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Nascimento, Rodrigo Ribeiro; Souza, Beatriz Gomes de; Franco, Neil
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Disabilities and Physical Education: the school context in focus

Rodrigo Ribeiro Nascimento¹
Beatriz Gomes de Souza¹
Neil Franco¹

¹Universidade Federal de Juiz de Fora (UFJF), Juiz de Fora/MG – Brazil

ABSTRACT – Disabilities and Physical Education: the school context in focus. This research problematizes the meanings attributed by the production of knowledge about disabilities and School Physical Education in 14 journals, between the period of 1979 and 2019. This is an investigation with a quantitative-qualitative approach, which is based on the correlation of bibliographic and documentary sources. In the broad context, 325 publications were identified, of which 113 focus on the school context and establish interfaces between Deafness and Physical, Visual and Intellectual Disabilities, in addition to a strong aspect of discussion about disability in the general sense, in which the themes of teacher formation and inclusion are exalted. It is concluded, even if such themes are glimpsed, it is important to encourage further investigations involving them.

Keywords: Disabilities. School Physical Education. State of the Art.

RESUMO – Deficiências e Educação Física: o contexto escolar em foco. Esta pesquisa problematiza significados atribuídos pela produção de conhecimento sobre deficiências e Educação Física escolar em 14 periódicos, entre o período de 1979 e 2019. Trata-se de uma investigação de abordagem quanti-qualitativa, que se sustenta na correlação de fontes bibliográficas e documentais. No contexto amplo identificou-se 325 publicações, das quais 113 enfocam o contexto escolar e estabelecem interfaces entre a Surdez e as Deficiências Física, Visual e Intelectual, além de uma forte vertente de discussão sobre deficiência no sentido geral, na qual exalta-se as temáticas da formação de professores e da inclusão. Conclui-se, ainda que tais temáticas sejam vislumbradas, importa o fomento de mais investigações as envolvendo.

Palavras-chave: Deficiências. Educação Física Escolar. Estado da Arte.

Introduction

Promoting equality, questioning homogenizing practices and proposing actions that deal with cultural and identity differences, which are manifested in several issues related to school, is the great challenge of the contemporary world. Among these challenges, many dimensions of the human subject are demanded, sometimes isolated, sometimes in correlation. Thus, it is important to highlight that we are beings who share experiences, or identities, constructed historically, socially and culturally through them, which can be racial, ethnic, religious, gender, sexuality, generation, disabilities, etc. (Franco, 2010; Candau, 2011).

Among these manifestations that integrate the construction of social subjects, this study takes a look at the deficiencies and their interfaces in the school context, through a bibliographic research carried out in journals in Physical Education (PE) area. Understanding how the production of knowledge about disabilities in the PE area has been processed, identifying which ones are most exalted and the focus of investigative interest destined for them is the purpose of this text (excerpt from a broader research).

Fighting for the possibilities of an inclusive education justifies the relevance of this research, which is not limited to listing the focuses that PE has given to the theme at school, but also to look for investigative gaps that encourage other researchers to dedicate themselves to the subject. When we assume a time frame from 1979 to 2019, constructed by the data made available by 14 PE journals, material from other areas and other sources, for example, annals of events and books, were left out.

Considering that, since the mid-twentieth century, a series of social and political investments in the field of inclusion in the school context have generated scientific studies, our proposal is based on discussions that involve the right to equality, to dialogue about differences, to the implementation of educational policies and the need to (re)invent, (re)signify and (re)build intolerant social and cultural standards (Franco, 2019).

Historically, advances in relation to the rights of People with Disabilities (PWD), delimiting a chronological cut between the Universal Declaration of Human Rights (1948) and Law no. 13.409/2016 (Brazil, 2016), provide, among other demands, on the reservation of vacancies for PWD in Brazilian federal educational institutions. These legal apparatus and other existing regulations consolidate measures to recognize PWD as subjects of law.

In view of this: "Disability is not a problem for the disabled or their families or specialists. Disability is related to the idea of normality and its historicity" (Skliar, 1999, p. 18). Therefore, the discourse on disabilities cannot have as its object essentially the PWD, but also the social, historical, economic, legal, political and cultural processes that regulate the ways in which these bodies and their so-called "abnormalities" were and are still idealized.

In this discursive movement, one of the most effervescent social controversies: these bodies go beyond the possibilities of human existence based solely on the biological dimension. Because of this, PWD were and, in many cases, still are relegated to the margins of society; victims of prejudice and discrimination. Recurrently, these people are identified as incapable and incomplete because they do not conform to the image of the “standard man” and do not meet the hegemonic and traditionally established social and biological (existential) requirements of the ideal behavior of a “normal” person (Pereira, 2009, p. 715; Carmo, 2014).

