

**TRAINING POSSIBILITIES IN PHYSICAL EDUCATION IN THE INCLUSIVE
PERSPECTIVE**

***POSSIBILIDADES FORMATIVAS EM EDUCAÇÃO FÍSICA NA PERSPECTIVA
INCLUSIVA***

***POSIBILIDADES DE FORMACIÓN EN EDUCACIÓN FÍSICA EN LA PERSPECTIVA
INCLUSIVA***



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ABSTRACT: The present work is the result of the extension course ‘Body, Human Education and Society’, and aimed to reflect on the initial education of the Physical Education teacher to work with people with disabilities. Thus, from a theoretical essay, the authors begin by reflecting on the theme of the Body, Human Education and Society and its intersection with the initial education of Physical Education teachers, where concepts, theoretical bases and recent research in initial education in the area. Finally, possibilities and strategies to train teachers sensitive to the theme of inclusion are presented. Such suggestions result from course completion works, case reports and the researchers' didactic experiences and was organized according to the following axes: experiences in supervised internships, university extension and training to work in the perspective of collaborative work.

KEYWORDS: Physical Education. Teacher training. People with disabilities. Adapted physical activity.

RESUMO: *O presente trabalho é resultado dos desdobramentos do curso de extensão Corpo, Formação Humana e Sociedade, e teve como objetivo refletir sobre a formação inicial do professor de Educação Física para atuar junto às pessoas com deficiência. Assim, a partir de um ensaio teórico, as autoras iniciam refletindo sobre a temática do corpo, formação humana e sociedade e sua intersecção com a formação inicial de professores de Educação Física a partir das quais são apresentadas conceituações, bases teóricas e pesquisas recentes em formação inicial da área. Para finalizar, são apresentadas possibilidades e estratégias para formar professores sensíveis à temática da inclusão. Tais sugestões resultam de trabalhos de conclusão de curso, relatos e das experiências didáticas das pesquisadoras e estão organizadas a partir dos eixos: experiências nos estágios supervisionados, extensão universitária e formação para atuar na perspectiva do trabalho colaborativo.*

PALAVRAS-CHAVE: *Educação Física. Formação inicial. Pessoas com deficiência. Atividade física adaptada.*

RESUMEN: *El presente trabajo es fruto del curso de extensión Cuerpo, Formación Humana y Sociedad, y tuvo como objetivo reflexionar sobre la formación inicial del docente de Educación Física para trabajar con personas con discapacidad. Así, a partir de un ensayo teórico, los autores comienzan reflexionando sobre el tema del cuerpo, la formación humana y la sociedad y su intersección con la formación inicial de los docentes de Educación Física, donde se encuentran conceptos, bases teóricas e investigaciones recientes en formación inicial en el área. Finalmente, se presentan posibilidades y estrategias para formar docentes sensibles al tema de la inclusión. Tales sugerencias son el resultado de trabajos de finalización de cursos, informes y experiencias didácticas de los investigadores y se organizan según los temas: experiencias en pasantía supervisadas, extensión universitaria y formación para actuar en la perspectiva del trabajo colaborativo.*

PALABRAS CLAVE: *Educación Física. Formación inicial. Personas con deficiencia. Actividad física adaptada.*

Introduction

This article is part of the collective construction promoted by the Body Extension, Human education and Society Course, organized by the research groups Laboratory of Body Studies - LEC/Unespar and The Study and Research Group on Body Language and Diversity - GEPL/UFMG. The course was structured by six modules that dealt with themes that promoted dialogues and interinstitutional reflections about the different conceptions of thinking the body, Human education and society and its consequences in contemporary body practices. In this sense, this study addresses the theme proposed from the perspective of Initial Training in Physical Education (EF) to work with people with disabilities.

Thinking about Physical Education in this perspective leads us to reflect on various concepts, approaches, authors, however, in common agreement, we understand that the area is tied to the perspective of inclusion in its different scopes and, therefore, should be thought of in its entirety. When discussed under the gaze of Human education, of the construction of society, we need to consider anyone and everyone in their integrity, regardless of physical or intellectual conjunctures.

