



## CONTINUING EDUCATION OF PHYSICAL EDUCATION TEACHERS IN INCLUSIVE EDUCATIONAL CONTEXT

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### Abstract:

To think about disability, also consists in going back to the Adapted Physical Education's history. The Adapted Physical Education officially arose at Universities through the 3/87 Resolution of the Education Federal Council, and was considered a milestone for professional qualification in the field, in Brazil. In this sense, we aim to identify the access that Sports teachers have to Adapted Physical Education continuing education through academic curriculum analyses. Our results showed that the knowledge of lack of professional qualification is highly associated with the fact that teachers resort very little to continuing education opportunities.

**Keywords:** adaptive sports, continuing education, physical activity

### 1. Introduction

Among the Greeks, the body was fundamental, mainly because of the importance given to aesthetics, athletic ideals and warlike practices. For this reason, it was in Ancient Greece that the term stigma was coined to designate "bodily signs with which we

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sought evidence to show something extraordinary or bad about the moral status of those who presented them (Goffman, 1988). Usually those who presented disabilities were sacrificed or hidden in secret places (Fialho, 2004). In Rome, extermination was seen as a way to prevent the healthy parts of society from being corrupted.

Thus, as stated by Pontes e colaboradores (2001), we notice that it is the cultural values that allow us to categorize people who deviate from the standards of normalization, assessing certain social labels that, as Lippmann (1946) argues, are too empty, abstract and inhumane. In the Middle Ages, when the Crusades - religious and military operations - mutilated many religious, divinization came to rule (Tonini e Lopes, 2016). This view has reduced ill-treatment and torture and has led people with disabilities to be hosted by charities. Between the 15<sup>th</sup> and 16<sup>th</sup> centuries the difference came to be related with the economic and productive conception, and the unproductive people, within that notion, were classified as incapable and a burden to society. In the 17<sup>th</sup> and 18<sup>th</sup> centuries, the discussion about disability rises, the actions range from institutionalization to special education; still representing incompatibility with society. In the 19<sup>th</sup> and 20<sup>th</sup> centuries, some governments began to recognize their responsibility for the welfare of these citizens.

From this moment on the debate on the subject becomes wider and new milestones are accomplished. In this context, the processes and policies of school inclusion, and more specifically, that are interested in this work, Adapted Physical Education (APE) for people with disabilities in the school context stand out. The APE started officially in undergraduate courses through Resolution 3/87 of the Federal Council of Education, considered the initial milestone for professional training in APE in Brazil, which deals with the restructuring of Physical Education (PE) courses and provides for the physical education teacher's performance with the person with disabilities and other special needs (Mauerberg-deCastro, 2002).

According to Ribeiro e de Araújo (2004), this curricular change represents the result of a broad social movement that did not conceive the man in a way that only his physical body was valued, consequently Physical Education needed an approach capable of contemplating all the necessary aspects in the building of the individual.

In this sense, Cidade e Freitas (2002) describe the APE as an area of physical education that has as object of study the human motricity for people with disabilities, respecting the individual characteristics and adapting teaching methodologies to this population. Pedrinelli e Verenguer (2008) also point out that the APE is a part of physical education that goals providing students respect for differences and the appreciation of the potential of students with disabilities through the development of body movement culture.

In this way, physical education has become fundamental for the development of students with some kind of disability, and has been considered and valued as a facilitator in the inclusive process of students with disabilities. Thus, this study aims to identify the access of school Physical Education teachers to continuing education in

APE through the analysis of curriculum that operate in schools and who live or lived the practice of the inclusion of people with disabilities.

## **2. Materials and Methods**

This is a narrative review with a qualitative approach. A bibliographic search was performed in the online Google Scholar database using the terms "inclusive physical education" AND "pedagogical practice" AND "continuing education". The inclusion criteria were: studies published in Portuguese between 2005 and 2015. Repeated publications for the same studies were excluded. In the presence of any doubt about the inclusion of the study, the final decision was made after the full text was analysed. In total, 93 records were identified through the electronic database. After being selected for inclusion by title and abstract and removal of duplicates, 78 records were rightly excluded (eg, course work, dissertations and theses, books, annals of congress). Potentially relevant 15 studies were identified. A total of 11 studies met all inclusion criteria for this trial.

