INSTITUTEOFMEXICOSTATEUNIVERSITY

TITLE
DEVELOPMENTOFLEARNING STRATEGIES
FORCHILDRENWITHINTELLECTUALDISABILITY

SUBMITTEDBY:
Yamileth Karen Martínez Trujillo: Degree inPsychology fromtheStateInstituteofMexico,
currently studyingan MA inHigher EducationandworkingintheService UnitforHigher
Education(USAER) in themunicipality ofIxtlahuaca
Phone: 7223820008
Email: dhypzsa_ru@hotmail.com
Address: Tulipss/nCityofSantaMariaZolotepecXonacatlan
THEME:

INDEX

ABSTRACT

Intellectual disability is a problem which include deficiencies in cognitive processes and is present in our society and in different contexts in which the latter may be a factor in this gap, this project is aimed at developing strategies for learning children with intellectual disabilities and which consists of an introduction, which explains some concepts used in our work and exposes what is going to try this, just as it provides a description of the problem, where it poses description of what is observed and investigated with respect to intellectual disability.

In any investigation, there must be a framework which helps us to rely on theories that we sustain our problem and give us an answer to give rise to elaborate work, referred to this point and are released concepts and Our definitions of key words as well as the strategies to use the issue that is intellectually disabled.

The methodology is an important factor in all work and for these reasons we performed a Likert scale where a number of questions were planned to analyze the regular classroom teacher and see if the strategies actually used to work with children with intellectual disabilities and same to know what these same.

Finally, we review the findings for work where there are known speeches and solutions for a good job at basic education level, these are roughly what is working and points to be covered

INTRODUCTION

In society there are many social problems which affect us all over the world, but in particular the project focuses on intellectual disability in children with basic education, which covers how to work at learning and adapting to an environment social. According to the WHO disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. In this sense the work is aimed at strategies that can be used in a classroom to convey information to children with special educational needs associated with intellectual disability and transmit basic learning and literacy and to develop in a social environment In some cases, some children will not acquire these learnings but if they can stimulate so they can fend for themselves and their dependents at home, in the street with his friends and likewise to start conversations that have consistent with what they are expressing. Sometimes we can confuse a student with an intellectual disability with special educational needs which is one that presents a significantly different school performance relative to their peer group and therefore requires to be incorporated into the educational process more and / or different resources to ensure their participation and learning, and thus achieve educational purposes. These needs are expressed in terms of the relationship of the student, their personal characteristics and contexts (family, school, social and cultural). IRAC STANDARDS, 2009-2010.

In these children, their needs are not as delicate as a disability, the teaching-learning strategies are different and are implemented differently in the classroom, children with SEN are behind in the curriculum that makes basic education and strengthened to be on the same level with their peers.

The project is focused on strategies for teaching and learning in children with intellectual disabilities and how they are integrated by the methods of transmitting knowledge to a child with this intellectual disability.

DELO PROBLEM DESCRIPTION

Intellectual disability refers to substantial limitations in present functioning of a person.

"It is characterized by intellectual functioning significantly below average, CI 70-75, which usually coexists with associated limitations in two or more skills socioadaptativas. "

In the social environment have been labeled or in some cases discriminated against people who have a disability, in relation to which it is believed they can not do any work you want or are insufficient because they do not have the same characteristics as a human norm.

There are different types of disability such as intellectual, psychomotor, visual and auditory, or equally can be combined and converted into a multiple disabilities, this project will focus on intellectual disability that is where we see mostly in education and especially level as basic as the primary.

Children with intellectual disabilities may have difficulty communicating to others what they want or need, and to fend for themselves. Intellectual disability may make the child learns and develops more slowly than other children the same age. These children may need more time to learn to talk, walk, dress or eat without assistance and may also have learning problems in school.

