Facultad de Psicología
UNIVERSIDAD DE LA REPÚBLICA

Theoretical contributions based on 5D Model in children with disability

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Background

Social and Educational Inclusion

Schools for children with motor disabilities

Participants:

-12 children (10 year old average) with cerebral paralisis and disorders in comunication and language

-21 students

-Teachers, directors and researchers

Disability

-Deficiency
-Barriers in participation and in daily activities

-Emphasis in technology support

Preconceptions

The teachers said that the children had a roof when it comes to learning

The research team applied the Raven intelligence test

Problem questions:

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Do the current models of intelligence are useful for understanding the disability?

Do the children cant learn because of their deficiency or because they dont have the suitable supports?

LEARNING

COGNITIVE STRUCTURE:

Objective thinking
Genetic psicology

DRAMATIC STRUCTURE:

Symbolization
Subjectivity
Learning
Psychoanalysis

J.Barreiro

CONTRIBUTION OF THE 5D MODEL

SYMBOLIZATION:

Substitution, transformation, production, representation and affection.

Silvia Bleichmar

EDUCATION:

Educate is create symbolic footprints
Is encourage the desire to know
Is create a scenic tie educator-child.

Feelings
Experience
Thoughts.

Myrta Casas

The 5D experience:

Researchers:

Focus on the dramatic structure

The dramatic structure push the cognitive structure

Teachers:

Value the technology resources and value the wizard story

Change their idea about disability

Silvia Bleichmar

The 5D experiencie:

Children:

Enjoy the activities and relationship with the team

Students:

They wonder the real limit of disability

idealized child- imaginary child

RISKS Y ADVANTAGE

Risks:

Falses expectations about the child

Advantage:

Creativity- social inclusion

Bibliographic references

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