## **3. Results**

De Carvalho Cruz et al. (2011) accompanied physical education teachers who work in their classes with the proposition of inclusion of students with disabilities, in order to know how much continuing education can contribute to favour inclusion. To that end, 13 teachers who attended both students with and without disabilities in the public elementary school in the city of Londrina, Paraná, participated in the Study Group proposed by the authors. It was verified that only one teacher had an academic training (specialization) related to people with disabilities. The 20-year interval was observed for the completion date of the teachers' physical education graduation (1978 and 1998) and the study.

Twenty elementary school teachers who attended simultaneously students with and without disabilities of the municipal education system of Londrina, PR, participated in the research of De Carvalho Cruz et al. (2011), of which only two were physical education graduates within the municipal education system with about 50 teachers. The other teachers were graduated in Pedagogy - most of them - and were responsible for the development of contents of physical education, religious education and arts. The author concluded that the participants' professional training processes did not seem to have contributed to their preparation to participate in an inclusive environment, and that overcoming this situation is due to an increase in continuing education.

Nascimento et al. (2007) showed, in a study with 20 teachers from the public and private education system, within 15 years from graduation (1990-2015), that 30% of the teachers did not have an APE-focused discipline in their curriculum. Also, only four teachers have some type of specialization in the area of APE. Among those, only one

possesses specialization, masters and doctorate, while the others only had specialization.

Silva et al. (2014) interviewed four physical education teachers from the public education system of Maceió, Alagoas. Two graduates for more than 20 years, one graduate for more than 15 years and one for more than 10 years. Three of those had a specialization, one in Physical Education, one in Exercise Physiology and one in APE, with emphasis on physical disability.

Ramos et al. (2015), when investigating three professors graduated in physical education, found that one teacher had a Specialization in Exercise Physiology and had been working with disabled students for five years, one is an expert in Educational Management and worked as a teacher for one year, and the other graduated in physical education in 2012 and had no specialization, and all three had students with physical and intellectual disabilities in their classes.

According to Pedrosa et al. (2013), his study with 38 physical education teachers in middle schools and high schools of the public education system in Ceilândia, Federal District, pointed out that all of the teachers were graduated in physical education, with 50% having only undergraduate studies: 47.3% specialization and 2.7% master's degree. Approximately 89% of teachers work or have worked with students with disabilities in their classes, but more than 76% stated that they did not study subjects, even non-specific ones, that would help them to include the student.

The same was observed by Rezende e Fleck (2014) in Ji-Paraná, Rondônia, while interviewing ten teachers from public school system in the city, found that 70% of them did not have this preparation during graduation and only 40% said they had taken training courses to work with these students.

At the end of the academic year, (post-study group) professional training was the main theme focused by the teachers in the study by de Carvalho Cruz e Ferreira (2005). The experience exchange and the gathering of information on the subject indicate the clash between theory and practice is more likely a necessary alliance for the accomplishment of an academically sustained professional intervention.

Going against this perception, it is interesting to note the reflection on their own conditions (teachers) to attend students with disabilities, indicating that professional experience with different types of disabilities is important to obtain professional conditions for a satisfactory intervention. The more "experienced" teachers observed the "rookie" class and analysed the class as "aimless", "without control" of the class, "very stunted" and "lack of didactics". However, the researchers observed that the student with cerebral palsy exhibited a "smile on the face" during the lesson that suggested the happiness and joy that aroused the participants' attention.

Fiorini e Nabeiro (2013) accompanied a teacher from a school of the State School System of Bauru –São Paulo, who taught classes for a student with total blindness. The goal was to identify how this teacher worked to include the visually impaired student. It was noticed that the teacher demonstrated and narrated the movement or action to be performed. Regarding the participation of the student with visual impairment, he

attended all the classes and participated in all activities, not being outside or sitting. The participation was due to the company of a colleague who spontaneously assisted him. Another characteristic of this participation was that, in running activities, the classmate that accompanied him was the one who dictated the pace and direction of the races, leaving the student with no freedom in the activity.

In the second stage of the study, after the intervention through the reflection of the videos from the previous stage (the classes were filmed) and suggestion of new actions by the researchers Fiorini e Nabeiro (2013) reassessed the teacher's classes and realized that in explaining the teacher did it verbally for the whole class and then instructed him (student with disabilities) verbally, having gone directly to the point emphasized in the intervention. It was also recorded the game of tag. For this activity, the teacher proposed that the tutor should use the guidewire (strategy proposed and experienced in the intervention).

