32 - ENGAGEMENT OF CHILDREN WITH DISABILITIES IN FESTIVE EVENTS IN AN ADAPTED MOTOR ACTIVITY PROGRAM

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1. INTRODUCTION

The participation of children with disabilities in festive events is important for child development, with emphasis on social aspects. Especially as regards the bonfire festivities held in the context of a Adapted Motor Activity program (AMA). In Brazil, traditionally the june festivals occur in June and involves dance the quadrille, the hillbillies weddings, traditional games and traditional foods.

The June festival can be used in the educational context. Differs from the activities developed in the classroom often because it alters and enriches the context. It was a pedagogical opportunity and has important function regarding the affective, social, cognitive and motor aspects. In addition, the June festivals include the participation of parents of children in order stimulate the relationship between parents, their children and the professionals who help children.

Children with disabilities have difficulties in taking part in festive events, due to the physical and social difficulties. This means that opportunities for social participation with peers are reduced and this can lead to feelings of isolation and increase existing social gaps (RIMMER; ROWLAND; YAMAKI, 2007).

There are numerous barriers (architectural and attitudinal) that hinder the participation of people with disabilities in social, physical and sports activities (RIMMER, 2005).

The child benefits while attending festive events because they have the opportunity to interact with other people. During the festive event, all times are conducive to child development as it allows all children reach new developmental stages, since it provides the interaction with those around her, creating enriching experiences.

Based on these considerations, the aim of this study was to analyze time engaged in the proposed activities in a festive event - June festival - Two consecutive years as part of a Adapted Motor Activity program (AMA).

2. METHODOLOGY

2.1 TYPE OF RESEARCH

It is a qualitative, descriptive study which had the approval of the Ethics Committee for Research in Humans of the Federal University of Santa Catarina, under protocol 911/2010.

2.2 CONTEXT OF THE STUDY

The Adapted Motor Activity Program (AMA) is offered by the Department of Physical Education of Sports Center of the Federal University of Santa Catarina free since 1995. The goal of the program is to provide motor activities adapted in soil and water, to people with disabilities; oportunizar practical experiences to students of CDS with this population (education/training); stimulate processes of continuing education; develop research in the area of adapted motor activity. Activities take place in two weekly meetings, with an average duration of one hour (ZUCHETTO, 2008).

2.3 THE EVENT: JUNE FESTIVAL

The event occurs every year in the program and in the preparatory phase include: motivation strategies directed at children, family and academics in the days that precede it; division of tasks as the responsibility of local food and reserved stations the play; promote the event to all children in the class and their families, paid students and students enrolled in the course; cause expectations regarding the event, specifically related to games and characterization of participants proposed.

On the day of the event, there was the moment the organization that preceded it - decorate the room, assemble the table of typical foods and seasons with the jokes and plays. The steps of the festive event were: Reception children and their families. Everyone should wear costumes to character if they were not, they were referred to the booth characterization makeup and add details clothes, leaving them with the appropriate event and able to make inquiries at stations, where they play costumes.

For games, the classroom was organized by a group of five stations (S) composed of playspresented in Table 1. The games were interrupted for dancing the quadrille, being the culmination of the event, including all participants. After the square dance, everyone was free to taste the typical food of Jerk. As people were satisfied, could return to play in the stations. Year II was inserted to jump the fire station being a significant differential between the parties.

Table 1 – Structure of the proposed tasks in the festive events (years I and II).

Station	*Activities*	*Motor Requirements*
S1	Fishing	locomotor skills (hold) and non-locomotor (tilt, pick up); force and muscular endurance, precision, balance, awareness.
S2	Throw balls in the can	locomotor skills (release, hold) and non-locomotor (bend over, pick up); force, flexibility, precision, balance.
S3	Throw rings on the cone	force, flexibility, precision, balance, locomotor skills (launch, hold) and non-locomotor (bend over, pick up).
S4	Throw balls in the clown	force, flexibility, precision, balance; locomotor skills (release, hold) and non-locomotor (bend over, grab).
S5	Throw crackers in hoop	force, flexibility, precision, balance ; locomotor skills (release, hold) and non-locomotor (bend over, grab).
SD.	Square dance	rhythm, balance, locomotor skills (walk, divert) and non-locomotor (tilt, bend over).
B.	Bonfire*	locomotor skills (walk, run, jump) and non-locomotor (tilt, bend over); force, flexibility, rhythm, reaction time, balance, awareness.

* Bonfire – this station happened in year II.
Reference: Cratty (1975).

