

**SCHOOL INCLUSION IN BRAZIL. HARD WORK FOR OTS. VIEIRA C, ZAMBRONI P, BIM A, RINALDI C, BRESSAN D, DELEFRATE F, GRANVILLE M, BOMBONATO R OCCUPATIONAL THERAPY, CIARETIANO, SP - BRASIL**

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School inclusion of students with special needs has been the great challenge to the occupational therapists and all health professionals. Objective: This study aimed to prepare Brazilian children with special needs to the regular school. All children come from Philanthropic Foundation (APAE, Batatais) and has been accompanied by Occupational Therapy from 2004 to 2008. Fourteen participants, 7 with delays in neuropsychomotor development, ages 4-7 years, 3 with cerebral palsy, ages 5-9 years, 1 with behavior disorders, age 7 years, 1 with fetal alcohol syndrome, age 8 years, and two Down syndrome, ages 9 and 5 years were evaluated by play and participation in activities daily living. Results: all participants were prepared and engaged in a broader range of activities which are necessary to keep the maximum independence. In the beginning this year, they were accepted to the regular school. All participants have been followed by occupational therapists. CONCLUSIONS: neurological limitations from delays in neuropsychomotor development, CP, behavior disorders, fetal alcohol syndrome and Down syndrome may affect the frequency of a child's participation in activity in and outside of school. However, all participants may express levels of enjoyment similar to normal children developing their skills, depending on the child's needs and characteristics. The next phase, all children will be evaluated during school activities and occupational therapy support will be done.