

## **An inclusion experience in our school.**

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During the decade of the years ninety a very strong current began in Latin America guided toward the integration of students with visual impediment in regular or common schools. Our school in Peru was not unaware to those changes and it advanced toward them beginning with the training of its professors. This way, this process began that today it commits us to all with great happiness.

But during this whole time the work carried out by the professors of the Program of School Integration has evolved and it continues changing with the purpose to respond in appropriate form to the necessities of our students.

### **The beginning...**

From the year 1992 one teacher began to work integrating students (4) in common schools in form pioneer in the country. It was not thought then of having a law that helps in this process. Everything was new: for the teacher, for the parents, for the students, and for the professors of the even much more common schools.

In a first stage of this process the actions that were carried out were:

*With our students with visual impediment:*

- Psychological and pedagogic evaluation of each candidate to be integrated.
- Motivation to the students so that they accept to be integrated in common schools and assume the challenge of sharing with other students without impediment in another school.

*With the parents:*

- To convince the parents so that they accept that their son or daughter would study in a common school with other students without impediment.
- To respond to their restlessness related with the support that they will receive from our school, the benefits that would be reached, among other reasons more.

*With the professors of the common or regular schools.*

- They were carried out days of sensitization and training at the beginning of the school year in general aspects of the visual impairment, the capacities that have the students with visual impairment, their necessities, the materials that would use, the writing system and the abacus, among the most important aspects. It was looked for mainly that the school accepted our student that didn't perceive our student as a "problem" but rather they realized what could make, of its capacities, also that accepted the support that they will receive.
- The professors were leaning according to the orders and necessities that they manifested.
- The responsibility of the success that the student could reach was not sunk by them, they always asked the students to be more leaning for the special school.

*In the curriculum:*

- The professors of the regular schools didn't change their work program neither their teaching strategies.
- A lot of negative was observed on the part of the professors to accept the students of our school in its classrooms, especially in the secondary level.
- They were not carried out changes in the form of planning the learning activities to respond to the necessities of our students.

*The professors of our special school that were responsible for the school integration:*

- They were the responsible ones of looking for the regular school to take to our student.
- They supported the professors of the regular school according to their orders.

- They elaborated the educational material that each student needed according to the contents that they worked in each grade.
- They supported the students to carry out their school works or tasks.
- They assumed the responsibility of the school yield of the participants of the program. In this stage it was important the success that each student could reach and his behavior like a form of assuring that the regular schools continue accepting our students.

### **Three years ago behind...**

In the year 1995 the Law of people with impairment is promulgated, the topics of equality, justness of rights, education, employment, medical care for the people with impairment began to be part of the national calendar with more frequency.

In our country they begin to be given the first changes in relation to new curricular designs, programs of test inclusion or pilots begin promoted by the Ministry of Education, one converses about the equality of opportunities for all the students, even for those that have impediments. As a result of the carried out experiences he/she has intended the "Decade of the Inclusive Education" that looks for that until the year 2012 all the students with sensorial impediments and light and moderate intellectuals are included in a regular school of the country.

In this second great moment the main actions are:

#### *With our students with visual impediment:*

- The psychological and pedagogic evaluation is important, it is carried out with all the students.
- The program of school inclusion is already part of the school and all the students assume that in some moment of their life they will pass to a regular school, they are very motivated for this step and our goal is to begin the work to earlier ages.
- The activities with the students look for in all moment to favor their current or future inclusion.

#### *With the parents:*

- They know the benefits of the program of school inclusion that he/she puts into practice in the school.
- They are them those that decide to what school he/she goes their son or daughter and they look for that they give them a vacancy to carry out the registration.
- They collaborate, as all, in the support of their children as for tasks and school activities.

- They help to motivate other parents that are not allowed their children to participate of the program.

*With the professors of the common schools:*

- Some manifest interest to learn the system Braille to carry out a more opportune pursuit of the work of their students or to avoid to be deceived.
- They present to the team their restlessness on the form of carrying out the teaching work and planning according to the contents that have programmed.
- They receive training it has more than enough aspects related to the visual impairment curricular diversification and curricular adaptations on the part of the team of our special school.

*In the curriculum:*

- Progressively the teachers make an effort more to look for appropriate strategies to achieve all their students to carry out the foreseen learning's, including those that present visual impediment and they are part of their classroom.
- The professors of the primary level show bigger acceptance and opening to carry out the curricular adaptations. They present their necessities to the team of educators and they accept the suggestions that are given.

*The professors of our school that are responsible for the school inclusion:*

- They carry out orientation activities and advice to the professors of the common schools.
- They are responsible for providing the material that each student requires according to her necessities, so much the one that corresponds to the work topics in the classroom, like to the consultation material for the reading activities and tasks.
- They qualify to the educational of the regular school according to their necessities.
- The students that are part of the program attend two days to our educational center in one schedule different to that of their common school to receive instruction in technical compensatory, Braille II, mathematical symbol and some other complementary activity that it is required. All this is part of the advice activities and support to the students.

***Achievements reached up to now:***

- Our students have an earlier contact with the real world where they live, that which has improved their capacities to face difficulties, to assume responsibilities, to value their own possibilities and limitations.

- The students demonstrate better abilities to be related with other people, be their couples, and also adults.
- Its capacity to solve difficulties or problems always improves and in progressive form.
- They manifest better and higher expectations in relation to their personal future.
- The family parents participate in a more active way in the education and their children's formation and daughters.
- Our experience, together with the international tendencies, they have impelled the support of the authorities and the laws that favor the school inclusion in all our country.
- All the students are accepted by their classroom partners, they incorporate naturally to the group, friends that support them, find they are perceived as people with virtues and defects, possibilities and limitations in natural form.
- The society today talks about justness and equality in the rights and access to education.
- It is necessary that we offers the opportune and appropriate support to each one of the students in order to optimize the results and to respond to the so much necessities of the students like of the teachers of the regular school.

***Difficulties that we should still overcome:***

- Not all the schools accept our students.
- In any case the regular schools have a special atmosphere where the teacher that supports the inclusion can carry out coordination actions with the professors.
- The entrance of the educational ones is not allowed that carry out the support to the classrooms of our students in its regular schools to avoid behavior problems, distractions or because the professor refuses.
- Some professors prefer to take out the contents that consider not very accessible for the students with visual impediments instead of carrying out the pertinent curricular adaptations.
- The average of students in each classroom in our schools is 35, being able to arrive up to 40 or more in some cases, what causes a lot of pressure in the professors and lack of time to carry out a more individualized teaching, respecting the rhythm and each student's time.
- Our experience carrying out the inclusion of blind children from early ages is very limited due that don't count with the necessary material neither human resources to respond to their daily necessities.

***Challenges and threats:***

- To advance in progressive form toward a total inclusion, from the earliest ages in all our students.

- To sensitize to the authorities of our sector with the purpose of rescuing the positive aspects of our experience, especially as for the process and support work with the educational ones and students.
- New education law and legal norms that govern the operation of our schools, because they don't contemplate the provision of appropriate and pertinent material to our students, as well as it doesn't consider the real situation of the schools in our territory.
- To participate from the beginning of every year in each school so that it includes the students with visual impediment inside their proposals as school.
- One of the most punctual indications that the teachers that carry out the activities of school inclusion receive refers to that they should give our students all the special techniques in the school where the student studies, taking it out of his classroom to be able to make it. Our great restlessness is that this indication is opposed to the principles of equality, and that many times this action marks our student's difference with its partners. The challenge is to achieve that this norm is overcome and don't become against what is looked for.