Because of this, in 2021, social and governmental narratives that attack inclusive education and the rights of PWD are still recurrent (Alves, 2021). Society has a great responsibility to transform rooted and intolerant views in relation to PWD, valuing the social struggles in favor of these people, their rights conquered around the world and the advances made in the scientific, educational, political and cultural fields (Platt, 1999; Cidade, 2006; Freitas, 2009; Pereira, 2009; Carmo, 2014).

In a scenario of change and social reconstitutions, PE assumes an important role as an area of knowledge that is structured from the understanding and contextualization of the bodily, intellectual and emotional dimensions of the body with disabilities, especially in the school context. With that, to problematize about the body, the human movement and its implications with the themes of the corporal culture (sports, gymnastics, dances, fights, games and jokes) (Coletivo de Autores, 1992).

After presenting the introductory considerations, following the study, we outline the methodological course, the descriptions of the data collected, their analyzes and discussions, the final considerations and, finally, the bibliographic references.

PE and Disabilities: Methodological Path

In order to contextualize the discussion about disability and School Physical Education in PE journals, the study was developed in two stages: one for data collection and the other for analysis of the collected materials, the first part being a quantitative approach and the second qualitative, seeking relationships with historical, social, cultural and legal markers. This is an indirect bibliographic research with a quantitative-qualitative approach.

Indirect research is characterized by using information, data and knowledge from bibliographic and documentary materials, critically analyzed (Mattos; Rosetto Júnior; Blecher, 2008). The quantitative-qualitative approach is characterized as a new methodological and alternative paradigm, which aims to overcome the limits of the positivist vs. interpretivist dichotomy (Gomes; Araújo, 2004).

For data collection, Brazilian PE journals were investigated, initially with an emphasis on school and non-school dimensions, which made their editions available in electronic format and which were clas-

sified and made available in the database of the official Capes website. The easy access and visibility of these investigative sources justified their choice as a research locus. The proposal was to analyze the journals since their first editions, identifying studies that prioritize the theme. Thus, the time frame of the research is delimited between the year 1979 - due to the creation of the Revista Brasileira de Ciências do Esporte (RBCE) - and finalized in 2019. The year 2009 marks the minimum period for the creation of the investigated journals, since it configures 10 years of existence - a satisfactory period for consolidation as a space for the production of knowledge.

Fourteen journals were investigated, arranged in chronological order of creation and institution in which they are based: RBCE (UnB, 1979), Revista Brasileira de Ciência e Movimento (RBCM) (UCB, 1987), Motrivivência (UFSC, 1988), Revista de Educação Física (REF/UEM) (UEM, 1989), Movimento (UFRGS, 1994), Motriz (UNESP, 1995), Revista Corpoconsciência (UFMT, 1997), Pensar a Prática (UFG, 1998), Conexões (UNICAMP, 1998), Caderno de EF e Esporte (CEFE) (UNIOESTE, 1999), Revista Mackenzie de EF e Esporte (UPM, 2002), Revista Brasileira de EF e Esporte (RBEFE) (USP, 2004), Revista Arquivos em Movimento (UFRJ, 2005) and Caderno de Formação RBCE (CF/RBCE) (UnB, 2009).

The search for the material consisted of two moments: in the first, the publications were surveyed by reading the summaries of each edition of the magazines available on their platforms. This procedure is justified by the fact that some journals, especially those referring to the 1980s, present their first editions in a single PDF file format, making it impossible to access data through the descriptor search tool. We identified an overview of scientific production on disabilities and School PE from 113 publications.

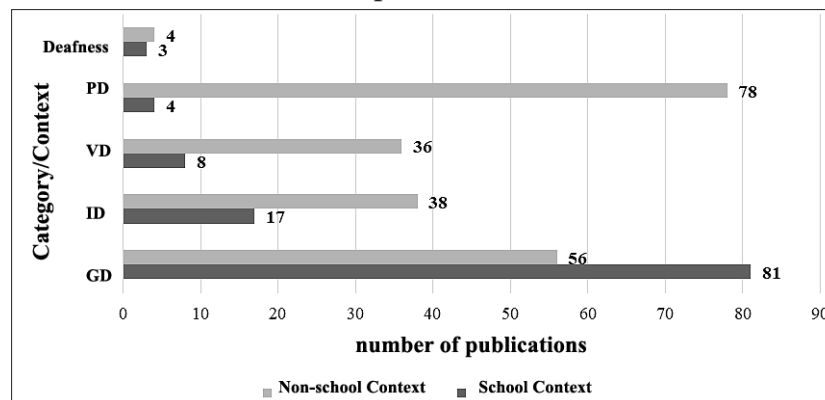
In the analysis of the data, the material collected was read and recorded, identifying the categories of disability evidenced in the studies, their investigative focuses and information such as: the researchers' home institution; universe of research; investigative locus; regions; and methodologies. Then, it focused on listing the epistemological movements of field constitution, highlighting the years in which publications became part of the investigative panorama of journals, the relationship with other markers, the identification of the type of research (empirical and/or bibliographic) and investigative approaches (qualitative and/or quantitative).

