

Summary

The object which this doctoral thesis centers in, can be summarized as follows: to study in depth the knowledge obtained from an educational experience where its foundation lies in the respectful conception of diversity, based in innovation processes that are sustained by the bilingual- bicultural models that have emerged in the last years, and which are committed to an integral education for deaf people. The described models struggle against barriers for learning and participating by means of innovated proposals where diverse linguistic and cultural models can take place in coherence with the perspectives that see diversity as a value.

The bilingual-bicultural model investigated, which has been focused on an experience carried out at a nursery school with enrolled children of ages that range from four months to three years, uses as driving tongues the Spanish and the Spanish Sign Language. The model has been dealt from an ethnographic point of view, as a case study, with the intention to know and comprehend its particularity and complexity, emphasizing in its singularities and own characteristics.

Any process of innovation requires that genuine collaboration and supportive areas get created in the centers so the change can be maintained during time. At the same time, professional growth must be allowed and promoted as well as awarding time so that teachers can meet and work together.

As for the bilingual- bicultural model it is necessary to continue demanding its need, and deepening in its diverse alternatives, reaching a real status of the sign language similar to the oral language.

We must promote inclusive educative proposals that struggle against barriers for learning and participation, having in mind that deafness is more a cultural phenomenon than an audiological variable. The public school must assume the differences that make up the essence citizens, attaining the respect of the idiosyncrasy of deaf people.