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Artículos científicos

Narrativas sobre el silencio. Las voces de los docentes en la dinámica escolar de una alumna con discapacidad auditiva

Narratives About Silence. Teacher's Voices in the School Dynamics of a Student with Hearing Impairment

Narrativas sobre o silêncio. As vozes dos professores na dinâmica escolar de um aluno com deficiência auditiva

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Resumen

En muchas culturas, las niñas y los niños con condición de discapacidad vivencian menoscabo de su dignidad: no solo tienen que luchar de forma desigual ante sus pares por su condición, sino que también tienen menos oportunidades de aprendizaje y participación en la escuela regular. Por ello, en este trabajo se profundiza en las narrativas sobre la dinámica escolar de una alumna con condición de discapacidad auditiva. Se utiliza la investigación cualitativa en un estudio de caso mediante registros de observación en diferentes situaciones de la actividad escolar de la alumna, así como entrevistas semiestructuradas a los docentes de aula regular, Educación Física, Música y del Centro de Atención Múltiple de Educación Especial. El análisis de la información permitió la conformación de dos bloques temáticos: “Una alumna con sordera. Lo que sabe, lo que intenta y lo que le permiten hacer”, donde se analizan las concepciones y prácticas de los docentes, y “Pertrechos y faltas en la estructuración sociocognitiva y la convivencia social”, donde se describen los recursos y carencias de la alumna. En ambos bloques, se hace especial énfasis en el proceso comunicativo. Finalmente, se encuentra que, en la práctica, el profesorado que atiende a la alumna no utiliza una comunicación adecuada ni estrategias didácticas y metodológicas para una enseñanza acorde a sus posibilidades de aprendizaje y aplican una acción didáctica indiferenciada entre ella y sus compañeros. Aunque la constitución política local expresa la necesidad de crear ambientes inclusivos para los niños sordos, al no considerar las diferencias individuales y el lenguaje de señas en la comunicación, se le excluye del entorno académico, de los juegos, la amistad y el mundo social. En este contexto, es indispensable reconocer el derecho a una educación en donde se garantice la enseñanza en la lengua de señas mexicana y unidades de apoyo en la escuela regular para este tipo de alumnos.

Palabras clave: comunicación, discapacidad auditiva, inclusión, práctica docente.

Abstract

In many cultures, children with disabilities live undermining their dignity: not only do they have to fight unequally against their peers for their condition, they also have fewer opportunities for learning and participation in regular school. That's why this paper delves into narratives about school dynamics around a student with a hearing impairment condition. Qualitative research is used in a case study, through observation records in different situations of the student's school activity, as well as semi-structured interviews with regular classroom teachers, Physical Education, Music and the Special Education Multiple Care Centre. The analysis of the information made it possible to form two thematic blocks: "A student with deafness. What she knows, what she tries to do and what they allow her to do", in which the conceptions and practices of teachers are analyzed, and "Equipment and faults in the socio-cognitive structure and social coexistence", in which the resources and needs of the student are described. In both blocks, special emphasis is placed on the communicative process. Finally, it is found that, in practice, teachers who care for students do not use adequate communication neither didactic and methodological strategies for teaching according to her learning possibilities and apply an undifferentiated didactic action between her and her peers. Although the local political constitution expresses the need to create inclusive environments for deaf children, by not considering individual differences and sign language in communication they are excluded from the academic, play, friendship and social world. In this context, it is essential to recognize the right to an education in which teaching in the Mexican sign language and support units in the regular school for this type of student are guaranteed.

Keywords: communication, hearing impairment, inclusion, teaching practice.

Resumo

Em muitas culturas, meninas e meninos com deficiência experimentam uma redução em sua dignidade: não só eles têm que lutar desigualmente diante de seus colegas por causa de sua condição, mas também têm menos oportunidades de aprender e participar da escola regular. Por isso, este trabalho aprofunda-se nas narrativas sobre a dinâmica escolar de um aluno com deficiência auditiva. A pesquisa qualitativa é utilizada em um estudo de caso por meio de registros de observação em diferentes situações da atividade escolar do aluno, bem como entrevistas semiestruturadas com professores da sala de aula regular, Educação Física,

Música e Centro de Atenção Múltipla da Educação Especial. A análise das informações possibilitou a formação de dois blocos temáticos: “Um aluno com surdez. O que ele sabe, o que tenta e o que lhe permitem fazer ”, onde são analisadas as concepções e práticas dos professores, e “ Vantagens e falhas na estruturação sociocognitiva e na convivência social ”, onde se encontram os recursos e deficiências do aluno. Em ambos os blocos, ênfase especial é colocada no processo comunicativo. Por fim, constata-se que, na prática, os professores que atendem o aluno não utilizam estratégias adequadas de comunicação ou didático-metodológicas para o ensino de acordo com suas possibilidades de aprendizagem e aplicam uma ação didática indiferenciada entre ela e seus colegas. Embora a constituição política local expresse a necessidade de criar ambientes inclusivos para as crianças surdas, por não considerar as diferenças individuais e a língua de sinais na comunicação, elas são excluídas do meio acadêmico, dos jogos, da amizade e do mundo social. Neste contexto, é fundamental reconhecer o direito a uma educação onde seja garantido o ensino da língua de sinais mexicana e unidades de apoio na escola regular para este tipo de alunos.

Palavras-chave: comunicação, deficiência auditiva, inclusão, prática docente.

