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Speech Therapy and Facilitating Strategies Used by Teachers I the Development of Reading and Writing of the Deaf

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ABSTRACT

Introduction: A deaf child may develop pedagogically at regular school levels, but facing difficulties by entering into the exclusive environment of listeners. In this context, facilitating methods can be used for secondary education and understanding of the deaf student. But an insight into teachers' knowledge of methodologies is unknown. **Objective:** To explore how the teachers' strategy for the teaching of reading and writing of the deaf. **Methodology:** It was a descriptive research with quantitative approach, carried out in a public school in the city of Joao Pessoa-PB. We interviewed ten (n = 10) teachers whose has in their student body some deaf student. The data were collected through the application of a structured questionnaire with six (n = 6) objective questions about teacher training and methods used in the classroom with deaf students. The data analysis was performed on the basis of Microsoft Word 13 program. **Results and Discussion:** It was observed that only 10% (n = 1) of teachers had academic education directed to the deaf student, most of the participants teachers have struggles with the relationship with the deaf student in the classroom, and despite the delay, more than 50% of them do not use any facilitative method. **Conclusion:** In light of the above, one can perceive a lack of knowledge of techniques and difficulties of relationship between teacher and deaf student. These only show off the importance of the presence of Educational Phonoaudiology, because it contributes to the awareness of the facilitating methods and collaborations for the better development of the student in the classroom.

Keywords: Speech therapy; Teachers; Deaf; Inclusion.

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