



ADAPTED SPORTS AT UFSC: AN ANALYSIS OF SPORTS CATEGORIES

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Abstract

Sports practice assists the general development of people with disabilities. However, this practice can be carried out from different perspectives. The objective of this study was to analyze the actions of the different adapted sports extension projects at Federal University of Santa Catarina (UFSC) from the different categories of sports (educational; participation and performance). The adapted sports extension projects have been developed in the Sports Center since 1996 and currently offer practices of five adapted modalities: Athletics; Goalball; Wheelchair Handball; Swimming and Wheelchair Tennis. When doing the analysis, it was possible to identify that all the projects to develop actions in the different sports categories. It is also considered that the projects have guaranteed, through sport, opportunities for the effective implementation of numerous rights and the social participation of people with disabilities.

Keywords: Adapted Sport. Disabilities. Sports Categories.

ESPORTE ADAPTADO NA UFSC: UMA ANÁLISE A PARTIR DAS MANIFESTAÇÕES ESPORTIVAS

Resumo

A prática esportiva auxilia no desenvolvimento global de pessoas com deficiência. No entanto, essa prática pode ser realizada sob diferentes perspectivas. O presente estudo teve como objetivo analisar as ações dos diferentes projetos de extensão de esporte adaptado na Universidade Federal de Santa Catarina (UFSC), a partir das diferentes manifestações esportivas (educacional; participação e rendimento). Os projetos de extensão de esporte adaptado são desenvolvidos no Centro de Desportos desde 1996 e atualmente são ofertadas práticas de cinco modalidades adaptadas: Atletismo; Goalball; Handebol em cadeira de rodas; Natação e Tênis em cadeira de rodas. Ao fazer a análise, foi possível identificar que todos os projetos desenvolvem ações nas diferentes manifestações esportivas. Considera-se, além disso, que os projetos têm assegurado por meio do esporte, oportunidades de efetivação de inúmeros direitos e de participação social de pessoas com deficiência.

Palavras-chave: Esporte Adaptado. Deficiência. Manifestações Esportivas.

DEPORTE ADAPTADO EN LA UFSC: UN ANÁLISIS A PARTIR DE LAS MANIFESTACIONES DEPORTIVAS

Resumen

La práctica deportiva ayuda en el desarrollo global de las personas con discapacidad. Sin embargo, esta práctica puede realizarse bajo diferentes perspectivas. El presente estudio tuvo como objetivo analizar las acciones de los diferentes proyectos de extensión de deporte adaptado en la UFSC a partir de las diferentes manifestaciones deportivas (educación; participación y rendimiento).. Los proyectos de extensión de deporte adaptado se desarrollan en el Centro de Deportes desde 1996 y actualmente se ofrecen prácticas de cinco modalidades adaptadas: Atletismo; Goalball; Balonmano en silla de ruedas; Natación y Tenis en silla de ruedas. Al hacer el análisis fue posible identificar que todos los proyectos desarrollan acciones en las diferentes manifestaciones deportivas. Se considera, además, que los proyectos han asegurado por medio del deporte, oportunidades de efectividad de innumerables derechos y participación social de personas con discapacidad.

Palabras clave: Deporte Adaptado. Discapacidad. Manifestaciones Deportivas.



INTRODUCTION

The contemporary sport has several definitions and interpretations. Considered one of the most important sociocultural phenomena of the last two centuries, sports have become very popular among people. According to Bento (1999), the sport is polysemous and polymorphic, that is, it assumes multiple meanings and forms. Therefore, sport can be considered, besides Physical Education content, a powerful tool for transforming reality. In this context, we can mention the Adapted Sport and the Paralympic Sport for people with disabilities.

Adapted Sport refers to a sport modified or created to meet the special needs of individuals (WINNICK, 2017). The Paralympic Sport, in its turn, includes sports modalities practiced by people with disabilities, recognized by the International Paralympic Committee (IPC) and presented at events for their promotion and management (ARAÚJO, 2011). The Paralympic sport is considered a more restrictive environment since it refers to one of the 25 summer and 5 winter modalities of the Paralympic program practiced by athletes with high performance (COSTA, WINCKLER, 2012). In addition, the sports classification process (medical or functional), allows only athletes with a minimum disability level, according to sport-specific eligibility criteria, to participate in official competitions (TWEEDY; VANLANDEWIJCK, 2011). On the other hand, the adapted sport is much wider and encompasses the practice in different contexts.