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Introduction

The purpose of this paper is to give an account of the meaning of school practices for a student with a hearing disability, to try to weave the plot under which the voices of their teachers and classmates are heard, interweaving that encourages the understanding of the challenges and difficulties of this educational task to accompany the reconstruction of these experiences.

When schoolchildren with disabilities are included in the teaching-learning process, the challenge and significance of the teacher's work is especially exposed. The convergence of knowledge or experiences that crystallize in the encounters between teachers and students, in an environment of diversity, is framed by the school institution and the curriculum, yes, but also a social and economic context that mediates social life , the organization of work and the structuring of families, whose complex and unequal condition undoubtedly permeates the school reality itself. Recreating and articulating responses to the demands of the students, often without sufficient human and material resources for professionalization, is the setting in which teaching practice occurs and is signified. It should be noted that this, the teaching

practice, is made up of the set of social practices in which knowledge is shared with the students (Ávalos, 2002), a set that has an intentional and historically localized character (Carr and Kemmis, 1988).

Knowledge can be common sense, popular, skills, contextual, professional, moral and social (Carr and Kemmis, 1988). The relationship that occurs between knowing and doing, in the actions, procedures and intentional activities, configures the teaching strategies, one of whose valuation perspectives considers its analysis while it passes, based on the "role of the spontaneous, the intuitions and the shaping of a practical wisdom "(Litwin, 2008, p. 23). Undoubtedly, these are situations to which uncertainty and conflict are combined; many reasons overlap for the execution of certain actions in real time, which are interpreted and permanently expanded in the field of experience; hence its assessment must be made from a proversive logic.

A practice is not necessarily based on pedagogical theories; moreover, it comes from knowledge and practical experiences (Litwin, 2008). For Carr and Kemmis (1988), there lies the roots of strategic action, "informed by a certain framework of thought and rationality and also has a practice that gives it material meaning" (p. 58).

Such strategies and experiences of practical activity are cardinal aspects for the understanding of daily events in the classroom, and of particular relevance for those teachers who deploy their teaching practice in diverse environments. Booth and Ainscow (2015) explain inclusive education as the set of processes that aims to eliminate or reduce the barriers that limit the learning and participation of all students. For the United Nations Educational, Scientific and Cultural Organization [Unesco] (2005), it is a process aimed at responding to the diversity of students, with special emphasis on those who, for different reasons, are excluded or in risk of being marginalized, as is the case of schoolchildren with disabilities.

Disability refers to the fact that something expected as potential does not appear in one person as well as in another. It focuses on the organic, on the deficit, on the lack of sensory, intellectual or motor capacity, although its understanding has varied according to the social imaginaries of each culture (Schorn, 2009). It is conceived as a restriction or absence of the ability to carry out an activity in the manner or within the range that is considered normal for any human. It is characterized by inadequacies or excesses in performance and behavior in a routine activity, which can be temporary or permanent, reversible or irreversible, and progressive or regressive (Cáceres, 2004). However, it can also be understood in the following way:



It is a relational construction between society and a subject (individual or collective) (...). Disability is then the contingent and arbitrary space that is assigned to that subject and therefore the situation of disadvantage increases or decreases depending on their social (and economic) context. (Broyna, 2006, p. 2).

One of the groups with this condition is that of those with hearing impairment and hearing loss.

Students with hearing disabilities present alterations in different areas of child development (Puigdellívol, 2003), for example, in the cognitive, where there is a time lag in the acquisition of logical, operational and formal thinking skills, as well as in the communicative and linguistic. They also have limitations in symbolic play, in the ability to anticipate self-regulation situations, a product of the minimal information they have access to, since much of this is transmitted orally (Marchesi, Coll & Palacios, 2014). And in affective-social development, due to dependence on the adult or the main caregiver (Puigdellívol, 2000). Regarding the psychomotor area, in some cases, motor clumsiness, heavy gait and unsafe gait are manifested, among other aspects.

Such delays occur not necessarily because of the deafness condition, but because of the lack of early stimulation and support in sign language. For example, in families where other members have the same condition and this support is present, these delays do not arise.

From the perspective of the conversational hypothesis (Peterson and Siegal, 1999), the delay is explained by the little conversational interaction that these children have with their parents at an early age. This lack of conversational input on their own and other's mental states places children with hearing impairment at a clear disadvantage compared to their native and hearing signers (Peterson, 2004).

People with hearing disabilities live in a society made up of listeners, which confronts them with communication barriers that make it difficult for them to access information and communication in the school and social context and frequently hinder their personal, social and work development, as well as that language stands as an instrument that supports interpersonal relationships, allows the symbolic representation of reality and the transmission of knowledge (García y Herrero, 2008).

Hence the importance of the school, with the support of the State, establishing the necessary measures to eliminate these barriers through school organization processes, teacher training, communication support in sign language, technical aids and specialized resources,

keeping in mind the heterogeneity of this population and the right to free choice of the most appropriate means of communication for their educational and social needs (García and Herrero, 2008). Thus, from the start of these processes, any form of exclusion, discrimination and inequality is undermined (United Nations Children's Fund [Unicef], 2006).

However, in school classrooms there are no resources necessary to promote inclusion and teachers do not teach their classes with methodologies that favor communication and participation of students with disabilities, which leads to unequal opportunities with the rest of their classmates .

