

The view of the physical education teacher on the inclusion of students with disabilities in schools of the municipal education network of Rio de Janeiro



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ABSTRACT

Inclusion is a theme that has been gaining importance in recent decades, especially when we refer to people with disabilities who have been stigmatized and suffered prejudice throughout

history. This data serves to ratify that there is an ongoing inclusion process, demanding from schools an ability to organize themselves to receive these students. The present study has as general objective to investigate how the process of inclusion of students with disabilities occurs in schools of the municipal education network of Rio de Janeiro under the perspective of the Physical Education teacher. We used the qualitative approach, which studies subjective aspects of social phenomena and human behavior in specific groups, providing the creation of new approaches, review and elaboration of new concepts and categories during the investigation. For data collection, an observation script was used, a semi-structured guided interview, which was supported by an interview script. Participated in the research 12 Physical Education teachers who work in regular classes of 4 municipal schools in Rio de Janeiro, within the scope of the 2nd CRE (Coordination of Education). We use the Yin cycle in data analysis. We conclude that teachers aspire to training with a more inclusive approach, in addition to regular continuing education. We also highlight the importance of improving the school's infrastructure and the provision of specific material to better meet the specificities of students. Flexible planning and the offer of diverse activities that minimize competition and favor cooperation were also cited as strategies and gained strength in the teachers' discourse. Inclusion is everyone's responsibility, not limited to the teacher, mediator of the process. In the case of Physical Education we highlight the need for a special look at the specificity of the environment, which is based on emotions and movements.

Keywords: School Physical Education, Inclusion, Municipal Schools.



1 INTRODUCTION

The sciences of pure and simple facts produce men who only see pure and simple facts (Husserl apud DARTIGUES, 1992, cited by BRACHT in his chapter "Physical Education, scientific method and reification, 2015).

The above epigraph serves to justify our choice for the topic under discussion: the educational making of the authors who write it. They are not facts pure and simple, because discussing school and inclusion is not simple in our society. Maybe it's not simple in whatever society it is, but it certainly isn't in ours. In addition, we do not intend to use far-fetched language and much less airtight. We will try to discuss 'the facts' using arguments that put us in synergy with our fellow teachers, in a very equal way! We believe that the importance of content does not demand 'searching' in the form of dialogue. Continuing, and perhaps more importantly, we argue that theory and practice should go together and not apart as some colleagues think. Many of us are distancing ourselves and missing out on opportunity to dialogue with the teachers who are in front of our students, and those who need us for the process. Therefore, we fully agree with Bracht (2015) quoted below.

Thus, what we do next is to argue that this process has led to a situation in which scientific practice within the scope of what is still mostly called physical education, tends to be a reified practice and disinterested in the discussion about its own meaning. The consequences are that the production of scientific knowledge has little dialogue with the intervention, and even when this happens, it does so from a supposedly superior position, from which it intends to 'guide' the practice, considering it a mere 'application' of scientific knowledge (p.2).

In the introduction of their article on "Teacher pleasure and suffering in the processes of school inclusion", Smeha and Ferreira (2008) point out that the school has undergone significant transformations in order to adapt to the needs of an increasingly diverse society (p.38). In addition, throughout the introduction the authors also point out that the inclusion process should be studied since it is a process, which to be effective, must be related to the role of the teacher's teaching and the feelings experienced by this teacher, since it is not an easy process to be carried out.

In the development of the research the authors report the way that qualitative research is organized, so as to be able to listen to the teachers who are concretely involved in the process. Thus, the semi-structured interview is the tool used to capture the feelings of teachers. In these interviews, it was clear to the authors how affectivity and feelings, specifically the suffering experienced by teachers, is determinant and distressing. "It is also important to point out that it is not only the inclusion process that is responsible for teacher suffering; many are prone to stress due to their own personal experiences and the demands of contemporaneity, which can be intensified due to the disability of the students included (SMEHA and FERREIRA, p.46, 2008).



For all our arguments above, we can say that inclusion is a relevant topic that has attracted discussions in the field of Brazilian education. The approach to the theme represents a concern in the school environment. For Chicon and Siqueira (2016), "the school needs to rethink its structuring, and this requires changes and a new organization of the educational system to receive, in the regular network, students who were previously in classes and in special schools" (p.48). To get an idea of the relevance of the theme, and how families with children with disabilities have sought schooling, let's look at the following numbers:

The percentage of students with disabilities, autism spectrum disorders, or high abilities enrolled in ordinary classes has gradually increased for most stages of education. With the exception of EJA, the other stages of basic education have more than 90% of students included in ordinary classes in 2022. The percentage of students included in 2018, in elementary school, was 88.5% reaching 91.4% in 2022.

Source: School Census of Basic Education - Technical Summary - INEP (2022)

The process of school inclusion has been the object of reflection and studies in the context of Brazilian schools. The publication of the Brazilian Law on the inclusion of persons with disabilities (Law nº 13.146, 2015) corroborates this discussion, evidencing the principles of establishing an inclusive society. Faced with this reality and seeking to develop a work that facilitates the process of inclusion and ensures the included student and the others, an effective participation that promotes the development of their potential, and stimulates cooperation and integration, the teacher has to have a more accurate look at the subject, denoting knowledge and experience to deal with this new reality.

