

63 - ARCHITECTURAL ACCESSIBILITY FOR STUDENTS WITH PHYSICAL DEFICIENCY IN THE SCHOOL LIBRARY

MARCOS PASTANA SANTOS
INSTITUTO FEDERAL DO RIO DE JANEIRO – IFRJ
PARACAMBI – RIO DE JANEIRO – BRASIL

JUREMA ROSA LOPES
UNIVERSIDADE DO GRANDE RIO – UNIGRANRIO
DUQUE DE CAXIAS – RIO DE JANEIRO – BRASIL
marcos.pastana@ifrj.edu.br

doi:10.16887/88.a1.63

INTRODUCTION

Understanding the role of people with disabilities in today's society is not to ignore the terrifying past of their social history. The disabled individual was not always understood by society.

People with disabilities from antiquity were treated as despicable beings. At the time there was no interest in society to live with people, because the limitation of the human being by any of the senses rendered the invalid to the tasks of war and daily activities.

From ancient Greece, images of strong bodies appear for combat in protection of the state. A reference point for the study of Physical Education and origin of the Ancient Olympic Games, there was a concern with the healthy, strong and perfect body, in which sports were considered as elements that mobilized the society and instruments of the class that maintained the power. Only amputations originating from the war were considered hero honors. To the different ones, death, contempt and abandonment. (RECHINELI; PORTO; MOREIRA, 2008, p.294).

Other historical periods have succeeded, but treatment for the disabled has had few social changes. In the Middle Ages, the Catholic Church advised against the death of the disabled person because he had a soul and it was up to God to be responsible for his destiny, but social exclusion continued, this practice becomes common, to get rid of sin. Some American and European institutions started the specialized medical treatment in the eighteenth century. The clinical gaze on the patient lasted until the mid-second half of the twentieth century. In 1970, the integration movement began in the European schools, in which the disabled student should adapt to the teaching methodology imposed on the other students. Its deficiency would not change the school organization, the didactics of the teacher and neither adaptations in the classroom were obligatory to meet their demands. As in most cases, the student did not adapt to this exclusionary social reality, he ended up leaving the special schools to study.

In the 1990s, with the Declaration of Salamanca in 1994, a profound change in the thought of doing school. The person with a disability eventually goes to regular school with the other students. The teaching professionals begin to adopt a discourse of school inclusion. It was not enough simply to change attitudinal accessibility, it was necessary to modify the old structures of the school units, which were not designed to attend diversity. One of these important school spaces is the library.

METHODOLOGY

The methodological procedure was a case study by participant method with descriptive-qualitative purposes, supported by bibliographic research. How the school unit can help the student with physical disability greater autonomy and mobility in this space in the use of information. The problem of this research is in the adaptation of physical space to the limitations of the student body.

In this library it will be verified if it offers conditions of access for the physically disabled, for example by providing ramps and / or elevators. This research is not limited to the issue of affordability. It will be highlighted in this research, the use of assistive technologies to facilitate access to information and student knowledge.

DISCUSSION

Adapting the old structure of most Brazilian school libraries is a challenge for school leaders. This space is integrated with the concept of being a place that enables the other to use the information. Changes in this space need to be discussed with the school community and with the public manager.

For a library, it implies understanding the problem of moving wheelchairs in their spaces by having low-grade bookshelves to allow access to bibliographical works; to the appropriate service desk; accessibility signs in public spaces; and adapted mouses, prostheses, orthoses and other resources, among others. (DINIZ, 2017, p. 139).

The layout of the library will use all available features from simple adaptations in space, such as widening the space between the shelves to allow the wheelchair to move, to make space accessible, according to Diniz (2017). The use of assistive technologies allows greater autonomy in the use of information.

Tips for helping people with physical disabilities: People with physical disabilities may need help doing some of the physical activity. Tasks that are involved in using the computer. People who use wheelchairs or scooters will need a secure workstation. The height of the table and the position of the monitor should be adjustable. The following items increase the usability and security of your computer: Special input devices such as trackballs, joysticks, switches, touch pad and enhanced keyboards (micro keyboards or large keyboards with extended keys). Users of Madentec Tracker use a small reflective point on their forehead or glasses. A computer camera / tracker allows users to manipulate the cursor through the head movement. Softype - a software utility that replaces the functionality of a standard keyboard with a full screen keyboard. (ALA, 2010, p.3).