In the next section, we will present an overview of the data in order to place the reader on the meanings attributed to the theme.

School Physical Education and Disabilities in Brazilian Journals

Between 1979 and 2019, in the 14 journals investigated, we identified 325 publications, 212 of which covered the non-school context and 113 the school context.

**Graph 1 – Category/Context Relation by Number of Publications
(325 publications)**



Note: PD - Physical Disability; VD - Visual Disability; ID - Intellectual Disability; GD - General Disability.

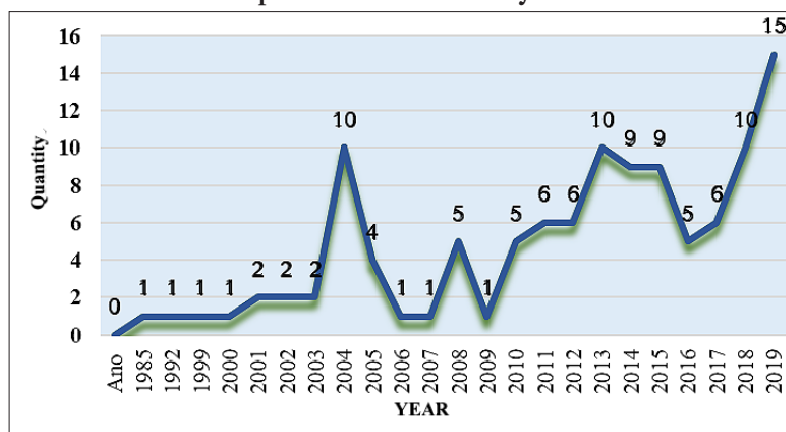
Source: Elaborated by the authors (2021).

The Graph 1 demonstrates that Deafness is the least researched disability in the PE area, in both contexts, raising evidence that the historical and cultural barriers imposed by language and the hegemonic social and educational value of oral communication causes the devaluation of other expressions of communication, for example, sign language and body language (Peixoto, 2006).

In the Physical Disability (PD) category, an expressive number of productions in the non-school context can be identified. The Visual Disability (VD) and Intellectual Disability (ID) categories are also more prominent in the non-school context.

On the other hand, General Disability (GD)¹ reveals a significant number of productions in both contexts, highlighting the educational one. The data collected show that the non-school context casts a predominant look at the classifications of disabilities and their clinical specificities, from more biological and physiological aspects, while, in the school context, a more general and inclusive view of disabilities is preserved.

Further on, we limit ourselves to the description and problematization of data referring to the school context, identified in the 113 publications that represent this universe.

Graph 2 – Publications by Year

Source: Elaborated by the authors (2021).

According to Graph 2, the first publication identified was in 1985, prior to the promulgation of the Constitution of the Republic of 1988 – a document of great representation for the achievement of other rights related to PWD (Coppete; Fleuri; Stoltz, 2012). Even considering the various legal advances aimed at PWD in the 1990s², in this decade the production of knowledge remained timid, three studies and in spaced years: 1992, 1999 and 2000.

In the following years, this scenario changes, highlighting a rise in publications between 2004 and 2005 and between 2008 and 2010. During this period, discussions about the educational rights of PWD on the national scene gained notable evidence. In 2007, for example, important events were highlighted, such as the 1st Municipal Meeting ‘Nothing About Us Without Us’, in Campinas-SP; and the PWD State Week, in Petrolina-PE (Sassaki, 2007).

Between 2011 and 2019 the studies reached more representative rates. In 2012, the National Day of the Paralympic Athlete was established. In 2015, there is Law No. 13,146/Brazilian Law for the Inclusion of PWD (PWD Statute). In 2016, the city of Rio de Janeiro hosted the Paralympics, in addition to the enactment of Law No. 13,409, which provides for the reservation of vacancies for PWD in federal educational institutions (Brazil, 2012a; 2015; 2016)³.

Among the 113 studies surveyed, 83 of them are empirical, built through different data construction instruments (observation, interviews, questionnaires, etc.) and 30 works are bibliographic research (see Table 1). Oliveira, Nunes and Munster (2017) also identified the prevalence of empirical studies when researching school PE and inclusion in Brazilian postgraduate programs.

Table 1 – Types of research

Empirical Research	Bibliographic Research	Total
83	30	113

Source: Elaborated by the authors (2021).

Regarding the type of investigative approach adopted in the 113 studies, qualitative research was the most evident, in 85 articles. Then, the qualitative-quantitative, in 18 works and, finally, 10 quantitative ones. Not unlike Cano's (2012) perception, a reductionist understanding of bibliographic and quantitative research seems to prevail in the literature, tending to distance these researches from humanistic and social issues, understanding them in a way more associated with the positivist field.

As for the teaching context of the publications, 54 were carried out in the regular teaching context, 30 did not identify the context, 11 investigations took place in the specialized context and 12 occurred in both contexts (regular and specialized). Special classes in regular schools were the focus of two works and two other studies were carried out in Psychosocial Care Centers. Two works originate from non-formal education institutions, namely, the Associação Cristã de Moços and a Dance Company.

