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SCHOOL INCLUSION OF 14 CHILDREN OF APAE-BATATAIS WITH SPECIAL NEEDS FLORES-VIEIRA C, ZAMBRONI P, PEDROSO F, CARNAVAL C, BONARELLI V, BRAVO R, ARAUJO C. OCCUPATIONAL THERAPY CLARETIANO, BATATAIS SP - BRASIL.

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The educational assistance to individuals with disabilities has evolved and resulted in the proposal Inclusive Education. However, the school regularly shows lack of information about children with special needs, the erroneous perception of disability and mainly the inadequate training of professionals involved with the children. The study aimed to identify existing problems and propose alternatives that enhance adaptation and learning of the fourteen children with special needs of Philanthropic Foundation (APAE, Batatais), 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. The intervention qualitative analysis has pointed out to the school environment difficulties in establishing daily relations to the mental handicapped students. The preliminary results showed that professionals recognize the he types of disabilities of students with special needs to the most frequently identified (80%) Approximately 50% report that the presence these students at the school changed the way they see disability and the school regularly. Conclusions: The right to learn in the general educational framework is part of the greater right of people with disabilities to take part in communal life and its activities as full and equal members of society. Inclusive frameworks fall directly in line with the currently accepted educational approach - that it is essential for children with special needs to acquire normative behavioral skills, while at the same time it is necessary to create a more tolerant society.