To reach all students it is interesting that the differences between them are considered, and not evidenced in their inequalities. The differences exist and should not be denied, but understood and respected (NASCIMENTO et al., 2007). It must be considered that individuals are different, and efforts should be concentrated on rescuing the potentialities of each one, as an individual and as a member of the group.

The inclusion in Physical Education shows us that during the last decades, in Brazil, people with disabilities were on the margins of this area for not having certain skills, not taking into account the human diversity present in the educational context (TOLOCKA, 2008). However, if on the one hand Physical Education is still characterized by selective and segregating practices, on the other hand it presents itself as a promising discipline for school inclusion (FALKENBACH, 2010). Sharing the same thought, Rodrigues (2003) understands that Physical Education presents a great potential for the construction of an inclusive education by presenting, among other factors, a lower rigor in relation to the contents that can be worked allowing a curricular differentiation, which tends to generate greater possibilities of participation of students with difficulties in responding to very strict requests.



Understanding the importance of Physical Education as a tool for inclusion, and of the teacher, as a driver of this process, it is important to reflect on how their training has been. This is a continuous process that involves theoretical and practical knowledge in the search for a qualification, for a better obtaining of pedagogical practice, meeting school needs. To meet the principles of inclusion, the training of teachers should be rethought giving them the opportunity to know and expand their knowledge, to better understand what inclusion is and how to work in this perspective. Therefore, it is important to invest in the training of teachers who are able to understand and develop the welcome to diversity, providing opportunities for new practices and planning classes in line with the needs of students.

Aguiar and Duarte (2005) in their studies discuss the pedagogical training of the Physical Education teacher and point to a direction in the development of physical capacities and skills. Based on this vision, the sports and competitive culture, historically dominant in teacher education, ends up hindering the inclusion of students who do not fit this profile where physical and technical performance is valued, privileging few students.

Many of the proposals for activities made in Physical Education are based on competitive culture and are easily observed in schools. When these practical activities developed in the class ignore the principles of inclusion, they end up disfavoring cooperation and not valuing diversity, which can cause students a certain frustration. This competitive culture constitutes a source of exclusion and can create a barrier to inclusive education (AGUIAR and DUARTE, 2005). According to Chicon (2008) when there is a student with a disability in the physical education class, depending on the way the teacher conducts the discipline, it becomes feasible to legitimize the exclusion of this student in class activities.

The teacher at the center of this process has an important and difficult role, to define the best way to promote inclusion through his work involving the whole class, which in general, is overcrowded, a reality that I feel on the skin, over almost two decades teaching in some municipal schools of Rio de Janeiro. This excess of students in the class makes the teacher unable to control the entire process of development of these students with disabilities, masking possible evolutions and eventual failures, leaving us distressed. In fact, the emotional aspect of our educators is often neglected because we are seen as a "machine" and we cannot fail. According to Faria and Camargo (2018), there is no concern in emotionally preparing professionals for the new work that is required of them.

Given what was exposed, our research has as general objective, to investigate how the process of inclusion of students with disabilities occurs in schools of the Municipal Education Network of Rio de Janeiro, under the perspective of the Physical Education teacher.



1.1 SPECIFIC OBJECTIVES

- i. Check with the Physical Education teacher, if the academic and/or continued training was sufficient to support their work with students with disabilities.
- ii. To investigate the conceptions about the inclusion of Physical Education teachers in some schools of the Municipal Network of Rio de Janeiro.
- iii. To investigate the difficulties perceived by the teacher in the inclusion process.
- iv. Identify feelings and/or motivations that mobilize teachers in the task of including students with disabilities.

2 LITERATURE REVIEW

In order to broaden / deepen the discussions on the theme of this research we conducted a narrative literature review that sought to present the main points related to the research in question. In this way the author was free to discuss through several articles found those that had content that would be relevant to the understanding of the proposed objectives. To this end, the theoretical foundation on the theme of the research began with the search in the databases Scielo, Lilacs and Portal Periódico da Capes. The following keywords were used: Inclusion, Physical Education, School and People with Disabilities.

In addition to the search in the database, complementing the theoretical foundation, some books were selected, duly cited in the references, which contributed to support the research.

Analyzing the various publications that deal with the theme of the inclusion of people with disabilities, it is observed several nomenclatures with which these people were called throughout history, showing how they were seen by society. The change in terms follows the evolution of the treatment aimed at these people until the present day, which has gained more visibility in the face of the inclusion process. Currently the term people with disabilities is used. This is part of the text of the Convention on the Rights of Persons with Disabilities, adopted by the UN in 2006. The use of this terminology sought to show with dignity the reality of disability, not hiding or disguising it, valuing differences and defending equal opportunities for these people, among others (SASSAKI, 2013).

Sousa (2019) points out that in Brazil, care for people with disabilities began at the time of the Empire, with the creation of two institutions: the Imperial Institute of Blind Boys, in 1854, now the Benjamin Constant Institute – IBC, and the Institute of the Deaf Mutes, in 1857, today called the National Institute of Education of the Deaf – INES, both in Rio de Janeiro.

According to Nascimento (2014) from the 1970s began the demands through mobilization, of parents of children with disabilities, who wanted spaces in regular schools for their children. This movement resulted in the right to free public education for all children with disabilities. Neto et al. (2018) pointed out that not only parents, but also professionals began to claim and pressure society in



general, in order to guarantee essential rights and avoid discrimination. Even with the access guaranteed by law in regular schools, which represented a great advance for equal rights, it was still not enough to effectively promote their development. The attendance to people with disabilities in regular schools was restricted to special classes, so that they did not meet a perspective of inclusion.

