50 - PERCEPTIONS OF PHYSICAL EDUCATION TEACHERS AT STATE SCHOOLS WITH THE INCLUSION OF STUDENTS WITH DISABILITIES

DANIELA APARECIDA FERNDANDES SILVA;
BRUNA SILVEIRA CHAVES
Especialização em Esportes e Atividades Físicas inclusivas para pessoas com Deficiência da Faculdade de Educação Física e Desportos da UFJF – MG - Brasil
UNIPAC IPATINGA – MG - Brasil
dannyfenandes24@yahoo.com.br

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INTRODUCTION

Historically, the scenario of exclusion from social and family life, involving disabled people has been changing throughout history, due to the resulting discussions about inclusive approach that has been implemented involving institutions of regular education system.

Since 1990, mainly with the formulation of the Salamanca Statement (UNESCO, 1994), actions have been triggered for disabled people in favor of their rights and social inclusion, including the right to access to education (GÓES; LAPLANE, 2004).

To Baumel and Castro (2003), the main idea of the Salamanca Statement was his "inclusivist orientation", considering that regular schools, when achieving education for everybody, should be the starting point for the creation of supportive communities and a society that is able to include. In this understanding, the school, rather than face the differences as difficulty consider them as opportunities to create a richer learning environment for everybody.

The Brazilian Educational Legislation drafted the Law of Guidelines and Bases (LDB), nº 9.394/96, which points out in Chapter V, "Of Special Education," Article 58: " special education, for the purposes of this law, is the type of education, preferably offered in the regular school system for students with special needs" (BRAZIL, 1996).

In this understanding, the inclusion of people with disabilities in regular classes and physical education is guaranteed as a requirement of Brazilian law. Thus, Physical Education plays an important role in the inclusion process, because when it meets the interests of different students to have access and effective participation in practical and bodily activities, establishes the necessary specificities and classes gain another dimension. (FERREIRA, 2014)

The Physical Education teacher plays an important role in the inclusion process, as it seeks to identify, in their classes, what are the needs and abilities of each student, and thus seek to leverage their autonomy and independence because their pedagogical mediation, from the perspective of educational inclusion, becomes a key element to trigger a facilitating process of the inter-relationship between students and school:

> The task of the Physical Education teacher is complex because it must match the group's interests with those with special needs, the most varied, meeting the individual characteristics of each one (SOLER, 2005, p19)

To Duarte (2005), Physical Education could be the inducer of feeling or perception of the disabled student be included in the school as well as his presence in the regular classroom can contribute to the analysis of pedagogical practices of Physical Education teachers including the rescue of forgotten reflective attitudes.

Given the importance of Physical Education teacher in the inclusion of disabled students in regular school process, this work aims to investigate the pedagogical practices of Physical Education teachers at state schools in a Brazilian city, who teach classes at the elementary school for regular classes with the presence of disabled students. Furthermore, this work aims to verify the strategies used by Physical Education teachers to work with disabled students in regular classrooms.

Given these considerations, this study justifies his research by proposing an analysis of the coherence of the pedagogical practices of Physical Education teachers with what the literature of Physical Education Pedagogy advocates for a possible inclusion. Thus, this study will enable to give an overview of how this inclusion is taking place in Physical Education classes in a Brazilian city.

METHODOLOGICAL PROCEDURES

-Type of study

This was a descriptive exploratory research where personal and professionals characteristics of the subjects are raised without interference of the researcher.

-Sample

The sample was composed by Physcal Education teachers of regular educational state system of a Brazilian city, totaling nine teachers of both genders, 8 females and 1 male.

-Instrument

To investigate the pedagogical practice of the Physical Education teachers of the educational system in this city, a questionnaire adapted from models already validated by Sideridis and Chandler (1997) and Kozub and Porretta (1998).

-Procedures

Data collection was carried out in the workplace of the subjects in their vacant times; for those who had no vacant time, the questionnaire was made available online, and the instruments were collected immediately to avoid misinterpretation. Teachers responded to the scale individually, without interference from the researcher. Data collection took place during the month of July 2014, and the school was previously warned about the study.

-Ethical Care

The consent for the study was obtained through the signing of a free and informed consent by the teachers themselves, obeying the guidelines and standards prescribed by Brazilian laws (BRAZIL, 1996).

