

Discapacidad sensorial en el ámbito educativo

Sensory disability in the educational field

A deficiência sensorial na educação

- Artículo de reflexión -

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Resumen

El aspecto fundamental en el presente trabajo destaca la importancia de la discapacidad sensorial, pretendiendo profundizar en el conocimiento de la discapacidad, la intervención de manera general en el desarrollo del niño con discapacidad sensorial y su inclusión en el sistema regular. Identificando las características de un sistema escolar inclusivo que se enfoque en el desarrollo de la autonomía del niño o niña con discapacidad para un correcto desenvolvimiento y mejor calidad de vida.

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Palabras clave: discapacidad, discapacidad sensorial, educación, estrategias, aprendizaje

Abstracts

The fundamental aspect of this work highlights the importance of sensory disability, seeking to deepen the knowledge of disability, intervention in a general way in the development of children with sensory disabilities and their inclusion in the regular system. Identifying the characteristics of an inclusive school system that focuses on the development of the autonomy of the boy or girl with disabilities for correct development and a better quality of life.

Keywords: disability, sensory disability, education, strategies, learning.

Resumo

O aspecto fundamental deste trabalho destaca a importância da deficiência sensorial, visando aprofundar o conhecimento da deficiência, a intervenção de uma forma geral no desenvolvimento das crianças com deficiência sensorial e a sua inclusão no sistema regular. Identificar as características de um sistema escolar inclusivo que privilegie o desenvolvimento da autonomia da criança com deficiência para um correto desenvolvimento e melhor qualidade de vida.

Palavras-chave: deficiência, deficiência sensorial, educação, estratégias, aprendizagem.

Introduction

According to the WHO Sensory Disability It corresponds to the type of people who have lost their visual or hearing capacity and who have problems when communicating or using language.

Under the already existing methodological framework, in which deficiencies are found, since for some reason or another the Secretary of Education does not carry out efficient professional supervision and monitoring in the different special education programs, as well as in the different educational spaces dedicated to it. It should be noted that article 26 of the Universal Declaration of Human Rights of 1948 states that “We all have the right to education.” Yet today, 57 million children remain unable to attend school. Education is not only a right, but a passport to human development that opens doors as well as expands opportunities and freedoms.

The Sustainable Development Goal is to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all, recognizes several impediments to universal education and aims to address them through goals to increase the number of scholarships for students in developing countries and create educational infrastructures that are gender-sensitive and inclusive of people with disabilities.

Development

This is why the importance of early and specific intervention in the development of children with disabilities must be highlighted, prioritizing their well-being and development in society.

It is vitally important that this type of proposals be part of the educational programs on a permanent basis, not only with short-term scope, but as part of the philosophy of each center, that inclusion remains in the policies, culture and practices that They guide the daily work of each center. For this, it is necessary to train and professionalize the people in charge or, where appropriate, the professionals responsible for the special education centers.

As well as re-education of a society, based on habits and change of mentality, where it is informative, where information on disability is obtained to break barriers and thus obtain an empathetic and inclusive society.

Disability According to the WHO (World Health Organization), disability is a complex phenomenon that reflects a close and extreme relationship between the characteristics of the human being and the characteristics of the environment in which they live.

Sensory Disability Corresponds to the type of people who have lost their visual or hearing capacity and who have problems when communicating or using language. It is the disability of at least one of the five senses (sight, hearing, smell, taste or touch). Mainly, it makes it difficult for a person to exchange with the world around them. However, when we talk about a disability, it is usually reduced to a hearing or visual deficit. It can also be both at the same time.

What happens when faced with a diagnosis of this type?

The language area must be re-educated from the beginning. Thus, the affected individual will be able to express himself freely with people who, also re-educated, are capable of deciphering his messages. These people will accompany your growth and maturation. Everything, with the aim that social life is affected as little as possible.

There are different types of sensory disabilities:

Blindness. Also called hypovision with visual acuity no greater than 3/10. Deafness. It is the hearing attenuation (in both ears) greater than 25 decibels.

Deafblindness. This is the name given to hearing and visual disabilities.

There are also taste, olfactory and tactile disabilities. It is important to clarify that sensory disabilities under adequate treatment do not prevent a person from leading a (almost) normal life. In fact, it may be equally or more successful than another individual who does not have to deal with this problem. Without a doubt, intervention for all people with sensory disabilities should begin in childhood. The sooner the better. since this way the child will learn to live with that deficit, without it influencing his or her subsequent development. To do this, the first toys and games will be the protagonists of development. They will help you connect with the world in a unique but successful way.

A child with sensory disabilities can develop the same type of recreational activities. Although there are toys specially designed to address each type of disability. Every game has an empowering effect on a child and will motivate their innate abilities and those that could be developed even better. There are five types of sensory disabilities.