The 1990s represented an advance and a paradigm shift from the conception of school to an inclusive education, which consists of political, cultural, social and pedagogical actions that promote the right of people with disabilities to be together, learning and participating, without any kind of discrimination (UNESCO, 1994; RODRIGUES, 2003).

For Carvalho (2007) apud Neto et. al (2018), Inclusive Education can be defined as the practice of inclusion of all, regardless of their talent, disability, socioeconomic or cultural origin. The proposal of Inclusive Education translates an old aspiration, if properly understood as good quality education for all and with all, seeking means and ways to remove barriers to learning and to the participation of all, indistinctly. The act of including is a lesson in citizenship and respect for others.

UNESCO - an agency of the United Nations (UN) that seeks to promote world peace through education, culture and science - sees inclusion as "a dynamic way of responding positively to the diversity of students and of looking at individual differences not as problems, but as opportunities to enrich learning" (UNESCO, 2005, p.9).

With regard to an inclusive school for all, UNESCO (2005) understands that this:

[...] It should focus on flexibility and variation, both structurally and at the content level, with the aim of giving each student a relevant education and good opportunities for their development. The characteristics of "a school for all" include the exercise of flexibility according to the individual capabilities of the students, giving priority to their needs and interests. The school for all is, therefore, a coherent but differentiated place of learning. All the knowledge and experience about children's development says that they can improve in a diverse environment where participation and cooperation are encouraged. (p. 14)

2.1 PHYSICAL EDUCATION AND INCLUSION IN SCHOOL

Physical Education as a curricular component of the basic educational system aims to build knowledge about the body and its possibilities of movement, considering the multiple human dimensions, such as affective, biophysical and psychological, in addition to the historical, social, cultural and political-economic context in which it is inserted. For the performance of this function, the teacher was tasked with preparing classes that allow the participation of all, adapting the activities in order to stimulate the potentialities of each student, regardless of the differences they may present (COLETIVO DE AUTORES, 1982; BRAZIL, 1998).

According to Sasaki (2006) inclusion is constituted as a process by which society reorganizes itself, in several dimensions such as human, structural, political and others, to welcome and empower people with disabilities in society. And Physical Education assumes a relevant role in the inclusion process, given that through its classes it is possible to work with the student in their integral



development, that is, in the motor, cognitive, human/social and inclusive aspect, contributing to promote significant changes in the lives of these people.

In order to promote inclusion, school physical education should focus on students and thus develop the skills of all, giving them access to the proposed contents, ensuring full participation and adopting appropriate strategies that avoid exclusion. Enabling the participation of all is very important and according to Silva, Seabra Junior and Araújo (2008) some actions to be taken by teachers, are determinant for this to occur, such as: favoring learning by giving opportunities and adapting activities; guide learning; instruct and give feedback during and after the activity; stimulate participation; encourage and engage students by being accessible to dialogue. The interaction of students with and without disabilities is fundamental in the inclusion process, since everyone benefits. This experience changes the worldview of those involved and develops values such as empathy, tolerance, respect and solidarity.

The historical process of structuring Physical Education as a curricular component is based on the learning and execution of motor skills. The practice in the school is still based on the development of traditional curricular contents, such as sports modalities, especially Handball, Volleyball, Football and Basketball. Inclusion provokes school physical education to offer more significant and relevant content, expanding the possibilities of participation and development of students (ALVES and DUARTE, 2019). It is undeniable that sports content activities end up being exclusionary as the most skilled students end up becoming protagonists in the games, monopolizing the classes. Activities that do not involve competition, such as cooperative games, recreational activities, popular games and dances, for example, have a more inclusive character. Cooperative games seek the formation of more human values, because they are based on cooperation, acceptance, involvement and fun, with the purpose of changing the characteristics of exclusion, selectivity, aggressiveness and exacerbation of competitiveness prevalent in society and traditional games (CORREIA, 2006). In cooperation the feeling of empathy is refined, and the students put themselves in the place of the other, thus being able to perceive their limitations and possibilities, helping each other.

The inclusion of students with disabilities in Physical Education classes presents some difficulties that go beyond the content as pointed out by Ramos et al. (2015), and extend to the unpreparedness of the school to receive them in relation to the physical space, lack of training of teachers, distancing from the pedagogical project of the school, lack of support from the Direction, high number of students in the classes, insufficient time for the preparation of inclusive classes etc. Falkenbach and Lopes (2010) indicated in their research that the difficulties to include could be beyond the working conditions, more precisely in the unavailability of part of the professors to accept changes, reflect and modify their conduct, as well as the lack of interest in deepening the studies and establishing a dialogue with colleagues. For Mantoan (2003), "most teachers have a functional view of teaching



and everything that threatens to break the scheme of practical work that they have learned to apply in their classrooms is initially rejected" (p.40). This recognizes that educational innovations such as inclusion cause a certain discomfort to teachers who resist and remain imprisoned to their experiences and knowledge acquired in the course of their professional lives. We believe it is important that teachers leave their comfort zone and seek to expand their knowledge, contributing to professional growth.

