107 - PROMOTING INCLUSION OF DEAF AND HEARING IMPAIRED IN THE SCHOOL: ACTIVITY OF HEALTH EDUCATION ON HEARING AND HEARING AID IN A UNIT OF TEACHING REFERENCE TO DEAF - MACAÉ, RJ.

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INTRODUCTION

Hearing loss can be classified as bilateral loss, partial or total, forty-one decibels (dB) or more, as measured by an audiogram at frequencies of 500Hz, 1000Hz, 2000Hz and 3000Hz (HEARING LOSS ORGANIZATION, 2004).

According to the Help for Hearing Loss (2004), 250 million people have disabling hearing loss, representing 4.2% of the world population, and two thirds of these are in developing countries.

Hearing impairment when detected late leads to difficulty acquiring language oral language, providing, especially in children, the delay in their cognitive development, learning, which hampers their interaction with other people in your social life (MARAZITA et al., 1994).

This situation can create a barrier in communication between the "listener" and the deaf can take your departure from this environment, and possibly, isolation and loss of social life.

The school has a key role in preparing individuals to society, and their teachers need to be prepared to convey content, knowing different ways to give them knowledge (DELGADO-PINHEIRO; OMOTE, 2010).

Some important documents that link the right to inclusion of people with disabilities in the school, as the Law of Guidelines and Bases (1996) and the Declaration of Salamanca in (1994) consider the student with hearing loss can be an exception in the process of inclusion in common classes of educational networks, since such students require adaptations communicative, as the Brazilian Sign Language, so they can keep track of what is transmitted in the classroom.

The Law n. º 7.853/89, which provides for support for people with disabilities and their social integration, gives the health sector to promote preventive actions, the development of health programs aimed at people with disabilities, developed with the participation of society, among others (art. 2.º, Section II). In this context, there is the School Health Program (SHP) targeting the "permanent integration and coordination of education and health, providing improved quality of life of the population" (BRASIL, 2013).

For promoting hearing health happen by SHP, educational strategies aimed at inclusion of children with hearing loss in the school environment, should be encouraged and developed to provide the inclusion and support them in their process of interaction with all subjects of the school community. However, the educational action does not imply only pass on knowledge, but also to transform subjects of the process, ranging from the general assistant passing by teachers and students to the direction.

The project extension AMADA Health, integrated Health Networks to PET Hearing Health in Macaé, in 2013, aims at identifying the needs of health and nutrition of children and youth deaf and hearing impaired. In his two years of implementation at Associação Macaense do Deficiente Auditivo - AMADA , we saw the need to expand the knowledge of hearing health to the listening public on issues related to hearing, deafness, hearing impairment, especially in promoting the inclusion of deaf and hearing impaired in school.

In this perspective, this study aims to present the results and experiences of students in an educational activity aimed at inclusion of deaf and hearing-impaired child in a school from elementary school in Macaé.

SUBJECTS AND METHODS

Considering the aim of presenting the experiences students in the activity of health education in the school, there was a qualitative study as referential for its development methodology of action research, as presented by Michel Thiollent (2004).

According to the author, those involved with action research should be alert to the demands equate to theoretical and practical issues relevant within the social situation. The methodology of action research, unlike conventional surveys, reveals a concern that people involved in a social situation of interest, in particular, have always room to "say" or "do".

So Thiollent (2004, p. 14) defines it as follows:

> “[...] Is a type of social research evidence base that is designed and carried out in close association with an action or solving a collective problem and in which researchers and participants representative of the situation or problem are involved in co-op or participatory.“

Therefore, researchers and research subjects are active elements involved so synergistic with social reality, and the negotiation, dialogue, sharing of power and relational processes in general, fundamental to achieving the goals set for the group.

For activity planning health education a multi and interdisciplinary, involving actors from different sectors of the government and the academic community, met in August, with the Coordinator of School Health Program, the Municipal education school; a pedagogue, a representative of the Secretariat of Special Education and representatives of the municipal school, Polo Reference Macaé. At that meeting, it was decided that the initial activity for the development of project activities by AMADA Health, would be in unit of teaching reference to deaf and hearing impaired, the public school system in Macaé, with distribution of booklets on hearing health, on September 30, when we celebrate the World Day of the Deaf.

