31 - THE STUDENT WITH DOWN SYNDROME: FACTORS THAT INFLUENCE THE PROCESS OF INCLUSION IN PHYSICAL EDUCATION CLASSES IN ELEMENTARY SCHOOL

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1. INTRODUCTION

Inclusive education is one of the biggest challenges of the educational system, thus, while physical education curriculum mandatory component defined by the LDB 9394/96, it could not investigate the inclusion of disabled children in regular schools classes, do understand the inclusion movement is undoubtedly a continuing challenge.

Considers that the process of inclusion must be the guiding concept of the school context to that in fact this student be assisted, where the Physical education teacher's essential role, which must be very well prepared to take on the task of mediator in the teaching learning process in search for quality of teaching and on the inclusion of fact, of all the students in the classroom. This challenge must be faced by all educators who make up the educational body of a school.

It is believed that much could be done to ensure that the paradigm of school inclusion in Brazil to succeed if all those involved in the educational process in fact fulfil their roles. In the daily life of the school, thebserva-if the difficulty of teachers to include students with down syndrome in the third grade of elementary school physical education classes, and these in turn feel difficulties to adapt the lessons planned for the other students.

Thus, this research aims to describe what the factors that influence the process of inclusion of the student with down syndrome from the third grade of elementary school physical education classes of regular education. Identify which factors inherent to the process of inclusion. Meet qHat concepts that guide teaching practice of Physical education teacher in the inclusion of student with down syndrome. To do so, the article is organized as follows: theoretical discussion: the right to be different: the child with Down Syndrome and physical education; Tratamento of theoretical and methodological aspects of research; Considerations regarding the study and understanding of the research process.

2. METHOD

From the approach to the object of study and theoretical framework, we opted for a field research with qualitative approach, for Lakatos and Marconi (2005, p. 188), is gifted as investigative tool is essential to be inserted in the context being studied, investigating terms necessary to search the concrete reality of the purpose of study.

This step of the search should not be confused with simple data collection, since it requires counting with the purpose of prejudging what should be collected.

This study was of the descriptive type, as Gil (1996, p. 42), "primary objective the description of the characteristics of a particular population or the establishment of relationships between variables.

The subjects of the research were 02 (two) Teachers of physical education, 01 (a) Manager, 01 (a) pedagogic and technical 02 (two) students with down syndrome in the age group of 14 to 09 years of elementary school.

For operationalization of the field research, semi-structured interview was applied with open questions. According to Lakatos and Marconi (2005, p. 203), this kind of interview allows the informant answer freely, using their own language, and to issue opinions, subjective and objective questions for all subjects involved in research.

For students with SD was adopted the technique of non-participatory observation in function of the dynamics of the local school. For Lakatos and Marconi (2005, p. 92), this technique the observer witnessed the fact, but does not participate in it directly; not involve the situations; has only the role of spectator. This process took place through the monitoring of physical education classes, but not to intervene in the actions of the educator.

It is worth mentioning that sought to treat in this study also the issue of formation of this professional of physical education to act in the process of inclusion in the regular school, but specifically with students with Down syndrome.

The observation was divided into three variables: 1st. The activities carried out with the students; 2nd. Personal relationships with colleagues in class and with the physical education teacher and third. The environment offered to achievements of activities with that student.

To maintain the identity and safeguard the ethics in research, the subjects listed in the study, received as codes: P1 and P2 to the category of teachers, G1 to the Manager, TP1 for pedagogical technique and ASD1 and ASD2 for students with Down syndrome. These procedures meet the precepts prescribed by law 196/96 CNS, which treats about research that involves human beings showing direct risks to the subject.

3. RESULTS

3.1. THE RIGHT TO BE DIFFERENT: the child with down syndrome and physical education

The Federal Constitution of 1988, followed by the law/89 and 7,853 for the Statute of the child and adolescent, by law 8,069/90, and other instruments "[...] ensure that people with disabilities their rights in the area of work in the area of license/vocational rehabilitation, in the area of social assistance, in the field of education "(FLETCHER & GUIMARÃES, 2003, p. 86).