2.4 PARTICIPANTS

Participated in these two events 86 people. For better visualization of the participants, divided into three groups (G): G1 formed by children; G2 formed by the family and G3 is was formed by the academic community (paid students, students and coordinator), as shown in Table 2.

Table 2 – Characterization of the participants attending the festivities (years I and II).

Group	Participants	Year I		Year II		Total	
		n	%	n	%	n	%
G1	Children with disabilities	8	16,3	7	18,9	15	17,4
	Children without disabilities	2	4,1	2	5,4	4	4,7
G2	Father	3	6,1	3	8,1	6	7,0
	Mother	4	8,2	5	13,5	9	10,5
	Grandmother	1	2,0	0	0	1	1,2
	Sister	1	2,0	2	5,4	3	3,5
	Cousin	1	2,0	0	0	1	1,2
G3	Students	23	46,9	13	35,1	36	41,9
	Paid students	5	10,2	4	10,8	9	10,5
	Coordinator	1	2,0	1	2,7	2	2,3
	Total Participants	**49**	*100*	**37**	*100*	**86**	*100*

Legend: n – number.

2.5 DATA COLLECTION

To collect data we used footage from two festive activities, the database of the program, two consecutive years. From the footage, it was held the record of the time every minute, every child in the stations identified the total length of stay of children in stations and consequently the total occupation time of each station. It was used the interpretative axes proposed by Zuchetto (2008).

3. RESULTS AND DISCUSSION

The festive events of the year I and year II with the participation of children with and without disabilities, families of children with disabilities (parents, grandparents, sisters and cousins) and by students, paid students and the coordinator of the AMA. We present in Table 3 the characterization of children participants of the events.

Table 3 – Characterization of children participating in the festivities (years I and II).

	Children with disabilities	Children without disabilities	Total	Median age (years)	Sex	
					Male	Female
Year I	8	2	10	7,5	5	5
Year II	7	2	9	7,3	6	3

In the first year, the children had physical disabilities (n = 3), multiple disabilities (n = 3), intellectual disability (n = 1) and pervasive developmental disorder (n = 1). In the following year, the children had intellectual disability (n = 3), hearing loss (n = 2), physical (n = 1) disability, pervasive developmental disorder (n = 1). Three children attended the events present in both years, reinforcing the importance of inclusion and retention of children with disabilities in a program of adapted motor activity. Of these children, more participatory child in the year I was curiously less participatory in year two (intellectual disability) and two children with multiple disabilities was demonstrated 50% more participatory in the year II than the year I.

Not all participating children had disabilities. Studies show that children with and without disabilities benefit when participating in activities in inclusive environments (BLOCK; ZEMAN, 1996; VOGLER et al., 2000; OBRUSINIKOVA et al., 2003).

As for the occupation time of the proposed activities in the festive event, it was considered the occupancy time (O. T.) of each of stations (games) and the moments of the square dance, typiques foods and bonfire, as shown in Table 4.

Table 4 – Occupation of stations by children (years I and II).

Station	Tasks	Year I		Year II	
		Occupancy Time (%)	Number of Children	Occupancy Time (%)	Number of Children
S1	Fishing	10,1	9	10,1	7
S2	Throw balls in the can	15,5	6	20,3	6
S3	Throw rings on the cone	14,5	9	15,2	9
S4	Launch balls in clown	19,3	8	21,5	9
S5	Throw crackers in hoop	17,4	7	7,6	4
Q.	Square dance	9,7	--	5,1	--
T.	Typiques foods	13,5	--	14,6	--
B.	Bonfire	--	--	5,7	4
	Tempo Total	**91 min 28 sec (100%)**		**86 min 32 sec (100%)**	

Legend: Min – minutes; Sec – seconds.

In the first year, the busiest stations have been launching balls in the clown (S4) and launch the hoop crackers (S5) and fewer stations were occupied by children fishery (S1) and square dance (SD). And, in year two, the busiest stations were launching balls in clown (S4) and launching balls in the can (S2) and less busy stations were launching crackers in hoop (S5); square dance and bonfire.

As children's participation in the proposed stations in the first year, the stations that had larger amount of children was fishing (S1) and release ring on the cone (S3) (n = 9) and a season with less children was launching balls in the can (S2) (n = 6). In the following year, the seasons with the largest number of children playing were launching rings on the cone (S3) and launching balls in the clown (S4) (n = 9) and less number of children was launching crackers in hoop (S5) bonfire and (B) (n = 4) (Table 3). Only in year two, the S3 and S4 stations, all children had the proposal at least once task.