The educational booklet to raise awareness of the students was developed in the period between March 2011 and June 2012, and is entitled "Hearing and Hearing Aids for School”, whose goal is to enlighten children between 7:10 years old about hearing health.

On September 30, the project team AMADA Health, composed on that day, for two speech therapists, three graduate students of the nursing, one graduate student of medicine and a professor of Campus UFRJ - Macaé Professor Aloísio Teixeira,

presented in a playful one primer for all classes of elementary school Polo, during the morning and afternoon.

The activity was inserted into a lineup that included, 1st time: Awareness (conversation with students about the day of the person with deafness); 2st time: Presentation of the students at LBS, 3rd time: Presentation of booklet to raise awareness of all students.

During the educational activity, we used the following visual aids: educational booklet, megaphone, weighing scale, stadiometer, hearing aids, batteries and ear silicone to put the hearing aids.

For the presentation of quantitative results were presented variables: number of classes and the total number of students participating in the educational activity.

For the qualitative study regarding the subjectivity generated in the scenario and the students, we highlight the following aspects: (a) the participation of students, scholarship extension, in the activity, (b) your contact with the child deaf and hearing impaired and the way they interact with others. These data were analyzed as proposed by Thiollent (2004).

RESULTS AND DISCUSSION

Participated in the activity 14 elementary school classes, totaling 280 students from 06 to 13 years, representing about 90% of students enrolled in school. Were distributed 280 booklets to the students.

According to the account of the participating graduate students activity can highlight the following reports:

"Convey information about hearing health was of great importance for both personal and professional training, which represented a major achievement within the proposed objectives of the Health beloved". (Graduate Student 1)

"The activity of health education allowed us realize the reality of special children and the importance of giving more attention to this group." (Graduate Students 2 and 3).

All graduate students also said, "the experience of contact with the deaf and hearing impaired children and the way they interact with others, has shown that they can also lead a normal life."

According Thiollent (2004), when it makes distinctions between action research and other methodologies, such as participatory research, the first should be a really action by individuals or groups involved in the problem under observation. It is understood that this is not a simple survey data or reports to be filed in the future, because researchers have played an active role in the reality of the observed facts (THIOLLENT, 2004).

The interaction between the team and the target groups intervention was very positive and constructive, where doubts about aspects of hearing health were taken as students received the information. It was noticed that both the staff and students of the school were exchanging knowledge obtained from own interaction with deaf children of school since the school is a teaching unit reference to the deaf in Macaé.

In the process of investigation established based on action research, it can be said that the work in this perspective should consider their following features: there is a broad and explicit interaction between researchers and people involved in the situation analyzed; this interaction results in the order of priority problems to be investigated, with solutions to be presented through concrete action; the object of the investigation are not by people, but by the social situation and the issues of different natures involved in it; the goal of the methodology is to solve, or at least clarify the problems observed in reality involved; ago, during the process, monitoring the decisions, actions and any intentional activity of the actors involved; should not be restricted to a form of action, but provide increased knowledge researchers and empowerment people and groups related (THIOLLENT, 2004).

It is believed, with the results of the study that the goal was achieved, mainly because according to the guidelines of the National Policy for Persons with Disabilities, "(...) the promotion of health is considered essential strategy to place privileged occupied by light technologies , such as health education (...)" (BRASIL, 2006).

The National Policy on Hearing Health Care, established by GM Ordinance No. 2073 of September 28, 2004, according to the magnitude of disability hearing in the Brazilian population and its consequences and the possibility of successful intervention in the natural history of hearing loss, through promotion and prevention at all levels of health care, established in art. 2th, paragraph I, the need to develop strategies to promote quality of life, education, protection and restoration of health and prevention of damage, protecting and enhancing the autonomy and equality of individuals and communities, with interdisciplinary and multidisciplinary care (NATIONAL POLICY HEARING HEALTH CARE, 2004).

It is worth mentioning that National Policy on Health Care Hearing is relatively recent and that are implemented and secured actions for health promotion and disease prevention advocated it, at all levels of health care, it is necessary several efforts by not only the state but for professionals in this industry and others, along with those of the whole society.

