

PARTICIPATION OF CEREBRAL PALSY CHILDREN ON REGULAR SCHOOL IN BRAZIL

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Introduction: The inclusion process of special need children enrolled in a regular school is still very limited in Brazil. The School Function Assessment (Coster et al, 1998) allows knowing the student development on his functional tasks that belong to his school environment. **Objective:** Investigate the participation of cerebral palsy children inserted at regular school on functional activities through application of the School Function Assessment (SFA). **Methods:** Ten teachers and their respective cerebral palsy students aging between 4 and 9 years old who belonged to public and private schools located in São Paulo state, Brazil, took part in this study. Part I of SFA (participation), which consisted in a test structured as a questionnaire shape, was performed and answered by the teachers. The score varied between 1 and 6, being what score 1 meant extremely limited participation while score 6 meant total participation. The following settings were evaluated: classroom, playground, transportation, transitions, mealtime and bathroom.

Results: It was identified low scores on participation, mainly in the bathroom (scores 2 to 3), transportation (scores 1 to 4) and transitions (scores 1 to 5) which indicated restriction in that aspect. The children presented difficulties to perform activities, like going the bathroom, handling clothes, flushing toilet, coming in and out from school transportation, and moving throughout school. It was also observed high assistance levels offered by the professors to perform those tasks and absence of environmental modifications, such as adapted bathrooms or vehicles as well as flattened land that let accessibility to schools. **Conclusions:** To make it possible an effective scholar inclusion of cerebral palsy children in Brazil it is necessary to enlarge investments so that schools might have a more adequate environment and more enabled teachers. **Contribution to the practice/evidence base of Occupational Therapy:** The School Function Assessment consists of an important tool to the functional evaluation of children with special education needs who are enrolled in regular schools. It might also be an important tool to the Occupational Therapist in his acting in a school and with a child.