Chapter III of the Constitution – education, culture and sport proposes in his art. 240 "that education is everyone's right and duty of the State and the family will be promoted and encouraged with the collaboration of the society, aimed at the full development of the person, his preparation for the exercise of citizenship and their qualification for the work [...]" (BRAZIL, 1988).

According to the law of guidelines and (B) ACEs of education 9394/96 the inclusion is a principle which originated from social movements in favour of the construction of a more just and solidary society, recognizing the differences between the social subjects and the needs of society and its institutions to organize to meet those differences; based on equal rights (BRAZIL, 1996).

The Salamanca Declaration (1994) recommends:

> (...) commitment to education for all, recognizing the need and urgency of providenciamento of education

> for children, youth and adults with special educational needs within the regular educational system and re-endorse the framework of Action in special education, in which, in the spirit of whose provisions and recommendations and government organizations are guided.

On the physical education in the Decree nº 6,949/09 in Art. 30 for the participation of students with disabilities in cultural life in recreation, leisure and sport, declaring in item 5 that:

> For people with disabilities to participate, on equal opportunities with other persons, recreational activities, sports and leisure activities, States parties shall take appropriate measures: a to) encourage and promote the greatest possible participation of persons with disabilities in the ordinary sports activities at all levels; b) ensure that persons with disabilities have the opportunity to organize, develop and participate in sports and recreational activities specific to disabilities and, to this end, encourage the provision of education, training and adequate resources, in equal opportunities with other persons; c) ensure that persons with disabilities have access to sporting events, recreational sites and tours; d) Ensure that children with disabilities can, on equal terms with the other children, participate in games and recreational activities, sports and leisure, including in the school system (BRAZIL, 2009, p. 56).

Addressing of inclusive education it is worth mentioning the importance of student with Down syndrome in regular schools, but precisely in physical education classes and the importance of a trader in the process of inclusion. However, before you enter into this theme becomes necessary a predicted about Down syndrome. When the group to be allegedly included is one in which the harm (intellectual, motor, sensory etc.) are more severe, it seems that the idea of including them becomes moot.

For Soler (2009), the child must always be registered SD regular education, as his mental impairment is mild to moderate, requiring only the society with other children without compromise to mirror.

In line with what has already been exposed the author Das (1997) reaffirms that the teacher pedagogical agent, has the responsibility to build with the new knowledge and student physical education in the school context has the function of ransom and knowledge contribution in haste to add to the educational training.

3.2. INCLUSION: understanding, training and competence of physical education teachers and technical staff in regular education.

There is much talk of school inclusion, with that sought the understanding of the searched on this theme, using the categories surveyed (Manager, Teachers and Pedagogical Technical) scored the inclusion process is a challenge, being very complex and requires a partnership among all actors of the school and dedication to this process happen indeed and with quality. Otherwise, the students will be included in school, but excluded from teaching learning process.

For Mantoan (2006), the truth is that the school remain open a few Brazilian, and this situation has accentuated drastically in the case of students with disabilities. In the same vein, oak (2004) points out that the right to equality of opportunities that we emphatically does not mean a way equal to educate everyone, and, Yes, give each one what you need based on your interests and individual characteristics.

Concerning the question about the views of the staff regarding factors that interfere directly or indirectly on the success of the school inclusion of students with disabilities in regular schools, the Manager directs the interference of the inclusion in the regular schools lack of commitment of some teachers. Already according to the pedagogical technique refers to the physical structure of the school, in addition to the lack of training of teachers.

In this context, we tried to find out about training in physical education during your undergraduate program and continuing education for working with students with special needs inclusion front. The physical education teachers point out that received initial training for the care of students with special needs at graduation, however well summarized and in time, were seeking more knowledge on the subject.

Even the formation toward the care of students with disabilities have been briefly, sought to know the opinion of teachers about what is needed for the inclusion of students with disabilities in physical education classes of regular schools, in the opinion of the teachers observed that there is need to restructure your school pedagogical proposal and through this , the Physical education teacher get adapt their classes aimed at the inclusion of this public school.

