

The deaf people inclusion on regular education from deaf students', families', teachers' and interpreters' perspectives

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The aim of this research was to present the deaf people inclusion practice on regular education at Medianeira/PR (Brazil), under the perceptions of deaf students, families, teachers and interpreters, presenting their suggestions to the improvement of this process. With the purpose to give the reader the opportunity to understand the language acquisition process of the deaf subject, this study describes language development in the deafness context, besides the contribution of sign language on the educational context where the deaf subject is enrolled, professing the adoption of bilingual education. With that purpose, questionnaires were applied to four groups of subjects, in order to evaluate the educational inclusion process. Results showed inconsistencies between the inclusion proposal of deaf students and the practice carried out in the schools that participated in this research. Although subjects considered the inclusion process effective, they pointed out some fails. Suggestions for the improvement of the educational inclusion were also listed, under the perspective of deaf students,

such as using a different methodology; the inclusion of sign language on teacher's training curriculum; improvement of deaf subject's acceptance by scholar community; specialized educational care for deaf students; and frequent assessment of their academic performance. The research showed that teachers and interpreters have the perception that adjustments are needed on the inclusive educational process, however, for the deaf student's family, the inclusion process is happening. Enrolling deaf students on regular school does not ensure the appropriation of knowledge. For this to occur, several modifications are needed on Brazilian educational system, such as the use of visual methodologies, curricular adaptations, and the adoption of public policies that attend the guidelines of the inclusion proposal. Hence, this study demonstrated the importance of the participation of all subjects (teachers, interpreters, families and deaf students) on school reorganization, under the inclusion perspective, sharing the responsibility to make the inclusion successful.

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