For Denari (2013), by including it is necessary to take into account the possibility of developing according to their attitudes and skills directed to their insertion in society. As part of the educational system, its existence is closely linked to values and virtues, such conditions that make education an inexhaustible source to improve the quality of life of people in search of autonomy. The author elucidates what we believe to be a path for the common good: **3**

[...] in its most comprehensive sense, education guaranteed by law, must permeate, first, the principles of equity and quality. Secondly, it should promote the development of educational projects based on the pillars of democratic experience and respect for diversity, in these projects, the presence and involvement of all teachers, students, school staff, families, and the social community where the school is included is essential (DENARI, 2013, p. 17, our translation).

However, casting our views on this makes us exercise the ability we have as educators to modify our own attitudes in educational action. According to Freire (1996), it is necessary to know how to listen to the other and to have coherence between discourse and action.

It's listening that we learn to talk to them. Only those who listen patiently and critically to the other, speak to him, even in which, under certain conditions, need to speak to him [...] if I discriminate against the poor boy or girl, the girl or black boy, the Indian boy, the rich girl, if I discriminate against the woman, the peasant, the working-class, I can not evidently listen to them and if I do not listen, I can not talk to them, but to them, from top to bottom (FREIRE,

1996, p. 127-136, our translation).

Nunes (2019) points out in his thesis that this appropriation of the teacher, with regard to understanding the subject, to adapt resources and supply educational needs, reminds us of the thought of Paulo Freire (2002) that it is necessary to perceive the particularities in totality, because no fact is justified by itself, isolated from the social context by which it was generated and develops. To look at inclusion is to understand what Freire (2002, p. 24, our translation), "[...] no one educates anyone, no one educates himself, men educate themselves, mediated by the world".

In this way, we reflect on the central theme of this dossier, in which Human education, the body and society must be thought together. When looking at the educational potentialities that inclusive body practices aggregate and the complexity of the inclusion theme, we feel the need to establish a dialogue between initial training in Physical Education, inclusion of people with disabilities in physical activities, and the formative possibilities in undergraduate courses in Physical Education.

This context specifically refers us to the area of Adapted Physical Activity, and the body in motion is understood as an object of education, we believe in its potentiality to promote the exercise of empathy, making teachers able to put themselves in the place of their students, understand their difficulties and needs. Nunes (2019, p. 24, our translation) in his research points out that: "The body, understood here as the totality of man and not only biological, is capable of providing affective and intellectual development, beyond physical development".

Thus, it is necessary to rethink the initial training of the Physical Education teacher in order to build favorable attitudes towards inclusion, break with theitudinal barriers and provide subsidies so that future professionals can commit to planning and promoting physical and sports activities for all their students, especially those with some type of disability. In this sense, Fiorini and Manzini (2014) indicate, from their research, the importance of promoting the education of the Physical Education teacher contemplating the inclusion of students with disabilities, based on initiative from different areas, such as higher institutions, municipal departments of education and public policies.

Thus, the present theoretical essay aims to reflect on the initial training of the Physical Education teacher to work with people with disabilities, and to present possibilities and strategies to address this theme in the disciplines of the undergraduate course in Physical Education.

To this end, from the above, we will first reflect on the importance of initial training of

Physical Education teachers from the perspective of Inclusive Education, seeking to conceptualize this problem, evidencing the historical trajectory, and discuss with recent research, in search of rethinking the importance of advancing in formative processes that consider, in contemporary times, diversity, inclusion and participation of all.

To end the debate, we seek to reflect on *the formative possibilities in Physical Education: experiences from the perspective of inclusion*. The objective of this axis was to present teaching strategies that would contribute to the strengthening of favorable attitudes towards the inclusion of people with disabilities in the initial training process of the Physical Education teacher.

Initial training of Physical Education teachers from the perspective of Inclusive Education

In Brazil, the initial training of Physical Education teachers occurs through undergraduate higher education courses, with qualification in the areas of bachelor's or bachelor's degree (BRASIL, 2018a). In recent years, the initial training of physical education teachers has undergone several advances, especially with regard to legislative aspects and standardization of training guidelines related to working with people with disabilities.

