

International Journal of Human Sciences Research

INCLUSIVE PRACTICES, THROUGH THE UNIVERSAL LEARNING DESIGN, IN SCHOOLING FOR DEAF PEOPLE: THE DATA AND THE EFFECT

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Abstract: This work addresses an educational practice with reference to the Universal Learning Design (DUA) – Mendes and Zerbato (2018) – on the inclusion of a deaf child in a common classroom, as well as didactic-pedagogical possibilities of teaching written Portuguese, as a second language for deaf students, since we realize how challenging inclusion still is, as the deaf student is inserted in an inclusive education that does not use Libras as the language of instruction, since teaching is focused on oral auditory language, where there is a need to use teaching strategies that make it possible to minimize losses in the schooling of these subjects. In addition to a bibliographical review on school inclusion of deaf people (Lodi and Lacerda, 2010), the research is configured as an experience report (Mussi, 2021) that took place in a school in the city of Natal, bringing here small excerpts from an activity, which found the achievement and effect that this method had during the process of including Libras for deaf and hearing students, and the initiation of the process of learning written Portuguese for both hearing students and the deaf student. Thus, we reflect on what is valid to consider in the teaching of deaf people within the inclusive education proposal and what are the losses of this student in terms of their effective schooling. In view of the above, we believe that we could move forward with regard to bilingual classes and schools (Brasil, 2005; 2021) to be able to determine whether these difficulties remain in this Education model.

Keywords: Inclusive practices. Schooling for the deaf. Teaching Libras. Written Portuguese.

INTRODUCTION

The current educational model is configured as an education focused on diversity. Schools are increasingly receiving a diverse audience, which requires educational practices that meet their particularities as subjects and that actually educate them according to their specificities (Mendes and Zerbato, 2018).

Deaf students, the main subjects of this research, are supported by Law 9394 of 1996, the Brazilian Education Base Guidelines Law, which was updated again with Law 14,191 in 2021 and which provides for bilingual education for deaf students in its article 60-A, § 2º. However, deaf people are still within inclusive schools with pedagogical support, Libras teachers and/or Libras translator-interpreters who try to include these subjects in the school space and in content aimed at hearing students.

It is a fact that since 2005, with decree 5626/05, the deaf have received attention regarding their schooling, achievements such as the presence of the Libras teacher and the Libras translator-interpreter in schools, demonstrate the advances achieved by the community deaf. However, the curriculum and educational practices do not include an education aimed at learning effectively for deaf students, given that these students are passing the year, without the basic skills of learning the contents, since only the presence of the translator- interpreter and/or Libras teacher is not sufficient for the school inclusion of these subjects (Lodi and Lacerda, 2010).

The Universal Learning Design (UDL) approach arises as part of the assumption that students have different ways of learning and assimilating information. This pedagogical approach seeks to provide an inclusive and accessible education to all students, thinking about the classroom in its entirety and diversity, where everyone participates in the teaching and learning process.

The UDL in the education of deaf people can minimize the educational barriers that these students suffer in their schooling, as long as Libras is taken into consideration, as the natural language of these subjects. In this context, materials can be thought of in multiple ways, as suggested by the DUA, through images, signs, videos, visual resources, writings, etc., so that the deaf can actively participate in the educational process (Mendes and Zerbato, 2018).

The class designed with a universal proposal, particularly for the deaf student, must take into consideration, firstly, sign language and its insertion within the school environment, so that everyone can also learn and dialogue with the deaf student, causing in the same space, learning the content and Portuguese as a second language for the deaf student, as well as interaction between everyone through Sign Language.

As Vigotski (2021) suggests, learning occurs through social interactions and, according to the author, is directly linked to cognitive development. For deaf people, it is important that there are significant social interactions that provide the development and use of Sign Language. With this, the DUA proposal, linked to the dissemination of Libras and its teaching in a space common to all, can make a difference in the education of these students, as it makes them experience the school space as a whole and not just with the teacher or Sign Language translator-interpreter.

From the historical-cultural perspective addressed in this experience, the DUA allows the subjects of this research to interact with each other and to be protagonists in the teaching and learning process, as this theory assumes that the individual is a historical being and that he is under the influence of its cultural context.

According to Ossucci and Saito (2010, p. 6):

[...] Historical-Cultural theory understands man not as an object of history, but as a subject of history. From this perspective, the subject-object relationship is interactive, as there is no primacy of one over the other, as man, in essence, is historical and subject to the influence of his cultural context. Therefore, we argue that assuming a theoretical framework is a basic condition for organizing teaching and learning practices.

Based on the principle of UDL, we went into the field of professional experience, in order to test this approach with a deaf child in the first year of literacy, in an inclusive classroom.