Most of these children have difficulty remembering things, your attention is scattered, cognitive processes are fully developed, do not understand instructions or rules to be implemented or are given, has difficulty seeing the consequences of their actions, not solve problems, not withhold information and are easily distracted, all these kinds of features is what presents a child with this problem and is in the regular classroom, it is clear that these children do not learn like their classmates, learning but rather will slowly and in some cases is very difficult to acquire what they want to teach.

In rural areas this type of disability, lack of stimulation or the context presented, where the family lives in different ways and have bigger problems to survive in this sense we must consider all these factors for motivation in a child with intellectual disabilities.

It is clear that development strategies are very different and we should focus on tools or implement specific support for these children and to achieve satisfactory results for them and for us as teachers.

In public schools need to implement strategies for the integration of these children to the group and himself, analyze and investigate what strategies will work for the learning of students with ID, at present teachers with a normal profile does not are prepared to work with such children and must implement appropriate strategies for better development for the student who has this deficiency.

OBJECTIVE
Know thestrategiesforworkingwithIntellectualDisabilitiesstudentsandhimselfdo the work intheclassroomfor teacherswhohavea childwiththisproblem of education

THEORETICAL FRAMEWORK
DISABILITY
Situation that arises when the conditions of social environment do not respond adequately or relevant to the physical, mental or sensory impairments of a person to function independently in a life within their means.
Intellectual disability refers to substantial limitations in present functioning of a person.
 "It is characterized by intellectual functioning significantly below average, CI 70-75, which usually coexists with associated limitations in two or more skills socioadaptativas. "
   Joan J. Montaner. The person with mental retardation bases for social and educational inclusion. Málaga 2001
Likewise, known as mental retardation, and is a term used when a person lacks the capacity to learn at expected levels and function in everyday life. In children, levels of intellectual disabilities vary widely, from very minor problems to very serious problems.
 The difficulty for learning is meaningful and sustained.
 Have limitations in two or more skills socioadaptativas
 Cognitive development is characterized by a certain slowness in mental abilities, in their reactions, in how they acquire and process information, because there are barriers to transmission and interneuronal communication.
 Change presents to the eye contact, which indicates delayed maturation and perceptual-cognitive deficits as they are affected cortical association areas.
 Your attention is scattered.
 Their learning takes place slowly.
 Have difficulty understanding and following more than two directions.
 Gets confused and refuses the situation when asked to perform various tasks.
 Presents situations of distress to complex jobs.
 It is slow to respond to orders given to him.
 Shows difficulty making meaningful learning and retain information.
 Learning does not generalize to other contexts and situations.
 Often can not perform the activity alone.
 Not looking to experience, explore or new situations.
 Some have difficulty with information presented in a hearing.
 When actively engaged in the task, learn better and miss less.

Intellectual disability can be caused by a problem that begins before birth until the child reaches 18 years of age. The cause may be an injury, illness or a problem in the brain. In many children do not know the cause of intellectual disability. Some of the most common causes of intellectual disability such as Down syndrome, fetal alcohol syndrome, fragile X syndrome, genetic disorders, birth defects and infections, occur before birth. Others happen during birth or shortly after birth. In other cases, the causes of intellectual disability do not occur until the child is older, such as severe head injury, stroke or certain infections.

In general, the more severe the degree of intellectual disability, the earlier symptoms are identified. However, it might be difficult to tell how the intellectual disabilities affect children later in life. There are many symptoms of mental retardation. For example, children with intellectual disability may:

■ sit up, crawl or walk later than other children
■ learn to talk later, or have trouble speaking
■ have difficulty remembering things
■ have trouble understanding social rules
■ have difficulty seeing the consequences of their actions
■ have difficulty solving problems

Educational integration.
It is the process that involves children and young people with SEN with and without disabilities, multiple disabilities, pervasive developmental disorders and / or outstanding skills in classrooms and schools consider regular (initial, basic and technological) to receive the necessary support for have access to the general purposes of education.