The greater number of research in the regular context of education indicates a growing demand and the strengthening of pedagogical initiatives aimed at the inclusion of PWD in formal education from the 1990s onwards (Farias, 2017). This data leads us to understand that society and education are creating scenarios that are less and less segregationist, which goes against speeches attacking inclusive education, manifested, above all, by current Brazilian political and conservative leaders (Alves, 2021).

Another point of analysis highlighted was referring to the most outstanding level of education. In 48 surveys it is not identified, 35 are about Elementary Education, followed by Higher Education, with 28. Some specificities were identified: 06 studies cover High School and Elementary School, 04 Kindergarten and Elementary School, 01 High School and Higher Education and another Elementary and Higher Education. With a specific focus on Early Childhood Education, 02 studies were found; and, for High School, none, exuding low investigative interest in these phases of Basic Education⁴.

The emphasis on Elementary Education seems to establish a relationship with the highest rate of PWD enrolled in this stage, data confirmed by the Census of Basic Education 2019 (Brazil, 2020). At the same time, those researches linked to Higher Education tend to emphasize the processes of initial and continuing education for working with inclusive education in Basic Education, which denounces the curricular weaknesses regarding teacher education for inclusion (Nunes, 2019).

Finally, we focus on the Brazilian regions highlighted in the publications. The South and Southeast regions stand out, with 44 and 30

publications, respectively. Twenty-six works do not refer to the region, being 22 bibliographic and 04 empirical. Three studies refer to all regions, 04 to the Northeast region, 03 to abroad and 03 to the Midwest. No publication alluded only to the Northern region of Brazil.

When researching the theme of inclusive education in 58 Brazilian higher education institutions, Bueno (2002) confirms that the largest number comes from the Southeast, South and Northeast regions. The North and Center-West regions are poorly represented, which leads us to two hypotheses: one unlikely and the other probable. The first would be that few studies are carried out on the subject in these regions. The second one, and more reliable, refers to the direct relationship between the growth of scientific production and public sector investment in universities and research institutes that, in Brazil, mainly benefit the Southeast and South regions (Sidone; Haddad; Mena-Chalco, 2016).

Next, we will dedicate ourselves to the identification and contextualization of the categories of disabilities evidenced in the studies, as well as their investigative focuses.

School Physical Education and the Production of Knowledge on Disabilities

Table 2 shows the general quantity of publications divided by journals and identified categories.

Table 2 – Publications by journals and categories

Journals/Disabilities	Deaf-ness	PD	VD	ID	GD	Total
RBCE	0	0	2	3	7	12
RBCM	0	1	0	1	1	3
Motrivivência	0	0	0	0	4	4
REF/UEM	1	0	0	2	5	8
Movimento	1	1	1	4	17	24
Motriz	0	0	2	0	2	4
Corpoconsciência	0	0	0	1	1	2
Pensar a Prática	0	1	2	4	14	21
Conexões	0	0	1	2	18	21
CEFE	1	0	0	0	5	6
Mackenzie	0	0	0	0	2	2
RBEFE	0	1	0	0	3	4
Arquivos em Movimento	0	0	0	0	1	1
CF/RBCE	0	0	0	0	1	1
TOTAL	3	4	8	17	81	113

Source: Elaborated by the authors (2021).

The journals with the lowest number of publications were Arquivos em Movimento and CF/RBCE, with 01 publication each. Ahead, with 02 publications, Corpoconsciência and Mackenzie. With 03 studies,

RBCM stands out and with 04 the journals *Motrivivência*, *Motriz* and *RBEFE*. With 06 articles we have *CEFE* and with 08, *REF/UEM*. With the highest number of productions, *Movimento* journal stands out, with 24 articles, *Conexões* and *Pensar a Prática*, 14, and *RBCE* with 12.

Considering that the *RBCE* was created in 1979 and the journals with the highest number of publications (*Movimento*, *Conexões* and *Pensar a Prática*) appeared in the 1990s, it is deduced that the period of existence of the journal does not justify greater or lesser productions on the subject. Perhaps, the *quali-Capes* classification of the journal can be a differentiator, since the journal with the most articles, *Movimento*, remains one of the best evaluated for the area of Health Sciences and Education.

In this way, as well as in the authorship of publications, there is a large contingent of productions in magazines from the South, Southeast and Midwest regions of Brazil and, at the same time, an invisibility of the North and Northeast regions, which brings us back to the perception of Sidone, Haddad and Mena-Chalco (2016) on the prevalence of public investments in institutions in certain regions to the detriment of others.

Finally, we emphasize that the GD category is evidenced in all journals and the one with the highest quantity, 81 articles. As it is about the school context, inclusive, social and humanistic issues overlap classifying and biological discussions, the latter being striking characteristics in the material raised in relation to the non-school context.

