Rules for teaching to deaf students: A creative action that overpass the inclusive education

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Abstract. The research aims to create guidelines to guide pedagogical processes for hearing-impaired children. The methodology used was supported for a qualitative paradigm, oriented under the ethnomethodology, type field; used was observation techniques and non-structured interviews. For this effect was selected teachers that works with deaf students as key informers in different schools from Bogotá-Colombia. Results show that learning times of deaf students and hearing students are different, who are associated with a specific pedagogical and didactic strategy. It is concluded that guidelines in teaching deaf children incorporate adaptations that implement tangible visual material, experiential and experimental projects.

1. Introduction

The life of persons with disability before the century twenty had been isolated, segregated or eugenic testing, they had been considered from demons to gods. The reality is that any type of difference had seen as menace, had been exposed over any other human group; to the pressure of philosophical trends, to socio politics success and to the dominant anthropological models in each historic era [1]. Disability is an expression that include everything related to deficiencies, limitations and restrictions of activity and participation [1]. The disabilities are referred to difficulties which affect to any structure of body function; disabilities of activities consist in difficulties to realize any action or task, and restrictions of participation are related with problems to participate in transcendental situations. Hence, disability is an evidence phenomenon and biunivoque interaction between human being characteristics and society characteristics in which he is involved [2].

According with what was observed and investigated in education institutions, the management of disabilities requires special conditions like flexibilization and adequacy of curriculum, capacitation of teachers, presence and action of personal different to an educative team like linguistic models and educative interpreters, in the case of students with auditive limitations, who were the object of this research. Rules’ construction for teaching deaf children configure the premises to take in account to improve the conditions for learning from various aspects. The fact to approach this phenomenological situation, pre-assumed to point the progress in all aspects related to the education quality and, of course, to the learning of children and young in this situation. The human beings in capability to integrate without difficulties to society. Likewise, inclusive education is an educative model that offers to people with disabilities the benefit of receiving formation in regular educative institutions together with other persons without disabilities and it must assure the pedagogic support according with their needs [3].

However, starting from a new conception of disability, it had happened a transformation with respect of focus of people rights in this situation, observing them like a phenomenon of multiple dimensions
which is dynamic and variant, given that comprehend to the relationship of individual with his environment. In 1991 and 2017, Colombia generated changes in their policies, it started to intervene in topics like education quality, inclusion, integration; taken the base of international policies, which serve as reference in the construction of a new curriculum that plead for the respect of human rights of people in situation of disability. This curriculum have explanation in the model traditional (persons have been victims because had been outcasted, rejected and so for excluded for the same society than they lived), rehabilitator (admit that disability is in the individual itself and its disability could be physical, mental or sensorial generates a lack of dexterity) [4] and personal autonomy model; models that had not been sequential, but when being taken to practice, they can coexist in some consideration elements belongs to each of one of them.

2. Methodology
The research was executed under the qualitative paradigm, the method through which is oriented the research given their characteristics, consist in the ethnomethodology [5]; of rational properties of contextual expression [6] and the practical actions of daily lifestyle continuous achievement and contingents of practice organized [6]. The investigation approaches the teachers using the ethno method, since it was a try to inquiry about the experience that had with both deaf children and young respect to teaching. Inquiry about events of constitutive reality of object of study, was incorporate as complementary to the reflexive characteristic of this method and as essential element for the knowledge of reflexive character [7] of situations presented in the daily scholar life in the process of teaching learning of deaf community.

The research incorporates eight teachers that attends deaf population in the Colombian educative system and with five people with docent formation or pedagogic formation that are hired by the “Instituto Nacional de Sordos (INSOR)” or by the “Ministerio de Educación Nacional (MEN)” and who works with population with earing disable [8]. In this context, selected informers were those which characteristic, knowledge and experience adjusted to criteria of experience teacher in teaching students with earing disabilities, with domain of “Lengua de Señas Colombiana (LSC)”, INSOR personnel, which functions were related with educative institutions about teaching students with earing limitation and personas which the dynamics or development of research could be identified as key informers, and thus, comply with the criteria and characteristics.

The analysis was stablishing categories, which was coded and structured according with collected information [9] categorization make possible classified contextually the units covered for the same topic [10]. Situations, context, activities and events, relations between teachers and children, behavior, opinions, feelings, perspectives about rules, strategies and processes were categories referred [8]. Analysis realized starting from each phenomenological implications referent an active indicator, inside the corresponding contextual relation that frame the emergent categories revealed in the total of thematic five units found [7]. These rules were realized taken in account the objective of the research, in each had evidence picture its compliant.