LABOR INTEGRATION.
Process of placing an economic activity of young people with disabilities and / or pervasive developmental disorders, trained in CAM, with the same rights and same obligations to formal employment, self employment and / or productive workshop.
SOCIAL INTEGRATION
Multifactorial, dynamic process that enables people with disabilities achieve a level of welfare participation in all spheres of society receiving the support they need within the ordinary structures of education, health, employment, leisure, culture and social services , giving them the same rights as the rest of the population
INCLUSION
Offering a program to all students regardless of their physical or intellectual or cultural status, religious, economic, ethnic or linguistic
SPECIFIC SUPPORT
The resources and strategies used to promote: the development, education, interests and personal welfare, to increase individual student performance. Some types of support include: professionals, materials, architectural and / or curricular widespread and permanent.
LEARNING STRATEGIES FOR CHILDREN WITH INTELLECTUAL DISABILITY
Using concrete materials.
• Auditory Material: audio stories, relaxing music, creative empowerment. Music rhythms, songs and games.
• Visual materials: stickers, prints illustrating with large images, videos,
• material: logic blocks, strips cusinnier. Color chips.Abaco vertical and horizontal.
• Use of PC software. Interactive programs.

Adaptation of written materials:
• Changes in the type and font size.
• Variations in color or thickness spellings.
• Allow more space between lines or paragraphs.
Incorporate graphics, diagrams and drawings that support the understanding of the text.
Facilities:
• Design of learning environments. It refers to the signaling of specific places of the learning environment
• Ensure the gateway to the school (to avoid exit at any time.)
• Monitor your stay in the school premises.
Classroom: Noise, light, temperature, location of students in the classroom.
Design of stable and structured situations:
• Zoning of the classroom and furniture layout. It refers to the association of a specific space to carry out an activity by using pictures, drawings or markers.
Adjustment or elimination of curricular purposes, depending on student characteristics.
• Sequencing content and curriculum goals into small steps
• Adapt or remove content, according to student characteristics.
• Use a global methodology.
• Structure the learning environment and flexibility will gradually (to mediate the whole process)
• Center the adjustments in the teaching-learning processes and attitudes to assimilate the principles and concepts.
Groupings of students: to place the student in groups that can best work with their peers.
Mediate the self-concept of student from passive receiver to active subject.
Reinforcements and use of aid:
Physical aids, consisting of lead or support the student to perform a certain activity, for example, guide the hand to write, draw, etc. Perform a physical exercise, make the transfer.
Visual aids to provide role models, offering graphic or written information rather than lengthy explanations.
Verbal prompts, simple instructions, explanations, encouragement and reinforcement, questions about the development of activity suggestions.
Technical assistance grants: As digital programs, carriers of text, task sequence, software, calendars, charts, ...

METHODOLOGY

Questionnaire to be applied in the teaching staff to verify if you know the strategies for the learning of students with intellectual disabilities.

RESPONSE ALTERNATIVES

5 4 3 2 1

FEW TIMES ALWAYS OFTEN OCCASIONALLY RARELY

ALTERNATIVE QUESTIONS

1. Considers it necessary education to children with intellectual disability 1 2 34 May
2. Has students with Intellectual Disabilities
3. To teach class" is based on planning?
4. Do you apply strategies for working with students with intellectual disabilities?
5. To teach, is it based on the objectives of the curriculum?
6. Do you know what is intellectual disability?
7. Are the objectives of basic education curriculum to provide for children with disabilities?
8. Do you use dynamic groups?
9. "integrates all the students in her classroom at school activities?
10. To teach, is it based on leisure activities?
11. Do you use printed material for the preparation of school activities?
12. Do you use concrete materials to teach class?
13. If I have a child with intellectual disabilities, modifying curriculum Does?
14. Integrating children with intellectual disabilities in cultural activities
15. Uses technology to provide cals

The way to describe this scale is to quantitatively analyze where the data will be higher and interpreted to verify if basic education teachers have knowledge and use strategies for working with children with intellectual disabilities

DISCUSSION AND CONCLUSIONS

As conclusions to this work is that intellectual disability we take it into account and make any real work with these children, there has been support resources beneficiar4 infrastructure tools for these students who have this deficiency.