The sports organized in different categories were proposed precisely to contest the sports development from a single perspective: elite sport. A series of documents such as “The Manifesto for Sport” and movements such as “Sport for All” in the 1960s already expanded the outreach of sport in the world. However, the framework for a new conception was the publication of UNESCO’s International Charter on Physical Education and Sport (1978). In Brazil, the sports identified in different categories - educational, participation, and performance - began to be idealized by a commission chaired by Professor Manoel Tubino in 1985. Although the Federal Constitution of 1988 had already acknowledged a new concept of sport, Brazil remained until 1993 without a specific law. This changed with Law no. 8.672 / 1193 (Zico Law) that contemplated the recognition of this new interpretation. After Zico Law, Pelé Law (no. 9.615 / 1998) basically kept the previous text regarding concepts and principles (TUBINO, 2010).

The intellectual production regarding sports in different categories is vast, as are new interpretations and new concepts. In this article, the text will be based on the precepts and

concepts of the current legislation (BRASIL, 1998). In this sense, the categories can be interpreted as follows:

- Sport-Education can be practiced in educational systems or non-educational environments. Its objective is to provide full development of the person and their training for the exercise of citizenship. Its principles are based on inclusion, participation, and cooperation. Sport is the channel for the knowledge of and through the body. In the case of the people with disability, it allows access to the possibilities of new forms of movement or interaction with the environment.
- Sport-Participation: it is related to concepts of leisure and health promotion. Sport-Leisure has its focus on the possibility of using sport as an occupation of the free time and in obtaining pleasure. Although it is more accessible to all, the person with a disability may not have access to leisure sport due to different kinds of barriers. In addition, the sport can be used for the purpose of rehabilitation or maintenance of the health status of the practitioner. It is worth mentioning that sports for people with disabilities emerged as a rehabilitation tool in the mid-twentieth century.
- Sport-Performance: it is practiced obeying codes and rules established by international entities. It targets results, victories, records, sports titles, media projections, and financial awards. It is associated with the sport-spectacle. In this environment, athletes with disabilities can be professionals and earn their living from the sport.

The interpretation of the sports categories mentioned above makes us reflect and question how much and how they are developed in the projects offered to the community at the Center of Sports (CDS) of the Federal University of Santa Catarina. Currently, CDS offers 5 extension projects of adapted sports for people with disabilities free of charge: Athletics, Wheelchair Handball and Tennis, Goalball, and Swimming. In Athletics and Swimming, people with physical, visual, hearing, and intellectual impairments participate in the project. In Wheelchair Handball and Tennis only people with physical impairments participate, while in Goalball only people with visual impairments do. The target audience includes people from the general community and also students with disabilities from UFSC, totaling an average of 50 students in all 5 projects. Each project is coordinated by 1 professor from the Department of Physical Education and counts on undergraduate students and volunteer to plan and to perform the activities. It is worth mentioning that the many group associations for people with disabilities are partners in the projects. Therefore, the present study aims to analyze the different extension projects that involve the adapted sport at UFSC from the different sports categories perspectives.

MATERIALS AND METHODS

The adapted sports extension projects developed at the Center of Sports (CDS) of the Federal University of Santa Catarina seek the participation of people with disabilities in sports practices. These projects, previously called Saturday in the Campus: Adapted Sports, have been developed in the CDS since 1996 and were designed by Professor Luciano Lazzaris Fernandes. These practices provide a framework for people with disabilities in sports, promoting socialization and pursuing to improve their quality of life through a leisure practice (FERNANDES et al., 2011).

Currently, CDS offers five adapted sports: Athletics, Goalball, Wheelchair Handball, Swimming, and Wheelchair Tennis. Adapted athletics is an individual modality that consists of races, jumps, throws. The audience is people with physical and visual impairments, of both sexes, 16 years old or older. As the activities are held three times a week (Monday, Wednesday and Friday) at the athletic track in CDS.

Goalball is a modality designed exclusively for people with visual impairments who use auditory and tactile perceptions. It is a collective game (three players) that aims to throw a ball towards the opponent's target, respecting the specific attack rules. The activities are held on Tuesdays, on Thursdays, and on Sundays at the gymnasium 2 in CDS.

Wheelchairs Handball (HCR) is a collective adapted modality from the Olympic handball. The modality is designed for people with physical disabilities and it is not yet part of the Paralympic program. Currently, it is presented in three ways: HCR7; HCR4A and HCR4B. These divisions are games of seven and four players with higher or lower levels of functionality. The practices are held at the gymnasium 3, on Tuesdays, and at the gymnasium 1 on Saturdays.