3. Results
The result shows high incidence of the interpret person and your model linguistic; professionals that demonstrate excellent domain of different interpretation techniques is associated with achievement of skills and learning of the children and young in context of inclusion and integrity in the classroom, reason for whereby its linking must be arbitrated for a series of test that permits evaluate its knowledge and dexterity. As responsible of education of deaf students, the interprets must transmit with efficiency, efficacy and effectiveness everything as teachers said to ensure the messages are not contaminated or lose their real content. With respect to scholar level, the minimum required is their academic competences must be enough bases, thus permit understand the develop themes in each area of knowledge, imparted in basic and media education. Elsewhere, it’s convenient that they specialized in areas and they could assure a service of quality interpretation.
Rules must incorporate aspect where the interpret must be make persons with ethic values, able of maintain a high degree of discretion and respect of events happened in the pedagogic acts; everything that happens in the class, discuss or made be object of comments or questioned in other scenarios different of educative context or communitarian. As compromise in their labor, interprets and linguistics models, must assume the realization of a protocol for class preparation that implies three moments, before, during and after the pedagogic model. Second moment refer to interpretation itself, or the co-responsibility that must kept in the pedagogic act and the location in the schoolroom and management of space, to assure that its act reaches everything with same efficiency. Third moment implies discretion, ethics and respect. The protagonists in the pedagogic act are the teachers and students; the interpret is limited only to interpret to teacher and the students when they require to participate in the class. However, the linguistic model is who develops the theme but exclusively in the class in sign language, clarifying before, that must have with the accompaniment and assessment of the teacher, in both class preparation and class development.

In preschool and elementary basic education is imperative highlight the presence of linguistic model in the pedagogic act, due to, its condition of disability, permit them see the world in a separate way to people that ear, situation of great relevance, due to enhance the assertive communication with students that are in their same condition. Attending the definition of inclusive education [11] and in the referred to students with auditive limitation, the efficacy resides in separate them from the starting learning (preschool and elementary education), therefore assure the learning of sign language. By other way, deaf children learn in a separate way, reason which the develop of learning must be specific for this population. Likewise, to provide answer to the particular needs of each educative institution, students must be located by stage of life or like the domain of sings language. Also, the fact that the teacher starts from identification of communication level in which is located the students, will facilitate the class planning according to comprehensive capabilities of students.

Similarly, there is a correspondence between action of the interpreter and learning achievement in children. In infantile education (preschool and elementary), deaf students don't share school room with hearer students, so, the whole class must be programmed and developed exclusively in sign language. In preschool and minimum four degree of elementary school, additional to teacher, a linguistic model interpreter teacher is required and their active participation, since this actor is considered indispensable because he thinks as deaf, and consequently, he sees the world as his same condition children does. For fifth degree of elementary and young education, the active participation of interpreter in LSC it’s necessary, since it was found that allows the student to interact with the teacher, and since it that children will be adapting to interpretation, event in the classroom only they will share with other children with their condition, so that, when they ingress to sixth degree they can interact with hearer children and of course only they will require an interpreter to understand with the teacher. The teacher of deaf students in preschool and elementary must only prepare and execute their class in LSC, for any motivation he must not assume the two roles simultaneously, so, speaks and at same time interpret sign language.

With respect to teaching sign language, as first language of deaf child, must be taken in account some aspects like: the verbs only must was teaching in infinitive; the synonyms, due to synonyms signs don't exist; for deaf chair, sofa, stool have the same meaning and is an element to sit; hence, the difficult to interpret when the read a text in Spanish, and third, verbal tense, in this case use yesterday for the past, today for the present and tomorrow for the future (eat yesterday, eat today, eat tomorrow), for this reason don't exist conjugation. Other transcendental aspect consists in the construction of “bank of signs”
reason for which at time that appear new signs, they must be incorporate to a dictionary, document of relevant in each area, given the specify according with area of knowledge approached.

It was observed that deaf child as human being with mental capabilities equals to hearer child but, his way to communicate and explore the world is different to the hearer peers, for them the information is received from sight, smell and touch and are more sensible than others, situation that convert them in human being detail oriented around everything of their surroundings. Deaf students require more time, dedication and companion because they don’t receive auditive information, they process the information slowly. Previous corroborate the importance of design a curriculum adapted to their needs.

Interpret services, must be implemented only from fifth degree to prepare them for the appropriate use in secondary school. It’s necessary because the goal consist in to finish the educative level, the deaf student must be competent through interpret and so for, the previous is an indicator of sign language domain. At start the sixth degree (basic secondary), deaf students, are integrated with their hearer peers, reason for which they must adapted to diverse ways of interpretation. However, the total of children that ingress to sixth degree, with high certainty came with diverse levels of development, due that not only they understand, but they argue, and will exist children that don’t understand. For this reason, is mandatory the diagnostics or characterization and starting from it, develop the job by projects.