Teachers complain about weaknesses in their academic and continuing education. A recurring complaint of PE academics and teachers already graduated is that in the training process, they had only one discipline focused on the Physical Education of people with disabilities. The latter privileges theoretical contents to the detriment of practice. The studies by Aguiar and Duarte (2005) corroborated the teachers' complaint and found with the participants that 97% indicated that the participation of students with disabilities in regular physical education classes was important, but it was noted that almost all of the teachers interviewed stated that they did not have the knowledge to carry out the process of inclusion in the common school. The difficulties pointed out raised discussions that with the support of the literature, actions were suggested to Higher Education Institutions and their teachers, ranging from involving the other disciplines of the curriculum with the theme people with disabilities, to organizing lectures for people with disabilities to report their experiences, stimulate visits to institutions that serve people with disabilities, provide the opportunity to carry out an internship within the discipline; set up a program in the discipline that is closer to the reality of a school, which includes students without disabilities and students with the most varied disabilities, in addition to students with Global Developmental Disorder and with High Abilities/Giftedness, in addition to partnering with institutions that offer internships (CRUZ, 2008 apud FIORINI and MANZINI, 2014). In general, it is essential to invest in teacher training and regularly stimulate and promote their training, aiming to prepare them in the best possible way to effect the inclusion of all.

3 METHODS

Qualitative research guided the study in question, because according to Thomas, Nelson and Silverman (2012), "it is a systematic method of investigation and, to a considerable extent, follows the scientific method of problem solving, although there are deviations in certain dimensions. Instead, more general questions are used to guide the study" (p.36). As the data is revealed there is an inductive process of hypothesis and theory development. The researcher is the protagonist in the collection and analysis of data, participating intensely in the whole process.

In addition to the qualitative approach, the research is classified into descriptive, applied and field research.



3.1 STUDY DESIGN

The research was conducted with PE teachers who work in the municipal network of RJ, specifically in the 2nd CRE (education coordination). This CRE has 154 schools, among which, we selected 4 schools that are located respectively in the neighborhoods of Tijuca, Maracanã, Vila Isabel and Laranjeiras. The choice of these schools in nearby neighborhoods was to facilitate the conduct of the research.

3.2 RESEARCH SUBJECTS

A total of 12 Physical Education teachers were interviewed. Some criteria were established for the choice of participants, such as: being in full activity professional in the schools indicated in the study design, demonstrate interest in participating in the study, present availability to grant interviews and have already worked with students included in their classes.

3.3 INSTRUMENTS FOR DATA COLLECTION

For data collection, a field diary was used (APPENDIX B), and the researcher through a structured observation combined with freer observations, which according to Alves-Mazzotti and Gewandsznajer (2006), "all these auxiliary instruments of structured observation can be used in qualitative research, provided that they are combined with freer observations" (p.166). In addition to the field diary, semi-structured guided interviews (APPENDIX C) were conducted, with closed questions, in a reduced number, and open questions, with a greater predominance. Serving as support, an interview script (APPENDIX D) was used in its written form, which served as "support" during the interview. To conduct the interviews, the cell phone was used for the recording.

How much the credibility of the research was used the technique of reporting colleagues, which according to Thomas, Nelson and Silverman (2012), "a new look can bring new light to a set of data and to our conclusions" (p.38). The second technique used was the clarification of the researcher's inclinations.

3.4 DATA ANALYSIS PROCESS

The Yin cycle (2016) was used, consisting of five phases, where in the first phase the "analysis begins with the compilation and classification of the field notes gathered and other data collection" (p.159). The second phase requires decomposing the data into smaller fragments by doing a decomposition, which can generate labels or codes. This decomposition process can be repeated several times. In the third phase, substantive themes or codes or agglomeration of data are used to reorganize the fragments "into groups and sequences different from those that could be present in the original notes" (p.159). In the fourth phase, the "decomposed material is used to create a new narrative,



with tables and graphs when relevant, which will become the fundamental analytical part of the draft of your manuscript" (p.160). This can be considered as interpretation of the recomposed data. The fifth phase can be considered as completion. "It requires drawing conclusions from your entire study. Such conclusions must be related to the interpretation in the fourth phase and, through it, to all the other phases of the cycle" (p.160).

In order to be carried out, the research is in accordance with the norms determined by the Resolution of the National Health Council – CNS 510/2016, being approved by the Ethics Committee of the Salgado de Oliveira University – UNIVERSO – CAAE: 54071621.0.0000.5289.

4 ANALYSIS AND DISCUSSION OF RESULTS

This stage of the work aims to discuss the results found through interviews and systematic observations, where initially, a brief description of the schools where the interviews and field observations took place was made, followed by the characterization of the interviewees.

School A is located in the Maracanã neighborhood, north of the city of Rio de Janeiro and serves about 200 students in both shifts. The school has good accessibility conditions with ramps and handrails facilitating the access of students with disabilities to the sports court and other rooms. Two teachers from this school unit were interviewed, being identified by A1 and A2. Chart 1 will facilitate the characterization of the respondents of school A.

Table 1- Characterization of teachers in school A

Teacher	Gender	Age	Training	Post-graduation	Time working in school PE
A1	Female	55 years	Graduation in PE	Lato-sensu	20 years
A2	Male	57 years	Graduation in PE	Lato-sensu	3 years

School B is located in the neighborhood of Tijuca, north of the city of Rio de Janeiro and serves about 180 students in a single shift. This school unit has reasonable conditions of accessibility having few stairs and many ramps, which facilitate access to the school premises, including the classrooms, however, access to the main sports court is through stairs. This teaching unit has a multifunctional resource room. Three teachers of this unit were interviewed, identified by B1, B2 and B3. Chart 2 will facilitate the characterization of the respondents of school B.