Paralympic Swimming is for people with visual, physical, and intellectual disabilities. However, CDS's project is also suitable for people with hearing disabilities, which allows the inclusion of any type of disability. The activities take place at the CDS aquatic complex twice a week in the evening.

Wheelchair tennis is a modality designed for people with physical disabilities who have locomotion difficulties. The game is very similar to the Olympic modality, having the main difference the fact that the players are allowed to bounce the ball twice in the court before returning it to the adversary. The practice of wheelchair tennis takes place at the tennis courts at CDS sports complex three times a week in the morning and in the evening.

The projects establish a direct relationship with other sectors of society, such as public and private schools, and implement partnerships with the following non-profit associations: ACIC - Associação Catarinense para Integração do Cego; ACESA - Associação Catarinense de

Esportes Adaptados e AFLODEF – Associação Florianopolitana de Deficientes Físicos. In addition, the projects are always engaged in social events proposed by the city and service clubs such as SESC.

The partnership with the Associations generates important social impact since people with disabilities who decide to leave home in order to pursue an autonomous life seek the association of reference in the city. In this way, the projects function as a place where the individual can find and enjoy all the benefits of practicing a sport, in addition to establishing important social relationships in that context.

RESULTS AND ANALYSIS

People with disabilities belong to a minority who suffer both materially, socially and psychologically from the effects of exclusion. The project participants, due to barriers imposed by society itself, do not have the same opportunities in education, leisure or work, nor the same opportunities for sports practices.

Law no. 13.146 of July 6, 2015, Brazilian Law on the inclusion of persons with disabilities - Statute of persons with disabilities, affirms that it is the duty of the State, the Society, and the Family to assure the people with disabilities, with priority, the realization of numerous rights, such as health, education, culture, accessibility, and sport (BRAZIL, 2015). In this sense, the CDS assists in complying with this Law, since it seeks to insert and give these individuals a sports practice that will help them to be valued in the various sectors of society, contributing to their autonomy and independence to seek their rights in social participation.

The different sports practice projects for people with disabilities offered by CDS seek to accomplish the participants' different wishes. Therefore, it offers practices aimed at sports: performance (for the training of high level athletes); participation (considering aspects of health promotion and leisure), and imbued in the various practices and actions, the educational character (which seeks the integral development of the individual, their formation for the exercise of citizenship).

Although in this article we are considering the analysis of sports categories separately, we assume the symbiosis between them, as the concepts of one are intertwined in the activities of the other. In addition, there are discussions about the educational dimension which assumes that it exists only as a product of the tension between the manifestation of participation and elite, now shifting more to one and then to another. They also affirm the continuous existence of a set of values, abilities, skills, knowledge, and behaviors that are learned, consciously or unconsciously, in

the relationship established with the sport (PIRES; SILVEIRA, 2007; BRACHT, 1997). Therefore, in a challenging way, we will try to discuss here the dialogues between the actions carried out in the extension projects and the aforementioned categories.

Adapted Sports and its relation to educational sport

The adapted sports extension projects of UFSC seek their development through the concepts of the educational sport that includes the practical activities in the education system, avoiding the selectivity and the hyper-competitiveness of its practitioners, with the purpose of reaching the integral development of the individual and their training for the exercise of citizenship and the practice of leisure (BRASIL, 1998).

These concepts can be seen in the projects' designs, from the way of entrance to the permanence of the participating students. There is no ability and /or performance criteria for selecting the participants. There is room for people with all levels of knowledge and practical experience of the modality. The more experienced students tend to assist the younger students in the context of development within the sport. The teaching-learning process in the projects is, therefore, designed to encourage the beneficial awareness of group coexistence, cooperation, and respect for differences within each other. It is also sought to explore values such as respect for rules and duties as citizens in the sports activities. For example, to stimulate the zeal with the sports equipment offered, the care with the cleaning and the structure used, the commitment with the assiduity and the punctuality.

When UFSC is thought of as a higher education institution, it is understood as a space for sports democratization. In this sense, it becomes a commitment of the Physical Education, contemplated area in the university, the education with/for the sport as cultural training (PIRES; SILVEIRA, 2007) for any person of the community.

