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THE TECHNOLOGY ASSISTIVE AS RESOURCE TO SCHOOL INCLUSION OF CHILDREN WITH CEREBRAL PALSY

Ana Cristina de Jesus Alves, Thelma Simões Matsukura
UNiversidade Federal de São Carlos, São Paulo, Brazil

The child's school life with major motor involvement at ordinary school has been discussed together with the possible strategies that can collaborate to the participation and learning of this student. One of the indicated strategies has been the use of assistive technology resources to benefit the performance of the pedagogical tasks and, consequently, help the child's apprenticeship. The literature of this field points the necessity of characterization through scientific studies the assistive technology contributions' in the writing and communication tasks inside the classroom. The objective of this study was to identify the effects in assistive technology use in the context of the cerebral palsy student from his perception, his teachers and his tutor. The participants were five students with cerebral palsy, motor levels IV and V - according to the Gross Motor Function Classification System for Cerebral Palsy - GMFCS, from ordinary fundamental school for cerebral palsy, users of assistive technology resource in communication and writing school tasks. The teacher and the main tutor of each student were also participants. The instruments used to collect data were the GMFCS, used to classify the motor level of the participants and semi structured interviews realized with the students, teachers and tutors. The data were analyzed starting with the technique of Discourse of the Collective Subject. The study revealed that the children, teachers and tutors who participated recognized the assistive technology resources as an auxiliary resource in production, participation and, consequently benefit the process of these students school life. Notwithstanding, the participants pointed some restrictions brought by the resource and its own context that the use of school inclusion is being realized.