But to create conditions for the students, the inclusion is a challenge that involves changing the school as a whole, the pedagogical project, in the posture in front of students, in philosophy and especially in its physical structure, do have a student with disabilities in regular school is no easy task, and hardly the professor and especially school, are prepared to give you with this type of clientele.

Thus, the question of the preparation of the public schools, but specifically from the school that served as a locus for research, to work with the inclusion of students with special needs, both in terms of physical adjustments as actors ' training preparation of school education. In speaking of the subject, the school (locus) is less than that in fact would be the process of inclusion by referring this to public investment and enhancement of education professionals and the lack of teaching material, however the pros seek together strategies to meet this audience appropriately (MANTOAN, 2006, p. 55).

So if sought to know if the physical education teachers have students with Down syndrome and also in line with the service that students sought to understand how the acceptance of other students with respect to inclusion of this audience in activity, according to speech notes that there immediately strangeness, but then are settled in, however the respondents point out that the mediation of the teacher is paramount for this integration to happen.

Another important point raised in the survey refers about what should guide the teaching practice of physical education teachers of students with disabilities in elementary school in regular classes, the teachers as the statements above punctuate what is paramount for the attention and care with children with SD so that they are included in all activities, not just insert them , but that in fact they are included throughout the teaching process learning of course respecting its limitations.

Following the issue of inclusion of SD students in physical education classes, inquired about the difficulties to include them in activities and what are the strategies used to include and facilitate their participation in class, for this the teachers stated face certain difficulties, however, seek strategies like the dialogue with students, in order to integrate all the activities regarding the limitations of each.

According to Soler (2009), regardless of what the content (dance, gymnastics, Sport etc) teaching-learning processes should consider the characteristics of the students in all their dimensions (cognitive, affective, etc.) ensuring the participation of all.

Meanwhile, the participation of the student with Down syndrome in physical education classes is very important for it

to develop their motor skills, perceptual, among others, that will encourage their autonomy, noting where each child has its uniqueness.

In this context, also worried whether the school in question contributes to ensure the access and permanence with success of students with special needs included in the regular school, but precisely in physical education classes. School Search provides the access and permanence of these students, but the conditions for them are precarious, causing the teacher always looking for ways to include students with SD in the process learning education.

3.3. DOWN SYNDROME: the making of teaching physical education teacher.

Addressing of inclusive education it is worth mentioning the importance of student with Down syndrome in regular schools, but precisely in physical education classes and the importance of a trader in the process of inclusion.

Based on observations in physical education class, he sought to verify the participation of pupils with SD in class of that discipline. In addition, observe the action of Physical education teacher, in the process of inclusion.

Given this, one can see that the learner when it comes to understanding and implementation of activities on the teacher, present the development of the activities comprising and running according to its limitations. It is worth mentioning that in the implementation of the proposed activities in similar time to other classmates, it was noticed that the pace is slower to interpret and perform the activity.

Regarding the interpersonal relationship of the student with SD, it was noted that initially the interaction with colleagues in the class was hard, because it was new to both then over time was learning to live with difference. The class has a good relationship with the student SD and began to get involved in partnership activities thus making the positive inclusion process. .

On the other hand, the relationship between the student with SD and the Physical education teacher appeared very quiet and charismatic. It is worth remembering that the attention and cooperation of other students without disabilities to fellow with SD during physical education classes, only in a few moments there was such attention and cooperation, most often interacted.

In the activity observed it was noticed that when it refers to the demonstration of respect, friendship and acceptance on the part of teachers, staff and other professional school student with SD is very well treated in the school space for all. Finally, it is understandable that the difficulty encountered with the student with SD is the question of permanence in the classroom, other than that its inclusion occurs in a normal way like the other kids.

Students in physical education classes should be stimulated and promoted the right of all people to physical activity. The practice of this discipline is an area of fundamental knowledge in the educational process, since it prioritizes the use of language and symbolic games, body schema, viso-coordination, temporal, spatial organization visual, auditory and tactile attention, strengthening the respiratory muscles, improve posture and stress being of paramount importance for the process of learning and in the physical pupil with Down syndrome (BOMFIM , 1996, p. 45).