The dialogue between university and school has been a concern of the adapted sports extension projects, since it understands the sports practice as an important tool in the overall development of the student to the extent that they participate and appropriate a body culture of movement, educating themselves to lifelong culture. However, a paper presented at the International Paralympic School Seminar in 2017 showed that only 24.3% of the participants in UFSC adapted sports extension projects are school-aged people. In addition, it was pointed out that this number contained two school-age people without disabilities who participated in the wheelchair handball project (SERON; PACHECO; FISCHER, 2017). This reflection is important because there is a gap in the information channel and participation of students with disabilities in the projects offered in the University. This fact is alarming because the projects are

an important space to give students with disabilities the opportunity to experience the adapted sport and all its possibilities. It is worth mentioning that some of these projects have the concern of enabling sports initiation and host students above the age of ten.

Also, the participation of UFSC students with disabilities in extension projects has been shy, although there has been a greater involvement of these students in recent years. In total, according to the Education Accessibility Coordination, in 2018, UFSC has 275 (two hundred and seventy-five) self-declared students with disabilities. In 2018, eight students with disabilities from UFSC participated in the projects of adapted sports extension and represented the university in the modalities of athletics, swimming, and judo (Figure 1).



Figure 1. The Federal University of Santa Catarina's delegation at the University Paralympic Games (2018)

To encourage the participation of students with disabilities in Higher Education Institutions in sports, the Brazilian Paralympic Committee (CPB), in partnership with the Brazilian University Sports Confederation (CBDU), has organized the University Paralympics Games (JPU), in its third edition in 2018. As educational objectives, the Games intend to use sports as a factor of integration, and socio-cultural and sporting exchange among university students; and contribute to the full development of the university student as a social, autonomous, democratic, and participative being, stimulating the full exercise of citizenship through sport (CPB, 2018).

From this perspective, the sports activities offered to the participants seek to have an educational character and agree with the Second University Time Program (BRAZIL, 2017), which aims to develop young students in order to promote their own body consciousness, explore their limits, increase their potential, develop their spirit of solidarity, mutual cooperation, and respect for the collective.

These educational principles are demonstrated in the speech of one of the disabled students from UFSC who represented the Institution in JPU:

"This was one of the most rewarding experiences I've participated in lately. Although I participated in a sport that is basically individual, we were all connected in a positive and collective energy. It was great to meet new people and it was even better to get to know my limits on the perspective of what is within my power to do or not. I hope to have more opportunities like this and I hope that many more university students with disabilities also know this side of the sports so that they can have this experience in the future "(Trip Report, 2018 - MEDINA, 2018).

It is also reinforced in the statement below how it is possible, through sports, to recognize the value of the potentialities of the disabled student and the awareness of the potential of contribution to personal training.

"(...) now, I am certain that I have the potential to improve on many things and I will do my best to do so. (...) It was an incredible experience, formative and really transforming in my career as a UFSC student and for my journey as an athlete in development "(Trip Report, 2018 - SANTIAGO, 2018).

Finally, it was possible to identify among the participants a perception about trying to be better, about overcoming oneself. Understanding that your disability cannot limit you, cannot be the reason not to fight for your rights.

"(...) It will stay in the memory of everyone who was present as well as motivate everyone to be better and seek, regardless of the difficulty, overcoming, and this is the word I want to take to my life after experiencing all this which occurred in only 72 hours. "(Travel Report, 2018 - DE BARROS, 2018).

It is important to emphasize, in short, that the daily practices of the projects serve as a space for debates on the rights of people with disabilities in society. In addition, the projects also engage in the educational construction of attitude about disability for people outside the university walls. Therefore, there are initiatives for collaboration with actions in the various sectors of society.

The relationship with public and private schools, for example, happens through visits paid by groups from Florianópolis' colleges to training sessions and also through the athletes' presence inside these schools with presentations, conversations, and the dissemination of the modality and the project itself (Figure 2). Placing children and young people in contact with disabled athletes and sports for people with disabilities helps in changing perceptions about disability by reducing negative attitudes and highlighting the potential of disabled individuals in society.



Figure 2. Participation of the project participants in a private school

The continuous participation in social events in society contributes to a constant struggle that is the appreciation of the people with disabilities. In the last year (2017), for example, the event was performed on a Saturday afternoon on Beira-Mar Avenue (Figure 3). Hundreds of people stopped to look, to get to know and experience the previously unknown sports. Many were impressed by the abilities of people with disabilities in the game and at time people no longer looked at the limitation of not seeing or walking. Such actions, provided by entities, associations, and the city hall certainly contribute to the evolution of the emerging social inclusion and education in our society.