Next, we will deal with the 05 categories listed in the research, highlighting the relationship between School Physical Education and Deafness, PD, VD, ID and GD.

School Physical Education and the Production of Knowledge in Deafness

For Skliar (1999) and Gesser (2008) deaf people are characterized as those who experience the world visually. Regardless of sounds, visual experiences are intrinsic to the deaf community and culture. Therefore, these subjects cannot be identified and classified by the absence of hearing as hearing impaired or deaf-mutes. It is important to highlight the political dimension of the term Deaf, which marks the differences with which these people make up human plurality and, in a visual way, organize thought, communication, in addition to producing culture. Thus, deafness needs to be understood from another perspective: that of visual experiences, which translate all kinds of meanings, representations and productions of these subjects – intellectual, artistic, cultural.

In the Deafness category, 03 publications appeared, organized into 03 subcategories. The first, *Libras* and Teacher Education, addresses the political, social and pedagogical processes of the implementation and dissemination of *Libras* for teacher formation in different educational areas. In *Contexto da Brincadeira*, deafness inserted in the uni-

verse of games is discussed; and, in Inclusion, the processes of insertion of deaf people in different educational contexts are highlighted.

This is the category with the fewest publications in the survey, all of them from the South region, possibly because it is a location with a high contingency of graduate and postgraduate programs on the subject. The studies reinforce the importance of humanistic and cultural visions superimposed on the biological and medical dimensions, as it exalts the political and social engagement of the class (Gesser, 2008; Crescencio; Nascimento, 2018).

School Physical Education and the Production of Knowledge in Physical Disability

Physical Disability (PD) is defined as changes in the human body resulting from an orthopedic, neurological or malformation problem, which causes difficulties and limitations in the development of motor tasks. The classification of PD is divided into orthopedic and neurological: orthopedic is characterized by affecting muscles, bones and joints and neurological affects the central nervous system, predominantly. As for its causes, PD can be congenital or acquired - congenital manifesting in the intrauterine phase or at birth; and the acquired developed throughout life, for example, through injuries, illnesses and accidents (Brasil, 1999; Cidade; Freitas, 2009).

The PD category was organized into 04 subcategories, all of them with 01 article. The first subcategory highlights discussions on Testing, Analysis and Evaluation. In it, questions about the efficiency and effectiveness of bodies are addressed, means and methods to expand physical and sports development are also highlighted, discussions that focus on biological and scientific fields (Chicon, 2008). In the subcategory Wheelchair Rugby, discussions about this sport by people with PD, in the sports and educational environment, are evidenced. In Accessibility, the importance of breaking physical and attitudinal barriers is discussed, as well as the need to transform public spaces for the full participation of PWD. Finally, in Cerebral Palsy (CP), the inclusion of people with CP in society and education is discussed.

When we go back to Graph 1, in the section Physical Education and Disabilities in Brazilian Journals, we notice that there is a discrepancy in relation to the number of publications involving PD in a school context (04 productions) and in a non-school context (78 productions). At the same time, we understand that in the non-school context, debates are based on biological principles and physical fitness, while in the school context, inclusive discussions overlap classifying and taxonomic aspects (Crescencio; Nascimento, 2018).

Even though theoretical indications on the field of Physical Education address that the biological and physiological tendency is strongly reflected in the educational field, assuming the predominant sports

perspective in the non-school context (Bracht, 1999; 2003), the data here analyzed indicate another bias: the educational field expresses less concern with the specifics of PD, treating the subject in a general and inclusive perspective. Perhaps this incidence justifies the limited number of studies involving the school context and PD; raising strong evidence for future studies.

School Physical Education and the Production of Knowledge in Visual Disability

Visual Disability is characterized as a limitation at the sensory level, which can invalidate or reduce the ability to see, covering various degrees of visual acuity. The World Health Organization (WHO) classifies VD in two ways: low vision and blindness. Low vision ranges from the ability to indicate light projection to reduced visual acuity (to the point of limiting daily activities). Blindness is the complete absence of vision in both eyes, and even light projection is imperceptible to these people. There can be several causes of VD, both in childhood and adulthood – genetic factors, diseases and traumas (Cidade; Freitas, 2009).

In the VD category, 08 publications were found, organized into 02 subcategories. The first, called Teaching Physical Education, has only 01 production problematizing issues related to the teaching of the curricular component for PWD, referrals and pedagogical projects to help teachers to work with the VD. The second subcategory, Inclusion, encompasses 07 investigations discussing the teaching of PE with a focus on inclusive processes, the perception of teachers in relation to inclusion and, finally, the meanings of blind students in relation to education aimed at them in regular schools.