According to Soler (2009), including "supports and advocates the participation of the entire universe, without exception: teachers, students, school management, staff, community and especially the family", since the success of inclusion is directly linked to the work done by all segments of the school.

In this perspective, a very important point emphasized by all respondents of the technical team on the family, school and society is the need for a partnership of these three segments, targeting quality education not only for students with disabilities, but for all students entered in the school context.

According to the knowledge described about the process of adding inquired whether in school where the trader is entered if there is inclusion. They point out that it's not appropriate, but the process of inclusion exist in school context and is in process, in search of improvement every day.

4. CONCLUSION

The success of the school inclusion happen when society as a whole to commit to implement it. Laws have already been discussed and approved by the Government, but there are few actions that favor the person with disabilities. The school as one of the early social media from the child, should be the first to ensure access, the frequency and the quality education of all individuals who are part of it. Analyzing the needs of each student, making the necessary adjustments so that all have the right to participate actively in the educational process.

Through this study was possible to understand a little more about down syndrome and the relationship established between the individual affected with others, especially with the teacher, along with the preparation for the implementation of activities to include the student with SD.

Another important aspect identified in the research is that the school this fulfilling its role, because it receives the student with down syndrome in the best possible way, where he is accepted by peers, teachers, employees, who treat with respect and love, encouraging and educating this individual.

It is observed that the learner with SD is actually included in the teaching learning process in school searched that puts him in contact with other children in a social environment common to all, because despite the difficulties of the school structure and the lack of educational resources, school comes to develop an inclusive work with children who seek the institution.

In relation to training, it was found that the teacher is also always in search of continuing training, conducting courses and participating in lectures and forums to promote the learning and development of student down and the other children, she meets the requirements necessary for this process to obtain positive results.

It is therefore concluded that the child down is able to follow a regular class teaching, and this is very stimulating for the same. Not only by the factor of the environment itself and the society of all people who are part of this environment.

Attention is drawn to the role of physical education in the process of inclusion because it is considered essential, since there is the need of the student with SD can mirror the other kids and even the activities that develop hand-eye coordination, motor skills, strengthening muscle tone and others. The student with SD performs everything that a normal child is able to do, remembering that often through imitation of gestures, which much encourages increasing their experiences and experiences.

So, the Physical education can be a great facilitator of inclusion, as it allows through bodily involvement practices of the group, being possible to enhance the physical characteristics of each individual, emphasizing the skills of each, without comparisons. But it can also become quite an ally of exclusion when encourages competitive practices, where are valued only students who show better results in specific activity.

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THE STUDENT WITH DOWN SYNDROME: FACTORS THAT INFLUENCE THE PROCESS OF INCLUSION IN PHYSICAL EDUCATION CLASSES IN ELEMENTARY SCHOOL

ABSTRACT

This article presents the research in which seeks to describe the factors that influence the process of inclusion of the student with down syndrome in the third grade of elementary school physical education classes of regular school. The survey was conducted in a public elementary school in the municipality of Ananindeua – Pará. Thepresents itself as a descriptive study in a field research with qualitative approach in the treatment of the problem. It is believed that the present research brought great contribution to the knowledge of new didactic-pedagogical strategies on the process for inclusion of students with disabilities in physical education classes in Regular Education classes. The Gym can be a great facilitator of inclusion, as it allows through bodily involvement practices of the group, being possible to enhance the physical characteristics of each individual, emphasizing the skills of each, without comparisons. In addition, it can become quite an ally of exclusion when encourages competitive practices, where are valued only students who show better results in specific activity.

KEYWORDS: Inclusion. Physical Education. Down syndrome.

L'ÉLÈVE DU SYNDROME DE DOWN : FACTEURS INFLUANT SUR LE PROCESSUS D'INCLUSION DANS LES CLASSES D' ÉDUCATION PHYSIQUE DANS PRIMAIRE ORDINAIRE DE L'ÉDUCATION .

