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 palsy and disorders in communication 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:

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

Do the children can't learn because of their deficiency or because they don't 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 experience:

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