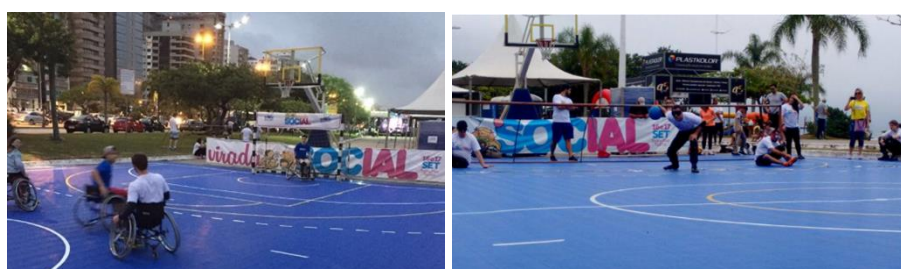


Figure 3. Presentation of the modalities on Beira-Mar Avenue on the event “Virada Social”

Adapted Sports and its relation to sports participation

The sporting event called participation is concerned with the integration of practitioners in the fullness of social life, in the promotion of health, leisure, and education. In this context, CDS adapted sports projects addressing these principles when they are concerned with the biopsychosocial aspects of their participants. In the five forementioned projects, it is observed that the objectives are towards the development of social skills such as the exercise of self-confidence, self-sufficiency, cooperation, and participation, contributing to the health promotion of the participants.

Data from IBGE (2010) indicate that 23.9% of the population in Brazil has some type of disability. Although there is no official data, a more concerning number is that it is estimated that

only 10% of this population practice some type of regular physical activity (SOLER, 2005; GUTIERRES et al., 2010). There are several barriers to this participation, being the offer of specific programs one of the main barriers found. A study by Biduski et al. (2016) observed that participants of adapted sports extension projects (UFSC) perceive more facilitators than barriers. Among the main facilitators are the sympathy and knowledge of the professional, and family and friend support. Regarding the barriers, the presence of injury, the weather, and the distance from the place of practice were the most pointed aspects.

Some studies were carried out by undergraduate students of the Physical Education program and bring important results regarding the involvement of these participants in the sports practices practiced as participation.

A study carried out with 12 male athletes from the UFSC Goalball team investigated the perception of quality of life through the NEI-VFQ-25 questionnaire that evaluates the impact of visual loss on quality of life and scores from 0 to 100 points (AZEVEDO, 2017). The results point to a positive perception of the quality of life in these participants who had better results in the subdomains independence, ability to perform activities of daily living, mental and general health, and especially in social aspects that reached a score of 92. These results assert the fact that being involved in these sports activities can contribute to their quality of life and health. In a negative way, it was observed that most of the participants were overweight and this variable had a negative correlation with the general health perception. These data point to the fact that educational actions are needed to control the weight and the nutritional issues of these participants.

Another study aimed to understand the contribution of participation in Goalball as a factor of health promotion in the perception of participants with visual impairment practitioners of the modality at UFSC (DE OLIVEIRA et al., 2017). In the physical aspects, all students reported improvement in strength, endurance, agility, and speed both in the practice of the modality and in the daily activities. In addition, they noticed they were leaner, being more concerned about their diet. Regarding the psychosocial aspects, they showed a better relationship with their colleagues, friends, and family; and some reported seeking more autonomy and independence in their daily mobility. One participant reported that he had never taken urban transport autonomously and that his involvement in practice could provide this action.

Likewise, positive impacts were also observed in a participant of the Adapted Athletics project. In the perception of the participant's mother, there was an increase in the responsibility and disposition of the student, besides a considerable improvement in the agility and mobility of the upper limbs. She also reported better understanding and breaking of barriers of

discrimination in school. In the view of the participant, there was an increase in agility and strength of the upper limbs, as well as better acceptance and inclusion in the school environment, promoting their well-being (ANTUNES et al., 2017).

More than benefits for people with disabilities, adapted sports extension projects also contribute to the well-being and are offered as a leisure practice for people without disabilities. It is more evident in the design of Wheelchair Handball that people without disabilities also participate sitting in the wheelchair and playing Handball with people with disabilities. In this way, friends, family, students, people from the community in general have the opportunity to practice the modality together with those who are eligible for sports practice. This experience seems very interesting because providing experiences similar to those of people with disabilities can be an interesting method to socially sensitize people without disabilities, since this practice can make them reflect more upon putting themselves in others' shoes, upon understanding how much sports practice facilitates the equality of the condition and the integration of the person into a group (ROBLES-RODRIGUEZ et al, 2017, GRENIER and KEARNS, 2012).