When caring for a student with a hearing disability, it is expected that the school and its educational agents will generate strategies that help eliminate communication barriers and have trained teachers to carry out their functions. However, it is not surprising to learn that the teacher has training deficiencies for the design and application of didactic strategies and relevant learning activities for the student with hearing impairment, so his didactic action is prepared and designed exclusively for hearing children, in such a way form that the deaf child must adapt to these. Vázquez and Martínez (2003) point out that the educational care of deaf students in the regular classroom requires the use of an adequate communication code, as well as certain didactic and methodological strategies in the daily activity of the teacher.

In this regard, in the Salamanca Declaration (Unesco, 1994), in number 21, it is mentioned:

Educational policies must take into account individual differences and different situations. The importance of sign language as a means of communication for the deaf, for example, should be taken into account and it should be ensured that all deaf people have access to teaching in the sign language of their country. Due to the specific communication needs of the deaf and deaf / blind, it would be more convenient for them to be educated in special schools or in special classes and units within mainstream schools (p. 18).

Unfortunately, the teaching practice is carried out, in many cases, in unfavorable contexts, without the resources and training indicated as inexcusable for the attention of students with hearing disabilities.

In this regard, the World Federation of the Deaf [WFD] (2018) states that, in classroom work, teaching must be done through “sign language, access to deaf teachers and

deaf peers who use sign language and a plan of bilingual studies that include the study of sign language ”(p. 1).

In the current conditions of the educational system in Mexico, such approaches are not feasible, since it lacks special units in regular education schools and teachers who teach in sign language and Spanish.

Schools and teachers are not prepared to teach deaf children sign language; Many times what they do is communicate verbally, reading lips and gesturing when they speak to them. Faced with the need to communicate, these children learn to lip-read, but it takes time and sometimes it is difficult for them, they can only understand a small percentage of the words and the rest must guess. And despite the fact that the child learns to read lips and speak a little, due to the fact that he does it in an unclear way and with a volume of voice imperceptible to listening, which makes it difficult for the listener to understand, many times he prefers not to do so stop communicating.

Difficulty in communication brings with it other difficulties in social development. According to Fellingner, Holzinger, Gerich and Goldberg (2007), people with hearing impairment can present difficulties in social development due to problems related to communication, which places them at a disadvantage with respect to the hearing community. In this sense, sign language is a communication tool in the face of hearing impairment that allows them to improve their social relationships and counteract the anxiety generated by not being able to listen.

Regarding oral and sign language, Becerra (2008) states that the former favors cognitive and linguistic development, while the latter facilitates social integration and does not modify the structure of sign language. Petitto et al. (2001), for their part, state that sign language is processed in the same way as spoken language; they are, therefore, complementary and provide a solid foundation for learning oral languages. In this sense, deaf children who learn to use gestures and signs can communicate early, easily and more widely, unlike those who only communicate orally. The child who first learns sign language and other forms of communication speaks and lip-reads more easily.

The distance between the forecasts and designs that are sustained for the inclusive school, interrupted in time and space by the reality of each school and its teachers, narrative demands in which both perspectives converge.

Method

The study is approached from an interpretive paradigm, which deepens the understanding and meaning of reality, considering the contextual limitations of an economic, social and cultural nature in which both the researcher and the study participants are involved (Álvarez, 2007). In a school setting, it contributes to understanding, knowing and acting in everyday situations of the educational fact (Ricoy, 2005).

Information gathering techniques

Non-participant observation was applied, a procedure in which there is no direct intervention and relationship with the subjects; it operates as a spectator, taking note of what happens, in this case through field diary records (Campos and Lule, 2012). In addition, the open interview was used, aimed at teachers of the regular classroom, Music and Physical Education and the Multiple Attention Center.

Participants

April¹ she is a five year old girl. Abril's mother had a high-risk pregnancy and gave birth by cesarean section. There are no reports of peri and postnatal problems, neither in breastfeeding and initial development, although hearing loss was verified, a situation that was explored because the mother has profound hearing loss. April showed difficulties in language development, so she attended the School of Hearing and Language for two years. Later, starting in the second grade of preschool, she was referred to a regular school.

The regular classroom teacher has a degree in Preschool Education, she is 56 years old and has 33 years of service. She is responsible for the third grade group, which has 29 students, one of whom is Abril. She has a deaf son, so she was willing to take care of her when asked of her: she assumed that said background would enable her in the teaching task.

Other teachers are the Music teacher, who has a degree in Music, is 38 years old and 12 years of service; The Physical Education teacher, who completed a degree in this area and teaches the corresponding classes, is 52 years old and 29 years working in the teaching profession.

¹ Nombre ficticio de la alumna.

In addition, two teachers from the Multiple Attention Center participated, a service of the special education modality that provides complementary support to schoolchildren with these characteristics.

Study context

The study was conducted at the Justo Sierra Children's Garden in Tuxtla Gutiérrez, Chiapas, Mexico. Initially, contact was made with the girl's maternal grandmother and with Abril herself. In this first approach, they shared their interest in monitoring the April school practice and we obtained informed consent and authorization to carry out observation activities. Subsequently, the campus director was asked for her authorization to carry out the investigation. In general, the work to be carried out was explained to him and, in a meeting with the full teachers, the most relevant aspects of the study were presented, here there was also consent and support. The days and times for visiting the institution were agreed with the teachers, with the intention of observing the work in the different school activities in which Abril participates, as well as the schedules for conducting interviews with teachers, which was complemented with multiple informal talks in the course of research carried out during the school year.

