

Inclusion in Physical Education: Changing To Include

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ABSTRACT: *The debate on the inclusion of children with disabilities in mainstream schools has increased in recent years due changes in education policy. From this, many teachers began to rebuild their teaching practices in order to obtain the participation of all students in activities, including those students who had some type of disability. This paper aims to discuss some pedagogical strategies that can promote the inclusion of children with disabilities in Physical Education classes, founded in the area literature. The results show that the pedagogical practice of physical education teacher should be planned, well executed and new knowledge must be generated so that the activity objectives are achieved safely and benefit of all students.*

Keywords: *Inclusion, Physical education, Teaching practices, Teaching strategies.*

I. INTRODUCTION

The advent of the Inclusive School, raised, within the public education, a restructured policy ensuring the access to education and consequently an equal school for all children, including children with disabilities. Facing the new educational policy restructuring inclusion, hangs over the school a need for structural and conceptual change, ensuring quality education for students with and without disabilities.

Inclusive education conceives the school as a space for all, in which the students participate actively in the teaching tasks. For the effective inclusion of students with disabilities in school is necessary significant changes in pedagogical practices of teachers in the form of structuring classes, class, materials, and resources for example (RODRIGUES, 2006; MANTOAN, 2005; Figueiredo, 2010 ; RAPOLI et al, 2010). Therefore, the inclusion in Physical Education does not happen simply because the student with disabilities is on the court with the other students without disabilities.

For Block (1994), inclusion in Physical Education happens when all students are performing the activity together with content to be pre-planned by teachers and support as interns and materials. For Freitas and Leucas (2011), think the inclusion of students with disabilities in physical education classes means considering a process of teaching and learning to give equal opportunities to experience, experience to all students. In the context of human relations, Souza and Pich (2013) understand that inclusion in Physical Education should have the meaning of educating for difference, for coexistence and acceptance of different possible configurations of human corporeity.

In the process of reconstruction of pedagogical practices, the search for information and reflections will be constant action throughout the working life of the Physical Education teacher. Gorgatti et al. (2004) highlight that sometimes the teacher confuses disability with illness, or assumes a passive attitude in class or does not have information, and then deprive their students with disabilities the opportunity to have motor experience and school recreational experiences, which inevitably will have consequences sometimes irreparable.

In this context, in order to contribute information in the area about the inclusion in physical education and help teachers to include students with disabilities in their classes, this study proposes to present some strategies found in the literature that contribute to the construction of teaching practices more inclusive.

II. TEACHING STRATEGIES IN PHYSICAL EDUCATION

Discussions about inclusion and Physical Education has been the subject of numerous studies that focus on inclusive teaching practices of teachers of Physical Education (CIDADE and FREITAS, 2002; FALKENBACH, WERLE and DREXSLER, 2007; FREITAS and LEUCAS, 2009; SOUZA and PICH, 2013). In Brazil, there are an increase in publications of books that address in their content the inclusion of students with disabilities, presenting concepts, knowledge on disability and associated diseases, such as changes in teaching practice, assessment and health promotion deserving highlight Mauerberg de-Castro (2011), Gorgatti and Costa (2008) and Teixeira (2008). In addition, the National Curriculum Parameters - Physical Education presents guidelines for the educational services involving people with disabilities, in order to guarantee conditions for participation in Physical Education classes, through adaptations to be carried out by the teacher. The text also emphasizes the value of the dignity of attitudes of dignity, self-respect, respect for differences and respect the limitations of the disabled person. (BRAZIL, SEF, 1998; PCN / SEF, 2000). In the international

literature Steadward, Wheeler, Watkinson (2003), Lieberman and Wilson (2009), and Dugas Point (2014) bring significant contributions as well.

In this literature there are some steps that physical education teachers must hold in order to include students with disabilities in physical activity, especially in school physical activities. this study show some:

2.1. Knowing Your Students

In inclusive education it is emphasized that all activity should take into account the student's disability, but not in order to deprive him of involvement with other students or of certain activities, but the prospect of being working with their potential.

Vygotsky (1996), one of the precursors of social-interactive theory much studied by teachers, criticizes the teaching based only "on what the child can do" and proposes a change in teaching practices, emphasizing an education for the child's potential, offering thus a positive look on disability. He proposes that we look not physical, sensory impairments and/or motor of children as a problem to be solved, but as factors that contribute positively in their development and learning.

In Physical Education classes is important to perform activities that promote maximization of individual student potential (PEDRINELLI AND VERENGUER, 2008). As for the individual potential of students "it is important to focus on the development of skills by selecting appropriate activities, providing a learning environment and encouraging self-overcoming" (PEDRINELLI and VERENGUER, 2008, p. 12).

Complementing this perspective, Mauerberg de-Castro (2011) behind important considerations by stating that activities should not categorize humans as those with or without disabilities, but must analyze the individual differences associated with problems in the psychomotor domain, and prevent them define negatively the identity of the student, athlete, person.

Thus, it is believed that teachers must know their students, but in terms of identifying the potential of them to complete the proposed activity. The knowledge of the student's physiology is important to ensure the integrity of the health of the student, but according Steadward, Wheeler and Watkinson (2003) the first stage of an activity in which planning involves the disabled student starts on listening. Through active listening the teacher can discover the expectations, desires, fears, strengths and limitations of students. Dugas and Point (2014) state that another way to know the student is through observation of their motor skills during practice in order to identify the principles of the functional motion capabilities.

