GUIDANCE FOR GOOD RECEPTION PRACTICES FOR WHEELCHAIR STUDENTS

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Volta Redonda
2022

PRESENTATION

Hello, my name is Karla, I have in my family a wheelchair user and I was able to experience the problems she has been facing for many years. When I started my studies in the Master's degree in Teaching in Health and Environment Sciences at the University Center of Volta Redonda UniFOA, I could realize that this family experience was motivating to respond to a restlessness: how do wheelchair students in schools receive it?

I noticed the lack of bibliographic references that addressed, in a specific way, this theme. Thus, the motivation that led my research and preparation of this guide was born as a teaching product that can be used as a tool to assist educators to the best reception exercise. After all, the school should be welcoming and inclusive.

SUMMARY

1. INTRODUCTION

This Guide is the result of research conducted in the Professional Master's program in Teaching in Health and Environment Sciences of the University Center of Volta Redonda UniFOA and has as a motivating factor to invite professional's education, especially those responsible for school educational guidance and the pedagogical area, especially high school, in order to arouse interest in the school reception of wheelchair students. It is intended to support the educational orientation so that it can prepare the school environment and, in a specific way, the teachers in the exercise of school inclusion.

1.1 GETTING TO KNOW BETTER ABOUT ACCESSIBILITY

Accessibility is a theme that requires our attention, because it arouses several points of view because it treats the mobility of citizens, being an integral part of inclusion policies social. According to the Ministry of Education (2007), accessibility concerns the right of human beings to be able to come and go, guaranteed by Article 5, item XV of the Federal Constitution of 1988, which tells us: "it is free to get around in the national territory in peacetime, and anyone, under the law, can enter it, remain or leave him with his goods."

The term accessibility means ensuring spaces that have conditions of access to all people, regardless of their individual skills. Access to public places is a right of any citizen. Everyone has the right to live freely, as stated in Article 5 of the Federal Constitution (1988): "accessibility is seen as a means of enabling people to participate in everyday activities that occur in the built space, with security, autonomy and comfort" (MORAES, 2007, p.29).

According to Sassaki (2009), there are several types of accessibility, such as: attitudinal; architectural; methodological; programmatic; instrumental; transport; communications and digital.

A – Attitudinal accessibility: it concerns the perception of third parties without prejudice, stereotypes, stigmas and discrimination. All other types of accessibility, it is important to note, are related to esif item. Example: when directors, bosses and managers promote integration and awareness actions;

B – Architectural accessibility: when there is extinction of physical and environmental barriers within homes, public and private spaces, urban equipment buildings. Examples: ramps, elevators and adapted bathrooms, sidewalks with tactile floors, etc.;

C – Methodological accessibility: among the types of accessibility, it is also known as pedagogical accessibility and concerns the fall of barriers in teaching methodologies. Example: when teachers perform work and stimulate exercises focused on learning students with disabilities, either through the use of communication boards, enlarged or braille texts, through screen readers and/or *alternative communication-expanding software,* etc.;

D – Programmatic accessibility: when there is the objective of eliminating existing barriers in laws, ordinances, decrees, regulations and norms that prevent access to information, knowledge and application of actions and public policies that promote the inclusion of students with disabilities. Example: when laws, ordinances or decrees are created and approved that aim to advance the opening of vacancies for people with disabilities in higher education throughout Brazil;

E – Instrumental accessibility: aims to overcome barriers in utensils, instruments and study tools within schools and also in professional activities, recreation and leisure;

F – Accessibility in transport: aims to promote easy and safe access to public transport throughout the national territory. It is important to emphasize not only vehicles (buses or trains), but also stop points, sidewalks, terminals, stations and their available equipment. Examples: access ramps in bus terminals;

G – Accessibility in communications: concerns accessibility that promotes access to interpersonal communication (such as sign language), written communication in books, handouts, newspapers and magazines and virtual communication. Example: the presence of an interpreter in the classroom (according to the Law of Pounds and Accessibility Decree);

H – Digital accessibility: aims to remove barriers that can prevent access to digital communication, either due to difficulties in physical access to certain locations and also in relation to equipment and programs, as well as presentation of content and information in formats not accessible. Example: Digital accessibility is a reality, when there are bibliographic materials in braille or in audio formats for consultation of visually impaired people.