The most current legislation, related to the National Curriculum Guidelines of Undergraduate Courses in Physical Education (BRASIL, 2018a), represents an advance in the training of graduates and graduates in Physical Education to work with people with disabilities since it legitimizes, as well as in previous versions, the need for disciplines that deal with the characteristics, methodological aspects and teaching and learning of people with disabilities. In that document, "Training for professional intervention for persons with disabilities must be covered in both stages and training of both bachelor's and bachelor's degrees" (p. 2, our translation).

However, Pletsch (2009) points out that the lack of preparation and information prevents the teacher from developing a pedagogical practice that is attentive to the needs of students with disabilities. Thus, the author evaluates that the lack of preparation and lack of knowledge are directly related to the training or training received in the teacher's training process.

Gilon and Cardoso (2014) conducted a research with the objective of analyzing the curricular matrix of the Physical Education Course in Bachelor's Degree at a university in Brazil in relation to training for inclusive education. From the analysis of the teaching plans of disciplines in the area of knowledge related to the teaching of sports modalities (Game; Sport; Fights; Gymnastics and Dance), the authors concluded that there is a gap in the articulation of

sports teaching and the problem of inclusive education in that university, since no reference to the public with disabilities or special needs was found in the teaching plans.

In this sense, for Rodrigues and Lima-Rodrigues (2017) there are two main models of curriculum matrix of teacher training to act in the perspective of inclusion, the traditional model and the infusion model: In the traditional model, the curricular matrix of higher education courses is structured so that, throughout the training process, the student has only one or two specific disciplines with the objective of providing knowledge about the characteristics of the student with disabilities, teaching and learning processes and specific methodological aspects (RODRIGUES; LIMA-RODRIGUES, 2017). In the "infusion" model, the curricular organization of contents related to the education of students with disabilities and or special educational needs (NEE) is approached by all disciplines in a transversal way (KOWALSKI, 1995). That is, in this model, the questions related to the characteristics of students with disabilities, teaching and learning, and specific methodological strategies are decentralized and are contents addressed in most of the disciplines that make up the curricular matrix of the course.

From the above, although most physical education teacher training courses take the traditional matrix as a principle, it is essential to rethink the importance of moving forward in search of formative processes that consider the diversity, inclusion and participation of all. To this end, an infusion training model, in which most disciplines direct part of the content to address the theme of people with disabilities, seems to more effectively bring together the skills and competencies of a Physical Education teacher to act from the perspective of the inclusion of people with disabilities.

With regard to the field of research, initial professional training is a recurring theme in national and international research involving Adapted Physical Activity (AFA), because it is based on these studies that we can understand how such action happens, what are the advances, limitations and how it can interfere in the future performance of the Physical Education Professional (EF) in the face of the inclusion process (MAHL, 2016; LOUZADA, 2016).

In this context, national studies demonstrate the unpreparedness in dealing with people with disabilities due to the lack of practical experiences, the precariousness of supervised internship, dissociation between theory and practice and lack of interdisciplinarity in higher education courses in PE, causing insecurity and difficulties for professional performance, both by recent graduates and by teachers who already work in the area (CHICON; PETERLE; SANTANA, 2014; ROSSI-ANDRION; VILARONGA; MUNSTER, 2019).

In a literature review study conducted by Rossi-Andrion, Vilaronga and Munster (2019),

the authors present results that students who are in initial training in EF do not feel prepared to work with people with disabilities and/or any other Special Educational Need (NEE) along the inclusion process, being highlighted, mainly, the little direct contact with this public along the journey of these higher education courses, offering little practical experience.

Research developed in Brazil, USA, UK and Italy conclude so important in opportunities to opportunist more practical experiences involving the public of Special Education during the initial training process in EF, because it is from it that direct interpersonal contact occurs in a real environment, positively influencing the attitudes and feelings of undergraduate students to act in the inclusion process (ROSSI-ANDRION, VILARONGA; MUNSTER, 2019).