Information analysis

Once the information was collected, the analysis procedure proposed by Bardín (2002) was used, which includes inferences from verbal, symbolic or communicative information for the construction of categories, which were grouped into analytical metacategories in order to order and hierarchize the data; Thus, it was possible to achieve a greater understanding of these and they were described and interpreted.

Results

Once the interviews and observation records had been carried out and transcribed, the content analysis was carried out, a process from which the formation of two thematic blocks was possible: "A student with deafness. What he knows, what he tries and what they allow him to do ", which delves into the analysis of the conceptions, support activities and practices of teachers in school activities with a student with hearing loss, and" Premises and lacks in sociocognitive structuring and social coexistence ", where those resources and social,



cognitive and affective deficiencies of the student are described. In both blocks, special emphasis is placed on the communicative process.

A deaf student. What she knows, what she tries and what she is allowed to do

The observation and interview records provided a broad overview of the teachers' practices both during the teaching of writing, reading, mathematics, drawing and plastic activities, as well as during Physical Education and Music classes, as well as that of his conceptions in the school activity with a student with hearing loss.

Abril entered the school in the second grade of preschool, adapting without difficulties to the school activity; She showed skills especially in copying writing and cutting, which allowed her to carry out activities without difference to the rest of her classmates and even support them, as the group teacher refers:

She helps her classmates to write her name, because her cousin Ivonne is next to her. So I say:

—Ivonne, write your name well, you're already a third grade girl!

April writes her name to Ivonne, and she writes it well !, she copies it, and even does her work sometimes, because she says that she cannot, for example, cut it (interview number three).

A didactic sequence commonly applied by the teacher is based on the application of instructions, completion by the students of the proposed activity, dialogue and supervision of the task through questions and answers. In these activities, Abril does not always participate, because, since she does not listen to the teacher or there is an instruction relevant to her condition, she is distracted and draws pictures on the work table, plays with the objects within her reach and moves from a table to another, although she makes an effort to follow directions, she watches her classmates do it or tries to read the teacher's lips.

For the development of reading, a particularly complex task that requires listening and oralization, the teacher begins with general instructions to the group, without a specific instruction for Abril, who struggles in the execution of it:

Abril turns to look at her classmates and by lip reading she tries to understand the instructions as well as observing what they do. When she manages to see the teacher head-on, she repeats what she says following the

movement of her lips; However, she does not repeat all the words, she only makes the movement with her mouth, so her understanding complements her by imitating the actions of her classmates. She heads to the story room and picks up a book with her cousin, with whom she plays as they explore the materials. Once she chooses a book, she immediately observes her classmates and is guided by what they do, corroborating her own actions.

After a certain time, the teacher ordered them to put the stories in her place and asked:

"Who wants to come read your story?"

Many raised their hands and participated in front of the group, describing the observed images. Afterwards, the teacher asked the students to come forward to name the letters they found in the text, pointing to those listed on a sign on one of the walls of the classroom.

When a child speaks, April watches his lips and what he points to. When it was her turn, she repeated the same thing the previous boy said, mimicking her response and her lip movements. She pointed to the letter a, while she does so, she opens her mouth completely, then closes it to indicate and say it or, to do so, she makes a sound while releasing the air, with low volume; For her letter s, the movement of her mouth is not identified, since she cannot pronounce her name and, finally, with her letter p she closes her lips, pressing them and expresses "pa". As she mentions the letters, she gestures with her lips and tries to make the sounds, she looks to her cousin for her help (observation number seven).

Imitation is an important resource in a child's learning, but very soon, when entering another school level, where the contents are increasingly abstract, other resources will be indispensable; It is likely that future academic demands will lead to learning difficulties in various areas, without considering the effect on their mental structure, especially if adjustments to the teaching work that facilitate their learning are not considered.

In Mathematics, the teacher infers about the student's competence and points out:

She knows! Identify the numbers and quantities! She knows, for example, if I put the number one, two and three (interview number three).

Beyond these achievements, the imitative capacity of what others do has limits before the processes of abstraction that the parity representation of objects in which one of these assumes a certain value (number) and the realization of sums supposes; Although he identifies and is able to name certain numerals, the notion of quantity has not yet been constructed.

The teacher tells the students to take their abacus to perform math operations. She explains that, on the abacus, the yellow tiles have a value of two, the blue tiles have a value of five and the red tiles have a value of one. She writes on the blackboard, horizontally, the operation: $2 + 5 + 1$. She asks them to copy this, use the abacus to do the addition and write the result. Some children approach the teacher to ask if they are doing well, as well as the values of the colors; April does not ask how she should carry out the operation, she chooses to imitate and copy her partner beside her, to whom she constantly turns to see the activity that she performs.

During the activity, the teacher walks around the tables, the children call her and she takes care of them, but she does not approach Abril, who takes her abacus and imitates what her cousin does and copies the answers that she records on the sheet of it. When they finish doing the operations, the teacher asks Abril which are the numbers she points to (previously she wrote the number 15 on the board), she responds by mentioning the names of each number (one and five) in a very soft voice, representing each numeral with the fingers (observation number six).

The student does not understand the instruction, although she may know the mathematical processes that allow solving the problem. The difficulty of it does not consist in how to solve the exercise, but in understanding the instruction and that it is carried out orally. In other words, teachers do not teach sign language or use it in the instructions they direct.