Accessibility does not only refer to physical spaces, but also refers to social aspects. Longitudinal accessibility, in particular, refers to the attitude that is driven in the removal of barriers. Thus, it should be considered as a dynamic process, as it accompanies technological and ethical-social development, changing according to the needs required by the time and by humanity (TORRES et al., 2002).

Faced with society that has difficulties in dealing with the accessibility of people with reduced mobility, the problem we raise is challenging, relevant and necessary, due to the situation of the accessibility of the wheelchair student, in the general set of spaces carried by him in the day-to-day. Following this reasoning, it is worth noting that the inclusion of social of the disabled is extremely important, demonstrating that it is not enough for the school to implement architectural improvements, it is necessary that there be changes in culture, including the human as an essential element. (PEACOCK, 2015)

Certainly, before arriving at school, there are many barriers of accessibility, such as sidewalks, public transport or school transport itself, spaces in the residence that, in many situations, is configured to the social classes of low or very low income. These are situations

most vulnerablely faced by those who have reduced mobility and move around using a wheelchair.

2. TARGET AUDIENCE

The proposal for this guide is to be a teaching tool, mainly used by educational advisors and/or pedagogical leaders of schools of different levels of education, in helping teachers, and the school community, for the reception of wheelchair students.

3. OBJECTIVES

The guide aims to support reflection on the need to welcome wheelchair students, through the process of training teachers, enabling the sector of educational orientation /pedagogical supervision to have an elaborate tool for this purpose.

4. ACCESSIBILITY AND THE STUDENT WITH DISABILITIES

According to Morin (2007), accessibility is related to citizen's mobility and is a topic frequently discussed in social media and academic debates, but many approaches are concerned with discussing the lack of physical accessibility in public places, without considering the aspects related to atheladinal accessibility.

We understand that it is the attitudes that enable the removal of empathic barriers to the perception of the other, allowing a look without prejudice, so that the inclusive process happens. In general, the life of a student with disabilities, in childhood, is already marked by exclusions, hostilities, including the denial of parents and, in adulthood, often do not have support from the family; thus, they depend on favors of others, leading them to suffering (BIRTH; BIRTH; MOURA, 2011).

More than a billion people in the world, around 15% of the world's population, have some kind of disability. It is noteworthy, in this amount that, around 1% of the total population or 10% of the disabled population, it needs wheelchairs, that is, about 65 million people worldwide (WORLD, 2010, 2018). The daily routine of a wheelchair is very challenging, especially for young people seeking specialization. Many of these young people need to live and study outside the home. It is worth noting that the simple fact of arriving at school and entering a classroom can be a great challenge, due to the accommodations generally not being adapted (JEFFS, 2009).

Therefore, when this wheelchair becomes a student, it needs teachers and educational assistants who understand their physical and emotional needs. Therefore, educational guidance should be in contact with parents/guardians, so that they can provide basic student information (HORN; KANG, 2012).

However, wheelchair students are sometimes not alone, as there are other segments of students with disabilities who also need reception. As we can see, when the school acts in this perspective, it is implementing what we can call inclusive education. According to Ainscow, Porter and Wang, (1997), educational institutions must restructure so that they can serve all students and make wider the possibilities of access to education, as well as social participation.

The authors highlight the importance of joint actions of managers and teachers, in the sense of organization, cultural and structural programming of the institution. In this perspective, both the institution and the teachers must modify their plans and activities.

But what is it to be a wheelchair student? Is it being recognized for the use of the wheelchair? The answer is no. Students use wheelchairs, but they don't sit on it all the time. In fact, for health reasons, they should be transferred from the chair to the floor, to the bathroom or other equipment, so that fatigue, discomfort and injury are preventable. It is necessary to change position for physical reasons and for the student to participate in classroom activities (GIANGRECO et al. , 2002).

The inclusion of these students in schools should be carried out without any kind of discrimination, so it is necessary to make architectural changes, aiming at the accessibility of all (AMBROSIO, 2009).

According to the LDB (1996), these students should be inserted in a regular school and, if necessary, with special follow-up, considering the cognitive capacity of the wheelchair student. (BRAZIL, 1996).