-Processing of data

For data analysis, we used simple statistics, frequency calculations and percentages.

RESULTS E DISCUSSIONS

Table 1 highlights the summary of the opinion of the teachers interviewed in the 18 proposed questions.

		0	1	2	3	4	Total
Question 1- I feel like I have enough knowledge to meet the educational needs of disabled students	N	0	0	5	4	0	9
	%	0,00%	0,00%	55,56%	44,44%	0,00%	**100,00 %**
Question 2- With my knowledge, I feel ready to work with disabled students.	N	0	0	6	2	1	9
	%	0,00%	0,00%	66,67%	22,22%	11,11%	**100,00 %**
Question 3- I feel I am or will be able to solve and control behavorial problems of disabled students.	N	0	0	7	1	1	9
	%	0,00%	0,00%	77,78%	11,11%	11,11%	**100,00 %**
Question 4- I feel I am or will be able to remediate deficits in learning .	N	0	0	6	2	1	9
	%	0,00%	0,00%	66,67%	22,22%	11,11%	**100,00 %**
Question 5- I like or would like to have disabled students in my class.	N	1	0	1	4	3	9
	%	11,11%	0,00%	11,11%	44,44%	33,33%	**100,00 %**
Question 6- I intend to take part in courses and seminars to increase my knowledge on teachig methods for disabled students.	N	0	0	1	1	7	9
	%	0,00%	0,00%	11,11%	11,11%	77,78%	**100,00 %**
Question 7- I assess or will assess my disabled students with the same procedures used for non-disabled students.	N	0	8	0	1	0	9
	%	0,00%	88,89%	0,00%	11,11%	0,00%	**100,00 %**
Question 8- I feel like I am or will be able to meet the proposed teaching program even in the presence of disabled stdents.	N	0	1	1	6	1	9
	%	0,00%	11,11%	11,11%	66,67%	11,11%	**100,00 %**
Question 9- I feel like I am or will be able to motivate disabled students the same way as the non-disabled one.	N	0	0	2	4	3	9
	%	0,00%	0,00%	22,22%	44,44%	33,33%	**100,00 %**
Question 10- I feel like the treatment of the disabled student in my class is differentiated.	N	1	2	0	4	2	9
	%	11,11%	22,22%	0,00%	44,44%	22,22%	**100,00 %**
Question 11 - I feel like the disabled students will benefit from the interaction offered by a program in a regular class.	N	0	0	1	5	3	9
	%	0,00%	0,00%	11,11%	55,56%	33,33%	**100,00 %**
Question 12- I feel like non-disabled students will benefit from the inclusion of disabled ones in regular classes.	N	0	0	0	7	2	9
	%	0,00%	0,00%	0,00%	77,78%	22,22%	**100,00 %**
Question 13- I feel like disabled students are socially accepted by their non-disabled mates.	N	3	0	2	4	0	9
	%	33,33%	0,00%	22,22%	44,44%	0,00%	**100,00 %**
Question 14- I feel like disabled students are humilliated by their non disabled mates in regular classes.	N	1	2	2	3	1	9
	%	11,11%	22,22%	22,22%	33,33%	11,11%	**100,00 %**
Question 15- I feel like there are enouogh instructional material to teach disabled students.	N	1	5	2	1	0	9
	%	11,11%	55,56%	22,22%	11,11%	0,00%	**100,00 %**
Question 16- I feel like school offer enough supportive services to teach disabled students (physicians, psychologists, speech therapists, assistants.	N	2	7	0	0	0	9
	%	22,22%	77,78%	0,00%	0,00%	0,00%	**100,00 %**
Question 17- I feel like I have enough resources from school to acquire the material needed to plan classes and work with disabled students.	N	1	7	0	0	1	9
	%	11,11%	77,78%	0,00%	0,00%	11,11%	**100,00 %**
Question 18- The facility where I work are adapted to receive a disabled student.	N	2	6	0	0	1	9
	%	22,22%	66,67%	0,00%	0,00%	11,11%	**100,00 %**

Table 1. General summary of the answers to the questionnaire apllyed to the teachers.