In another class, in which they draw their hands, the teacher exemplifies the task, which makes it easier for Abril to understand it and does it without difficulty; however, when she has to register her name, she does not execute the instruction as requested. The teacher develops the activity for the hearing children, designs activities that, more than meeting April's needs, seeks for her to carry out the task and entertain herself without manifesting other demands during class.

It is recurrent that the instructions are given in a general way without specific help to the student so that she understands them. In a modeling task with clay, this situation also becomes apparent:

April plays with the plasticine and does not pay attention to the teacher, so when her classmates start modeling the figure, she looks from side to side without understanding what to do, she pulls her cousin's arm and tells him makes a sign as if asking what they have to do. Her cousin shrugs her shoulders and ignores her, she begins to make her figure, so April also begins to model the plasticine. To do this, he observes the children around him, gets up and goes to a table to see what others are doing, then goes to his table and tries to make his figure: sometimes he shows some anger because he has difficulties On it. The teacher comes to her table to check what they are doing, the children show her her work and she asks them what shape her figure has. When April's turn comes, she shrugs her shoulders and refuses to say what she is. She says with very low volume and lip movement:

-Ugly.

The teacher says with her finger that she doesn't and she says:

"She's not ugly, she's pretty!"

The teacher gestures so that April understands when she talks to him about her, that is, that she reads her lips, she shakes her head in the affirmative, and she continues working with her figure, without paying attention to the teacher. Minutes later, the teacher says:

—We already have a winner and the winner is: todooooos!

The students shout and clap, others boo and April becomes serious and she crushes her figure (observation number two).

This general arrangement of the instructions is reiterated by the group teacher in the interview:

Well, the indications I give them I do without focusing only on her, it is that there are so many children and sometimes I forget that she does not listen! (interview number two).

Deaf children, not understanding the meaning of the activities proposed to them, choose to explore their world in new ways, according to their condition. Depending on the gaze of the teacher or classmates, they become restless or undisciplined. Sometimes their

loneliness and isolation find no other way of exteriorization than aggressiveness (Vesga and Vesga, 2015), as can be seen in the cartoon referring to modeling with plasticine.

In Physical Education, the interaction with Abril is quite similar to that which occurs in the classroom. On the one hand, the lack of differentiated attention according to their condition for understanding the activities is reiterated, and on the other, their difficulties in carrying out some actions, with the consequent frustration.

The teacher yells at them:

-How are they? Are you ready to work today?

They respond with shouts: "good! Yeah!" Abril smiles, jumps and imitates her classmates, but she doesn't make any sound, she just opens her mouth, makes affirmative movements and claps, without losing sight of what they are doing. The teacher tells them that they will do an obstacle course, in teams, in groups of five, she explains the rules of the game, while she does so, she speaks aloud to them, without a specific explanation for April, who tries to get as close to the teacher as possible. To see her, she also looks for her cousin's face and makes movements with her hands, asks her to explain what they are going to do, pulls her arm and points to the teacher. Ivonne tells him to wait, while the teacher continues the explanation about the activity. During this, April remains smiling next to her cousin, watching what her companions do; It is her turn, in each change of obstacle she directs her gaze to her cousin and then to the teacher, everyone yells at her, encouraging her to hurry. When she reaches the balls, she has to score, but cannot do it, on several occasions she turns to see her cousin, makes gestures for her to help her, her cousin tells her how to do it and teaches her from afar, the others classmates laugh and yell at him to hurry up, he can't do it and the teacher signals him to continue with the next obstacle. April gets upset, does not finish with the circuit, leaves the team and does not continue participating. She sits under a tree, the teacher does not approach April, she allows her to get away from the group, the other students continue with the activity. After 10 minutes of her, her cousin approaches her, hugs her and asks her to return to the team, tries to take her, pulling her towards them. April resists, but finally she agrees and rejoins the group. When she does, the teacher tells her: "Okay, April, you're back, come on, let's keep playing!" (observation number four).

As with modeling, some sports activities are extremely difficult for her to do and her response is frustration, anger, which leads her to withdraw and refuse to participate or complete the task. Other tasks, as well as those in which you are proficient, please you and enjoy them. For example, those developed in Music, a space in which she melts with the rest of the classmates and there is no activity to be completed or an action to be performed alone, in view of others. The inability to understand and carry out the activities designed for the listeners, as well as their aggressive reactions, in the long run affect the deaf child in his integrality as a human being (Herrera, 2009).

The teacher starts the Music class, gives directions without addressing April specifically. During the activity, the teacher does not face her in order to facilitate lip reading; he is far away, so he cannot follow him and understand what he is expressing, he is distracted. The teacher sits on a chair with his guitar, facing the children, who are located on the floor. He tells them that he will play the song "Bartolito el gallo" and that, while he sings, they will hear the name of an animal, of which they will emulate the sound that he emits, so they should pay close attention. April does not stop looking at the teacher's mouth to read his lips and follow her indication, she also with gestures she asks her cousin what they are going to do and her cousin says: "We will sing." She starts to sing:

—Bartolito was a rooster who lived very happily. When the sun appeared Bartolito sang like this.

The teacher yells "duck!" and the children yell "quack, quack, quack." April turns to see her classmates, when they shout the sound of the duck, she opens her mouth imitating what her cousin does, then she turns to see the teacher, who continues singing, shakes her head following the rhythm and smiles (observation number five).

