, with the disappointment, the frustration, resignation and marginalization; favoring sports abandonment refusal attitudes, so no surprise that young people have low levels of physical fitness and health. (BENTO, p.31, 2004)

First, it provides the largest number of mini pre sports games and activities, which took in consideraçãosua motor luggage (physical culture), where the aquatic physical therapy and swimming, so he could plan the two classes per week, lasting 55 minutes. The second time, had what would be done in class and we started practice, not always at the beginning of the year she participated in class because I was afraid of comments from colleagues, this time I noticed that during recess she played in mini blocks mounted by the yard , short games in tight spaces, with fewer players, where she felt safe to play with your closest friends.

Thus, according to Gaya (p.109, 2008), the case study allows us to uncover deep motivations, habits, ideas, plans, attitudes of a subject, the point where we can suggest explanatory and interpretative hypotheses on a given or made certain personality.

DESCRIPTION OF THE CASE STUDY

That case study went in the second half of the year 2015, with a student 14 years and 03 months carrier of acute transverse myelitis she developed to 2 years old.

She was transferred to our school, in the middle of the school year, by decision of parents and the psychologist, because I was not adapting the school where he was studying complaining bullyng colleagues, so in return the inverse recess she was enrolled in our school.

Just before the winter break we knew that she would come to study in our school, so it was suggested the afternoon shift as there were fewer students and therefore fewer students in their future classroom lesson, if 30 students (18 girls and 12 girls) with her totaling 31 students.

In early July 2015 after the winter break we return the classes, in the first days we noticed that she soon adapted the school's pedagogical proposal to the ambient rooms where classes moving each period for the classroom each discipline, at first the management team chose two students to help her move around the school and another took his material, then it was found that would need only one student, as she could carry your stuff.

After there first week class with their teacher advisor already delimited the colleague who would accompany her affinity would be at this time was already doing the survey would like to work with her in physical education classes. At this point she reported that she had physical therapy and 2 years to 11 years and swimming 4 years to 12 years. She stopped the therapy because he was tired of the sessions and continued another year to do swimming in during a swimming lesson injured his right knee, getting a wheelchair for a month, not returning after this time to swim.

In the old school was playing board games, chatting with colleagues who were certificate, or hitting the volleyball and handball on the wall, but did not participate directly in the activities proposed in the physical education classes because he had medical certificate because the MTA.

However, it will be shown was hard to relate to colleagues, always being deprived of activities, or not related because of his syndrome, in addition to the period their parents entered divorce process, resulting in the formation of a depression.

But in our school in physical education classes he claimed that he was not fit to play, but during recess playing volleyball, handball and football to the mini blocks provided by the patio. As was starting work on the volleyball modality focused all practical action through mini volleyball, but more decreases the space of mini-blocks with the same number of players, after explaining the activities organized groups so that she would with colleagues who had more affinity, at first the teams were to separate girls and boys, only in August started with mixed teams.

At first she could not participate in more than 15 minutes of class, but with the month of class, was already playing 30 minutes with ease, coincidentally the same recess length of time he was playing with colleagues at the beginning of the semester.

Classes are organized as follows: During the call already present what will be done in class, after we move to the sports field where elapse practical activities, lengthened and make heating with recreational games, following is done the related educational mode worked on the date and the practice of it through mini games, only at the end of classes students play on the court in official dimensions, but as two blocks one is always with mounted mini courts.

Both in practice volleyball and handball she began to attend all the classes, but could not participate in all the 55 minutes period, their interaction with colleagues in her class and the school is shown engaged in most activities, however still we have times when it does not participate in any proposed activity, claiming "not be cool." According KERR (2001), MT patients should also be constantly evaluated for depression, as this is quite common and, in many cases, this leads them to cooperate less with physical therapy regimens, adversely affecting the final result.

The depressive state that was established was an impasse that had to work throughout the semester in which the teaching and pedagogical staff, along with family and psychologist, looking for a way to reconcile the medication and its actions in the school environment.