Thus, the event was the beginning of future project activities at school allowing wide dissemination of knowledge about hearing health and the possibility of sensitization and awareness of students who may be possible multipliers on the subject, thus reaching the proposal of the National Hearing Health Care.

CONCLUSION

Educational activity reached its goal, since 90% of the students received a booklet and 60% were interested in the contents. The student experience in the proposal was of paramount importance for future professional work with special groups. The activity was a proposal for pilot identification of faults to be revised, since next year, new educational activities will be held in 22 schools members of PSE. The student experience in the proposal was of paramount importance for future professional work with special groups.

To achieve and ensure the actions of health promotion and disease prevention recommended in the National Health Policy Hearing, at all levels of health care, it is necessary to unite efforts by not only the state but also the professionals of this sector and others, along with those of the whole society.

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ABSTRACT

Educational strategies aimed at the inclusion of children with hearing loss in the school environment should be encouraged and developed to provide the inclusion and support them in their process of interaction with all subjects from their neighborhood. The objective was to present the results and experiences of students in an educational activity aimed at inclusion of deaf and hearing-impaired child in a school from elementary school in Macaé. We performed an activity of health education on World of the Deaf, September 30, 2013, in a reference to the deaf school, the School Health Program (SHP). The team conducted a health education activity, presenting a playful manner a primer designed to promote inclusion of deaf children 06-13 years enrolled from first to sixth year. Participated in the activity 14 classes, totaling 280 elementary students. Regarding the reporting of the graduate students about their experience in the activity, it was found that "allowed the perception of reality of special children and the importance of giving more attention to this group." It was also found that the contact with the deaf and hearing impaired children and the way they interact with others "showed that they can also lead a normal life." We conclude that the educational activity reached its goal, since 90% of the students received a booklet and 60% were interested in the contents. The student experience in the proposal was of paramount importance for future professional work with special groups.

KEYWORDS: Deafness, Hearing Loss, Social Inclusion, Health Education.

POUR L'INSERTION DES PERSONNES SOURDES ET MALENTENDANTES A L'ECOLE: ACTIVITÉ DE L'EDUCATION DE LA SANTE SUR AUDITION ET DANS UN SERVICE DE DRIVE POLO DE L'AUDIENCE - MACAE, RJ.

RESUMÉ

Les stratégies éducatives visant à l'inclusion des enfants ayant une déficience auditive dans le milieu scolaire devraient être encouragés et développés pour fournir de l'inclusion et de les soutenir dans leur processus d'interaction avec tous les sujets de leur quartier. L'objectif était de présenter les résultats et les expériences des étudiants à une activité éducative visant à l'intégration des enfants sourds et malentendants dans une école de l'école élémentaire à Macaé. Nous avons réalisé une activité d' éducation à la santé sur Mondiale des Sourds, le 30 Septembre 2013, dans une référence à l'école sourds, le Programme de Santé Scolaire (PSE). L' équipe a réalisé une activité d'éducation à la santé, en présentant de manière ludique une amorce conçue pour promouvoir l'intégration des enfants sourds 06-13 ans inscrits de la première à la sixième année. Participé à l'activité 14 classes, totalisant 280 élèves du primaire. En ce qui concerne les rapports des etudients sur l'expérience à l'activité, il a été constaté que 'permis à la perception de la réalité des enfants spéciaux et de l'importance de donner plus d'attention à ce groupe'. Il a également été constaté que le contact avec les enfants sourds et malentendants et la façon dont ils interagissent avec les autres a 'montré qu'ils peuvent aussi mener une vie normale'. Nous concluons que l'activité éducative a atteint son objectif, puisque 90% des étudiants ont reçu un livret et 60% étaient intéressés par le contenu. L'expérience de l'élève dans la proposition était d'une importance primordiale pour les travaux futurs professionnels avec des groupes spéciaux.

MOTS-CLÉS: Surdité, Perte d'Audition, L'inclusion Sociale, L'éducation de la Santé.