Table 2- Characterization of teachers in school B

Teacher	Gender	Age	Training	Postgraduate studies	Time working in school PE
B1	Male	50 years	Graduation in PE	It doesn't.	27 years
B2	Female	52 years	Graduation in PE	Lato-sensu	25 years
B3	Female	62 years	Graduation in PE	It doesn't.	37 years

School C is located in the neighborhood of Vila Isabel, north of the city of Rio de Janeiro and serves about 500 students in a single shift. This school does not have good accessibility conditions, and access to the classrooms of the upper floors, made exclusively by stairs, making it difficult for a wheelchair user or a student with mobility difficulties to move. The rooms on the ground floor are more easily accessed by students with reduced mobility because there is no architectural barrier that hinders this displacement. Access to the sports court is also difficult for the student because there are no handrails and the floor is uneven, in addition to having four steps of stairs to get to it. Four teachers from this school were interviewed, identified by C1, C2, C3 and C4. Chart 3 will facilitate the characterization of the respondents of school C.

Table 3 - Characterization of teachers in school C

Teacher	Gender	Age	Graduation	Post-Graduation	Time working in school PE
C1	Male	43 years	Graduation in PE	Master's and PhD	9 years
C2	Male	44 years	Graduation in PE	Lato-sensu	17 years
C3	Male	49 years	Graduation in PE	Masters	19 years
C4	Male	50 years	Graduation in PE	Lato-sensu	19 years

School D is located in the neighborhood of Laranjeiras, south of the city of Rio de Janeiro and serves about 450 students in a single shift. This school has a multifunctional resource room serving students with disabilities, learning disabilities and high skills, in the countershift. Access to the resource room and sports court is facilitated by ramps and/or level flooring. Access to the other rooms is made by stairs making it difficult for students with reduced mobility to access. Three teachers of this school unit were interviewed, identified by D1, D2 and D3. Chart 4 will facilitate the characterization of the interviewees from school D.



Table 4 – Characterization of teachers in school D

Teacher	Gender	Age	Graduation	Post-Graduation	Time working in school PE
D1	Female	52 years	Graduation in PE	Lato-sensu	18 years
D2	Male	46 years	Graduation in PE	Lato-sensu	19 years
D3	Male	61 years	Graduation in PE	Does not have	37 years

Following the analysis and discussion of the results of the research, after characterizing the schools that served as the basis for the studies and the profile of the participants, we will stick to the other topics that were addressed. At first, after listening to the interviews, the transcriptions were made. In this process, four categories emerged, which are: Initial and continuing education; Inclusion; Challenges and Strategies for inclusion in PE classes; Feelings that guide inclusive practice. A posteriori, according to the notes that emerged from the interviews, we highlighted the phrases that repeated or resembled each other and formed the subcategories, which were created to scrutinize the theme addressed in each category and provide more subsidies for the analysis and discussion of the results. Using the Yin cycle, we separate the categories and subcategories according to the table below:

Table 5 – Elaboration of categories and subcategories:

Categories	Subcategories
1- Initial and continuing training.	<ul style="list-style-type: none"> ▪ Learning content aimed at people with disabilities. ▪ Interest and/or need to expand or revise content in the field of disabilities.
2- Inclusion.	<ul style="list-style-type: none"> ▪ Conception of inclusion. ▪ Perception about the participation of students with disabilities.
3- Challenges and Strategies for inclusion in PE classes.	<ul style="list-style-type: none"> ▪ Challenges to inclusion. ▪ Strategies in promoting inclusion. ▪ Difficulties for inclusion observed in the daily life of the school.
4- Feelings that guide inclusive practice.	<ul style="list-style-type: none"> ▪ Feelings in the face of successful or unsuccessful practices. ▪ Interaction of students with and without disabilities. ▪ Discriminatory attitude and need for integration.

Source: Prepared by the author.



4.1 CATEGORY 1: INITIAL AND CONTINUING EDUCATION

This category, in accordance with the specific objective of verifying with the sample group, if the academic and/or continuing education was sufficient to support their work with students with disabilities, will discuss the academic training, with regard to the learning of contents that address the theory and practice of physical activities aimed at people with disabilities, in addition to continuing education, and check with teachers about which or what contents in the field of disabilities, they would like to learn or review.

The respondents were asked about how was the learning of content that addressed physical activity for people with disabilities, during their academic training. Half of the respondents reported that the learning of specific content for work aimed at people with disabilities was very superficial and that they had only one specific discipline on the subject, taught in a single period.

C4 and B1 made reports similar to the above, reaffirming the superficiality of the content transmitted. Such reports were also pointed out in the research of Fiorini and Manzini (2014), who indicated among some difficulties the focus on theory and the little offer of internship in the area of adapted PE. The studies of Falkenbach et al. (2010), also pointed to a fragile initial and continuing education presenting little content on the theme of inclusion in schools, as well as the studies of Barreto et al. (2013), in which most teachers also reported that they did not feel prepared to include students with disabilities. The studies by Cruz and El Tassa (2016) that discussed the inclusive process in a degree course in PE, suggest a reorganization of the discipline focused on physical activity for people with disabilities in order to offer a content that unites theory with practice, in addition to pointing out an expansion of the workload, destined to practical experiences of everyday school life.