This practical experience is related to activities that students can closely monitor and experience the work done with people with disabilities, ASD (Autism Spectrum Disorder), TDAH (Attention Deficit Hyperactivity Disorder), Giftedness and other Special Educational Needs, such as, for example, supervised internships on and off the university campus, curricular internships in regular schools and Special Education; extension projects and community projects involving this population.

It would be important that supervised internships, both in regular schools that serve the public of Special Education and in Special Education schools, were incorporated and opportunistic during graduation, so that they could offer students in their initial training in EF adequate training, providing more knowledge and greater preparation about the inclusion process, with a consequent increase in the quality of teaching for all (HODGE; TANNEHILL; KLUGE, 2002; VICKERMAN; COATES, 2009; JEONG, 2013; WILKINSON *et al.*, 2013; NARDO *et al.*, 2014; TINDALL *et al.*, 2015).

In addition to curricular internships, it is emphasized that personal experiences prior to the beginning of initial training, such as having family members and/or friends with disabilities and/or attending internships in AFA outside the curriculum in establishments other than the university, are important factors that can also lead to an improvement in feeling about future performance in the face of inclusion. After all, professional training, in addition to involving a solid basic curricular training, which associates theory and practice through supervised internships, still involves the previous and personal experiences of each FS student from other educational institutions and other activities (CASTRO; AMORIM, 2015; DUCHENE *et al.*, 2018).

These academic and personal practical experiences positively influence the following attitudes of students in their initial training in EF: the change of discourse about inclusion,

seeking equity during classes; the reduction of the pre-concept, leaving the disability aside and emphasizing the functionality to meet the needs of each student in the inclusive environment; and the development of appropriate relationships and communication both when working with the public in question as well as with professionals from other areas with a focus on interdisciplinarity (WOODRUFF; SINELNIKOV, 2015).

Studies state that when there is practical experience on disability and other SEN, better academic preparation and contact with more content specifically involving AFA during initial training, better academically prepared the undergraduates will be to act in the inclusion process, resulting in increased confidence, improved communication with students with disabilities and other professionals (such as regular classroom teachers, directors and assistants) for an inter/multidisciplinary work and the reduction of uncertainties when working with this public (HODGE *et al.*, 2002; DUCHANE *et al.* 2008; NARDO *et al.* , 2014).

In addition to this attention to practical experiences, it is also important to provide the association of theory with practice during initial training courses in E, being this action a relevant factor that should occur along with such experiences, providing improvement in teaching competence and increased understanding of the inclusive process, offering increased knowledge and awareness on the subject (COATES, 2012).

However, there is still an overlap from theory to practice. In order to happen this association in an appropriate and balanced manner, the time spent on practical activities during initial training in E should be greater than what is currently the case, directed to activities in the field, so that there is an increase in instruction time to provide the improvement of confidence and enthusiasm in the students of the initial training programs in E and thus, consequently, improve education when working with students with disabilities (LAYNE; BLASINGAME, 2018).

Together with the development of theory associated with practice, there is the importance of offering students the infusion of knowledge among other curricular disciplines throughout the initial training courses, other than just the discipline of AFA. However, there is little supply of disciplines that involve the AFA specifically and disciplines that interface with this area, which results in the scarcity of theoretical and practical knowledge. Thus, it would be important to defend the infusion of knowledge about disability in other disciplines, because this and movement could favor discussions, simulations, equipment, modifications and teaching and knowledge strategies regarding the inclusion process (KWON, 2018).

One of the ways to understand these gaps, regarding practical experiences in supervised internships and infusion of knowledge and association of theory and practice, is to analyze the

curriculum of higher education institutions. Unfortunately, national and international studies present data that there are no curricular standards to make future professionals prepared to work in AFA, with no design of how curricula are conducted, with a gap between initial training about the contexts of diversity and inclusion, school reality and dissociation between theory and practice (SILVA; DRIGO, 2012; LOUZADA, 2016; MAHL, 2016 ROSSI-ANDRION; MUNSTER, 2019).