Again, the instructions and the activity itself do not conform to April's conditions, so she cannot understand the instructions or the contents of this, although she shows some satisfaction with her actions.

In play activities she also enjoys, laughs and shares with her companions to the full. As long as there is no execution that she cannot perform, she is cheerful and enjoys her stay in preschool. However, it should be considered that in any situation she finds it difficult to continue the activity, as the teacher does not provide adequate support; consequently, she

does not understand and, by extension, her learnings are limited. She imitates her fellow listeners, trying to make sense of an activity that is clearly not designed for her. She has adequate capacity for imitation and apparent adaptation, which suggests that she achieves the expected learning, but she has not really been like that.

All the teachers are aware of April's difficulties and warn that being visually close to her is important so that she attends and understands her instructions and prevents her from being distracted from her; however, in practice this is not always the case. Had he made any statement about her disability, she would probably have had the opposite effect; And, at least in terms of her participation, this has been highly commendable:

Treating these children in a special way as in a crystal sphere, that is not right, on the contrary (interview number nine with the music teacher).

And in that same vein:

No difference has ever been made to her, because she participates voluntarily, never said "no!" Or refused. In some events, she even played the main role, and all we did was speak louder to her (interview number five with the physical education teacher).

The myths that have existed over time about deaf people only generate social prejudices and limit the relationship between deaf and hearing people. The Physical Education teacher assumes that, because the girl does not present a motor problem, there is no need for some type of curricular adaptation; she does not consider other processes such as understanding instructions, their socialization or the links that she establishes:

Abril does not present any difficulty in carrying out the activities and only requires some help, so we do not have to make any adjustments with her, because she does not have any motor problems (interview number seven).

Support focuses on reiterating instructions, not so much understanding:

To Abril among all the little friends we helped him (...). When we work with manipulation of objects, and we say we are going to do it with the right hand, the left hand, she does it with both hands, but that is where we support her. She fell off, she didn't fall; She [she tells him]: "No, Mommy, pick it up and do it again", that is, we already have to put a little support with them (interview number seven with the physical education teacher).

This is an aspect known to the teachers of the Multiple Attention Center. One of them states:



In regular schools, programs with curricular adjustments are not developed, even when they have students with difficulties. Failure to prepare it creates certain difficulties for them to work with the child (...), to adequately attend to her need. The planning that the teacher elaborates is in a general way, without taking into account (...) the needs of each student in his charge (interview number one).

This situation is not shared by the regular classroom teacher, who points out that they do not receive training or other support for the care of these students. The teachers are unaware of public policies aimed at managing students with disabilities, in general or deafness. This leads them to act and make decisions about the teaching of Abril, sometimes even violating their rights. An example of this is not teaching him Mexican Sign Language (LSM).

When we got into educational integration, they gave us a course and told us that we have to treat all boys and girls equally, that is, there was no special course to treat deaf children or Down children, to treat another type of different capacities, that is, we work the same for everyone, it is not necessary if I am going to make special material for her.

The development of a uniform teaching and school activities for all students, as well as the exclusive use of oral language in communication, is especially incompatible with an educational attention that addresses the differences and diversity of the students, as in the case of Abril .

Both professionals favor content learning and if this is achieved, then the work is considered successful, especially if in their learning "there is not much difference between her and her classmates" (interview number four with the group teacher). Dimensions such as sign language as the primary means of communication, socialization and oral language development are relegated.

Another aspect that mediates the possibilities of attending to these students is the number of students per group, which are regularly 40 or more, so it is extremely difficult to attend to them alongside the rest.

Advantages and lacks in sociocognitive structuring and social coexistence

April performs lip reading, which allows her to carry out some of the school activities, apparently without difficulty, so her classmates do not perceive her condition and the problems of understanding the task. The regular classroom teacher expresses it like this:

She fixes her eyes a lot, she attends a lot with her eyes, she has this sense very developed and she sees and does what her peers (...) She, in general, pays attention, that is, she sees me, she reads lips (...), asks, she asks, it could be me or her classmates (interview number three).

The student shows competences in different activities, such as Physical Education, a space in which, in addition, she displays broad participation:

She performs all the Physical Education activities like everyone else in the class, she has rhythm, balance (...), she asks her teacher to participate in all the events that are scheduled in the school year (interview number five with the Education teacher Physical).

When there is a significant hearing loss from birth, or before language development, there are alterations in language, cognitive, emotional, affective and social development. Being deaf does not imply an inability for personal development or social adaptation. A child with a hearing disability has the same intellectual and growth possibilities as the hearing child, but needs specific interventions to respond to her particular learning pace and way.

In addition, the copying of letters or numerals, as well as the cutting activities, are tasks that she carries out, which demonstrates the ability to learn.

The regular classroom teacher perceives the girl as proactive, participatory, respectful, non-confrontational and with a certain passivity. Her language is reduced, although she complements these deficiencies with observation, lip reading and signs. In teaching it, it is important to recognize the right to a bilingual education. Sign language should be used as the first language of deaf children, while spoken language should take second place. "It is not conflictive. Although sometimes they attack her, she does not respond with aggression, sometimes she responds with tears, but in general she is passive, she does not miss school "(interview number three).

The relationships between Abril and her companions are harmonious. For the teacher, their acceptance and affection is a sign of her educational work.