Three teachers (A1, B3 and D3) reported that they did not have any specific discipline focused on learning content aimed at people with disabilities. These teachers have extensive experience in the profession and have been trained for more than 30 years, a fact that explains the non-offer of the discipline that deals with the subject in undergraduate courses in PE, since, according to Duarte (2003) only in the late 1980s and 1990s is that the Physical Education courses included in their curricular programs, contents related to people with disabilities and that the didactic material made available that refers to how to work with this specific audience, written in Portuguese, was scarce.

Still discussing the pedagogical training of PE teachers, we verified that the interviewees highlighted the importance of a continuing education or qualification that addresses the theme. Asked if they have participated in any course or training aimed at people with disabilities, 10 teachers answered affirmatively and highlighted the importance of this type of update.

Two teachers, B1 and D1, stated that they did not participate in any course or training, but would like to participate. The complaint of the interviewees gains consonance in the studies of Obruniskova (2008), where the teachers declared to have little or no training in adapted Physical



Education, and in the studies of Freitas and Araújo (2014), where the teachers of the public network of Hortolândia-SP, complained about the lack of training.

Closing this first category, the research participants were asked about what they would like to learn or review in the field of disabilities that could help in their professional practice. In the reports of four teachers, A1, A2, C2 and D1, we verified a concern to learn or review content that can help in the intervention with autistic students. The exchange of experiences with professionals in the area and the acquisition of more information about the types of disabilities were mentioned by four teachers, B1, C4, D2 and D3, respectively. Other notes made by B2, B3 and C1 were in relation to the learning of adaptive activities to meet the needs of students with disabilities, structuring of classes taking into account the reality of public schools and activities that work on inclusion.

4.2 CATEGORY 2: INCLUSION

This category, in accordance with the specific objective of investigating the conceptions about inclusion of physical education teachers in the municipal network of Rio de Janeiro, deals with inclusion, where the study participants reported their conceptions of inclusion, in addition to discussing how they face the participation of students with disabilities in their classes.

Sassaki (2006), understands that inclusion is a process by which society is organized in several dimensions, among which the human, structural, political and others, promoting the reception and development of people with disabilities in our society. UNESCO sees inclusion as "a dynamic way to respond positively to the diversity of students and to look at individual differences not as problems but as opportunities to enrich learning." (UNESCO, 2005, p.9)

The studies by Aguiar and Duarte (2005), which investigated the concept of inclusion in 67 respondents in São Paulo, concluded that about 70% did not have domains of the inclusion concept. The studies by Boaro et al. (2013), Fiorini and Manzini (2016), are similar in pointing out that most respondents understand that inclusion is to ensure the participation of students with disabilities in regular classes, having the same treatment and participating in the same activities as students without disabilities. The research of Barcelos et al. (2020), highlights in the reports of teachers, the reference to the social function of the school, which permeates the teaching work and seeks social insertion.

The first question addressed to the research participants regarding the second category aimed to find out what understanding they have about inclusion.

Most teachers (A2, B1, B2, B3, C1, C2, C4 and D2) understand that inclusion is about making everyone participate, without exception. The teacher must provide opportunities and encourage the participation of all students, including those with some type of limitation.

Four teachers, A1, C3, D1 and D3, reported that they consider inclusion fundamental, but broadened their views, citing inclusion in the social aspect, beyond the walls of the school.



Concluding the second category, we seek to understand with the respondents, how they face the participation of students with disabilities in their classes. Undoubtedly, depending on how the professionals who deal in the daily school with the students, face their participation, will trigger positive or negative actions in the inclusive context, stimulating or discouraging the participation of students with disabilities. The studies of Gorgatti and De Rose (2009), pointed out that 47.8% of the respondents showed not to like the idea of having students with disabilities in their classes.

Analyzing the interviews, we noticed that most of the respondents think the participation of students with disabilities in their classes is important, as reported by teachers A1, B2, B3, C1, C3 and D2.

The position of D3 drew our attention by conditioning the participation of students with disabilities to the way in which the teacher conducts the class.

Diverging from the other respondents, C2 reports that the participation of students with disabilities is small, and according to him: "Schools and teachers are not prepared."

4.3 CATEGORY 3: CHALLENGES AND STRATEGIES FOR INCLUSION IN PE CLASSES

This category, in accordance with the specific objective of identifying the difficulties perceived by the teacher in the inclusion process, refers to the challenges and strategies used by teachers in PE for inclusion in the daily school life.

Participants were initially asked about the challenges of working with students with disabilities. There were several challenges reported by the teachers participating in the research, from the difficulty in planning the activities due to lack of knowledge about the deficiencies and their characteristics, the lack and/or scarcity of varied pedagogical material, lack of support staff assisting the teacher and the student, precarious structure of the schools in relation to accessibility, excess of students per class making the work difficult, among other notes. Some studies, such as that of Gorgatti and Dante Rose Jr (2009), pointed out that schools are poorly prepared and that there is a lack of material resources and adequate spaces. Rodrigues et al. (2019), also reported on the lack of materials and the precarious infrastructure of schools, in addition to the excess of students, lack of information about the characteristics of disabilities and lack of knowledge about the use of the most appropriate teaching strategies. The studies of Fiorini and Manzini (2016), demonstrated difficulties regarding the adoption of teaching strategies that proved to be ineffective regarding the selection and adaptation of resources and the selection of competitive content that hinder inclusion. The studies of Ramos et al. (2015), pointed out some difficulties already reported in previous studies such as inappropriate physical space, scarce and inadequate materials and equipment, lack of educational support, inadequate choice of contents to be worked that favor inclusion, the result of the absence of a consistent training based on inclusive principles.