As shown in the previous categories, in VD there was a greater concern with humanistic and inclusive discussions, in addition to being exposed a more expressive number of articles focusing on the non-school context. What can these data indicate? That these subjects feel little welcomed in formal education? Perhaps, since Silva (2010), in a research carried out in a school in Içara - SC, found the unpreparedness of teachers (regular and resource room) and school staff to meet the demands of blind students, contributing to their exclusion. Likewise, in a literature review carried out by Venturini et al. (2019) in relation to VD and education in the formal and non-formal context, point out, from the analyzed productions, the need to advance in pedagogical measures that allow greater inclusion of this audience in educational institutions.

School Physical Education and the Production of Knowledge in Intellectual Disability

ID (Intellectual Development Disorder), according to the Manual Diagnóstico e Estatístico de Transtornos Mentais (DSM-5), “[...] characterized by deficits in generic mental abilities such as reasoning, prob-

lem solving, planning, abstract thinking, judgment, academic learning, and experiential learning” (APA, 2014, p. 31). Its origin can be hereditary, physiological, social and cultural. Two factors are decisive for the manifestation of disability: organic and environmental. The organic factor corresponds to genetic, prenatal, perinatal and postnatal aspects; the environmental factor is understood as culture and family. Few cases of ID have a clearly defined cause (Cidade; Freitas, 2009).

The ID category was the second with the highest number of publications (17 articles), due to the fact that we included, in addition to 04 studies related to ID, 06 productions that dealt with Down Syndrome (DS), 04 thematizing Autistic Spectrum (ASD) and 03 in relation to Mental Disability (MD). The grouping of these deficiencies in the same category occurred due to the existence of conceptual approximations evidenced between these terminologies, although there are controversies and divergences in the academic field about such association.

DS manifests as a failure in the distribution of cells that have three chromosomes 21, unlike the genetic patterns of normality, which would be two chromosomes 21 (Cidade; Freitas, 2009). ASD has variations in its presentation, affecting communication and interactions, expressing an absence of social reciprocity (Brasil, 2012b). MD is also characterized by affecting social and educational relationships, however, according to Lopes et al. (2019), with the strengthening of the ID terminology, from 2004 onwards, the concept of MD fell into disuse. This data explains the reason why these publications remained in this subcategory, especially those publications carried out in a period prior to the change: Blascovi-Assis (1992), Ornelas and Souza (2001), Mandarino (2002) and Lopes et al. (2019).

As for academic encounters and confrontations involving these terminologies: Blascovi-Assis (1992) announces that he worked with the theme of leisure with children with MD in a Center for Integral Development for children with DS. Alves and Duarte (2013) analyzed the participation of a student with intellectual disabilities (specifically with DS) during school PE classes. In a similar context, Ornelas and Souza (2001, p. 78) claim that DS is “[...] an anomaly that is found within mental deficiencies, caused by a biological accident”.

Duarte (2018) points out that the term ID corresponds to “mental retardation”, previously used by the International Code of Diseases. As previously mentioned, Lopes et al. (2019) explain the consolidation and validity of the ID concept, based on the Montreal Declaration on Intellectual Disability of the World Health Organization and the Pan American Health Organization of 2004; reaffirming, further, by the DSM-5, that:

[...] Public Law 111-256, Rosa's Law replaces the term mental retardation with the term intellectual disability, and research journals use intellectual disability. Thus, intellectual disability is the term commonly used by physicians, educators, and others, as well as the lay public and rights groups (DSM-5, 2014, p. 33).

Therefore, both individuals with DS and ASD may have ID associated, however, it is necessary to specify such concepts so that there is no confusion of understanding between readers (Duarte, 2018).

About the 17 publications allocated in the ID category, they were separated into 07 subcategories. In the Integration subcategory (01 production) the concept of integration is discussed, which precedes the debates on inclusion. In Gymnastics and Inclusion, with 01 article, inclusive processes are addressed in General Gymnastics (GG) classes, which aim to include students with ID in an Association of Parents and Friends of the Exceptional. In Inclusion, 02 studies address the inclusive processes that evidence ID in PE classes, the students' perception in relation to these processes and considerations about human subjectivity. Two works focus on Dance and Inclusion, a subcategory in which themes related to dance and body expression are brought up, exalting the teaching-learning process and the development of methodological proposals for dance for people with ID.

In the subcategories ASD and Inclusion and in DS and Inclusion, respectively, we have 03 and 04 publications. Inclusive debates are central, covering issues that range from the difficulties of teachers in dealing with these subjects to the perception of students who have these deficiencies and are inserted in the school environment. In the productions on ASD, greater emphasis is given to the subjectivities of the subjects, focusing on playful aspects. In the works on DS, a biological bias associated with the inclusive debate is evident, since people with DS can keep their intellectuality preserved, being closer to the positivist conception of "normality" (Pereira, 2009). Finally, in the Tests, Analysis and Assessments subcategory, 04 articles discuss physical, biological and scientific possibilities and potential for the development of people with ID.

The ID category expresses a notorious concern with issues related to inclusion, education and society. Associated with this, we could also see a focus on biological discussions, since contextualizations were made that deal with the specificities of the manifestation of each of the disabilities discussed here. Thus, we understand that the diversity of investigative interests related to ID differentiates this category from the others.