Know your student goes beyond what is prescribed in the medical report. Physical education in the perspective of inclusion proposes breaking the medical model of disability, in which students are dismissed from school because of their condition. It proposes closer the teacher with students with disabilities, in which there are dialogues and emotional exchanges.

2.2. Making changes

In school everyday life, when necessary, the physical education teachers must adapt the instructions, organization and implementation of activities at the level of the students.

On the possibility of participation in physical activities, Cidade (2013) emphasizes that, in the school, students with mild and moderate disabilities can participate in activities within the Physical Education program, with some adjustments and care for example. Dugas and Point (2014) point out that when you have children with disabilities in the class is not required an entirely different approach; simple modifications of the regulations, materials, environmental or difficulty of tasks can enable a disabled child to participate actively and fully in classroom activities.

Regarding the strategies that involve modification of activities, Kasser and Lieberman (2003) emphasize the importance of variation of unique games, and the care that does not change completely the integrity of the activity. It is also important that the activity is motivating, because when children are included in an activity in which they experience little or no success, can result in frustration and lack of motivation for future involvement.

Among the adaptations / modifications in the classes of Physical Education most commonly used are the adaptations / modifications based on motor skills, adaptations / modifications in the instructions, adaptations / modifications in the games and adaptations / modifications in materials.

Regarding the adaptations / modifications based on motor skills, motor skills of the student are directly related to the engine performance for the realization of physical activity proposed. Once you know and identify the potential of the student, the teacher must carry out the activities in which the student can better develop.

On this subject, Dugas and Point (2014) state changes in activity can be done through different approaches, for example, conducting an educational progression, with progress of activities in a predictable environment for an unpredictable environment, or grouping tasks and individual objectives. Still considering the motor activities, the authors indicate start activity performing less complex motor tasks, for the most complex and diverse class grouping possibilities.

In the case of a disabled child who has less ability to perform activities suggested by the teacher, this may be accompanied by another child with greater skill. Therefore, an activity that could be performed individually can be performed in pairs, in threes or in small groups for example. There are numerous ways to group students. This strategy which brings together students with and without disabilities is known as peers in mentoring (TEMPLE and LYNNES, 2008; DUGAS and POINT, 2014) is characterized when a child tells another child.

About the adaptations / modifications in the instructions, Dugas Point (2014) emphasize that the physical education teachers should not use long explanations for carrying out the activities. It is appropriate using a simple and objective language. They add the use of photos and videos and other display media also encourages the understanding of the activity. You can use tactile guidelines also reinforced by verbal directions.

Another strategy for working inclusion in physical education is through adaptations / modifications in the rules of the games. Kasser and Lieberman (2003) emphasize that these changes in the rules must be motivating for all students, not only those who have disabilities.

Moreover, it is interesting, as well, that the teacher encourages children to modify, by themselves, the rules of the game. Thus, all children are involved in the inclusion process. The implementation of inclusive sports activities effectively requires also an environment of interaction both for the teachers and their students without disabilities

It is possible that physical education teacher materials suits and even the environment for participation of all children. Kasser and Lieberman (2003) cite some adjustments / modifications possible such as "size change, resilience and texture of the balls, using balls with bells or modifying the size and weight of objects that can thus increase the ability of some students" (p.21). Then, if a child with little strength and motor coordination, for example, cannot circumvent a basketball, this ball can be replaced with a lighter weight. Thus, it will perform the same activities that other children successfully.

III. CONCLUSION

Include all students requires changes in attitudes and, more importantly, teaching approaches that facilitate adequate and optimal planning. It is known that the organization of inclusive teaching practices is not easy, but it is up to the physical education teacher realize that it is an ongoing process of exchanges, dedication and respect.

Teaching based on a context where children with and without disabilities learn together is configured as a challenge, from the moment that the presence of students with disabilities in school is no longer an option but a reality. Thus, teachers are called upon to rethink their teaching concepts of inclusion, such as their educational actions based on the appreciation of the differences of each human being, who has the right to a full education that respects its limits and possibilities. physical activity in the perspective of school inclusion is something that benefits not only the child with disabilities, but all the students involved.

Considering the current scenario of public policies in inclusive education, it is necessary to academia contribute with more studies to present and discuss the reality of physical education school from the perspective of inclusion. Based on the results of the research mentioned in this article, it becomes evident the growing interest of academic papers investigating the Physical Education from the perspective of inclusion, especially Physical Education at school.

About the strategies mentioned, they give important contribution for a closer look at the decisions that are being taken in carrying out the physical education classes as pedagogy and practices of teachers who favor inclusion. Apart from those mentioned in the body of this text, there are other types of educational interventions, including facilitated communication and educational tools such as colored lenses, material in Braille for students with visual impairment, pounds for those with hearing impairment, holders for pen for those who have difficulties in motor coordination, among others. All these strategies favor the understanding of students with disabilities to perform the activity.

It is important to consider that the role of the teacher of physical education in educational practice as a transforming agent and articulator also constitutes a social practice. Thus, it is clear the importance of physical education teachers develop inclusive teaching practices in order to overcome school relationship to achieve the society itself. Effective inclusive practice within the school, especially in the discipline of physical education, only have to contribute to the learning and development of children.

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