Spanish language is a mandatory course that must be taken from first to eleventh degree, for which the MEN [9] has designed the basic standard's competences for language. However, for deaf students this course is equivalent to their second language and must be incorporate of unique way to this population [10]. Because don't exist until now a standardized program of Spanish as second language, teachers of these children must elaborate a program for their teaching based on experience and curricula in other languages. The investigation shows best in the result in the child learning, where share the classroom both deaf and hearer, but the class of Spanish developed by separated for each population, due to different meaning and needs of learning, because the work for deaf people are focuses in reading, writing, comprehension and expression but the phonetics is lack of sense for them. This condition doesn’t apply in elementary school where deaf and hearer are in different classrooms. To measure the level of competences of deaf population, is mandatory to incorporate the Colombia sign language in the curriculum and of course, build it as fundament in the syllabus. Linked with the previous, must be included in the National evaluation system as promotional area and their qualification must be presented in academic reports regulated autonomously by educative institution.

Visual tools were fundamentals in the teaching of deaf children, because permitted them execute themes about tangible situations, supported in experimental techniques. Thus, for example, it was fundamental show a video with subtitles; if is not available this kind of material, then corresponds to teachers make pause during projection and explain that happened. Elsewhere, the visual material must be in perfect correlation with the complexity of class and the sign domain of students. Teachers must realize the pertinent pedagogic adaptations, must start for previous knowledge and interest of deaf students, then found the strategies to inquire about their knowledge from their living experience, used words (signs) in their context, always respecting the levels of communication, due to teachers could found some of them that don't have any knowledge.

The use of interactive activities and work by projects, motivated deaf students to writing, to develop and enhance of spatial and motor abilities. Also, it's important to include as strategy, the relations between words, image and signs, because it permits to children, the appropriation of knowledge of dynamic way and proper reception of information through they seed, manipulated and associated models in science. In the other hand, it was observed the construction in a child starts with the communication relation with their family or people that attend then daily. The teachers think what the child that born deaf requires indispensable to communicate by sign language to create of way their own lexis and subsequent concept creation before school. Parallel situation to the parents, talked what they require in the family (parents, brothers and other familiars) is learn LSC, to grow them in same conditions with their hearer peers.
4. Discussion
According with rules depicted, articulation between health and education sectors and family are the key to give to deaf population and educative service of quality. These previous permits the early diagnostics and of course, treat the detected cases as adequate condition, that make them different in the way to learn and communicate and not as disease that restrict their own vivence in the society [12]. In other hand, the errors committed and still commit in excluding education consist in the fact of poor diffusion and low knowledge of person’s que manager and execute the education in all levels, reason whereby the application of knowledge in this topic from education authorities and teachers is a priority, since the effort is transcendental for the adequate treatment of education of this deaf population. Educative transformation must be done since early years until your formation in universities with main purpose consists in give to deaf people the possibility of build a world like any other person or acquire the capability of manage them in society in which they have rights. For this reason, they must learn to communicate in an efficient way and in this aspect, school have the responsibility to involve, not only to open space for deaf people, and, the creation of curricula in the that included interpreter, didactic tools, projects educate, experiments in the class and teacher whit domain LSC and professionals of the education, that corresponds of efficient way to the learning needs of this population.

Likewise, the hiring service for supporting personnel (linguistic models and interpreter) is regulated by decree 366 of 2009 [13], reason for competent authorities, responsible for realizing them are obligate to execute the hiring through operators that complies with stipulated conditions related with personal profile and other dispositions as readiness, quantity, organization, tracing and evaluation [13]. Counterpart, quality and the education right that will receive the deaf population don’t transcend the spirit of the law [14] in mention and the goals of inclusive education. Educative institutions where receive formation children and young deaf requires the construction of a flexible curricula which must be leading by the principal and his academic team; reflections and dissertations that must be expressed in educative project as rule document in any educative aspect inside the institute.

5. Conclusions
Optimize the educative service that permits a real and true inclusion required learning times of deaf students and hearing students are different, associated with a specific pedagogical and didactic strategy to teaching area. Guidelines in teaching deaf children incorporate adaptations that implement tangible visual material, the experiential life and experimental projects. Strategy consist in to characterize the population through the execution of a valuation process in charge of multidisciplinary team. Local educative authority will proceed to assignation of students to selected college according with more relevant disability found. The emerging categories found were significant dissemination of early attention policies for the deaf population, management of education secretaries and operator commitments to optimize the quality of hiring interpreters. Construction of document rules in the educative project institutional, will reveal a series of requirements including approvals, curriculum, capacititation in LSC, dotation, physical plant, professional teachers’ team, hiring new teachers, linguistic models and interpreter; that are required to supply with quality this curricular needs.

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