Despite so many terminologies and conflicts, ID still appears as an obstacle to be explored in the area of disabilities. Oliveira, Nunes and Munster (2017) confirm this perception, in a systematic review on PE and Inclusion, they identified only 04 studies on ID. In short, we understand that the breadth of possibilities of human manifestation seems to exceed the limits on what could be a "normal" intellectuality or not. In this way, ID demarcates the existence of subjects who resist and confront, historically, socially and culturally, the model of modernity of "standard man" (Hall, 2005; Pereira, 2009).

School Physical Education and the Production of Knowledge in General Disability

The GD category was constituted from academic works that deal with disabilities in an expanded way. Not delimiting a specific disability, these works may address the manifestation of various disabilities in a given context (eg at school) or in a given subject, a person with multiple unspecified disabilities.

In the GD category, 81 publications were found, separated into 09 subcategories. In the first 03 subcategories, described below, 01 production was identified in each. In PWD Education, inclusive education and aspects related to the training of teachers to work with disabilities are discussed. In Paralympics, the Paralympic games and the inclusion of these discussions in PE are addressed. In the subcategory Mental Health, issues related to mental and psychological health of PWD are highlighted.

With 02 productions, the Struggles subcategory thematizes struggles for PWD and the transforming factor that these practices promote in social aspects. Also with 02 studies, in Tests, Analysis and Evaluations, disabilities are addressed in general and the biological, scientific and physical training dimensions. The 03 articles allocated in Adapted Sport and Adapted Physical Activity discuss these two concepts that they entitle subcategory, originating in the 1950s, dealing with the adaptation of school PE to enable the participation of different people in regular classes.

The Literature Review subcategory, with 04 productions, is dedicated to bibliographic research, valuing the maintenance of knowledge in the area of PE and deficiencies. Covering 27 works, in Teacher Education, initial and continuing training to work with disabilities and the perception of teachers in relation to work with PWD are discussed. Finally, bringing the largest number of publications, with 40 studies, the Inclusion subcategory deals with inclusive aspects in the school environment, focusing on the perception of students with disabilities, the view of teachers on inclusive education and on legal contributions.

The DG category is the one with the highest number of publications. In general, it is concerned with the construction of inclusive social and educational contexts and with the training and instrumentation of teachers to work with PWD, indicating the movement of struggles for the rights of PWDs, which began with the Universal Declaration of Human Rights (1948), passing through the Salamanca Declaration (1994) and, among other legal initiatives, assuming more representative indices with Laws No. 13,146/2015 (Brazilian law for inclusion of PCD) and No. 13,409/2016 (law of reservation of vacancies for PCD in Federal Educational Institutions) (Brasil, 2015; 2016).

This category extols the powerful theoretical investment in the field, of which we can highlight the production of Chicon (2008) that significantly contributed to the development of our analyses. Unlike

the other categories, for GD, the school context is the most used. The reason for the large number of publications on GD in a school context is possibly associated with the inclusive and humanistic conception that surrounds educational issues, since reflecting on deficiencies in general - without specifying, framing and taxing them - brings us closer to a less segregationist dimension.

As discussed at the beginning of this investigation, in the discussions by Candau (2011), what matters to us is the constitution of educational contexts and practices that value cultural differences. Specifically, in the area of School PE, we deal with differences that materialize in the human body, in the different forms of movement manifestation. Recognizing this makes us engaged in the struggle for inclusive education, especially when we envision the educational scenario that we aim to build in the present political, social and educational context.

In this way, analyzing the expressiveness of the Inclusion and Teacher Education subcategories in the debates on School PE and disabilities indicates that, even in the midst of the challenges of implementing inclusive practice in Brazilian educational daily life (Oliveira, 2019), researchers and teachers/ are increasingly concerned with the subject. We understand that the bibliographic production on inclusion resists politically and develops quantitatively and qualitatively each year.

This data makes us reflect and believe in a School Physical Education that is sustained in the multiplicity of human existence, in advance and opposition to a purely biological dynamics of understanding bodies. Since, according to Platt (1999), Cidade (2006), Freitas and Pereira (2009) and Carmo (2014), it is up to us to transform prejudiced and intolerant views and discourses - whether political, social and educational - that remain in our time, attacking inclusive education and the rights conquered by PWD.

Final Considerations

In the broad context of this research, 325 publications on disability were found, 212 of which focused on the non-school context and 113 on the school context. The school context delimited a time frame of investigations between the years 1985 and 2019, whose works, for the most part, focused on the issue of disability in a broad perspective, being categorized as GD.

In short, the results indicate the absence of works with themes focused on Deafness, PD and VD. The data analyzed express greater concern with inclusive processes than with the specifics of each disability and its functional and clinical dimensions, reinforcing an existing dichotomy in the PE area, consisting of a biological identity and a humanistic one, making it difficult for research to advance with a common objective: to increase quantitatively and qualitatively the production of knowledge in PE and disabilities.