Visual impairment Without a doubt, a blind baby or one with poor vision presents difficulties in his or her motor development. By not seeing, it is difficult for you to know the world around you, identify spaces, calculate dimensions, etc. Moving, crawling and then walking takes more time than a child without vision problems. But the important thing is not to measure the times required, but rather the achievements achieved. I mean physical and emotional independence. Also, its autonomy, and its relationships with the environment. If the stimulation of their sensory development is early, a blind child can integrate into their environment without problems.

Hearing impairment In the case of diminished hearing, intellectual development is more difficult. And the deaf baby has a particular way of incorporating the tongue. And, since language acquisition has behavioral repercussions, it is predictable that a deaf person will be more shy. He will appear more withdrawn and nervous. He or she will be someone isolated from a world that, for him or her, is completely silent. However, your life can become normal over time. This requires family members,

teachers and health professionals. Everyone will work together to incorporate sign language, learn to read lips, etc.

Intervention in the development of sensory skills. Sensory abilities are essential for the growth and maturation of every child. They are what allow you to receive information from your environment (sounds, flavors, textures) and from your own body (feelings of cold or hunger) and, thus, get to know the world. For this reason, in the face of a sensory disability, the continuous stimulation of sensory skills is essential for good development in childhood.

Early intervention is important for correct development, precisely in promoting all types of experiences aimed at exploration and direct contact in the environment. The proposals for different activities will help the child become increasingly aware of their sensory possibilities. That is, understand what you are capable of doing with each of your senses and enjoy exploring, knowing, investigating, elaborating the world of which you are part.

To carry out this intervention, it is essential that the child feels safe in his or her space and that his or her first contacts with the school are positive and enriching. For this, the interdisciplinary team that will help in this long journey must be properly trained to create emotional bonds with the little ones and thus promote situations of interaction between equals so that they cooperate by developing proposals for activities and experiences tailored to their interests.

It is essential to plan and propose inclusion activities, as well as informative talks in educational centers aimed at students and teachers so that they are aware of the different disabilities in order to promote inclusion. It is also important so that the child can feel the world of which it is a part, activities outside the center or, where appropriate, the playground at recess, in order to explore tactile sensations with its environment.

The real and sad problem in Mexico is that the different intervention proposals in the area of special education do not function correctly due to the lack of good supervision, among other things. Knowledge, procedures, strategies and skills can be taught to achieve maximum autonomy for the person with difficulties. A certain level of adaptation to daily life will be provided so that they can function in the most favorable way in their environment. Although it is true that all children have diverse educational needs, to the extent that these needs can be responded to from an ordinary center, they will be responding to normalization or integration in the current educational system, using resources and strategies that promote to the maximum the development capacities as a person in society.

A training proposal including its educational role, to develop daily activities where it is easier for them to carry out activities at home and outside such as cooking, cleaning, accommodating, walking to nearby areas and even taking public transportation in conjunction with occupational therapy, Added to this are workshops to learn different trades such as carpentry, electronics, baking, cooking, computing, technical drawing, cutting and sewing, among others. As well as diction, communication and integration workshops where they have access to socialize with people, hold meetings, etc.

A companion service for people with visual disabilities, who will be the person in charge of adapting the environment, in this case their home, and who for certain times will help in the progress and development of different activities in their home. The implementation of the teaching of sign language in schools from the primary level, which must be mandatory without exceptions. As well as the personnel who work in public spaces and customer service, they also have basic knowledge of sign language.

The creation of teaching strategies that benefit everyone and in which everyone is involved is the essence of Inclusive Education. The article presented analyzes elements related to Universal Learning Design and diversified learning strategies, as

well as their implementation in the Didactics of Mathematics subject in the meeting course. Where the objective was aimed at proposing a methodological alternative to, from training, implement, offer resources that favor attention to educational inclusion in our classrooms. For the implementation of the methodological alternative, three phases were used: characterization, awareness and development, and evaluation and monitoring.

Implementation of an open labor field dedicated to people with sensory disabilities.

Conclusions

Disability does not mean impossibility, people with disabilities also have abilities and in relation to them are able to work, therefore, they must have access to quality education, decent and productive employment, without discrimination due to their circumstances.

Although there are legal regulations and government programs that support people with disabilities, it is more important to create a culture of respect and awareness of the needs of people with disabilities, as well as dignified and respectful treatment towards them, said culture and education. It must begin from childhood, in each of the homes and continue at different levels of education through programs concerning the subject.

The culture of awareness and respect that is being talked about, as well as the integration of people with disabilities, must be based on highlighting their abilities and not their inability, as well as their value as human beings and respect for the principle of equality. For all acts to be carried out in favor of people with disabilities, it is necessary to have knowledge in special education as a basis, prioritizing this years-old problem which remains stagnant in our country.

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