The study object deals with the school library of a Baixada Fluminense municipal school, a region located in the State of Rio de Janeiro with approximately 650 students. School attendance occurs in the morning and afternoon shifts, attending from kindergarten to the second follow-up of elementary school. It functions precariously, with the lack of specialized manpower and returned to operation in 2017, the year of this research that found its bibliographic collection of about 2,000 volumes requiring technical treatment for information retrieval. In addition to this need, there was also the absence of architectural accessibility in the physical space. The library is located on the second floor, and access is via stairs. In the school unit there are two students with physical disabilities, which prevents their access to the library. This space does not contemplate the guidelines of the American Library Association, regarding the provision of assistive technologies for people with disabilities. Human diversity becomes real when subjects become present in social spaces free of barriers. Understanding the body and its singularities is to create accessible spaces.

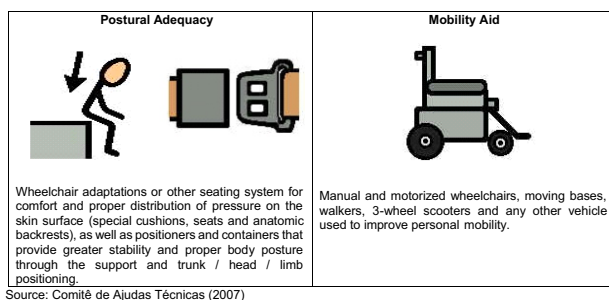
By being and being present in the world, the different body is open to the possibilities that life can offer you, that is, the

human being is a body that deserves opportunities, even if presenting itself fragile. [...] The relationships lived by bodies can lead to understanding and respect for differences, and living together in whatever environment may arouse other feelings such as solidarity, appreciation and equality. (RECHINELLI; PORTO; MOREIRA, 2008, p.306).

According to the authors, student acceptance, a concept widely used by educational professionals, permeates access to basic education, extending equal access to knowledge when it offers fair spaces. The universal design of public spaces, including the school library, is not only limited to its physical structure, these demands go further, making changes in the attitude of the library professionals towards the other, and the availability of accessible collections. The suitability of the furniture is also fundamental to allow greater autonomy of the student in access to information.

In addition to these resources, the mobility of the individual is essential for their autonomy. The Technical Assistance Committee was implemented by Brazil in the late 1990s, with the recommendation of resources for people with disabilities, as shown in the figures below.

Figures 1 and 2 - ASSISTIVE TECHNOLOGY RESOURCES



The objectives of these resources is to provide greater independence and quality of social life for people with disabilities. Not only are resources needed to expand their communication, access to knowledge, social inclusion, and preparation for the job market. The services are also an integral part of the concern of the teaching unit. According to the Technical Assistance Committee, the services that can be made available to people with disabilities are:

They are those professionally provided to the disabled person to select, obtain or use an assistive technology instrument. As an example, we can cite evaluations, experimentation and training of new equipment. Assistive technology services are usually transdisciplinary involving professionals from several areas, such as: Physical therapy; Occupational therapy; Speech therapy; Education; Psychology; Nursing; Medicine; Engineering; Architecture; Design; Technicians from many other specialties. (TECHNICAL AID COMMITTEE, 2007).

The complementary work of the multidisciplinary team is necessary, according to the degree of difficulty of the individual. The support of specialists enables the motor, social and affective development. These contributions together with the network of family and friends encourages students with disabilities to enhance their communication, cognitive and social skills.

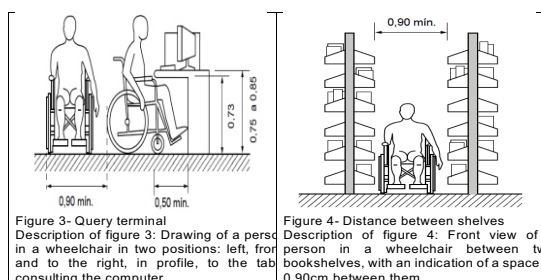
According to the IFLA / UNESCO guidelines, the school library to meet users' demands should be well-equipped (IFLA, 2006, p.8):

- a) Safety.
- b) Good lighting.
- c) Design that allows to accommodate robust, durable and functional furniture, providing specific spaces and satisfying at the same time the needs of users and activities.
- d) A design that meets the special needs of the school population in the least restrictive way possible.
- e) Conception that adapts to changes in library programs, school curriculum management, as well as technological innovations (audio, video, electronics, multimedia).
- f) Design that ensures the proper use, maintenance and safety of furniture, equipment and resources and materials.
- g) Structure and management that provides equitable and timely access to an organized and diverse collection.
- h) Structure and management that aesthetically appeal to the user and that stimulate leisure and learning, including clear and attractive guides and signs.

Unfortunately, there were no specialized professionals to work in the library, the presence of librarians in the Municipality of Nova Iguaçu / RJ does not exist. There are no tender and / or outsourced servers with specific training in the city hall. In the municipality there are 137 schools, which name this space as reading room, not punished by the oversight agencies. This space has the name camouflaged but it is a school library. Generally, most of the collection is composed of books from the National Fund for the Development of Education (FNDE) and the National School Library Program (PNBE). As there is no librarian on the staff of any public school in the network, this space is the responsibility of the regent teacher. The library evaluated presents documentary chaos. There is no technical treatment due to the lack of specific training of the teaching professional. Many times it ends up being a place of punishment for students, at other times local school task accomplishment, without using the informational resources of space.