Two research participants (D2 and D3) pointed out the lack of knowledge about disabilities as the greatest challenge in the work of inclusion. Four teachers (B2, B3, C3 and C4) reported a lack of theoretical or practical knowledge to deal with students with disabilities. Two teachers (C1 and C2), cited as challenges the infrastructure of the school, the material resources and even behavioral issues of the students.

We highlight the speech of teacher D1, who in isolation, pointed out that his greatest challenge is to make students with disabilities participate in collective activities, because according to D1, depending on their disabilities, these students can not concentrate for the activity.

Next, the teachers were asked about which strategy or strategies they use to promote the inclusion of students in their classes. In an objective way, it was sought to understand what practical actions are used by the teacher to promote the inclusion of students with disabilities. We understand and agree with Manzini (2010), that the strategy must be properly planned and flexible, and if the teacher identifies it as non-functional for the student, it must be modified, so it becomes essential to plan more than one strategy for each activity.

Among the interviews, we noticed on the part of seven teachers (A1, A2, B3, C4, D1, D2, D3) the concern to make the class aware, through debate or conversation circle, calling attention to the importance of the participation of all students, regardless of the differences that may be presented, after all we are diverse.

Two teachers (C4 and D2), in addition to putting as a strategy for the participation of the students the debate and the awareness of these, also mentioned as strategies, the use of varied materials and the prioritization of activities that favor cooperation and that do not require specific skills. The studies of Ramos et al. (2015) also pointed to the use of these same strategies, bringing students together to explain the objectives of the class and the activities, in addition to proposing games and games of a playful nature, encouraging the participation of all. In fact, regarding the choice of activities, three teachers, B2, C2 and C3, mentioned the use of diversified activities as strategies for the inclusion of students.

Subsequently, it was sought to verify with the interviewees if the school is prepared to receive students with disabilities and their considerations about the answers. Of the twelve interviewees, eight teachers answered that the school is not prepared to receive students with disabilities, while four teachers (A1, C1, C3 and D2) answered that the school is prepared. The justifications presented by the eight teachers (A2, B1, B2, B3, C2, C4, D1, D3) who said that the school is not prepared to receive students with disabilities, range from the lack of structure of the school, especially with regard to accessibility, the lack of support staff and the lack of training of teachers. One of the teachers also cited the restricted curriculum as an obstacle for the school to better serve the student with disabilities. The problems reported by the teachers, especially those who referred to the lack of school structure and



accessibility, were observed in the field diary, where we noticed unsatisfactory conditions of accessibility such as reduced number and/or absence of ramps, handrails, tactile floor, absence of adapted bathrooms, etc.

Concluding the third category, we seek to understand what are the greatest difficulties found in the daily life of the school, which hinder the work of the teacher. We noticed in the course of the interviews that part of the answers to this question are similar to the answers given by the interviewees when asked about the challenges of working with students with disabilities.

The answers were varied and the notes of three teachers (C3, D1, D2) referred to the excess of students per class, the reduced amount or lack of adequate material, the lack of a trainee or support teacher and the inadequacy of the physical spaces. Three other teachers (A1, A2, D3) mentioned the lack of information or lack of knowledge of the school community about people with disabilities and the importance that inclusion has in the lives of these students. Three other teachers (B1, C1, C4) made different reports among them, but we believe they are pertinent, which refer to the lack of continuity of work with students with disabilities due to their low frequency. Another respondent reported the difficulty regarding the absence of medical reports, which would hinder the adoption of a more adequate strategy to serve them. Another difficulty pointed out is the repeated cases of indiscipline and aggressiveness on the part of some students, hindering and/or inhibiting the participation of students with disabilities and the work of the teacher.

Differently from the other respondents, B2 answered that she does not find any difficulty in her work routine regarding the inclusion of students with disabilities.

4.4 CATEGORY 4: FEELINGS THAT GUIDE INCLUSIVE PRACTICE

This category, in accordance with the specific objective of identifying feelings and/or motivations that mobilize teachers in the task of including students with disabilities in their classes, refers to identifying how PE teachers feel about inclusive practice in the daily life of the municipal schools in which they work in RJ, investigating how these professionals perceive the interaction relationship between students with and without disabilities, how they react to a possible attitude of discrimination against students with disabilities, and if they feel the need to partner with a multidisciplinary team to support their work. Using the etymology of the word feeling we find that it means affection, opinion about something we experience. In the case of research, a professional process within the school. Then, feelings such as anguish, frustration, guilt, revolt, happiness and others, can appear in the speech of teachers.

Initially, the interviewees were asked how they feel about the advances of students with disabilities in their classes. In response to this question, the respondents in their entirety answered that they feel happy, fulfilled, proud, satisfied, among other adjectives with the same meaning, expressing



how significant it is for the teacher to see the evolution of his student, even if it is small. It is an obvious answer if we understand that the educational process is not linear and occasionally there will be advances and setbacks in this walk, however, the teacher as mediator of this process, feels gratified with the progress of his student, especially when the student with disabilities can participate in the proposed activities and can strengthen the relationship with other students, creating an environment conducive to inclusion.