As for the group, they accept it because of their auditory need, they accept it! Yesterday I was still seeing her that Naomí was hugging her, she was hugging her and kissing her, that is, they love her, they accept her as she is! But that work has already come from behind because (...) aggressions towards her are categorically denied ; notwithstanding the malformation of her in her face, of being told that she is ugly, or why are you like this, no, no, no one has said anything! Nobody has bothered her! Nobody has told her anything! (interview number three).

The teachers assume an affectionate relationship between themselves and the student: She loves me very much, to say that children usually love their Music teachers and their Physical Education teacher very much, because they are subjects, let's say, of fun, venting, discharge (interview number eight with the music teacher).

The relationship towards Abril presents overtones of rejection or aggression, although there is an effort by educators to undermine these actions.

From the point of view of socio-affective development, lack of hearing interferes with the conditions of proximity, and the ability to identify feelings, as well as the enjoyment of different perceptions from hearing such as music (Pabón, 2009). In her interaction with others, April's expression of affection is nil or very limited, as occurs when the music teacher himself arrives at the classroom:

The children run to hug him, jump around him, happy and smiling to get out, the teacher asks them to calm down and order to go to the corridor, which is where the class will be. April smiles, but she does not come to hug the teacher like the other children (observation number five).

He also shows interest in other children, dabbling in what adults call attraction to others, although this may involve playing with them or having a chat. There his social withdrawal is evident.

In her relationship with other children, she maintains ties of liking a boy, although no child has shown a preference for her, no one has ever told her that she is his girlfriend! Never anyone! She does say that Does she like Emerson or does she like Joaquín! I know all this because her cousin says so, since April does speak, she does it very slowly and it is almost impossible to understand and listen (interview number three with the group teacher).

It is perceived as integrated into activities and play, which teachers try and achieve most of the time in the work they do.

She participates selectively in games with a certain number of girls, but in general she does not present difficulty in relating, she plays with her table mates, but like all other boys, she also presents fights and aggressions. Abril performs all the activities without excluding herself, when she finds something difficult, she observes and overcomes the obstacle (interview number three with the group teacher).

However, in environments not directed by them, such as recess or leaving school, there are limitations in social interaction, or this is established almost exclusively with their cousin, which results in isolation or rejection of some classmates.

There is a certain isolation on her part and even rejection by other children, although she does not present aggressive behaviors. Despite her difficulty in hearing, she is accepted by her classmates, although she is always seen with her cousin and Alexia, who always accept her to integrate her into their games and while she plays, Abril does not separate from her cousin (interview number eight to music teacher).

Along the same lines: “April went to play with her cousin. During recess, he only plays with her, sometimes Alexia, who is another friend, approaches, they run from one place to another, without using words, he only follows her cousin or friend ”(observation number six).

Her relationship with her classmates orbits between support and certain disagreements, which lead him to exacerbate the isolation and dependence of her cousin, her groupmate.

The group walks in a single file from the classroom, reaches the playground and approaches the teacher. By forming from her, one of the girls wanted to stay in front of her, so she began to push her. Abril chose to go further back in line with Ivonne (Abril's cousin). The teacher said nothing about it (observation number four).

On the other hand, the lack of adequate auxiliary supports, as well as their maintenance, are impediments to better school development and performance.

April is 50% hearing impaired or slightly more, she does listen, but not 100%! She would say that she only listens about 40%, although she has assistants, she does not always use them, she does not use them because this device

requires certain specific maintenance, it is also expensive and must be done periodically (interview number three with the group teacher).

The girl's mother is also deaf, so this experience is not new nor is it unknown to her; However, the communication that she maintains with her daughter is through household signs, since it was not observed that she handled the LSM and the ignorance of her sign language further limits her situation. The precarious economic situation and family absence due to the work carried out placed them in a situation whereby both did not have access to this language or to a deaf community. The use of the hearing aids was temporary, when they were provided by personnel from a government agency, but due to costs and maintenance it was not possible to continue with this.

It is her maternal grandmother who takes care of her, lavishes her affection on her and goes to school for her.

Abril lives alone with her mother and grandparents (...). Abril's mother is also deaf, but hers is more severe than her hearing loss. What I have observed is that, between them, when they speak, they do not use the LSM; they communicate with ordinary signs, there is no signed language (signs used by the deaf community, LSM) or sign language. From time to time, the mother supports in some school activities, but it is evident that the greatest support is with the grandmother.

At the time of departure, the one who comes to pick up Abril is her grandmother. While he is in the company of her, he is not separated from her, only on certain occasions, such as when he receives directions from her teacher. The grandmother pays attention to all her movements and responds in the same way, marking the gesture of her mouth so that she can read her lips and understand what she is saying (observation number three).

Discussion

Teachers do not establish differences in classroom work with Abril. This situation occurs when pedagogical strategies of repetition and copying of actions devoid of meaning for the student are implemented, the curriculum that is implemented does not contemplate it and is developed only for a listening community, although this leads to the search for alternative actions to Make up for the difficulties the task presents. This has also contributed

to the fact that her companions do not take into account or forget the girl's deafness, at the same time that it places her in a situation of pseudo-equality. In short, her classmates do not understand what is wrong with her, because they all know that she has something because she does not act like them and, when questions arise about it, the teacher expresses that it is necessary to have patience and tolerance because she is different from others, but that at the same time it is like everyone. Such a relational condition creates a socialization narrative in which the difference is assumed as a principle of the teaching practice that is nourished by moral and social knowledge (Broyna, 2006).