In Brazil, even the higher courses of EF presenting structural and curricular conditions to meet the demands of inclusion and being mandatory the afa discipline in the curriculum, there is still reduced workload and few disciplines that perform the interface / interdisciplinarity with the AFA (ROSSI-ANDRION; MUNSTER, 2013; ROSSI-ANDRION; MUNSTER, 2019). Thus, in addition to increasing the workload for this area, it would also be important to have interdisciplinarity between the AFA and the other disciplines, greater articulation between teaching, extension and research activities, and greater approximation with the curricular internship in the context of the inclusion process.

The compilation of these national and international researches demonstrated that practical experience is the main responsible for relating several strands to a better initial training, because it is the experiences through internships in real environments (which should be more opportunistic) together with the theory, which positively interfere in the attitudes and feelings of students, making them prepared for action for inclusion. It would be very important for initial training courses in Physical Education to give opportunities and further to the contents of the AFA, the infusion of knowledge and interdisciplinarity throughout the course and not only offer isolated disciplines with little practical intervention.

In view of all the above, the initial training based on interdisciplinarity and the infusion of knowledge is defended, in which each discipline of the curriculum of the Physical Education course develops issues involving students with disabilities and the inclusion of these in society.

Formative possibilities in Physical Education: experiences from the perspective of inclusion

The aim of this topic is to present teaching strategies that contribute to the strengthening of favorable attitudes towards the inclusion of people with disabilities in physical activities. Research in the area, such as those published by Rossi-Andrion and Munster (2019); Salerno *et al.* (2013), and the years of practice in Higher Education allow us to indicate that the greatest difficulties of undergraduates in relation to inclusion refer to lack of knowledge, as well as the

lack of contact and coexistence with this population.

As presented in the previous topic, the curricular structure of undergraduate courses does not meet such a difficulty, since most physical education courses are intended only an isolated discipline to deal with these issues and, often, this is restricted only to theoretical knowledge about disabilities and their classifications. As a result, the concepts and pre-concepts related to this population continue to limit the practice of the future physical education teacher, who, in many cases, do not have contents and experiences during graduation that allow him to think and experience in practice diversity and differences (SALERNO *et al.*, 2013).

As discussed earlier, in order to overcome this limitation, initial training courses need to offer more moments of coexistence with people with disabilities, in which students can put into practice what they study in theory. In a recent study, Salerno *et al.* (2018) point out that, in several locations in Brazil, undergraduate courses in Physical Education began to incorporate the different human dimensions as foundations for inclusive discussion, such as social, cultural, educational and psychological, reaching more meaningful understandings by students about the issue, as well as an initial, although discreet, approach to theory with practice through the implementation of actions, such as visits to specialized institutions and inclusive regular schools, practical simulation classes or with the participation of students with special educational needs.

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The approximation between theory and practice needs to be a fundamental point when it comes to training with a view to the inclusion of people with disabilities. Visits to institutions, supervised internships, extension projects, practical classes with children with disabilities, provide contact with this population and help in breaking the stigma present in society, which refers to the incapacity of people with disabilities.

Thinking of contributing more clearly and objectively with initial training courses, the following are the experiences that favor the strengthening of the theory and practice relationship through experiences with the public with disabilities.

Supervised internship experiences

Supervised internship is a very rich space for exploring experiences with people with disabilities. Especially in school, it is common to find children with disabilities included in regular classes, and, therefore, all subjects of the course could be involved with supervised internship being important to raise practical activities and further reflection on the performance with inclusion.

Rodrigues (2019) allied the knowledge of the discipline of Adapted Education where he met about Paralympic sports and had the curiosity to apply an experience of volleyball sitting in his supervised internship in elementary school. The experience was reported in the course conclusion work and the main objective of the research was to verify the perception of children and adolescents from 9 to 15 years of age about the modality Voleibol Sitting in the physical education class of a public school in the municipality of Vicentina-MS. This was a qualitative field research, in which 71 students from the 6th to 9th grade of Elementary School II, from the school, who answered a questionnaire after participating in a class on the content sat volleyball, participated in the 6th to 9th grade of elementary school.

