

**The Imaginary Place of Scholar Inclusion: the social-cultural constructions and the Occupational Therapy interventions at health and education interfaces.**

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The discussion about Occupational Therapy interventions on inclusion of people with disabilities in the Brazilian social-cultural reality requires the comprehension of its context in the Educational Public Policies, which advocates the human rights solidification and foresees different manners of individuals social participation.

This work origins itself from a graduation conclusion research in Occupational Therapy realized with students, educators and relatives in a public school. Its aim was to understand the social imaginary preparation that educators, students and relatives of children with disabilities, particularly those in scholastic field, as well as amplify its knowledge about the scholastic institution, which is inserted at the current educational system, legislation and Public Policies related to the Brazilian education reality.

The methodology chosen was the case study, which was realized in a municipal elementary school of São Paulo through fifteen indirect surveys with the pedagogical council and school council, six workshops with educators and 30 days observing the school's dynamics for students registered at the logbook (from march to april 2009). The data gathering turned possible to detect the elements that composed the social imaginary that the people examined has about scholar inclusion.

The analysis allowed comprehending how the individual's routine involved with the research suffers prejudice interference, stereotypes, categorizations related to disability, and to evaluate the ways that these social constructions reflect the practices of scholar context and communicates with public policies. However, it's revealed that architectonical and social-cultural barriers in the school's area that limits the professionals and public policies action effectiveness are maintained.

It's possible to say with the collected data analysis that Occupational Therapy is able to contribute with the discussions on the elaboration of strategies to strengthen the practices of scholar inclusion and to act as catalyst of relations and dynamics that permeate the institutional routine, which potentiates the access, the social participation of children with disabilities and it allows the constitution of different places for people with fragile social situation.

It's expected to collaborate with the practice and knowledge production in Occupational Therapy, with health-education interface evaluation as a component of our professional scope and as strategies actions enabling for social inclusion.