Contrary to the pre-intervention in which the student was directed by the colleague hand in hand, simply following him, being "pulled", with the guidewire was verified that it was often the student with visual impairment who directed the running of the pair. Freitas e Araújo (2014) analysed the participation of 13 physical education teachers in the school inclusion of children with disabilities in the city of Hortolândia, São Paulo, through replies in a questionnaire. Regarding the methodology of the classes, 53.8% of the teachers answered that there is a need for modifications in the methodology, citing that they propose personalized activities for the student with a disability, 15.3% answered that the modifications depend on the proposed lesson and the student's disability and 30.7% reported that no modifications to the methodology are required, only some adaptations in the activities.

Regarding the continuing education, when asked in the study by Pedrosa et al. (2013), 73.7% of teachers revealed that they heard about continuing education but did not take any classes. The main objective was to identify in the experience of EF teachers the preparation to work with the student with deafness within the perspective of school inclusion. When asked about their specific knowledge about the Brazilian Sign Language (LIBRAS), four said they had never heard of it, another 29 said they had little knowledge and five said they did not know LIBRAS but have already heard about it. Of the 38 teachers interviewed, 27 (71.1%) consider themselves unprepared to act in inclusive education. Nevertheless, four teachers (10.5%) said they had no interest in studying LIBRAS and 11 (29%) showed little interest.

Ramos e colaboradores (2013) analysed the self-perception of pedagogical competence of 33 teachers, from Florianópolis, Santa Catarina, municipal school system, regarding inclusive education in regular physical education. When asked about the sources, or where they have sought knowledge to deal with inclusion: "conversation with fellow teachers" was the most cited (19 teachers), followed by the use of the internet (18), reflection on own experience (17), courses (12), books (10), observation of other teachers while teaching (8), scientific journals (7), television (4) and debate in events (3).

The same could be observed by Ramos et al. (2015), the three teachers interviewed indicated as forms of knowledge, observation and conversation with colleagues, reflection of their practice and the internet. As for self-perception they noticed a lack in the majority of the dimensions of knowledge (Discipline, Pedagogical, Context) and noticed difficulties or lack of preparation to work with children with disabilities. Data that contribute to the study by Rezende e Fleck (2014) concluded that most teachers do not see themselves as professionals capable of working with students with disabilities.

The teachers in the study by Ramos et al. (2015) emphasize that the difficulties in teaching content are related to the incipient training obtained during graduation, aggravated by the lack of information about the students and the lack of knowledge they have about people with disabilities.

Silva et al. (2014) emphasizes in a study with 22 teachers that the main struggles faced by them in teaching students with disabilities are related to the lack of accessibility to the physical spaces of schools (17%) and the lack of specialized training of teachers (17%), in addition to the relationship between the students (13%), lack of specific materials (10%) and time for individualized care (7%).

Also, Ramos et al. (2015), reports that teachers believe that the physical space, materials and equipment available for classes, the participation of the family in the school routine, the need for specific educational guidance or support on the subject in the school and the help from a second teacher, are essential elements in the inclusion of students with disabilities.

#### **4. Conclusion**

With the results found in the present study it can be observed that the acknowledgment teachers have of their lack of specific professional qualification is deeply associated to the fact that they hardly resort to the opportunities for continuing education, a situation that demands the investigation of the reasons and causes of this reality.

Regarding teacher training to contribute to the inclusion process in regular classes, although there is some commitment and some knowledge of the subject, there are still difficulties for its effective realization De Matos et al. (2018). Among the teachers that participated in the studies there is recognition of their lack of preparation, even though most of them work or have already worked in classes with children with disabilities and identify them as having good or excellent relationships with their students.

The daily work of the teacher needs to go hand in hand with a process of continuing education, along with other conditions so that they have, in fact, intervention tools in their work to enable the development of skills and abilities of the student with a disability, since this student has the same potential of learning like any other, requiring only have the opportunity to experience activities that provide autonomy and development.

Reviewing the information above, in our opinion, the challenges posed to people with disabilities in our reality today are based on the combination of forces from the professionals working in basic education and from the public policies aimed at promoting continuing education.

Thus, we must all meet our rights and duties: the right to charge the responsible bodies, whether at the municipal, state or federal level, better working conditions. And our duty is to keep developing continuing education so that we can provide quality education to all people, with and without disabilities. Thus, when inserted in a context that requires training in the care of people with disabilities, teachers will be prepared in the theoretical sphere, and will acquire experience from practicing everything previously studied and shared by other colleagues.

This way, in our opinion, all professionals working or not with people with disabilities should see the training courses as complementary courses to their qualification, once inclusion goes far beyond adapting the reality to people with disabilities, but to give possibility for everyone to carry out the proposed practice, whether or not they are disabled.

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