The experience reported in this work is based on a narrative of educational practices that is configured in a dialogue of the experience itself, trying to reflect on the practice itself, in order to contribute to studies related to the teaching of deaf students, both in terms of teaching of Libras, for this subject, as well as for students who are in the same educational environment as him.

As Passeggi suggests:

The processes of narrative reflexivity are carried out through double work with language. A work of interpretation to give meaning to lived and narrated experiences, and a work of textualization, through which a text is produced, oral or written, that narratively organizes the events of the story itself (autobiography), of the story that was written, written, about others (biography) and what was learned from the narratives of others (heterobiographization); (Passeggi, 2021, p. 106).

The narratives of inclusion of deaf people in an inclusive classroom require a reflection on the actual insertion of this subject, which will only be possible through the use of Sign Language throughout the school environment, as, only through this, the deaf child “will have access to knowledge and will be able to interact with the world” (Lodi and Lacerda, 2010, p. 53).

Aiming to minimize educational barriers and insertion of the deaf in the schooling process, we sought to identify to what extent the Universal Learning Design approach can contribute to the process of acquiring Libras for both deaf and hearing people, as well as for teaching the Portuguese language, as a second language for deaf students.

DEVELOPMENT

As a methodological contribution, this study is based on research guided by an Experience Report (Mussi, 2021), as it presents the report of a professional experience, with a description of an intervention class in the proposal of the Universal Learning Design (DUA) in a first year literacy classroom with hearing students, a student with Autism Spectrum Disorder (ASD) and a deaf child with hydrocephalus from the Municipality of Natal, in the State of Rio Grande do Norte.

The expository class took place in May 2023, lasting 2 hours, using a book by Ramos (2006), entitled *Things for boys and Things for girls*, to support the content to be worked on; and an inclusive Dice made to play a game, for teaching Libras and fixing the content for all children, in accordance with the Universal Design of Learning proposal.

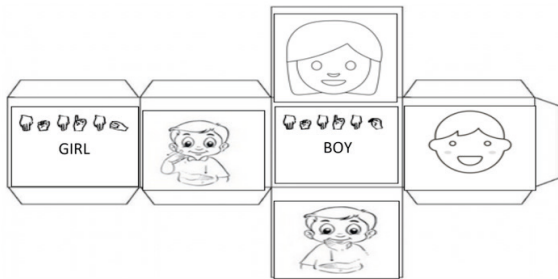
In the first moment, in class, the main teacher told the story orally and the Libras teacher interpreted it in Sign Language. The main teacher talked to the students about what they thought of the story, asked questions relevant to the reading and encouraged the students to say what they thought about what was for boys and girls. She reflected on the importance of respecting differences: both boys and girls could do and be whatever they wanted, but in fact what was ugly was calling bad words, as the book's author suggested. Stage carried out with interpretation of the teacher's speech.

In the second moment, the inclusive data was used, which contained the image of a girl on its faces; the image of a boy; the boy sign in Libras; the girl sign in Libras; the word written in Portuguese and in manual alphabet BOY and the word written in Portuguese and in manual alphabet GIRL, both with highlights on the last letter, in red, aiming for children to memorize how the two words were written, to know how to differentiate them and make the corresponding sign in Libras when these sides of the die appear, for memorization and learning to write, since at this school stage children are in the process of becoming literate.

To consolidate the learning of the deaf student, whose objective was to teach the Signs of BOY and GIRL, and make her understand that the sign of GIRL in Libras referred to her, the Dice was presented before the start of the game, exploring all the faces and made the corresponding sign as well as typing the words in manual alphabet, bearing in mind that the difference between both consisted only in the last letter: the word ending with the vowel "A" was the name/sign of GIRL; In the word boy, the vowel "O" corresponded to the word/sign BOY. Later, students were called one by one and asked to make the sign corresponding to their gender. This made the deaf student identify the difference and learn the meaning of each sign, as well as learning that the sign being referred to was GIRL. This phase was aimed at teaching Libras, both for the deaf student and the hearing students.

Soon, the room was divided into 2 large groups and the purpose of the activity was explained: when the dice was thrown, the group would have to make the corresponding sign in Libras to the face that fell upwards; whoever made a mistake didn't get points; The group that responded when it was the other's turn would lose points. In the end, the movable alphabet was arranged for both

groups. The dice would be rolled by each group; for the face that fell, the group would have to make the sign and, as a last challenge, form the word in Portuguese corresponding to that image. The group that got it right would win the game and get a reward. If they tied, everyone would win the prize.



Source: Inclusive data prepared by the authors.