According to the Brazilian Association of Technical Standards - ABNT, the library to meet accessibility requirements should take into account is the acquisition or adaptation of furniture, such as the computer table, for example, as can be seen in figure 3. Another detail important, is the minimum distance between two bookshelves so that the wheelchair can move around in figure 4.

Figures 3 and 4 - ACCESSIBILITY – ADAPTATIONS



Source: Associação Brasileira de Normas Técnicas (ABNT)

The library space does not respect the minimal spaces between the shelves, there are not even computer tables. The computers are allotted in the computer room. It has 6 shelves, each shelf has 5 shelves, screwed into the wall, side by side. According to the recommendations of the library administration (PORTUGAL, 2002), it should have a maximum of 30 books per shelf, about 75% of the total capacity. This calculation is done for the remanejado of books. Taking into account that each bookcase supports 150 books, the total capacity of books in these 6 bookshelves is 900 books. The result is bookshelf bookshelves, as shown in figure 5.

Figure 5 – Library shelf



Source: Author (2017)

This scenario can be modified with the acquisition of new shelves, adopting a new layout in the space and the appropriate treatment in the information retrieval. For there is no order of classification of books. The search for information is random.

FINAL CONSIDERATIONS

The Brazilian scenario about school libraries is staggering. There are no public policies to make these spaces accessible, to hire, through public competition, specialized professionals to meet the informational demands of the students. The lack of investment in this area is still worrying, with some public managers' awareness of the need to invest in the library. The absence of public power in effective actions in the democratization of knowledge makes the lives of people with disabilities more difficult, which go beyond the architectural barriers that are the barriers of prejudice.

REFERENCES

- ASSOCIAÇÃO BRASILEIRA DE NORMAS TÉCNICAS – ABNT. NBR 9050. Acessibilidade a edificações, mobiliário, espaços e equipamentos urbanos. 2015. Disponível em: < <http://www.ufpb.br/cia/contents/manuais/abnt-nbr9050-edicao-2015.pdf>>. Acesso em: 23 out. 2017.
- ASSOCIATION OF SPECIALIZED AND COOPERATIVE LIBRARY AGENCIES. People with mobility impairments: what you need to know. 2010. Disponível em: < <http://www.ala.org/ascla/resources/tipsheets/physical-disabilities>>. Acesso em: 22 out. 2017.
- BRASIL. Comitê de Ajudas Técnicas. ATAV. 2007. Disponível em: <www.mj.gov.br/sedh/ct/corde/dpdh/corde/comite_at.asp>. Acesso em: 15 out. 2017.
- CAMBIAGHI, Silvana. Desenho universal: métodos e técnicas para arquitetos e urbanistas. 3.ed.rev. São Paulo: Senac, 2012.
- DINIZ, Cládice Nóbile et al. Acessibilidade em biblioteca escolar: estudo de caso do Instituto Federal do Rio de Janeiro: Campus Paracambi. Revista Informação em Pauta, v.2, n.2, p.136-159, out. 2017.
- INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS – IFLA. Diretrizes da IFLA/UNESCO para bibliotecas escolares. Lisboa: Rede Nacional de Bibliotecas Públicas, 2006.
- PORTUGAL. Apoio Técnico para Bibliotecas Escolares: instalações e organização do espaço. 2002. Disponível em: <<http://barril.dapp.min-edu.pt/rbe/apoio-tecnico/be-inst-organizacao.htm>>. Acesso em 05 out. 2017.
- RECHINELI, Andréa; PORTO; Eline Tereza Rozante; MOREIRA; Wagner Wey. Corpos deficientes, eficientes e diferentes: uma visão a partir da educação física. Revista Brasileira de Educação Especial, Marília, v.14, n.2, p.293-310, maio/ago. 2008.

ARCHITECTURAL ACCESSIBILITY FOR STUDENTS WITH PHYSICAL DEFICIENCY IN THE SCHOOL LIBRARY

Adapting the old structure of most Brazilian school libraries is a challenge for school leaders. The study object deals with the school library of a Baixada Fluminense municipal school, a region located in the State of Rio de Janeiro with approximately 650 students. This space is integrated with the concept of being a place that enables the other to use the information. Changes in this space need to be discussed with the school community and with the public manager. Assistive technology resources allow greater independence and quality of social life for people with disabilities. Not only are resources needed to expand their communication, access to knowledge, social inclusion, and preparation for the job market. The services provided by the multidisciplinary team assist in the treatment. The methodological procedure was a case study by participant method with descriptive-qualitative purposes, supported by bibliographic research. The absence of public policies in the democratization of knowledge makes the lives of people with disabilities more difficult, that go beyond the architectural barriers, which are the barriers of prejudice.