It was found that the activity performed presented good acceptability, children and adolescents from 9 to 14 years old were able to experience a sitting volleyball class, a modality very close to that they already know. The difficulties, when performing the fundamentals of the sport in the sitting position, favored that students without disabilities experienced the movements used by people with physical disabilities and perceived the possibilities of practice, even with physical limitations. It was concluded that the students' perception of the experience of sitting volleyball was positive and covered not only the practice, but also the feeling of otherness on the part of the students making them reflect on how the person with disabilities can be included in this field of sports and physical education classes. | 11

It is noteworthy that the practice of Paralympic modalities in School Physical Education is not common, so it is opportunistic to children without disabilities to put themselves in the place of those with disabilities can provide a moment of reflection on the condition of the other and, thus, bring up the feeling of otherness. Therefore, not only the discipline of Adapted Physical Education, but all the others of the initial training course, could deal with their adapted or Paralympic practice, so that the undergraduate realizes that every movement can be thought and adapted to the potentialities of any individual.

The approach with people with disabilities during the supervised internship led to Almeida's research (2018), because it was during the internship at a school that he met an adapted bocce athlete. The student with cerebral palsy was "discovered" in the school physical education class and began training with the city's Paralympic team. The objective of Almeida's research (2018) was to know the practice of adapted bocce performed by the wheelchair student.

Through a case study, the investigation revealed that the 14-year-old girl had been practicing bocce for 2 years, but before that she had never practiced any sports.

According to Almeida (2018), the student stresses that competing in this modality makes her feel happy and important. The student's teacher and coach highlighted the progress in the

technical and personal development of the student, citing, for example, the fact that d and the student show more uninhibited interpersonal relationships. In addition, the practice of the sport allowed the student to travel without the presence of her parents for championships, moments that required her responsibility, autonomy and independence, strengthening her safety and self-esteem.

It can be seen how much supervised internship contributes significantly to training with a view to the inclusion of people with disabilities, however, we highlight that the orientation of this process should be organized in order to raise such experiences. That is, the subjects attended concomitantly with the supervised internship can work together, using the stage moment as a space for exploration of the contents worked in the other disciplines.

University Extension

In addition to the supervised internship, a strong ally of initial training in Physical Education is the University Extension. Projects and extension events bring together the community and are excellent moments of coexistence and practice with people with disabilities. An example of this is highlighted in the research by Gonzaga (2020), which aimed to describe the participation of students of the Physical Education course in the Event Paralympic Festival 2019. This event takes place annually throughout Brazil and, in 2019, was held in 70 cities and, for the second time, it also took place in the municipality of Dourados-MS.

The research showed that the majority of the participating group did not have difficulties to perform their functions in the event and did not have difficulties in interacting with the participating children, that is, the paradigm that working with this population requires a specialized qualification and that, therefore, it would be more difficult for the undergraduate student, was overcome. The group perceived the experience in the event as positive, because the experience resulted in knowing better the population with disabilities, knowing Paralympic sports and visualizing the potential of children with disabilities for the practice of physical activity.

Melo and Munster (2014) report the experience of the Program of Physical, Sports and Leisure Activities Adapted to People with Disabilities - PROAFA developed by the Department of Physical Education and Human Motricity of the Federal University of São Carlos - DEFMH/UFSCar. PROAFA was created in 2006 and is configured as a university extension project and comprises physical, sports and leisure activities aimed at people with disabilities. The project has the participation of undergraduate students in Physical Education and graduate

students (master's and doctorate) in Special Education. Throughout its history, PROAFA has been developing several activities, among them, adapted swimming and wheelchair handball. This extension project contributes to the quality of the training of students of the Physical Education Course of UFSCar and to the development of studies/investigations related to the area of Physical Activity and Adapted Sports. Rossi and Munster (2019) reported the impacts of the participation of undergraduate students in PROAFA and other university extension projects and highlighted that they considered important participation in the projects, as it expanded knowledge and provided a broader and deeper professional training in relation to the process of inclusion of people with disabilities in society.

