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**OFFICE OF GRADUATE STUDIES  
MASTER'S DEGREE PROGRAM IN  
TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**TITLE**

Inclusive Teaching Practices for Students with Special  
Educational Needs at Jose Domingo de Santistevan High School

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We certify that this research project was presented by Grijalva Vinueza Katerin Xiomara as a partial fulfillment of the requirements for the **Degree of Master in Teaching English as a Foreign Language**.

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**SCORE**

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## **ABSTRACT**

The present case study is about Inclusive Teaching Practices for students with Special Educational Needs at Jose Domingo de Santistevan High School. The purpose is to evaluate the impact that these practices have over the academic performance of SEN students. This research study was conducted in Guayaquil, Ecuador. The sample included 6 teachers and 6 SEN students from 8th grade to 3rd year of high school. The data was collected through questionnaires, interviews and observation checklists in order to obtain information related to the inclusive teaching practices implemented in this high school. The teachers' questionnaire was analyzed quantitatively. The results of this analysis were corroborated with the information obtained from the observation checklists, interviews, and the students' questionnaire used in this study. Finally, the results permitted to identify that teachers are not implementing appropriately inclusive teaching practices which is affecting SEN students' academic performance.

**Key words:** Inclusive Teaching Practices, Special Educational Needs, academic performance, evaluate, implementing, affecting.

## INTRODUCTION

Presently, the word "inclusion" has taken on an important role in the educational and social fields in order to deal with the high rates of exclusion, discrimination and educational inequality that have characterized most societies for centuries. Ecuador is in a process of transition towards a system of inclusive education that responds appropriately to diversity. Inclusive education involves modifying the structure, functions and pedagogical proposals of schools to respond to the educational needs of each child, so that all students can succeed in their learning (UNESCO, 2003). For that reason, the development and implementation of inclusive politics are the keys for eliminating practices of exclusion.

During the regime of President Rafael Correa, 2007-2017, many laws were promulgated overall regarding the restructuring and strengthening of the educational system in the country. From these laws, two were promulgated to control inclusive education issues regarding schools and disable people. In 2011, the Ley Orgánica de Educación Intercultural (LOEI) was enacted and it guarantees the right to education, determines the principles and general aims that guide Ecuadorian education in the framework of good living, interculturality, and plurinationality; as well as the relations between its actors. One of the s LOEI's principles is Equity and inclusion (p. 10). This principle ensures the access, permanence, and culmination in the Education System to all people. It guarantees equality of opportunities to communities, peoples, nationalities, and groups with special educational needs and develops an inclusion ethic with affirmative action measures and an inclusive school culture in theory and practice based on equity, eradicating all forms of discrimination.

In addition, in 2012, the Ley Orgánica de Discapacidades (LOD) was enacted and its purpose was to ensure the prevention, detection, habilitation, and rehabilitation of disability and to guarantee the full validity, dissemination, and exercise of the rights of persons with disabilities established in the Constitution of the Republic, international agreements and instruments. This law has norms for adapting and developing appropriate strategies and mechanisms to respond to students' intellectual, communicative, sensory,

behavioral, physical, and multiple needs. These two laws represent a legal foundation which guarantees the eradication of all forms of discrimination in education and the proper implementation of inclusive education in schools overall for students with special educational needs.

Over the years it has been identified some barriers in the implementation of inclusive education such as lack of administrative support, training, negative attitudes, lack of resources, etc. Inclusive education attempts to respond to students' needs eradicating these barriers and giving them the opportunity to learn and complete successfully their studies within the quality standards established for them. At present, there are more students with SEN and it is vital that the school community, overall English teachers can be aware and informed about the strategies that should be used in order to guarantee the appropriate implementation of inclusive practices that help SEN students to succeed during their process of learning a foreign language.

Therefore, working cooperatively is imperative for the effective development and application of inclusive practices in EFL classrooms. With the promulgation of the Ley Orgánica de Educación Intercultural and Ley Orgánica de Discapacidades huge breakthroughs have been done toward inclusive education, because these legislations are the starting point to develop, adapt and implement inclusive practices in order to help students with special educational needs (SEN) not only to have access to education, but also to help them to learn and finish their studies with an outstanding academic performance as the LOEI stipulates in its principles, research, construction and permanent development of knowledge; and access and permanence (LOEI, 2011, p. 10).