RESULTS

As a result of the experience, the children performed the tasks, leaving the last phase of the game without being carried out, as we did not have human material (intern) to support the deaf child in this final moment of the activity. In the absence of an intern, the Libras teacher would have to provide care and communication support, considering that the deaf student would require care (due to the valve in her head) – which would make it unfeasible to carry out an activity that would require at the same time a driving and the student supporting care.

Regarding learning the word in manual alphabet, the boy with ASD did not want to do it. For him, the meaning of the letters of the alphabet only has one written form: that of the Portuguese language. However, due to the involvement of the game and the dynamics of the class, he performed the signs and responded orally when the written words appeared. Demonstrating that he had assimilated what was explained before the start of the game, he interacted and participated in the other stages. The deaf student did not have the motor coordination to carry out the

activity, demonstrating the presentation of only the Letter “A”: the initial letter of her own name. The other students managed to make all the letters in the manual alphabet and identified the words and signs, demonstrating that they had memorized the writing of the words used in the game in Portuguese and the signs corresponding to the genders.

The process of teaching the Letters P, R, O, F, E, S, S, O and R, of the word PROFESSOR, took place for each group, to reduce the number and for the teacher to better observe whether the children were able to perform the letters with the correct hand configuration (a strategy also used to observe the GIRL[O] signs), so that everyone could be evaluated and possible errors corrected.

DISCUSSION

The class met the Universal Design proposal, included all students, it was possible to verify that everyone participated, Libras was inserted within the context of the class and taught to all students.

However, some interesting barriers were observed to be highlighted in this discussion:

1. The deaf student, who has hydrocephalus, is still in the process of acquiring language, the literacy environment, made for hearing people, does not match a literacy environment for Libras;
2. Hearing children are placed in a favorable educational environment, conducive to understanding the content, as well as the insertion of a new language, with educational background compatible with the grade, ready to be in the literacy process of their mother tongue, oral-auditory;
3. There was a lack of human resources and concrete material to carry out the activity.

The attempt to socialize Libras in an inclusive environment requires greater effort from the Libras professional. They need to be aware of the importance of this language circulating in the environment in which the deaf person is inserted. However, this task is not as easy as one might think, schools do not provide the necessary support nor is the curriculum designed with deaf people in mind.

In the experience reported above, although it was designed for school diversity, including for the deaf student, it was possible to realize that the issue of inserting a language does not happen only in moments. A class accessible to any student must, firstly, be spoken in the student's own language, as well as prepared for the subject's social and cultural context.

The deaf student, whose language is still in the process of acquisition, had an exclusive moment in the class focused on her linguistic particularity, but this class was configured as a "cut": a moment reserved for the student's insertion, since she is in a completely different learning phase than other classmates.

This experience shares and corroborates the reflections on bilingual schooling for the deaf. According to Skliar (2013), Doziart (2013), Lodi and Lacerda (2010), Kyle (2013) among others, it appears that the primary point for the education of deaf students must be thought of in terms of a social and historical subject. What we see today takes into consideration, the social and historical context of hearing students and does not match the conception of subject proposed by the authors, but rather with that of subjects who hear, which does not match the socio-anthropological vision of the deaf person.

After stating this issue, Santos Filho; Silva; Bezerra et al (2024), inspired by Law nº 14.191/21, published a book that was the result of discussions in the important discipline that discusses Bilingual Education for the

Deaf in the Postgraduate Program in Special Education at UFRN, created by professor Dr. Pedro Luiz dos Santos Filho. The discussions brought up issues relevant to the bilingual school space. It was not the aim of this work to state that the items listed for a bilingual school are those mentioned in the book, even though it sparks other discussions when the subject is the education of the deaf and the school space.

FINAL CONSIDERATIONS

The Universal design proposal shows an attempt to include all subjects participating in the educational process. It proves to be an inclusive practice, which aims at the inclusion and participation of everyone in the teaching and learning process. With this tool it was possible to think of a class accessible to deaf students. However, pedagogical work aimed at students with deafness requires teaching beyond pedagogical practice.

The effective schooling of deaf students requires a curriculum that respects the particularities of this subject, as well as a school that is focused on their linguistic and social condition. Experience has shown that there is indeed learning, but it is offered disproportionately, through cuts, with the deaf always in the background.

The school model that appears to be accessible to the full development of the deaf student is a bilingual school, which uses Sign Language as the language of instruction and Portuguese as a second language, recognizing the deaf student as a historical subject and Social. In this school model, the DUA, as well as several other teaching strategies, can be implemented in their entirety, since the main barrier we observed is that teaching is not offered in its entirety to deaf students. We also remember that the Libras teacher often assumes the role of translator-interpreter and caregiver, thereby making learning processes precarious.

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