According to the collected data, we note that more than half (55.56%) of the teachers interviewed, feel like they don't have enough knowledge to meet the educational needs of disabled students, yet (66.67%) say they do not feel prepared to work with students with disabilities. However, 44.44% of respondents like or would like to have students with disabilities in their classes, and 77.78% plan to attend courses and seminars to increase their knowledge about teaching methods for students with disabilities.

Thus it was evident that most of the teachers interviewed, despite the fact that were not prepared to meet the educational needs of disabled students, intend to take courses to enhance their knowledge; this is due to the presence of disabled students in regular classes. According to Molina Neto (1997), the insecurity of teachers reflects a poor initial training that,

when transmiting a set of basic skills, encourages a way of thinking and a way of working that need to be supplied by experience, practice and permanent training.

Another response of greater relevance was with respect to assessment, where 88.89% of respondents do not evaluate their disabled students with the same procedures used for students without disabilities. To this extent, it was found that the major concern of Physical Education teachers of is in relation to the assessment of students with disabilities, compared to assessment of students without disabilities, where they proved pessimistic about using the same procedures for both, thus leaving, according to Soler (2005), a clear need for the teacher to use various assessment tools, so that an assessment fairer and nearer to reality may happen.

As for the interaction of the disabled student with the non-disabled one, half (55.56%) of respondents say that students with disabilities will benefit from the interaction offered by a program in a regular class and yet 77.78% of respondents say students without disabilities will benefit from the inclusion of peers with disabilities in regular classes.

Following up, more than half (66.67%) of the teachers interviewed, agree almost entirely to be able to meet the proposed teaching program even with the presence of disabled students, but in item 10 (44.44%) of respondents feel that the treatment of disabled students in their classroom is different.

Affirmations 15 to 18 concern the preparation of schools to receive disabled students in relation to materials, support services, resources, facilities, among others. Within these issues the majority of respondents disagreed that teachers noted their schools are prepared for disabled students.

In item 15, more than half (55.56%) of respondents totally disagree that there is enough instructional materials in the schools they work to teach students with disabilities. In item 16, 77.78% totally disagree that all supportive services to teach students with disabilities (physician, psychologist, speech therapist, assistants) are offered.

Also, 77.78% of respondents in item 17, totally disagree that the school has sufficient resources to purchase the necessary material to plan lessons and work with students with disabilities and 66.67% completely disagree that facilities where they work are adapted to receive a disabled student.

Finally, we found that only the creation of legal instruments and the daily practice of Physical Education teacher are not enough to ensure successful inclusion of disabled students in regular classes. In this sense, Ferreira (2014) asserts that access to an inclusive education system requires the adoption of specific support measures to ensure the accessibility conditions, necessary participation of disabled students in environments that maximize academic and social development.

FINAL CONSIDERATIONS

The present study on the perception of Physical Education teachers who work in regular classes with the presence of disabled students, led us to conclude in general that teachers do not feel they have enough knowledge to meet educational needs of students with disabilities.

Thus, although they do not feel prepared to work with students with disabilities, they use their professional experience and own daily practice with disabled students, to supply the lack of knowledge.

It was observed that despite relating not to possess the knowledge necessary to meet such students, professionals like to have them in their classes, and intend to take courses to increase their knowledge.

Regarding the preparation of schools to receive students with disabilities, the opinion of the teachers was remarkable, showing a reality far short of what is preached for inclusion, for lack of resources, instructional materials, supportive services and adapted facilities.

Thus it was concluded that the inclusion that takes place in Physical Education classes in a Brazilian city happens due to the practice of the teacher and rather than to the organization of the inclusion process and its implications. However, it is essential that teachers be prepared and schools meet the educational needs of disabled students, so that inclusion happens not only in theory, but above all it may be materialized in practice.

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Rua Joaquim Amancio,115. Hematita.
Antonio Dias/MG – Brasil

PERCEPTIONS OF PHYSICAL EDUCATION TEACHERS AT STATE SCHOOLS WITH THE INCLUSION OF STUDENTS WITH DISABILITIES

ABSTRACT

The aim of this study was to investigate the pedagogical practices of teachers of Physical Education at state schools in a Brazilian city, regarding the inclusion of students with disabilities in their classes. For this purpose, a questionnaire adapted from models already validated by Sideridis and Chandler (1997) and Kozub and Porretta (1998) for a sample of nine (9) Physical Education teachers working in state schools was used. The results revealed that although the majority of teachers report not to

have enough knowledge to meet students with disabilities, they like these students in their classes, and intend to take courses to increase their knowledge. It was concluded that the inclusion that takes place in physical education classes in tihs city happens due to the practice of the teacher rather than to the organization of the inclusion process and its implications.

