

ÖZEL GEREKSİNİMİ OLAN ÖĞRENCİLERİN EĞİTİMİNDE YARDIMCI TEKNOLOJİLER

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GİRİŞ

Özel gereksinim ve yetersizliklerden kaynaklanan güçlükleri telafi etmeye yönelik araçların kullanımı örgün eğitimin ortaya çıkışından önceye uzanmaktadır. Tarihi kayıtlar bireylerin günlük işlevlerini sürdürebilmelerini sağlayan basit protezler ya da uyarlanmış yazma araçlarının varlığını ortaya koymaktadır. Örgün özel eğitimin temellerinin atıldığı 19. yüzyılda, yardımcı teknolojilerin de ilk örnekleri ortaya çıkmıştır. Bu dönemde fiziksel yetersizliği olan bireyler için çeşitli aparatlar ve protez uzuvlar geliştirilmiş, ayrıca tekerlekli sandalye için ilk patent alınmıştır. Aynı yüzyılda braille yazısının icadıyla, görme yetersizliği olan bireyler için dokunsal okuma-yazma araçlarının temelleri de atılmıştır (Bryant & Bryant, 2012). Teknolojinin özel eğitime sistematik biçimde entegrasyonu ise 20. Yüzyılda, özellikle II. Dünya Savaşı sonrasında, duyuusal ve fiziksel yetersizliklerle dönen çok sayıdaki gazinin yenilikçi çözümlere duyduğu ihtiyaçla ivme kazanmıştır. Takip eden yasal düzenlemelerle bu gelişimin önü açılmıştır. Örneğin, ABD’de 1988 tarihli Teknolojiyle İlgili Destek Yasası (“Tech Act”) ile başlayıp Yetersizliği Olan Bireyler Eğitim Yasası (IDEA) ile devam eden çeşitli mevzuat teknolojiyi eğitim hakkıyla doğrudan ilişkilendirmiştir (Bouck, 2017). Günümüzde teknoloji, konuşmadan metne dönüştürme çözümleri, yenilenebilir braille ekranlar ve yapay zekâ destekli kişiselleştirilmiş öğrenme platformları gibi yaygın dijital araçlar sayesinde pek çok alanda geniş olanaklar sunmaktadır. Bu du-

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ergoterapist, psikolog, iş/okul yöneticileri hatta gerekli durumlarda mühendislerde dahil olacak şekilde ekip çalışması olacak şekilde yürütülmesi en etkili yardımcı teknoloji seçimine katkı sağlayacaktır.

Uygun teknoloji seçimi ve uyarlanması sürecinde herkes için tek tür yardımcı teknoloji anlayışının yerine bireyin kendisine özgü ve uyarlanabilir bir teknoloji tercih edilmelidir. Görme yetersizliği olan birey için seçilecek teknolojinin bilgiyi seslendiriyor olması, işitme yetersizliği olan bir birey için seçilecek teknolojinin bilgiyi görselleştirebilmesi, zihin yetersizliği olan bireyler için bilginin ve teknolojinin kullanımının basitleştirilebilmesi, fiziksel yetersizliği olan bireyler için seçilecek yardımcı teknolojinin joystick kontrolüne sahip olması ya da bileşenlerinin büyütülebilmesi gibi özelliklere dikkat edilmesi gerekmektedir.

Eğitim, uyum ve kullanıcı desteği sürecinde seçilmiş olan yardımcı teknolojinin kullanımının yetersizliği olan bireye öğretilmesi öne çıkmaktadır. Unutulmamalıdır ki yardımcı teknolojiyi kullanmayı bilmeyen bir öğretici yetersizliği olan bireye yardımcı teknoloji kullanmayı öğretemeyecektir. Benzer şekilde yardımcı teknolojiyi öğrenme ve kullanma kapasitesine sahip olmayan yetersizliği olan bireye yardımcı teknolojiyi tam kapasite kullanması öğretilmeyecektir. Yardımcı teknolojinin seçiminde öğretici ve yetersizliği olan bireyin teknolojik okur yazarlığına dikkat edilmesi gerekmektedir.

Çevresel uyum ve altyapı desteği sürecinde seçilecek olan yardımcı teknoloji, kullanılacağı ortama uygun olacak şekilde seçilmelidir. Yardımcı teknolojiyi taşınır olup olmaması, pilli ya da doğrudan elektrik şebekesine bağlanma gibi enerji ihtiyacı türü, internet bağlantısına ihtiyaç duyup duymaması, yardımcı teknolojinin kaplayacağı alan, dil destekleri, güncelleme ve bakım onarım servis ağı gibi faktörler değerlendirilmeli ve en uygun yardımcı teknoloji seçilmelidir.

İzleme, değerlendirme ve güncelleme sürecinde seçilmiş ve kullanılan yardımcı teknolojinin ne derecede verimli ve işlevsel olduğu, yetersizliğe sahip bireyin hayatına ne derecede etkisi olduğu ve tahmin edilemeyen sınırlılıklar ya da karşılaşılan çeşitli zorluklar ele alınarak değerlendirilmelidir. Yapılan değerlendirmenin ardından mevcut yardımcı teknoloji kullanımına devam edilmesi ya da daha farklı bir yardımcı teknolojiye geçişin gerekli olup olmadığı ortaya çıkacaktır.

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