RÉSUMÉ

Cet article présente les recherches qui cherche à décrire les facteurs qui influencent le processus d'inclusion de l'étudiant avec le syndrome de down dans la troisième année d'école primaire cours d'éducation physique de l'école régulière. L'enquête a été menée dans une école primaire publique dans la municipalité de Ananindeua – Pará. Lese présente comme une étude descriptive dans une recherche sur le terrain avec une approche qualitative dans le traitement du problème. On croit que la présente recherche apporté une grande contribution à la connaissance de nouvelles stratégies didactique et pédagogique sur le processus d'intégration des élèves handicapés dans les classes d'éducation physique dans les classes de l'enseignement ordinaire. La salle de sport peut être un grand animateur de l'inclusion, puisqu'elle permet par le biais de pratiques corporelles de la participation du groupe, il soit possible d'améliorer les caractéristiques physiques de chaque individu, en mettant l'accent sur les compétences de chacun, sans comparaisons. En outre, il peut devenir un allié d'exclusion lorsque encourage les pratiques anticoncurrentielles, où sont évaluées seuls les étudiants qui présentent les meilleurs résultats dans leur activité spécifique.

MOTS-CLÉS : Inclusion de . Éducation physique. Le syndrome de Down.

EL ALUMNO CON SÍNDROME DE DOWN: FACTORES QUE INFLUYEN EN EL PROCESO DE INCLUSIÓN EN LAS CLASES DE EDUCACIÓN FÍSICA EN PRIMARIA.

RESUMEN

Artículo presenta la investigación que busca describir los factores que influyen en el proceso de inclusión del estudiante con síndrome de down en el tercer grado de primaria clases de educación física de regular a la escuela. La encuesta se realizó en una escuela primaria pública en el municipio de Ananindeua, Pará. Else presenta como un estudio descriptivo en una investigación con enfoque cualitativo en el tratamiento del problema. Se cree que la presente investigación trajo gran contribución al conocimiento de nuevas estrategias didácticas pedagógicas en el proceso de inclusión de estudiantes con discapacidades en las clases de educación física en las clases de educación Regular. El gimnasio puede ser un gran facilitador de la inclusión, ya que permite a través de prácticas corporales de la participación del grupo, siendo posible mejorar las características físicas de cada individuo, haciendo hincapié en las habilidades de cada uno, sin comparaciones. Además, puede convertirse en un aliado de la exclusión cuando alienta prácticas anticompetitivas, donde son valorados sólo estudiantes que muestran mejores resultados en la actividad específica.

PALABRAS CLAVES: Inclusión de . Educación física. Síndrome de Down.

O ALUNO COM SINDROME DE DOWN: FATORES QUE INFLUENCIAM O PROCESSO DE INCLUSÃO NAS AULAS DE EDUCAÇÃO FÍSICA NO ENSINO FUNDAMENTAL REGULAR.

RESUMO

Este artigo apresenta a pesquisa na qual busca descrever os fatores que influenciam o processo de inclusão do aluno com síndrome de down no 3º ano do ensino fundamental nas aulas de Educação Física da escola de ensino regular. A pesquisa foi realizada em uma escola pública de ensino fundamental no município do Ananindeua-Pará. Apresenta-se como um Estudo Descritivo, em uma Pesquisa de Campo, com abordagem Qualitativa no tratamento do problema. Acredita-se que a presente pesquisa trouxe grande contribuição para o conhecimento de novas estratégias didático-pedagógicas sobre o processo de inclusão de alunos com deficiência nas aulas de Educação Física em classes de Ensino Regular. A Educação Física pode ser um grande facilitador da inclusão, pois permite através de práticas corporais o envolvimento do grupo, sendo possível valorizar as características físicas de cada indivíduo, ressaltando as habilidades de cada um, sem comparações. Outrossim, pode se tornar grande aliada da exclusão, quando incentiva práticas competitivas, onde são valorizados apenas os alunos que mostram melhores resultados em determinada atividade.

PALAVRAS-CHAVE: Inclusão. Educação Física. Síndrome de down.