

Stella Maris
de Arma Bollazzi
*Special and Adult
Education*

Two distinct paradigms characterize attitudes to the handicapped: one that relates being handicapped to a certain health condition considering that the handicapped person should adapt to preexisting conditions. The other is the social paradigm, in which it is society's responsibility to intervene. In this case, environmental conditions are modified in order to achieve the full participation and development of handicapped people. In this article, the author deals with the topic of special education and its challenges such as inclusion, insertion in the work force, technological literacy, autonomy and the right to a love and sex life while focusing on the difference between the two paradigms described.

Danielle Desmarais
*Grass roots literacy work
with youth and adults
with writing problems*

Many young people live in marginal conditions and have experienced different scholastic ruptures and family break ups that lead them to develop learning problems related to reading and writing. This article describes the experience of *Boîte à lettres de Longueuil*, a literacy organization in Québec, Canada that has worked for over 20 years in the development of distinct programs working on different levels, from attention to youth as subjects-actors up to society as a whole. One of the pedagogical tools that the *Boîte* uses is the autobiographical workshop in which young people recreate their own educational process achieving a reworking of their relationship to reading and writing.

Tony Horitz
*RESPECT: Community
theater for the
social inclusion of
handicapped people*

Community theater has great potential for the education and empowerment of handicapped adults. The author describes the experience of putting on a play and workshop with a group of actors that include both learning disabled adults and professional actors. The play deals with the topic of the abuse and bullying to which handicapped people are subjected. The work of the group includes both the production of the play and a workshop afterward in which the audience reflects on the topic through interaction with the actors and director. The author informs on three different results of the tour: spectators gain awareness about the way society bullies handicapped people, a solid group of actors is formed and the handicapped actors are able to gain insight into their own experiences.

Flora Aurón
**Education, a way to
 prevent family violence
 against the handicapped.**

The family is usually considered a safe place, in which members receive affection, protection and the support necessary for their development. However, different studies have shown that it is the most insecure place for the most vulnerable members of the family: children, elderly and the handicapped. This article deals with some of the most frequent expressions of violence toward the handicapped: disconfirmation, isolation and sexual violence. In spite of advances in the recognition of and attention to these phenomena, in most cases family violence is confined to the domestic sphere and, as such, is silenced. In this context, the author underlines the role of educators involved in with youth and adults in the recognition and prevention of violence towards handicapped persons as well as attention to those affected by it.

Margarita Rullas Trincado,
 Araceli Grande de Lucas
 and Eva Rodríguez Pedraza
**Parental roles and
 serious mental illness**

The *Comunidad de Madrid* has, since the 1980's, developed a series of resources to attend to and rehabilitate people with mental illnesses. The objective of the program is to propitiate the development of these people in "normalized" social environments. The resources include the development of competencies that will allow the ill to take over raising their children. The authors describe the methodology and the contents of the program and describe the results obtained in the relations between fathers and mothers with their children.

Martin R. Arrequi
**Sports
 and the handicapped**

Social rehabilitation, along with any necessary medical and physical rehabilitation, is indispensable for handicapped persons. To achieve this, participation in sports activities constitutes an important resource. The adaptation of sports to people with special needs has its origins in 1847, and 100 years later was promoted by the Englishman Ludwig Guttman who identified the psychological and neuromuscular benefits of practicing sports for physically handicapped people, as well as the benefits induced in terms of social reinsertion. Today, the adaptation of sports to the needs of the handicapped includes almost all disciplines, even extreme sports such as hang gliding or mountain climbing.

María Elena Festa
**From educational
 integration to integration in
 the work force, analyzed
 from the perspective
 of achievement of self
 determination**

The author, based on experience in *the Centro de Actividades para Niños con Disapacidad* (CANDi, a private institution in Sunchales in the province of Santa Fe in Argentina), reflects on the concepts of quality of life and self determination that are fundamental in the work done in the center with mentally handicapped youth in order to achieve their integration into the educational system and the work force. Those individuals who have self determination, whatever their characteristics be, are those who know how to choose, that is, they know what they want and how to get it, free of any influence or excessive external interference. The achievement of self determination has to do with both the person and the context, making the generation of public policy, plans and programs necessary in order to offer education and work opportunities to this sector of the population.

Carlos E. Biro
**The education
of parents of deaf children**

Sign language represents a way of communicating and a vehicle for learning that is fundamental for the deaf. Through sign language children learn not only to name the world around them, but also to formulate questions, which is what naturally occurs with children who hear. The author emphasizes the importance of the role played by the parents of deaf children in facilitating the development of communication skills that are often hindered by attitudes of denial, guilt, fear, rage and the loss of expectations that accompany the recognition of deafness in a child. The article defends the importance of the early detection of deafness and the learning of sign language by deaf children as well as by their families.

Luz María
de la Parra Rebollar
**An experience
in the education of
adult women with
mental deficiencies**

The author describes the experience of *Camino Abierto*, a private institution for special education with over 30 years working with mentally handicapped young and adult women in Mexico City. *Camino Abierto* pursues the establishment of social relations within a framework of cordiality and respect as well as the development of competencies in its students in order to achieve independent performance in their daily lives. The program attends pedagogical and psychological needs of its students, as well as providing psychological support for their families.

Stella Maris
de Armas Bollazzi
**Adult behavior:
educational influences**

In its instrumental role, the education of handicapped persons has as its goal the preparation of its students in participation, self-determination, autonomy and self esteem. That is to say, it proposes a life plan, conceived of as the right of all people. From this perspective, the author considers that educational institutions should fulfill two main objectives: inclusion and equality of opportunities. The achievement of educational success in handicapped persons is a slow and intermittent process that requires opening both formal and non formal options for all age groups.

Susana Sandra Oliver J.
**Sex education for the
mentally handicapped**

The topic of sex education in mentally handicapped youth is wrought with multiple controversies, as well as worry and anxiety for their parents and teachers. This article reports on the experience of sex education with 15 young people of both sexes between the ages of 16 and 25 in which both parents and youth were involved. Among the results reported are changes in attitude on the part of the parents resulting in a greater acceptance of their children's sexuality as well as of their handicaps, the development of competencies to face behavioral changes in the youth and improve communication between parents and children, as well as, lastly, the creation of self help groups.