PROMOCIÓN DE LA INCLUSIÓN DE SORDOS Y PERSONAS CON PROBLEMAS AUDITIVOS EN LA ESCUELA: ACTIVIDAD DE EDUCACIÓN PARA LA SALUD EN LA AUDIENCIA Y AUDIENCIA EN UN SERVICIO DE DISCO POLO PARA AUDIENCIA - MACAÉ, RJ.

RESUMEN

Las estrategias educativas dirigidas a la inclusión de los niños con pérdida de audición en el ambiente escolar deben fomentarse y desarrollarse para proporcionar la inclusión y apoyarlos en su proceso de interacción con todos los temas de su vecindario. El objetivo fue presentar los resultados y experiencias de los estudiantes en una actividad educativa dirigida a la inclusión de los niños sordos y con deficiencias auditivas en una escuela primaria en Macaé. Se realizó una actividad de educación para la salud en el día Mundial de Sordos, 30 de septiembre de 2013, en una referencia a la escuela para sordos, por el Programa de Salud Escolar (PSE). El equipo llevó a cabo una actividad de educación para la salud, la presentación de una manera lúdica un manual diseñado para promover la inclusión de los niños sordos 06-13 años matriculados de primero a sexto año. Participó en las 14 clases de actividad, por un total de 280 estudiantes de primaria. La historia de los estudiantes

universitarios sobre su experiencia en la actividad, se encontró que "permitió que la percepción de la realidad de los niños especiales y la importancia de prestar más atención a este grupo". También se encontró que el contacto con los niños con discapacidad sordos y oyentes y la forma en que interactúan con los demás "demostró que también pueden llevar una vida normal." Llegamos a la conclusión de que la actividad educativa alcanzó su objetivo, ya que el 90 % de los estudiantes recibieron un folleto y un 60% estaban interesados en los contenidos. La experiencia de los estudiantes en la propuesta es de vital importancia para el futuro trabajo profesional con los grupos especiales.

PALABRAS CLAVE: Sordera, Hipoacusia, Inclusión Social, Educación para la Salud.

PROMOÇÃO DA INCLUSÃO DO SURDO E DO DEFICIENTE AUDITIVO NO ESPAÇO ESCOLAR: ATIVIDADE DE EDUCAÇÃO EM SAÚDE SOBRE AUDIÇÃO E PRÓTESE AUDITIVA EM UMA UNIDADE POLO DE ATENDIMENTO À SURDEZ – MACAÉ, RJ.

RESUMO

As estratégias educativas voltadas à inclusão de crianças com perda auditiva no ambiente escolar devem ser estimuladas e desenvolvidas de modo a proporcionar a inclusão das mesmas e apoiá-las em seu processo de interação com todos os sujeitos de seu convívio. Objetivou-se apresentar os resultados e as experiências de discentes em uma ação educativa voltada a inclusão da criança surda e deficiente auditiva em uma escola da rede municipal de ensino fundamental de Macaé. Foi realizada uma atividade de educação em saúde no Dia Mundial do Surdo, 30 de setembro de 2013, em uma escola da rede municipal de ensino fundamental da cidade de Macaé, pelo Programa Saúde na Escola (PSE). A equipe realizou uma atividade de educação em saúde, apresentando de forma lúdica uma cartilha desenvolvida para promoção da inclusão do surdo, para crianças de 06 a 13 anos, matriculadas do primeiro ao sexto ano. Participaram da atividade 14 turmas, totalizando 280 alunos do ensino fundamental. Quanto ao relato dos bolsistas sobre a experiência na atividade, detectou-se que "permitiu a percepção da realidade de crianças especiais e a importância de se dar uma maior atenção a esse grupo". Verificou-se também que o contato com a criança surda e deficiente auditiva e a forma com que estas interagem com as demais "mostrou que as mesmas também podem levar uma vida normal". Conclui-se que a atividade educativa atingiu o seu objetivo, uma vez que 90% dos alunos receberam a cartilha e 60% se interessaram pelo conteúdo da mesma. A experiência discente na proposta foi de suma importância para a futura atuação profissional com grupos especiais.

PALAVRAS CHAVE: Surdez, Perda auditiva, Inclusão Social, Educação em Saúde.