KEYWORDS: Inclusion. Disabilities. Physical Education. Regular Teaching System

PERCEPTION DES ENSEIGNANTS DE L'ÉDUCATION PHYSIQUE DANS LE RÉSEAU ÉTAT FACE À L'INCLUSION DES ÉTUDIANTS HANDICAPÉS

RÉSUMÉ

Le but de cette étude était d'étudier les pratiques pédagogiques des enseignants d'éducation physique des écoles publiques régulières dans la ville de Antônio Dias , en ce qui concerne l'inclusion des étudiants handicapés dans leurs classes . A cet effet , un questionnaire adapté à partir de modèles déjà validé Sideridis et Chandler (1997) et Kozub et Porretta (1998) pour un échantillon de neuf (9) professeurs d'éducation physique de travail dans les écoles publiques a été utilisé. Les résultats ont révélé que, bien que la majorité des enseignants ne doivent pas rapporter les connaissances nécessaires pour répondre aux étudiants handicapés , ils aiment ces élèves dans leurs classes , et l'intention de suivre des cours pour améliorer leurs connaissances. Il a été conclu que l'inclusion qui a lieu en cours d'éducation physique dans la ville de Antônio Dias se produit en raison de la pratique de l'enseignant et non l'organisation du processus d'inclusion et de ses implications

MOTS-CLÉS: inclusion . Handicapées . L'éducation physique . Système d'enseignement régulier

PERCEPCIONES DE PROFESORES DE EDUCACIÓN FÍSICA EN LA RED ESTATAL SE ENFRENTAN A LA INCLUSIÓN DE ESTUDIANTES CON DISCAPACIDADES

RESUMEN

El objetivo de este estudio fue investigar las prácticas pedagógicas de los profesores de Educación Física escuelas estatales regulares en la ciudad de Antônio Dias , en cuanto a la inclusión de los estudiantes con discapacidad en sus clases . Para ello , un cuestionario adaptado de modelos ya validados Sideridis y Chandler (1997) y Kozub y Porretta (1998) para una muestra de nueve (9) se utilizó profesores de Educación Física que trabajan en las escuelas estatales. Los resultados revelaron que, si bien la mayoría de los profesores no tienen que informar de los conocimientos necesarios para cumplir con los estudiantes con discapacidades , les gusta a estos estudiantes en sus clases , y la intención de tomar cursos para incrementar sus conocimientos. Se concluyó que la inclusión que se lleva a cabo en las clases de educación física en la ciudad de Antônio Dias ocurre debido a la práctica del maestro y no la organización del proceso de inclusión y sus implicaciones.

PALABRAS CLAVE: Inclusión . Discapacidades . Educación Física. Sistema Regular de Enseñanza

PERCEPÇÕES DOS PROFESSORES DE EDUCAÇÃO FÍSICA NA REDE ESTADUAL FACE À INCLUSÃO DE ALUNOS COM DEFICIÊNCIA

RESUMO

O objetivo deste estudo foi investigar as práticas pedagógicas de professores de Educação Física da rede regular estadual de ensino da cidade de Antônio Dias, no que diz respeito à inclusão de educandos com deficiência em suas aulas. Para tanto, foi utilizado um questionário adaptado dos modelos já validados de Sideridis e Chandler (1997) e Kozub e Porretta (1998) para uma mostra de 9 (nove) professores de Educação Física que trabalham na rede estadual de ensino. Os resultados obtidos revelaram que apesar da maior parte dos professores relatarem não possuir conhecimentos necessários para atender os alunos com deficiência, os mesmos gostam de esses alunos em suas aulas, e pretendem participar de cursos para aumentar seus conhecimentos. Concluiu-se que a inclusão que se processa nas aulas de Educação Física na cidade de Antônio Dias acontece em função da prática do professor e não pela organização do processo de inclusão e suas implicações.

PALAVRAS-CHAVE: Inclusão. Deficiência. Educação Física. Sistema Regular de Ensino