An inclusive school should offer refreshers to empower teachers, take into account the number of students in the classroom, make architectural improvements, offer teaching resources, among others. It should also be considered the opinion of managers and teachers who enable significant subsidies for understand the development of such projects, in view of the functions they occupy in the structure and functioning of the educational system (SANT'ANA, 2005).

The application of the principles of inclusion in Education requires revision in traditional pedagogical practices. There are goals to be met by all students and, considering a wide diversity of students' characteristics and needs, the school needs to make a huge effort to review their old beliefs, dogmas and practices; it also needs to make changes of different orders, to meet with competence all students with wide variation in their preschool experiences, special educational needs and other extra-class needs (OMOTE, 2008, p. 24).

There is no way to demand motivation on the part of the teacher, when there are serious problems of physical infrastructure, adequate material and specific training to deal with disabled students (BARRETO; SOUSA, 2004).

In addition to laws, resolutions, decrees or norms, for inclusion, students with disabilities, when inserted in a regular school, must find teachers prepared for specialized

support, so that they feel supported and safe (MAZZARO, 2008).

According to Mantoan (2003, p. 81), teaching from an inclusive perspective means resignifying the role of teachers, schools, education and pedagogical practices that are common in the exclusionary context of our teaching, at all levels.

5. ADVANCES IN LEGISLATION

There are many laws designed to meet the needs of students with disabilities, both in terms of accessibility and inclusion. Carvalho (2007) states that, despite this recognition present in laws, norms and/or other documents, there is no signof their implementation, considering that laws only become guarantors, when accompanied by effective actions.

Although the legislation has meant advances in accessibility, the wheelchair user, according to Tagliari et al. (2006), faces systemic physical barriers, related to the absence of services assisted by educational establishments and acitial barriers, which are prejudices.

According to the Brazilian Standard - NBR 9050 (ABNT 2004 *apud* Finger 2007, p.70), we find possibilities to express the concept of "accessibility" as "accessible", "adapted", "adaptable" and "adequate". Adaptable" as "space, building,

furniture, urban equipment or "element, the characteristics of which may be altered to make it accessible"; "adapted" is the "space, building, furniture, urban equipment or element, whose original characteristics were later altered to be accessible"; and appropriate is defined as "space, building, furniture, urban equipment or element, whose characteristics were originally planned to be accessible".

The NBR 9050 is a standard created in 2004 by the Brazilian Association of Technical Standards (ABNT) and was elaborated in the Brazilian Accessibility Committee, to establish criteria and technical parameters to be observed in relation to the design, construction, installation and adaptation of buildings, furniture, spaces and urban equipment to accessibility conditions.

After many demands, currently, there are laws, decrees and resolutions that guarantee the access and permanence of students with disabilities in the education system. According to Chapter III, Article 208, item III of the Federal Constitution of 1988, specialized educational care for students with disabilities should preferably occur in the regular school system.

It is noteworthy that laws 10,048 and 10,098 were regulated by Decree No. 5,296 of December 2, 2004, establishing general norms and basic criteria to promote accessibility for people with disabilities or reduced mobility.

Decree No. 5,645, of December 28, 2005, gives a new wording to Article 53 of Decree No. 5,296 of December 2, 2004: "Art. 53. The procedures to be observed for the

implementation of the technical measures plan provided for in art. 19 of the Law n. 10,098, 2000, will be regulated, in a complementary standard, by the Ministry of Communications" (BRASIL, 2005).

In accordance with Article 12 of Resolution No. 2, of September 11, 2001, establishing National Guidelines for Special Education in Basic Education:

> Art. 12. Education systems, pursuant to Law 10.098/2000 and Law 10.172/2001, must ensure accessibility to students with special educational needs by eliminating architectural barriers construction – including facilities, equipment and furniture – and school transport, as well as barriers in communications, providing schools with the necessary human resources and materials (BRASIL, 2001).

In the field of education, guides must be lowered on the sidewalk in front of the school entrance; surface paths accessible throughout the physical space within the school; wide doors in all rooms and other enclosures; wide toilets and accessible taps; good lighting and good ventilation; correct location of furniture and equipment etc. The corridors must be wide with high contrast indications; elevators and ramps on the way to the library enclosure and circulation areas, within the internal spaces of this enclosure, between the shelves and shelves, the tables, chairs and equipment (SASSAKI, 2009).