The next question, comes to oppose the previous one, because it is asked to the respondents, how they feel when the student with disabilities can not follow the class. Regarding this question, the answers were diverse. Five teachers (C1, C2, C3, C4 and D2), reported the feeling of frustration in the face of the difficulty of the student with disabilities when following the class. This feeling, reported by two teachers, C1 and D2, is accompanied by a feeling of guilt and questioning at work. Three teachers (A1, B1 and D3) made references to the planning, citing a concern to revise them to try to reach this student. Three other teachers (A2, B2 and D1) reported a certain tranquility, understanding that it is part of the process, however, they are optimistic about the student's evolution. If we observe, these teachers, are in their 50s and have extensive experience in the profession, which in a way, makes them better absorb a possible failure in the participation of students with disabilities, in addition to the experience to make the necessary adjustments for their best use.

Subsequently, it was sought with the interviewees, to verify their perception of the interaction of students with disabilities with students without disabilities. Six teachers (A1, B1, B2, B3, C3 and C4) answered that they consider the relationship of students with and without disabilities in their classes to be good. Three teachers (A2, D1 and D3), understand that it is not possible to point out a unanimity in the relationships between students, they occur with some and do not occur with others because each one has its individuality, however, they emphasize the issue of respect. Two teachers (C2 and D1), pointed out that there is a good coexistence of students with and without disabilities, however, when class activities turn to sports and competition, students with disabilities and students with less ability are excluded.

We highlight the point made by Professor C1, who in isolation, made a report that caught our attention, mainly because we observed this posture in the field. According to C1, the relationships are more distant proportionally to the severity of the degree of disability presented by the student.

Next, we asked the interviewees if they perceived any discriminatory attitude towards students with disabilities, and if so, how did they act? Eight teachers (A2, B3, C1, C2, C3, C4, D2 and D3), answered affirmatively that they had already witnessed discriminatory attitudes towards students with disabilities, and that they recriminated such attitudes, seeking through dialogue, to circumvent the situation.



The report of Professor D2 drew our attention because it was clear in the field observations discriminatory attitudes in competitive activities. These occur with students with disabilities and with students with less ability.

Another report that caught our attention was that of Professor C2, who reported perceiving discriminatory attitudes, but not out of malice, only because of the natural selection they make and that's why, according to his words: "I am in favor of schools only for the disabled separated by type of disability." We respect the opinion of the professor, however, we understand that this represents a setback in the inclusion process.

Four teachers (A1, B1, B2 and D1) answered that they do not perceive discriminatory attitudes in their classes.

Next, we asked the interviewees if they felt the need to integrate with a multidisciplinary team to support their work. Ten teachers (A1, A2, B1, B3, C1, C2, C3, C4, D2 and D3), answered affirmatively and pointed out the importance of this integration to give more subsidies aiming at a better intervention that will enrich the work. The report of Professor D2 drew our attention because it was clear in the field observations discriminatory attitudes in competitive activities. These occur with students with disabilities and with students with less ability.

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5 FINAL CONSIDERATIONS

Fortunately, the inclusion process has been taking place in the municipal network of Rio de Janeiro. The enrollment of students with disabilities has been increasing every year and schools have sought to organize themselves to receive these students. We understand that including is not only guaranteeing access to school, as this is already guaranteed by law. We need more actions that



guarantee permanence and ensure these students a quality education. Challenges are imposed and there is much to be done to provide conditions conducive to inclusion.

In order to investigate the process of inclusion of students with disabilities in schools of the municipal network of Rio de Janeiro, under the perspective of the Physical Education teacher, and based on the analysis of documents and interviews, we understand that some points need to be improved so that the inclusion of students is more effective, creating conditions for the improvement of learning in conditions of equality with other students, attending to the wishes of the teachers, who are mediators of this process. In this way, we conclude that PE training should offer an inclusive approach in all disciplines, not limited to just one. University institutions should offer internships closer to reality than undergraduates will face in schools. The public authorities in their various spheres must provide qualified and continuous training of their teachers, on a regular basis.

With regard to the challenges and strategies for inclusion in the daily school life, we concluded, based on the feelings and opinions of the interviewees, that it is imperative to improve the school infrastructure by improving access with ramps, handrails, tactile floor, adapted bathroom, specific furniture, specific materials for Physical Education, among others. As for the participation of students with disabilities, we conclude that it is necessary to create a favorable environment through debates and the awareness of all about diversity, since we are different regardless of whether we have a disability or not, and cultivate respect. Once this environment is created, the teacher must encourage the participation of all and create strategies that promote inclusion, such as the choice of activities that favor cooperation, playfulness, body expression through games, dance, fighting, gymnastics, minimizing activities that emphasize competition. Another specific strategy refers to planning, providing a diversity of activities and promoting adaptations if necessary.

Regarding the feelings and/or motivations that guide the inclusive practice, as already reported, the teacher feels rewarded when he verifies the evolution of his student and very distressed when he cannot promote this inclusion. To balance these feelings it is important that the teacher does not feel isolated in the educational context. The responsibility for inclusion lies with everyone. Understanding the teachers' wishes, we conclude that it is essential to join forces and promote integration with a multidisciplinary team, in addition to seeking the support of families, and sharing experiences that promote the autonomy of students.



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