DISCUSSION OF RESULTS

With practice-oriented in physical education classes, are noted first advances in the field of social, especially in

aspects related to self-esteem and social relationships with all colleagues in his class and following with all the students turn class but the biggest development was the motor aspects related to balance, since it needs less and less of a partner to support it in its displacement and during activities directed participate in all actions even when you have to kick the ball is noticeable improvement your muscle tone mostly of his right leg, he was in without performing any physical activity due to the problem in his knee.

At the end of the semester, was participating in virtually every class period of 55 minutes, interacted in almost 35/40 minutes while making a routine: call (explain how would the class), stretching, heating, practical exercises alluding to crafted mode (grounds) and play mini games.

With the runtime increase of directed activities, therefore she could at first stabilize their weight and decreased their pain in the lower back.

Through interaction with colleagues and engagement activities proposed in physical education classes are more autonomous in their movements within the school, often dispensing with the company and the help of colleagues undertook at the beginning of the semester.

Still has fears about his right knee, for fear of having to use a wheel chair, but each class is more participatory, now performing the task, sometimes taking turns with a colleague and following returning the activities proposed, no longer merely a listener student, daring and challenging, testing and establishing your new limits.

If the nature, intensity and frequency of exercise / activity are dependent and are related to the subject's interests, their needs, aspirations, abilities and physical and emotional involvement that surrounds it, and we strive to emphasize the importance of activity physical in a holistic understanding of the concept of health, we can not dissociate also the wide spectrum of psychological and social variables that are related to the nature of their practice. (Pateet al., 1995)

The practice of sport is much more than the winner / loser; is an important aspect of the benefits that their practice bring those involved, however it is of importance if these gains are soon out of the competition dichotomy and entering the full realization of the parties involved.

The fundamental role of sport and physical activity, the set of favoring behaviors of a healthy lifestyle, results from the corollary of a sufficiently important information collection, leads us to admit that active lifestyles in conjunction with other behaviors taken by positive, may be beneficial for health. (Pateet al., 1997)

CONCLUSION

Teenager present study, was diagnosed with acute transverse myelitis, the 2yr old as knowledge, this disease has no cure, its consequences remain throughout his life. For their motor limitations, in case the dysfunction of peripheral motor innervation with complete denervation of the left lower limb muscles resulting in a 3.5 cm difference the lower limbs. Teen needs doctors, physical therapists and psychiatric side dishes.

Regular school also seeks to work in partnership with a specialist in search of better conditions motor, affective and cognitive partner. Here, the MTA does not cause cognitive damage, only motora.Por turn, causes disability emotional disorders, as it enables bias conditions and bullyng, which leads in case of low self-esteem, depression creating frames.

In this scenario, the physical education classes have become a triggering agent of respect for differences, valuing individual capacities and stimulating overcoming limitations.

During physical education classes, the teenager with MTA attended classes, exceeded limits, managed to stand out in the group in the class. His classmates respect understand their difficulties and try to help her. When their integrative role, physical education has been successful.

In relation to physical education as a sport:

Sport and physical activity are intrinsic components of the individual and therefore can not be separated from his life. The initial epithet searching only call -In attention to a balanced relationship that sport as health project needs. In fact due to the vision we view the data (results) obtained (sport versus health), are constructed and are discovered different aspects of the same reality. Thus, sport is certainly not a panacea for all the ills of society and the individual, but it is surely one of the most accessible means and less expensive that we can all use with benefits reasonably proven in biological, psychological and social conditions. (Mota, p. 181, 2004)

Thus, sport and physical activity also succeeded because it was observed improvements in strengthening the muscle tone in the large motor skills, to preserve the balance. With stretching activities, the teenager had decreased pain in the lower back. This pain reduction also comes from body weight control / weight because it seeks strategies to minimize the difficulties of the left leg, which overloads the spine and right leg.