Activities such as square dance and jump the bonfire are characteristic elements in june festivities in Brazil. It was invested different periods at parties to the square dance. The moment of the bonfire had short duration when compared to the

other seasons, possibly because the children had autonomy to choose to play at the bonfire and many children do not have independent to engage in this season.

The moment of the food was interesting for the students, after assist children in play, see themselves the need for adjustments in feeding activities. There were children who could not taste the typical foods and children who had resorted to soft foods and utensils adapted to facilitate food intake. Feeding children with neurological disorders can be difficult to handle because it involves all segments of the body affects the oral function, reduces appetite and swallowing difficult (BORGES; MELLO, 2004; SALLES; NOVELLO, 2004; LIRA et al., 2009).

4. CONCLUSION

Most children attending the June party of the second year were not the same the previous year. This caused major changes related to the context of the festival.

The station showed longer occupation during at both parties was launching balls in clown and launch the hoop crackers (year I) and launching balls on the tin (year II). The least busy stations were: Year I - fishing and square dance; Year II - launch crackers in hoop, square dance and bonfire.

The stations with the highest number of children in both parties was launching rings on the cone and the station with the lowest number of children was balls in the can (year I) and launch crackers of the hoop and bonfire (year II).

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ENGAGEMENT OF CHILDREN WITH DISABILITIES IN FESTIVE EVENTS IN AN ADAPTED MOTOR ACTIVITY PROGRAM

ABSTRACT

The aim of this research was to analyze the involvement of children with disabilities in the activities proposed during festive occasions in a program of Adapted Motor Activity. For data collection, was used the shooting of the event (June festival) in two consecutive years and the description of the activities minute-by-minute. It was considered the occupancy time of each station (play). The events were divided in four periods: a. Playing at the stations; b. Typical dance; C. Typical food; d. Return to play. All participants engaged in the activities and it was possible to highlight how happy the children were by watching their parents play.

KEYWORDS: children with disabilities, festive event, engagement time.

ENGAGEMENT DES ENFANTS HANDICAPÉS LORS DE MANIFESTATIONS FESTIVES DANS UN PROGRAMME D'ACTIVITÉ MOTEUR ADAPTÉ

RÉSUMÉ

L'objectif de cette recherche était d'analyser la participation des enfants handicapés dans les activités proposées pendant les fêtes dans un programme d'Adaptation de l'activité motrice. Pour la collecte des données, on a utilisé le tournage de l'événement (festival de juin) pendant deux années consécutives et la description des activités minute par minute. On a pris en considération le temps d'occupation de chaque station (jeu). Les événements ont été divisés en quatre périodes: a. Gags dans les stations; b. Square dance; c. Plats typiques; d. Retour aux jeux. Tous les participants se sont engagés dans les activités et on s'est aperçu de la joie des enfants de voir leurs parents jouer dans les stations et être récompenser.

COMPROMISO DE LOS NIÑOS CON DISCAPACIDADES EN EVENTOS FESTIVOS EN UN PROGRAMA DE ACTIVIDAD MOTOR ADAPTADO

RESUMEN

El objetivo de esta investigación fue analizar la participación de los niños con discapacidad en actividades propuestas durante ocasiones festivas en el programa de Actividad Motora Adaptada. Para colecta de datos, se utilizó las películas del evento (fiestas de junio) en dos años consecutivos y la descripción de las actividades minuto-a-minuto. Se consideró la ocupación en cada estación del circuito (juegos). Los eventos fueron divididos en cuatro períodos: a. juegos; b. danzar quadrilha;

c. comidas típicas; d. volver a jugar. Todos los participantes se involucraron en las actividades, es saliente la alegría de los niños ver sus padres jugando en las estaciones y siendo premiados.

ENGAJAMENTO DE CRIANÇAS COM DEFICIÊNCIA EM EVENTOS FESTIVOS NO ÂMBITO DE UM PROGRAMA DE ATIVIDADE MOTORA ADAPTADA

RESUMO

O objetivo desta pesquisa foi analisar o envolvimento das crianças com deficiência nas atividades propostas em eventos festivos, em um programa de Atividade Motora Adaptada. Para a coleta de dados utilizaram-se as filmagens do evento (festa junina) em dois anos consecutivos e a descrição das atividades minuto-a-minuto. Considerou-se o tempo de ocupação de cada estação (brincadeiras). Os eventos foram distribuídos em quatro momentos: a. brincar; b. dançar quadrilha; c. comidas típicas; d. retorno às brincadeiras. Todos os participantes engajaram-se nas atividades e destaca-se a alegria das crianças observando os pais brincarem nas estações e serem premiados.

PALAVRAS-CHAVE: crianças com deficiência, evento festivo, tempo de envolvimento.