In summary, education systems, in accordance with law no. 10,098/2000, Accessibility Law and Law No. 10,172/2001, which deals with the National Education Plan, must ensure accessibility to students with disabilities, eliminating architectural barriers to urban development , including facilities, equipment and furniture , and in school transport, called architectural accessibility.

6. PROPOSAL: EMPOWER TEACHERS FOR THE RECEPTION OF THE WHEELCHAIR STUDENT

Generally, when it comes to training, a problem emerges related to the process that is established in this type of training, and that refers to the way one teaches. After all, any activity that aims to empower someone, that is, to make the person capable of something is inherently a teaching-learning activity. Thus, how to train teachers so that they become more capable for welcoming wheelchair students?

We believe that Ausubel's theory of meaningful learning can facilitate the teacher's learning process to better understand the concepts that formulate the knowledge and skills needed to work with wheelchair students. According to the author, one should start from the previous knowledge of the subject who is learning, since what he knows is very relevant for learning (AUSUBEL; NOVAK; HANESIAN, 1980).

Significant learning is the process of interaction between new information acquired by the individual and the relevant knowledge structures he already has (AUSUBEL, NOVAK;

HANESIAN, 1978). After all, all teachers have some previous knowledge about disabilities, for some kind of experience, whether family, media, some academic background, everyday life.

For this learning model, these experiences should be brought to the school to be discussed, so that they serve to anchor new meanings to the contents about the inclusion and the necessary reception of students with disabilities and, in a specific way, to the objectives of the desired training: the reception to the wheelchair student.

7. METHODOLOGY PROPOSED BY THE GUIDE

As a methodology, we propose that the educational advisor organize his training work, considering the relevance of his/her attributions and competencies. To illustrate, the educational advisor should remember that the dynamics of his work implies multiple relationships and, among these, there are those pertinent to the preparation of teachers to help the development of competencies related to the reception of students. In the case of the proposal we have outlined, the advisor can guide the teacher's training for the reception of wheelchair students, discussing with the teachers what aspects they consider fundamental for the best reception.

7.1 POSSIBILITIES OF ACTIVITIES FOR TEACHER TRAINING

7.1.1. Activities related to school architecture

A – We know that education professionals, when they develop their activities in a school, adapt their tasks to the school architecture. Of course, there are architectural structures as varied as possible, some are new and meet the updating of legislation on safety and accessibility standards, others, however, lack accessibility for various reasons, such as the overturning of historic buildings or the negligence of the managers themselves.

Although architecture is a problem for the development of educational activities based on welcoming and ensuring accessibility to wheelchair students, teachers cannot feel without the degree of responsibility that falls to them in relation to the pedagogical work they should, as far as possible, develop.

It is not required of the educational advisor, to make an evaluation of the school architecture, but that together with the teachers and the school management know at least the guidelines of the Brazilian Standard - NBR 9050 (ABNT 2004), which concerns the models of adaptation of the architectural structure, seeking to identify what it is necessary to be done for the best reception of wheelchair students. Surely this type of awareness can greatly help in the conquest and guarantee of the rights of people with disabilities in having prepared and welcoming school spaces.

B - To propose to teachers to experience the situation of wheelchair users, so that most of them face this experience, for a minimum period of 30 minutes at school, on alternate days, and record their experience in a data collection form, photographic record, filming, etc., depending on the preparation of a portfolio.

Therefore, we started our proposal earlier, starting from the recognition of the architecture of the school. This activity should raise the weaknesses related to welcoming the wheelchair student, because there are aspects of daily life that teachers can perceive better, since they live directly with these students and can listen to them more considerate.

The activity that allows teachers to experience the difficulties of a wheelchair student seems crucial to us. That the advisor organize a sensory laboratory, in which teachers can walk, as wheelchair users, the school environments: classroom, bathrooms that have accessibility, corridors, cafeteria, library, laboratory, access to the courtyard, court, entrance of the school and the secretariat.