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ABSTRACT

Acute transverse myelitis is a rare disease with few studies, characterized as a focal inflammatory demyelinating disorder of the spinal cord. While the studies and research, there are few theoretical allusive reference to clinical approaches, much less on the practices in the school environment. Thus, this study aims to seek in sport situations that encourage children engine development and adolescents with acute transverse myelitis, as well as forms of integration and respect for individuals. For this, we conducted a case study, where there were interventions. As a result, we observed improvements in self-esteem, enhanced muscle tone, decreased frames pain, preservation of balance, participation of sports games. Thus, we can conclude the importance of the role of schools, mainly in physical education classes to improve the quality of life of children and adolescents with acute transverse myelitis

KEYWORDS: acute transverse myelitis, sport and physical activity.

STUDENT SPORT PRATIQUE CARRIER TRANSVERSE MYÉLITE AIGUË

RÉSUMÉ

Myélite transverse aiguë est une maladie rare avec peu d'études, caractérisé comme un trouble inflammatoire démyélinisante focal de la moelle épinière. Alors que les études et la recherche, il y a peu de référence allusive théorique aux approches cliniques, beaucoup moins sur les pratiques dans le milieu scolaire. Ainsi, cette étude vise à rechercher dans des situations sportives qui encouragent les enfants le développement des moteurs et des adolescents avec la myélite transverse aiguë, ainsi que des formes d'intégration et de respect des individus. Pour cela, nous avons mené une étude de cas, où il y avait des interventions. En conséquence, nous avons observé des améliorations dans l'estime de soi, l'amélioration du tonus musculaire, diminution de la douleur des cadres, la préservation de l'équilibre, la participation des jeux de sport. Ainsi, nous pouvons conclure l'importance du rôle de l'école principalement des cours d'éducation físicana améliore la qualité de vie des enfants et des adolescents atteints de myélite transverse aiguë.

MOTS-CLÉS: myélite transverse aiguë, le sport et l'activité physique.

ESTUDIANTE PRÁCTICA DEL DEPORTE PORTADOR MIELITIS TRANSVERSA AGUDA

RESUMEN

La mielitis transversa aguda es una enfermedad rara, con pocos estudios, que se caracteriza como un trastorno desmielinizante inflamatoria focal de la médula espinal. Mientras que los estudios e investigaciones, hay pocos referencia alusiva a los enfoques teóricos clínicos, y mucho menos en las prácticas en el entorno escolar. Por lo tanto, este estudio tiene como objetivo buscar en situaciones deportivas que fomentan el desarrollo motor de los niños y adolescentes con mielitis transversa aguda, así como formas de integración y respeto a las personas. Para esto, se realizó un estudio de caso, donde hubo intervenciones. Como resultado, hemos observado mejoras en la autoestima, el tono muscular mejorada, disminución del dolor marcos, preservación del equilibrio, la participación de los juegos deportivos. Por lo tanto, podemos concluir la importancia del papel de la escuela sobre todo de las clases de educación físicana mejora la calidad de vida de los niños y adolescentes con mielitis transversa aguda.

PALABRAS CLAVE: mielitis transversa aguda, el deporte y la actividad física.

PRÁTICA DESPORTIVA DE ALUNO PORTADOR DE MIELITE TRANSVERSA AGUDA

RESUMO

A mielite transversa aguda é uma doença rara e com poucos estudos, caracterizada como uma desordem inflamatória desmielinizante focal na medula espinhal. Enquanto a estudos e pesquisa, há poucas referencia teóricas alusivas às abordagens clínicas e muito menos referente às práticas em âmbito escolar. Desta forma, o presente estudo tem por objetivo buscar no desporto situações que estimulem o desenvolvimento motor de crianças e adolescentes com mielite transversa aguda, bem como formas de integração e respeito às individualidades. Para isso, foi realizado um estudo de caso, onde ocorreram intervenções. Como resultado, se observou melhoras na autoestima, reforço do tônus muscular, diminuição dos quadros de dor, preservação do equilíbrio, participação de jogos desportivos. Desta forma, pode-se concluir da importância do papel da escola, principalmente, das aulas de educação físicana melhora da qualidade de vida de crianças e adolescentes com mielite transversa aguda.

PALAVRAS-CHAVE: mielite transversa aguda, desporto e atividade física.