

Bloque II: Aspectos psicoevolutivos de la deficiencia visual

2. El desarrollo cognitivo en los deficientes visuales
 3. Adquisición y desarrollo del lenguaje
 4. Desarrollo psicomotor
 5. **Desarrollo social**
 6. La sordoceguera
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GUÍA DE ESTUDIO DEL TEMA 5: DESARROLLO SOCIAL

OBJETIVOS Y COMPETENCIAS

1. Analizar los efectos de la deficiencia visual en el establecimiento de los vínculos afectivos durante la primera infancia.
2. Comprender las dificultades que genera la deficiencia visual en el desarrollo de habilidades para la interacción interpersonal.
3. Conocer las variables del entorno que afectan al desarrollo social de las personas con deficiencia visual.
4. Analizar las variables que optimizan la integración social y laboral en las personas con deficiencia visual.
5. Diseñar estrategias útiles para la mejora del desarrollo social de las personas con deficiencia visual.

CONTENIDOS

1. El inicio de los procesos de socialización: el establecimiento del vínculo afectivo
 - a. El papel de la voz
 - b. Aparición de la sonrisa selectiva
 - i. La exploración táctil
 - c. Consolidación del vínculo
 - i. Rechazo a los desconocidos
 - d. Variables que afectan al proceso
 - i. Aceptación del problema de visión
 - ii. Bajas expectativas
 - iii. Desconocimiento de vías de interacción
 - iv. Relación centrada en las necesidades físicas
2. Desarrollo de habilidades de interacción interpersonal

- a. Problemática asociada a la falta de visión
 - i. Causas
 - (1) Entorno sobreprotector
 - (2) Ausencia de modelos
 - (3) Limitaciones en la retroalimentación: falta de indicadores visuales
 - (4) Desconocimiento sobre la deficiencia visual
 - b. Conductas de mayor discrepancia en relación a los videntes
 - i. Menor número de contactos sociales
 - ii. Falta de madurez social y problemas de adaptación social
 - iii. Pobres repertorios de habilidades sociales
 - iv. Dependencia y pasividad
 - v. Falta de asertividad
 - vi. Problemas en la construcción de la autoimagen
 - vii. Limitaciones en los componentes no verbales de la comunicación
 - (1) Control postural
 - (2) Proxemia
 - (3) Contacto físico
 - c. Pautas de actuación educativa
 - i. Intervención ecológica
 - ii. Utilización del currículum
 - iii. Uso de programas específicos
 - iv. Trabajo en las dimensiones cognitiva, conductual y emocional
 - v. Materiales y técnicas adaptadas
 - vi. Continuidad con el trabajo en la familia
 - vii. Coordinación entre agentes implicados
3. Las habilidades de inserción social y laboral
- a. Identificación de las variables relevantes para la integración social y laboral
 - i. Variables personales
 - ii. Variables relativas al puesto de trabajo
 - b. Intervención en el ámbito de la inserción social y laboral
 - i. La empleabilidad
 - (1) Actitudes
 - (2) Competencias personales
 - (3) Competencias profesionales
 - (4) Elementos laborales
 - (5) Elementos sociales
 - ii. Itinerario de inserción profesional

LECTURAS BÁSICAS

Núñez Blanco, M.A. (1999). El desarrollo psicológico del niño ciego. Aspectos diferenciales (págs. 103-112). En I. Martínez Liebana (coord.): *Aspectos evolutivos y educativos de la deficiencia visual (vol. I)*. Madrid: ONCE.

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Vallés Arándiga, A. (1999). Las necesidades educativas especiales de los alumnos ciegos y deficientes visuales e intervención psicopedagógica (págs. 322-334). En I. Martínez Liebana (coord.): *Aspectos evolutivos y educativos de la deficiencia visual (vol. I)*. Madrid: ONCE.

RECURSOS EN INTERNET

http://www.ideasapiens.com/psicologia/cognitiva/aspectos%20-_psic._%20ceguera.htm

http://www.cepmalaga.com/actividades/Interedvisual/psicologia_y_dv.htm

http://profesional.medicinatv.com/Congresos/muestra.asp?id_wc=2038

<http://www.tec-nica.com.ar/Fundacion.htm>

<http://www.monografias.com/trabajos14/discapacvisual/discapacvisual.shtml>

<http://www3.usal.es/~inico/investigacion/jornadas/jornada2/simpos/s24.htm>

ACTIVIDADES PARA FACILITAR EL ESTUDIO

1. Realiza un cronograma donde se establezcan los principales logros que alcanzan los niños con deficiencia visual en el proceso de establecimiento del vínculo afectivo con los adultos (consulta para ello el texto de Núñez Blanco).
2. Tras la lectura de Núñez Blanco, ¿crees que el papel del tacto en los niños ciegos es equivalente al uso que hacen los niños videntes de la vista? Justifica tu respuesta.
3. Plantea, a modo de orientaciones prácticas, consejos para padres que faciliten el establecimiento positivo de vínculos afectivos con los niños deficientes visuales.
4. Dentro de los problemas más habituales en el desarrollo de habilidades de interacción interpersonal en las personas con deficiencia visual ¿cuáles crees que limitan más la integración social de las personas ciegas? Razona tu elección (consulta para apoyarte el texto de Vallés Arándiga).

5. Revisa las causas que dificultan la adquisición de habilidades de interacción interpersonal en las personas con deficiencia visual (retoma la lectura de Vallés Arándiga para facilitarte la tarea). Plantea a continuación las relaciones que cada una de ellas tiene con los problemas que más habitualmente manifiestan las personas con ceguera.
6. Analiza las pautas que sugiere Vallés Arándiga para mejorar las habilidades de interacción interpersonal y pon ejemplos de cómo llevarías a la práctica cada una de ellas.
7. Diseña actividades para favorecer la integración social de un niño con deficiencia visual en un aula ordinaria.
8. Resume, de forma esquemática, los factores que mediatizan o condicionan la conducta vocacional de los deficientes visuales (lee para ello los textos de Vallés Arándiga y Pallero y González).
9. Plantea en forma de esquema cuáles son las características que debería poseer una intervención que pretendiera facilitar la integración laboral de una persona con deficiencia visual (puedes consultar el texto de Pallero y González).
10. Construye un glosario con los términos más relevantes de este tema.

CARTA DE DESPLIEGUE DEL TEMA

Objetivos	Contenidos	Actividades	Recursos preferentes
1	1	1, 2, 3, 10	Núñez Blanco (1999)
2	2	4, 5, 6, 7, 10	Vallés Arándiga (1999)
3	1, 2, 3	3, 4, 5, 6, 7, 8, 9, 10	Núñez Blanco (1999) Vallés Arándiga (1999) Pallero y González (2003)
4	3	7, 8, 9, 10	Vallés Arándiga (1999) Pallero y González (2003)
5	1, 2, 3	3, 6, 7, 9, 10	Núñez Blanco (1999) Vallés Arándiga (1999) Pallero y González (2003)

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