C - Based on the experience acquired under the simulation of the difficulties faced by a wheelchair student, from the evaluation of the school's architecture, the activity that can be a consequence of this experience is the creative exercise, based on the discussion, "mental storm", with listing scripture with the record of all possible proposals of pedagogical activities emerging from teachers, regardless of the disciplines they teach. We know that most of the subjects are developed in the classroom and that many teachers have difficulties in elaborating tasks that allow the inclusion of the wheelchair student, hence the sense that a task of this nature can effect.

It is precisely in this context that we indicate Ausubel's significant learning theory, in which it is assumed that all teachers have some prior knowledge about the which is a disability, but now they should learn about it better, anchoring new knowledge to the previous knowledge they had.

7.1.2. PEDAGOGICAL ACTIVITIES OF INCLUSIVE NATURE: Using Physical Education Classes in High School as an Example

We understand that school Physical Education aims to train critical and reflective citizens, but who recognize the potential of the body itself and use it as a means of social interaction. More than games that fuel the competition, the inclusion of wheelchair students should be guided by cooperative games. If they are contextd, these games can contribute to human formation, that is, to the learning of values, norms and attitudes such as: respect, solidarity, friendship, autonomy, so that students develop and learn to live together in society (PEREZ GALLARDO, 2003).

For Brotto (1997), in cooperative games, group work is valued and respect for the other becomes fundamental. Everyone comes in with the same chances in search of a

common goal, regardless of the physical conditions and skills that the student has.

Brown (1995) discusses cooperation structures as a necessary condition to transform the inequalities generated in the social sphere in human relations. Dessa way, a reflection arises about victory, defeat, importance of group work and its moral values, showing that teachers have much to teach through different procedures aimed at cooperation.

The game, in this way, also expresses the culture of civilizations, because the act of playing is loaded with meanings and meanings. We can understand that it is created and interpreted according to the culture in which it is inserted, because, for Venâncio and Freire (2005, p. 141), "the game is born from its complete interaction with culture".

Thus, school Physical Education, aiming to socialize and systematize the knowledge of body culture historically constructed and understanding the pedagogical power that is in the games, should enable the student to recognize, recreate and resignify different body practices. The physical education teacher, nesse sentido, has the role of rescuing the ludicity of competitive games and transforming them into playful games with a high degree of cooperatives, valuing the human being as such, thus appropriating means that the media itself does not work, because, for Soler (2002), unfortunately, society values what is conveyed by the media and the "losers" people are considered, often less capable, leaving fundamental human values in the background.

Montagner, Souza and Scaglia (apud Venâncio and Freire, 2005) discuss that, by bringing competitive sport to the school environment, there is a misunderstanding of the differences and possibilities of pedagogical intervention. Therefore, the teacher should know how to work with the sport of the school, because we can not only ignore the problem of competition, but we should use it as a means of social transformation, mischaracterizing the competitive emphasis and transforming practices into playful and cooperative activities in classes.

7.1.3. Cooperativogames in High School

According to data from the National Curriculum Parameters of High School (PCNEM), seventy percent of students in this teaching segment are excluded from school Physical Education classes. This scenario raises several reflections in the sense that the area of knowledge aimed at the critical appropriation of body culture has been denied to most students in this stage (BRASIL, 2000).

The same document also discusses that it is the task of the Physical Education teacher to value all students, regardless of their social class, sex or skill level, promoting the discussion of controversial topics and their meanings, among them, prejudice, discrimination and social exclusion (BRASIL, 2000).

Cooperative games are group dynamics that promote, as the name says, cooperation, team spirit and mutual help among team members. The aim is to help create a culture of partnership, in which people do not participate to win, but for the whole process that leads to the common goal.

These games in daily pedagogical life can develop a series of cognitive and, mainly, socio-emotional skills in students. The aim is to make colleagues see themselves as allies, not adversaries, recognizing that everyone's role is essential to victory. In this sense, many cooperative games do not even have as a final result a winning person or team. It is common that only the game process is the focus.

It is with this look that cooperative games can be worked on in school Physical Education in high school. According to Brotto (1997), it focuses essentially on mutual respect, abdicating any forms of discrimination, because in games everyone has their social function. However, Mattos and Neira (2000, p.82) reflect on the role of the school, stating that it has reinforced "the values of society and that the feeling of inferiority, submission, respect for the established order and the learning of each one by himself, competition and individualism are values imposed by certain pedagogical practices".