Keywords: Architectural accessibility. School library. Disabled person.

ACCESSIBILITÉ ARCHITECTURALE POUR LES ÉLÈVES PRÉSENTANT UNE DÉFICIENCE PHYSIQUE DANS LA BIBLIOTHÈQUE SCOLAIRE

Adapter l'ancienne structure de la plupart des bibliothèques scolaires brésiliennes est un défi pour les chefs d'établissement. L'objet de l'étude porte sur la bibliothèque scolaire d'une école municipale de Baixada Fluminense, une région située dans l'État de Rio de Janeiro avec environ 650 élèves. Cet espace est intégré au concept d'être un lieu qui permet à l'autre d'utiliser l'information. Les changements dans cet espace doivent être discutés avec la communauté scolaire et avec le

gestionnaire public. Les ressources technologiques d'assistance permettent une plus grande indépendance et qualité de la vie sociale pour les personnes handicapées. Non seulement les ressources sont nécessaires pour élargir leur communication, l'accès au savoir, l'inclusion sociale et la préparation au marché du travail. Les services fournis par l'équipe multidisciplinaire aident au traitement. La procédure méthodologique était une étude de cas par méthode participative à des fins descriptives et qualitatives, appuyée par une recherche bibliographique. L'absence de politiques publiques dans la démocratisation du savoir rend plus difficile la vie des personnes handicapées, qui vont au-delà des barrières architecturales, qui sont les barrières des préjugés.

Mots-clés: Accessibilité architecturale. Bibliothèque de l'école. Personne handicapée.

ACCESIBILIDAD ARQUITECTÓNICA PARA ALUMNOS CON DISCAPACIDAD FÍSICA EN BIBLIOTECA ESCOLAR

Adecuar la estructura antigua de la mayoría de las bibliotecas escolares brasileñas es un desafío para los dirigentes de enseñanza. El objeto de estudio, trata de la biblioteca escolar de una escuela municipal de la Baixada Fluminense, región ubicada en el Estado de Río de Janeiro con, aproximadamente, 650 alumnos. Este espacio está integrado a la concepción de ser un lugar que posibilite al otro el uso de la información. Los cambios en este espacio necesitan ser discutidos con la comunidad escolar y con el gestor público. Los recursos de tecnologías asistivas permiten una mayor independencia y calidad de vida social para las personas con discapacidad. No sólo los recursos son necesarios para ampliar su comunicación, acceso al conocimiento, inclusión social y la preparación para el mercado de trabajo. Los servicios ofrecidos por el equipo multidisciplinario auxilian en el tratamiento. El procedimiento metodológico fue un estudio de caso por método participante con fines descriptivo-cualitativo, apoyado en investigación bibliográfica. La ausencia de políticas públicas en la democratización del saber, hace la vida de las personas con discapacidad más difícil, que van más allá de las barreras arquitectónicas, que son las barreras del prejuicio.

Palabras clave: Accesibilidad arquitectónica. Biblioteca escolar. Personas con discapacidad.

ACESSIBILIDADE ARQUITETÔNICA PARA ALUNOS COM DEFICIÊNCIA FÍSICA NA BIBLIOTECA ESCOLAR

Adequar a estrutura antiga da maioria das bibliotecas escolares brasileiras é um desafio para os dirigentes de ensino. O objeto de estudo, trata da biblioteca escolar de uma escola municipal da Baixada Fluminense, região localizada no Estado do Rio de Janeiro com, aproximadamente, 650 alunos. Este espaço é integrado a concepção de ser um local que possibilite ao outro o uso da informação. Mudanças neste espaço precisam ser discutidos com a comunidade escolar e com o gestor público. Os recursos de tecnologias assistivas permitem maior independência e qualidade de vida social para as pessoas com deficiência. Não somente os recursos são necessários para ampliação da sua comunicação, acesso ao conhecimento, inclusão social e o preparo para o mercado de trabalho. Os serviços disponibilizados pela equipe multidisciplinar auxiliam no tratamento. O procedimento metodológico foi um estudo de caso por método participante com fins descriptivo-qualitativo, apoiado em pesquisa bibliográfica. A ausência de políticas públicas na democratização do saber, torna a vida das pessoas com deficiência mais difícil, que vão além das barreiras arquitetônicas, que são as barreiras do preconceito.

Palavras-chave: Acessibilidade arquitetônica. Biblioteca escolar. Pessoa com deficiência.