It is also noteworthy that the ID category is the only one that expresses greater investigative diversity, consisting of productions in the biological and humanistic fields. In this way, it is understood that theoretical approximations and articulations between both fields (such as the example of the ID category) would contribute to the production of knowledge in PE and disabilities, since equality and differences are central themes to PE (regardless of the context), thus protecting the equality of everyone's right to education and, at the same time, triggering possibilities of respect and understanding of the subjectivities existing between different subjects.

Reinforcing that there is greater political prominence and educational investment in institutions and postgraduate programs in the South and Southeast regions of Brazil, the largest number of article publications is concentrated in the journals *Movimento*, *Conexões* and *Pensar a Prática*. As for the locus of research, the regions that stood out the most also comprise the Southeast and South regions of the country, with researchers from, for example, the Universidade Estadual de Campinas, Universidade de São Paulo, Universidade Federal de Juiz de Fora, Universidade Federal do Espírito Santos, Universidade Federal de Maringá and Universidade Federal de Santa Catarina.

Most of the research is empirical and qualitative, focused on issues related to the inclusion of students with disabilities and Teacher Education, which raises indications of a powerful concern to observe and contextualize everyday reality as it is, based on the meanings attributed to pedagogical practices by the subjects inserted in it.

As a locus of investigation, there was a predominance of Elementary Education (educational stage with a large number of enrollments of students with disabilities) and Higher Education (in the case of teacher training to work with inclusive education). In addition, it is understood that the surveys – for the most part – were carried out in general contexts, without specifying whether the institutions belonged to the regular or specialized education system. Therefore, contrary to current political and traditional narratives of attack on the inclusive character of education, it was found, with this research, that investigations on school PE and disabilities, express that the inclusive debate has been on a constant bibliographic rise since the early 2000s.

However, there are still few works on the issue of disabilities and school PE, especially with regard to issues related to access, permanence, inclusion and quality of education for PWD. In this way, the clipping described and analyzed here encourages us to open and the need for new research, starting from other ways of thinking about inclusive education, as well as other sources of data construction, for example, abstracts and complete works published in annals of scientific events, not only in the PE area, but also in Education. In addition, it is important to develop investigations that cover mainly the Midwest, North and Northeast regions of the country, as well as an investment in bibliographic and quantitative research.

In this way, it is concluded that meeting the investigative demands pointed out here is a valuable way to develop the inclusive character of School Physical Education and strengthen the area of anti-democratic attacks.

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Notes

- 1 In the General Disability (GD) category, publications that do not focus on a specific disability, but rather on the phenomenon of disabilities in a broad way, were included.
- 2 We highlight the Salamanca Declaration (1994), the “Lei de Diretrizes e Bases da Educação Nacional” (LDBEN) and the “Parâmetros Curriculares Nacionais” (PCN) (Brazil, 1996; 1997).
- 3 Exceeding the treated clipping, after 2019 we evidenced moments of attacks on inclusive education such as the one expressed by the Minister of Education, Milton Ribeiro, in 2021, generating a series of manifestations of society, especially on social networks, demonstrating the strengthening and the political engagement of People with Disabilities (Alves, 2021).
- 4 *Translation Note:* In Brazil, in comparison with the American model, Educação Básica refers to: Educação Infantil (Kindergarten), to anos iniciais do Ensino Fundamental (Elementary School), to anos finais do Ensino Fundamental (Middle School) and Ensino Médio (High School). Therefore, we translate Ensino Fundamental as Elementary and Middle Schools and we do not translate Educação Básica, keeping the use of the term in Portuguese.

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Rodrigo Ribeiro Nascimento is a Physical Education teacher and Master's student in Postgraduate in Education at Universidade Federal de Juiz de Fora (PPGE/UFJF). He is a member at Studies and Research Group 'Body, Culture and Difference'.

ORCID: <https://orcid.org/0000-0002-4220-5528>

E-mail: nascimento.ribeiro.rodrigo@gmail.com

Beatriz Gomes de Souza has a degree and a bachelor's degree in Physical Education. She is an expert in Inclusive Sports and Physical Activities for People with Disabilities and is a student of the Masters in Education - courses linked to the Universidade Federal de Juiz de Fora. She is a teacher of Basic Education and a member at Studies and Research Group 'Body, Culture and Difference'.

ORCID: <https://orcid.org/0000-0001-9870-0192>

E-mail: biag28@gmail.com

Neil Franco holds a PhD in Education from Universidade Federal de Uberlândia. He is a Professor at the Physical Education and Sports College and at the Postgraduate Program in Education at Universidade Federal de Juiz de Fora. Leader of Studies and Research Group 'Body, Culture and Difference'.

ORCID: <https://orcid.org/0000-0002-1276-8901>

E-mail: neilfranco010@hotmail.com

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