On the other hand, the didactic sequences in which the student participates probably do not fully meet her interest and needs, such practice requires "decolonizing the constructions that are in front of the subject and their learning processes" (Caballero, Ocampo & Restrepo, 2018, p. 169). In this sense, the attribution to the girl of attentional difficulties forgets the importance of differentiated support for her in class instructions, to which is added the lack of actions that minimize her sensory limitations in the communicative field, with which the classroom and the school appear at certain times as a space built for others in which she feels strange and alien (Vesga and Vesga, 2015).

The development and application of curricular adjustments is a reason that strains the relationships between regular and special school teachers. The latter state that without these resources there are difficulties in working with students; However, the scope or dimensions of development that this should consider is not specified either: content learning and socio-affective development are privileged and, above all, the teaching of sign language is avoided. The application of professional knowledge is still pending in the practical activity of teachers (Carr y Kemmis, 1988).

The teacher appreciates that Abril maintains an adequate relationship with her classmates, since they accept her. It seems that this would have to be an aspect that should be part of the relationship, accepting the other as a prelude to the meeting; the other sensorially different is accepted in an action that the social other has before the other diverse. There is an underlying imaginary in which a social principle must be the acceptance of the social other towards the different other, but the opposite is hardly exposed.

Affective expression is an action that accounts for this, but is it a situation that children must recognize? Or is it the adult who must assume a position in which affect is not a gift? Aggressions are punished, but at times this is not the case; furthermore, the physical

malformation and the naive but excruciating question about it for others tends to undermine her enthusiasm and inhibit her in social contact.

Emphatically attending to a situation like this, by teachers, could become their overprotection, or at least a consideration of that type on the part of their classmates. Letting her solve these situations by herself is also a bet in which few resources and support are appreciated from her peers towards her.

Conclusions

Inclusive education policies consider individual differences in meeting the needs of male and female students. In the case of schoolchildren with deafness, attention to their educational communication needs should be based on the LSM and secondarily on the Spanish language, in addition to the fact that in the environment of regular schools it is convenient to have special units.

Although government policies express the need to create inclusive environments for deaf children in regular classrooms, what is revealed is that he is set apart by others because he cannot communicate effectively, both from academic activities, as from games, friendship and the social world.

Teaching activity in the care of people with hearing disabilities is mediated by knowledge concretized in a practice that denotes a strategic action that operates from certain arrangements and conceptions. Some of said knowledge about moral and social theories permeate the teachers' imagination, so that they carry out an undifferentiated didactic action between Abril and her classmates, create the conditions for her to participate with others without diminishing her dignity, however, it must be built from respect and recognition, which inevitably implies repositioning LSM in its rightful place and recognizing its role in the development of its identity. Many of her actions occur untimely in conflict situations, such as the one referred to the abandonment of the activity, anger and frustration on the part of Abril. What to do? It is the same question that occurs in parenting and in every place where the responses of the subjects are exacerbated in social spaces. Giving time may seem to deny or downplay this situation, but also to elaborate, so that others participate and lavish their time and company as her cousin does.

The knowledge of the student and her potential entails a high demand for learning content and developing skills and abilities. This is evident in copying, letter recognition, and psychomotor activities. However, the assessment of said content learning marginalizes other equally relevant learning in childhood, such as those related to the area of socialization and language. In this last aspect, teachers do not always communicate effectively with Abril; In these circumstances, she presents a kind of "accompanied loneliness." Most of the teachers interviewed say that they have not received books or specialized materials from the Ministry of Public Education (SEP) for working with the deaf or any other disability. The foregoing is also related to the real conditions in which they work, groups of 30 or more students, lack of teachers who carry out or complement the tasks of psychopedagogical support, professionalization and training in sign language, an aspect that should be indicated as primary, since the girl, and if possible her tutors, must learn this language, which constitutes a full language, whose possibilities for working with the student are analogous to those of oral language with any listener. On the other hand, it is important to have legislation that guarantees the best conditions of attention to students, but also policies and programs that enable support beyond school to these children and their families, capable of providing them from an early age specialized care as a result of the hearing impairment presented, free of charge, by state-of-the-art technology assistants and their maintenance, as well as the support of material and symbolic goods.

Teaching practice is the hiatus that expands the analysis of school dynamics to the edges of family and social life, without limiting the problem to strictly curricular, pedagogical, didactic aspects and those of its actors, since it draws on the meanings and implications of the models with what is conceived of schoolchildren with hearing disabilities, of the consideration of their rights and struggles. If this practice is not accompanied, in the case of deaf students, by teaching that favors sign language, the expectations of success are null. The experience of the study registers such difficulties when a student with this condition is attended in classrooms of regular schools with classes in Spanish. On the other hand, a teaching that is carried out with sign language supposes a specific, adapted, personalized pedagogical attention, of full inclusion.

Future Research Lines

In future research work, it is necessary to delve into the situation of people with deafness in which teaching is carried out with sign language; make the presence and participation of the deaf community visible in regular classrooms, in such a way that, based on their life experiences, the ways of constructing their reality, their expectations and their needs, an education is provided in which their differences are addressed and recognized to provide an education with equity in which the deaf child, their language and their culture are protected; as well as the role that the family plays in the teaching and school support of these students.

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