However, it is essential to discuss that the results of a work with cooperative ames are neither immediate nor direct, linear. These are aspects to be developed in the long term and that do not guarantee that cooperation itself will take place. It is necessary for the Physical Education teacher to encourage students to critically reflect on the values implicit in the body practices they experience in their daily lives, making young people recognize themselves as agents and transformers of their culture.

According to Mattos and Neira (2000), the sport that values exacerbated competition leads the student to adapt to capitalist society, because it does not form critical awareness or sensitivity to the reality that surrounds him. The authors argue that by appropriating high-performance sports and reproducing them in schools, we will reinforce capitalist values, which would be considered normal and desirable for society as a whole.

Thus, according to the authors, it would not be possible to have collectivism and cooperation, nor even the discussion of strategies that guarantee the participation of all, because the teacher would be busy presenting the official rules of professional sport. Exclusion would be predominant in classes and few students would be likely to participate.

Oliveira (*apud* Correia, 2006) states that it is not a question of eliminating the competition and even less the sport of physical education classes. It is important to enable its resignification, building other meanings and meanings, rethinking the values of exacerbated competition and how much can be a harmful factor, based on the logic of winning at any cost. We can, with emphasis on ludicity and cooperation, find ways to include students in school Physical Education classes in any teaching segment.

7.1.4 Suggestions for some cooperative games for pedagogical practice

Next, we propose some **games that** can be easily inserted in the teaching-learning process of the wheelchair student in the interaction with other students in physical education classes, particularly in high school, always the teacher's help:

1) Pass the hula hoop

The students hold hands and join in a wheel, one of which is with a hula hoop. The challenge of the game is to pass the hula hoop to the colleagues without letting go of the hands, using other body movements. This game can stimulate motor coordination, concentration and the ability to think of new simple ways of solving problems.

2) Wireless phone

In this activity, students sit on wheels or form a row. The first person should say a sentence in the ear of the one next to him. Each will repeat the same sentence in the ear of the next until he reaches the last one, who will speak aloud what he heard. The fun of the joke is to realize how the phrase was different from what it was originally, what works concentration, memory and creativity.

3) Human knot

In the human knot, students should hold hands with their classmates, intertwining their fingers. However, there are some rules: the student cannot hold hands for what is next to him or her, and also cannot hold both hands of the same colleague. The game comes to an end when all students form a circle, without letting go of their hands. Although a bit complicated to do, this game forces students to cooperate with each other and to spontaneously coordinate the physical space.

4) Collective storytelling

Well appropriate for all ages (not just for underage children), collective storytelling works as follows: students sit on wheels or in a way that everyone can see themselves in. The teacher begins to tell a story with a simple beginning, as "once and again, in a distant kingdom...". The task of the students will be to continue the story, each at a time. The class can decide a limit of words or time for each to tell their story. This activity causes the construction of the narrative to be done collectively, developing creativity, imagination and the ability to improvise.

5) Cowboy hooker

In a block or open space, students should spread. The teacher can choose one of the students to be the Cowboy, who must walk with a hula hoop on the waist (simulating a horse) and another on the arm (simulating a rope), going after the colleagues to try to "tie them". Students who are squealed should take two more hula fares and do the same as the first Cowboy, helping him capture the rest of his classmates. This activity works the concentration, motor coordination and teamwork, mainly of the Cowboys.

Cooperative games will not always be fully adequate to depend on the teacher's intention with that activity. Each game works different aspects, and can be more or less active, and more or less appropriate to older or younger classes. It is up to the educator to define precisely what will be the pedagogical need that he should meet.

6) Lift balloons

Fill some balloons with air and separate students into groups of up to 5 participants. The goal of the game is not to drop the balloon. With this game, students develop collaboration and interaction with the group.

7) Bol Sheet

In this game, the main objective is the interaction of the group to control the ball and throw it in the basket. The members should be positioned at the ends of a sheet so that they can control the ball on top of it. The team's mission is to hit the ball in a basket.

8) Collective design

The idea that involves this game is to stimulate the collectivity in a playful way. How does it work? The group must make a collective drawing, each draws a part, interacting with each other, until it forms the image.