In addition to the forementioned studies that clearly showed the importance of this practice in the lives of these people, practice time is considered a space for the encounter with the other. A space where bonds of respect and friendship are developed, and a space in which they, the disabled, can exercise active social participation through sports.

Adapted Sports and its relation to sport performance

In the Sport-Performance category, the result of the competition has a central relevance and the improvement of performance through sports training is the main goal. The analysis of this category is quite complex considering the context of the Paralympic sport. When the athlete with disability competes in national and international events, this category is the most prevalent; but educational, health, and leisure aspects are present, although in a lesser degree (COSTA & WINCKLER, 2012).

Current legislation defines athletes participating in national and international competitions as elite athletes (BRASIL, 1998). However, there is a bias towards this definition in the Paralympic Sport. People with disabilities stand out with little time of practice in the modality and inferior performance, at least at local and national university level. This means that the trajectory of an athlete with disabilities is quite different from that of an able-body athlete. It was possible to observe this particularity in the Paralympic University Games, where most of our students at the beginning level won medals. UFSC's team was composed of eleven participants: eight athletes

with disabilities, two guide-athletes and one staff that participated in Athletics, Judo and Swimming. In total, they got 15 medals in different events and sports classes.

An important feature in the sport-performance category is the sports classification. While in the Sports-Educational and Sports-Participation categories it has less relevance, in Sports-Performance it is crucial (COSTA; WINCKLER, 2012). The goal of sport classification is to minimize the impact of disability on the outcome of the competition and thus ensure fairness in the dispute (TWEEDY; VANLANDEWIJCK, 2011). The fact that each Paralympic modality presents a series of sports classes, which consider the level of functionality in a wide spectrum of deficiencies, also allows some athletes to climb on the podium with a lower level of involvement and dedication compared to the conventional elite sport.

However, in national events such as the “Circuito Loterias Caixa” that involves Athletics, Weightlifting and Swimming and other Brazilian championships of Paralympic modalities, the required level of performance is greater. In the “Adapted Athletics project: initiation to training”, we can mention the participation of two athletes with cerebral palsy who have already achieved significant results in national and international competitions. These athletes have a significant training load with systematized coaching. Still, in addition to the physical and tactical preparation, they rely on psychological preparation and nutritionist follow-up. Another highlight is the Goalball project. The male team ranks the seventh position in the Brazilian Championship of Goalball and won a place for the B series. Currently, the team coach who started as an undergraduate student and remained 14 years dedicating himself to the project, is the physical trainer of the Brazilian female Goalball team, which won bronze in the last World Cup. UFSC’s team also has an athlete who competed in the men's Goalball team at the 2008 Paralympics in China. In national level competition, an athlete of the wheelchair tennis project, won third place overall in the wheelchair Tennis Federations Cup that year in São Paulo.

Considering the regional events, wheelchair Handball won the third place in PARAJASC while Goalball took gold in the female and the male groups in 2017. Still, the Athletics occupied the seventh place for physical disability in the male and female groups, second place for visual impairment in male and fourth in female groups.

In general, the present analysis revealed that the sport-performance category is quite expressive in the different projects, appearing to a lesser extent in the Swimming project. This finding may be related to the fact that the CDS Olympic swimming pool is under maintenance, making it difficult for the training that is currently carried out in the adapted swimming pool. Among other problems, we also observed the difficulty in maintaining sports-performance for people with disabilities living inside the university, either by lack of financial incentive, human

resources, and structural environment. The financial support for participation in the competitions mentioned above comes, in the great majority, from associations. Anyway, we understand that sport-performance, as well as other sports categories for people with disabilities, are vital. It is also through this category that the athletes with disabilities show their capability and their empowerment.

CONCLUSION

The present study aimed to analyze the different extension projects that involve the adapted sports at UFSC through the different sports categories. Although the analysis of the categories was made separately, a symbiosis was assumed between them since the concepts of one session are imbricated in the activities of the other. From the present analysis, it is concluded that the three sports categories are developed on all five projects, varying from lower to higher degrees for each of them. This shows that extension projects have different goals and directly impact the people with disabilities engaged in the activities. However, some issues still need to be improved, such as the number of students in the projects, investments to maintain human and material resources, and accessibility at the practice sites. In conclusion, more than simple sports practices, our adapted sports extension projects educate citizens, promote health and leisure, and open a possibility for the elite athletes training and coaches in the context of Paralympic Sport.

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