It is believed that these spaces of experience and contact that the events and extension projects provide are fundamental for initial training in Physical Education. It is also notable that with the implementation of the curricularization of the extension (BRASIL, 2018b), Resolution n.07 of December 18, 2018, the workload of extension activities gains prominence in the course matrix and can be used as an important training space from an inclusive perspective.

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Training to act from the perspective of collaborative work

In a research conducted by Oliveira (2018), the author highlights the need to train Physical Education teachers capable of working collaboratively in inclusive contexts. The same author points out that collaborative work can be understood as "collaborative actions that can be constructed between teachers and their peers" (p. 15, our translation). Therefore, it is important to include strategies that stimulate training for collaborative action in disciplines directed to work with people with disabilities in the initial training curriculum in EF.

In this direction, the authors Lytle *et al.* (2003) highlight the simulation of the completion of the Individualized Teaching Plan (PEI-EF) as one of the training strategies for collaboration. The Individualized Teaching Plan (Pei) is an official document that aims to establish an action plan for teachers and specialists who care for children with disabilities (KOWALSKI *et al.*, 2005). In Physical Education, the EIP can be constituted as a tool that guidelines the pedagogical practices of these teachers based on the objectives and learning goals established collaboratively. The PEI-EF model can be found in the article published by Munster *et al.* (2014).

Thus, the simulation of the filling of the EIP can be performed in several ways; one of the possible ways is to divide the students into small working groups, with the task of filling

out the EIP based on a hypothetical situation/ teaching case previously elaborated by the teacher of the discipline.

Another strategy suggested by Lytle *et al.* (2003) is the elaboration of a script and application of an interview with teachers and professionals from other areas, who can act collaboratively with the area of Physical Education in various contexts, such as teachers of Special Education, Physiotherapists, Occupational Therapists, among others. The author suggests that the interview be conducted by the students and conducted with different professionals and that the result be shared later with everyone in the class. For the elaboration of the script, the authors suggest questions that address experiences and professional training, strategies to make work more efficient; opinion of the interviewees about the skills and competencies to work in the area; Strategies that were developed by the professional to work effectively with other professionals in a multidisciplinary manner; Strategies that the professional/teacher has been developing to work with other professionals, among others.

Thus, promoting training strategies to act collaboratively in physical education course disciplines, which address the pedagogical didactic aspects of working with people with disabilities in the context of inclusion, can be an opportunity to promote formative processes that stimulate reflection on the need to plan and create action plans that meet the individual needs of students with disabilities. Moreover, these strategies may contribute to the education of EF teachers prepared for interdisciplinary action, guided by collective dialogue and the problem solving process.

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Final considerations

This theoretical essay aimed to reflect on the initial training of the Physical Education teacher to work with people with disabilities. From the above, the text presented here exposes the need to rethink the training of physical education teachers to work with people with disabilities, especially with regard to the organization of the courses, strongly suggesting the organization of their curriculum from the "infusion" model.

Therefore, we highlight that the undergraduate course needs to make efforts to organize its curriculum for a training with inclusive views. Disciplines cannot work in a watertight way, the interaction between all curricular components is essential, using practical moments as real spaces of experience and coexistence with the population with disabilities.

The professors of the undergraduate course need to work jointly and synergistically, offering extension projects and envisioning the moments of practice of the course (internships,

practice as a curricular component, etc.) as spaces of experimentation of their disciplines. An education aligned in this sense favors the academic an integrated view of the area of Physical Education, which demonstrates its greatness and importance when it understands that it is not important in a segment alone, but in the complementarity of the various areas that compose it.

From the above, this text does not intend to exhaust the possibilities of work and strategies used by teachers of undergraduate courses in E, but to present some suggestions for actions that can guide the pedagogical practice of teachers who teach disciplines that deal with issues about people with disabilities, diversity, inclusion and Special Education in higher education. Thus, it is expected that the text will awaken reflections that can contribute to the progress of debates on initial teacher education and the performance with the population with disabilities in the field of Physical Education.

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