9) Wireless drawing

Just like the wireless phone, in this game students must form a row, each with a paper and a pen in hand. The paper should be supported on the child's back in front of him.

The first in the row starts the game by drawing. The student in front of you will try to reproduce the drawing only by feeling the pen's movements. The dynamic goes this way to the last of the queue. The fun of this game is to realize how the drawings were different from the "original". The game stimulates creativity, the playful side and the interaction of the participants.

Important!

In the case of wheelchair students, for each of these suggested cooperative games, it is good to clarify that teachers can request assistance, if necessary, from a classmate to push the wheelchair during the performance of the task and/or perform it jointly.

In this context, cooperative games, as well as other activities related to socio-emotional education, are based on learning through a motor-logical development. The pedagogical principles of cooperative games are inclusion, collectivity, mutual respect and integral development.

In today's world, we live in the multicultural context in which conflicts happen all the time. According to Brotto (1997), cooperative games come with the intention of uniting in freedom, creating environments of friendship permeated by ludicity. The author points out that the game becomes a consequence of our actions, visions and relationships, and that cooperative behavior is a fundamental aspect at any stage of life.

Above all, cooperative games represent a resumption of contact between person, nature and space, exploring all senses and stimulating affection. It is one of the initiatives of biocentric education, a way of educating that is centered on valuing human diversity, emotional intelligence, creativity and physical movement.

We present below, the survey of some proposals that have already been tested and that are available on the internet on platforms such *as YouTube*, or that have been proposed in scientific articles.

7.1.5 . Possibilities of some inclusive activities at school

We list some activities that can inspire the performance of teachers with wheelchair students:

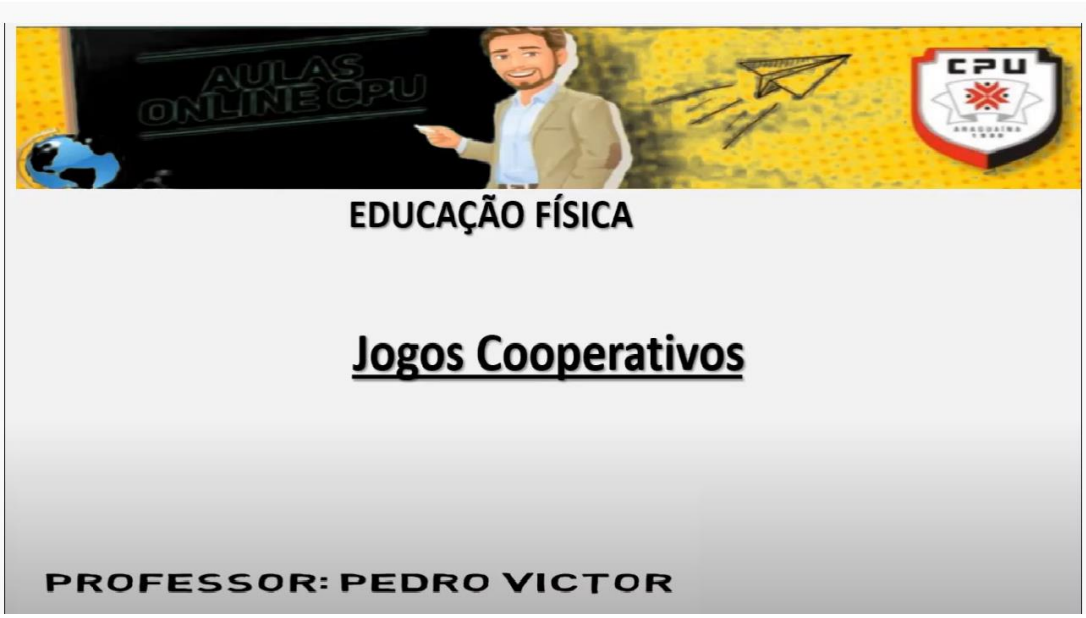
a) Theatrical activity with dance in which the wheelchair students will participate being assisted by their colleagues. Students will sing and dance creatively and spontaneously. They will praise each other as a way to highlight their qualities.

NOTE: The focus of this activity is to bring integration in the school environment and perform work with these students, allowing their limitations not to exclude them, so that everyone had theopportunity to show their creative side. It has a bond of communication and approximation in the real sense of inclusion, which is equality.

