

Aportes de la Terapia Ocupacional en el Contexto Educativo Inclusivo: Interrelación entre el Enfoque Psicosocial, la Teoría de Integración Sensorial y las acciones de atención temprana

V. Véliz, L. Uribe-Echevarría

Proyecto de Integración Escolar de Huechuraba, Santiago, Región Metropolitana, Chile

INTRODUCTION

In harmed social contexts, the school, as well as the social and familiar atmosphere, are observed conditions that interfere with the development of abilities and academic skills, relational and emotional. This, bound to an inadequate answer to the environmental stimuli and/or individual necessities, can turn the process of adaptation to the scholastic context a complex task, that it requires of preventive actions, coordination and management in network.

OBJECTIVES

To facilitate processes of autonomy and participation of children in situation of scholastic vulnerability in municipal schools of the commune of Huechuraba, between years 2006 and 2009

DESCRIPTION

It is used like cross-sectional strategy, to foment the interactions of all the systems, through individual and/or group interventions to children, relatives, professors and educative community, centers of health and specialists of education and health. With it the respect by the rights of the boy and to the individual particularities of the development is promoted, incorporating complementary methodologies and educative practices in the daily coexistence.

RESULTS

The children vivencian opportunities of regulation to the sensoriointegrativas disfunciones and the own necessities of their stage of the development; modifying the meaning of the own boy with its body and the surroundings, and also the relation with its primary and educating caretakers, generating experiences of learning and participation.

CONCLUSION

To reconstruct and to resignificar relations and symbols you will tie from the routine character, is a process that requires diverse cautious clinics and psycho-social that aims towards the development of autonomy and social participation. Therefore, to facilitate them, the intervention must consider the occupational subjectivities, contexts and the relational field of the boy.

CONTRIBUTION TO THE PRACTICE

The Occupational Therapy in the scholastic context is a developing practice and this systematization presents/displays a complementary strategy, that when uniting three different approaches, obtains greater sustentabilidad in the time and greater percentage of impact in the barriers of the learning and participation, benefitting to the children and its families, the educative community and the local intersectorial work.