Teachers must be more humanistic and get rid of prejudices and labels about our children especially those with learning disabilities and intellectual disabilities, we must be aware that our students learn differently and each has a different IQ, and should consider that there is a significant learning and especially children who have special educational needs or intellectual disability.

Motivation is the driving force someone to perform an activity and consequently obtained satisfactory results, is that impulse that leads us to achieve great goals in this regard focused on children, we must consider those elements that motivate our students to and acquire a better school or academic performance, students who have intellectual disabilities should motivate a more than other normal students, because they are deficient not allowed to attend a literacy and emotional sense if there is a rejection of them are affected by discrimination and the disintegration of these children, results in emotional and low self-esteem and aggression toward his peers.

The question is what are we doing as a regular classroom teachers for the integration, motivation and academic benefit of our students with intellectual disabilities?, It is true that we are working on this problem or use appropriate strategies to intervene with such students, we are really sensitive to work with such students or think they do not belong to basic education and should be in a support center where care is different disabilities such as CAM or CREE, it is true that these children are not to meet the curriculum of different subjects in the primary but the teachers may include an environment where they can develop surrounded by a group and can learn many things that exist around them.

These children are special but I think they are very special teachers who agree to work with these children and they really put time and effort, because such a child in a regular classroom is not a punishment but rather a challenge for the teacher and for the child learning to achieve your desired by him. I believe that everyone is entitled to formal education and that these children also can take it the same way the experience, living together, what we see and touch what we are part of our personality and these kids just are forming a and through these elements, children can join a workplace and in the same way that his disability did not stop them if they continued to encourage and support in every way, for these reasons it is important to work strategies in the classroom with students who have this problem.

BIBLIOGRAPHY

http://www.cdc.gov/NCBDDD/Spanish/actearly/pdf/spanish_pdfs/Spanish_intelectu al.pdf cited the May 27, 2011

www.preescolarvm.unlugar.com / bolcapep.pdf cited May 28, 2011

www.matebrunca.com/.../ Strategies% 20of% 20the% 20desarrollo% 20pensamiento% 20Costa cited May 29, 2011

INTELLECTUAL DISABILITY-www.scribd.com/.../ATENCION-EDUCATIVA-DE-ALUMNOS-CON- cited May 29, 2011

www.fundacionnosotros.org.ar cited May 29, 2011

ipes.anep.edu.uy/documentos/curso_dir_07/.../adec_curr.pdf cited May 29, 2011

RESUMO

Deficiência intelectual é um problema que se incluem as deficiências nos processos cognitivos e está presente em nossa sociedade e em diferentes contextos em que este pode ser um fator esta lacuna, este projeto visa desenvolver estratégias de aprendizagem crianças com deficiência intelectual e que consiste em uma introdução, que explica alguns conceitos utilizados em nosso trabalho e expõe o que está acontecendo para tentar isso, assim como ele fornece uma descrição do problema, onde ele coloca descrição do que é observado e investigado com relação à deficiência intelectual.

Em qualquer inquérito, deve haver um quadro que nos ajuda a confiar em teorias que sustentam o nosso problema e nos dar uma resposta para dar lugar à elaboração de trabalhos a que se refere a este ponto e são liberados conceitos e Nossas definições de palavras-chave, bem como as estratégias para usar a questão que é deficiência intelectual.

A metodologia é um fator importante em todos os trabalhos e por estas razões, foi feita uma escala de Likert, onde uma série de perguntas foram planejadas para analisar o professor em sala de aula regular e ver se realmente as estratégias utilizadas para trabalho com crianças com deficiência intelectual e mesmo de saber o que esses mesmos.

Finalmente, analisamos os resultados de trabalho onde não são conhecidos discursos e soluções para um bom trabalho a nível do ensino básico, são aproximadamente o que está funcionando e os pontos a serem cobertos