Get inspired by the video: https://youtu.be/jyWCDHUQf0M

b) Cooperative Games - High School

NOTE: Initiative involving Physical Education teachers



Get inspired by the video: https://www.youtube.com/watch?v=8p6uSxZd5gw

c) Circuit Activity: the student wheelchair, with the help of a colleague who pushes his chair, zigzags between the cones that are scattered around the court. The wheelchair student uses the broom to carry the ball to the goal position, using the same broom to kick the ball. Soon after, through an adapted basket on the goal post of the court, the wheelchair student throws the basketball to make the basket and the classmate assists him, catching the ball with each attempt.

Get inspired by the video: https://youtu.be/0GpgUQplARU

d) Activity that encourages students to know the reality of wheelchair users: through sport, through this activity, students can experience, in practice, the daily situations of a wheelchair user.

NOTE: An initiative that involves teachers who want students to know some of the difficulties of those who live in a wheelchair. The work is done with the help of teachers.

Get inspired by the video : https://youtu.be/V1HGefaul8M

e) Seated basketball: first, the teacher must split the team blue ribbon and yellow ribbon. After the split, all should be sitting on the floor, passand walk the ball to each other and throw in an improvised basket inside the classroom or on the court.

Get inspired by the video: https://youtu.be/532Q16H7IFs

To assist in this planning, we **have listed some inclusive outdoor activities** that can be worked with all students.

Check:

1. Playing with shadows

To develop body movements and activate students' curiosity, the suggestion is to play with shadows. In the school yard, for example, students can play different catch-up, in which one must run to catch the shadow of the other. It is also possible to play theater with images projected on the walls by hands and other objects and even create stories using alphabet and word templates.

2. Directions box

In this activity, students should feel the elements of nature and describe them to their peers. To do this, drill two holes in the side of a cardboard box, so they can put their hand inside. Inside the box, deposit stones, leaves, branches, or a handful of dirt. The intention is for students to explore their senses during play and tell others what they are finding in the box.

3. Sitting volleyball

Sitting volleyball is an adaptation of the modality for students with reduced mobility. Students are divided into two teams and, sitting on the floor, must pass the ball from side to side in the intention of making points. Rules can be changed according to the needs of the group. The important thing is that you have fun and discover there a new way of playing.

4. Sensory pega-pega

In this game, the students must be blindfolded and one of them chosen to be the "catch", who must be guided by the sound of the students to find them. There are a few options for making the identifying sound. Students themselves can make noises with their bodies, can use musical instruments or other objects that make sounds. The goal of the activity is for everyone to experience the sensation of using the other senses when they are without vision.

5. Challenges in the sand:

The idea of play is to provide a sensory and challenging experience to students. Sitting in the sand, they should be encouraged to perform various challenges in that space. Ask them to create geometric shapes with their hands, build a path, or until they find previously hidden toys. The activity stimulates the development of motor coordination, creativity and teamwork between them.

Important!

During the activities, be careful to make all students feel comfortable and integrated into the game. Avoid competition situations and ensure that everyone has their own time respected. It may take a little longer for one student to take a while, but this should not be seen as a problem. In addition, always encourage help among colleagues. The wheelchair student can and should be assisted by another colleague during the proposed activities.

8. FINAL CONSIDERATIONS

The benefits of games and activities are broad precisely because they offer the necessary support for the development of all other skills, both socio-emotional and cognitive. Betting on cooperative games is to bet on a more humane, more inclusive and integral education.

It is up to the educator to make the coexistence with his students as humanized as possible, especially with the wheelchair students, thus awakening respect and equality. However, the paradigm shift from looking at a disabled student does not happen overnight and in the middle of this path, the family and teachers have many doubts.

The elaboration of this didactic-pedagogical material aimed to contribute so that

professionals who work in the Education Guidance and pedagogical sector of high schools and/or other Basic Education Institutions can guide their teachers to welcome wheelchair students.

Thus, we aim for the didactic-pedagogical material developed to be used by educational advisors and/or pedagogical leaders of the schools, who can act as multipliers of the proposal to assist, in a special way, teachers who work with wheelchair students, aiming at teacher training so that they feel safer when dealing with such situations, which will contribute to the inclusion of these students in schools.

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