Additionally, in the process of helping SEN students to achieve their full academic potential, it is fundamental to implement Inclusive teaching practices. Beaudoin (2013) explained:

Inclusive teaching practices (ITP) embraces diversity in order to meet the varying learning needs and styles of students. It encompasses a broad range of best teaching practices that, used properly, changes the perspective on teaching students from a more reactive approach (often



teacher-centered), to a more proactive approach (more student-centered). (p. 4)

Therefore, English Teachers must be trained on ITP for implementing the appropriate approach, techniques and resources to teach effectively, overall because SEN students at high schools are studying not only to get good grades at the end of the school year, but also to use the language as a tool to be active participants in educational or occupational fields in the future. UNESCO (1994) stated the following:

Inclusion promotes quality and equitable education for all, without any type of barrier or exclusion, including those who may be potentially marginalized due to disability, gender, emotional/behavioral problems, family background, ethnicity, giftedness, immigration status, poverty, hearing or visual impairment, language delay, etc. (p. 6)

To avoid possible barriers or exclusion, it is important to implement the appropriate Inclusive Teaching Practices (ITP) which will allow the inclusion of all students, not only specific groups.

Some studies have been conducted in order to determine and promote best practices in inclusive education. According to the results of these studies, there are some elements that are essential to promote inclusion.

Jayne Pivik, Joan McComas and Marc Laflamme (2002) pointed out that to create an inclusive classroom climate, schools should increase disability awareness programs, modify physical structures to improve accessibility, provide training for teachers and staff to compensate for the lack of knowledge or understanding, and finally, develop more inclusive education policies.

Cambridge-Johnson, Hunter-Johnson, and Newton (2014) found that even though teachers had positive attitudes toward inclusion, the lack of funding, administrative support and minimal opportunities for training represented a negative factor that prevented effective implementation of inclusive practices.

Lennox Michael Parr (2010) reported that principals' individual philosophies and ideologies served as a compass in guiding decision-making and actions that affected the whole school community. These ideologies, which are based on the principles of inclusion, facilitate change toward more inclusive school cultures and pedagogy. A key issue of inclusion involves the need to create a culture of care where all students feel valued, supported, and experience a sense of belonging and individual self-worth. The more school principals are committed to promote these inclusive environments, the more students will feel part of the school community.

In summary, teacher's training, administrative and specialist support, physical structures and inclusive politics/ideologies are important requisites for successful inclusive education and must be taken into consideration by EFL teachers to guarantee the learning success of all SEN students.

In Ecuador, despite the LOEI and LOD enacted in 2011 and 2012, the implementation of appropriate inclusive teaching practices at high schools has been very challenging. According to the law, everyone has the right to education, and at present many people with SEN are attending mainstream schools and high schools. However, the lack of inclusive practices prevents SEN students from achieving their full academic performance. For example, when teachers do not apply Inclusive Teaching Practices (ITP) to cope with diversity and use proper strategies to meet students' needs, "it has a bad impact on students trying to understand the course content, structure their learning (e.g. note taking, studying habits), engage and participate in class, perform on exams or term papers, and meet the overall course requirements" (Beaudoin, 2013, p.6). Therefore, ITP are indispensable to promote inclusive education because the implementation of approaches and strategies to work with these type of students will permit all Special Educational Needs students and even the regular students can learn and succeed.

The present study has as its purpose to identify which inclusive teaching practices are being implemented in order to cope with students' diversity and needs; to determine the impact that these practices have over students' academic performance, and to suggest possible solutions for implementing

appropriate ITP and in that way to promote the appropriate cognitive development of students with SEN. The study is directed to the education authorities, high schools, EFL teachers, parents and even students in order to create awareness about the importance of having inclusive practices to guarantee the inclusion and success of every student in the classroom.

### **Problem Description**

This study tries to identify which Inclusive Teaching Practices are being implemented at Jose Domingo de Santistevan School in order to help students with special educational needs to achieve a good academic performance when learning a foreign language (English). Attention deficit hyperactivity disorder (ADHD), visual impairment, deafness, language disorders, autism, and learning disabilities are some of the diseases that some students attending this high school have.

There are many barriers that threaten inclusive education such as policies, authorities support, school facilities, inclusive teaching practices, etc. In this school, it has been observed that English teachers are not trained enough to respond to these students' needs. Consequently, the teaching-learning process in which Special Educational Needs students are involved day by day is not appropriate for them, and their academic performance has been affected to some extent. For example, there is a student who is deaf and nobody in the English teaching staff knows the sign language, therefore, even she is in the class, she is not learning English as she could do it.

Additionally, teachers do not have the support of special educators who have the expertise and knowledge on working with SEN. Cooperative teaching is fundamental to cope with students' exceptionalities, and without their support inclusion cannot be achieved.

Concerning administrative support, it can be said that most of them embrace inclusion but they do not know the correct process to implement inclusive education. Something that it has been observed is that authorities and teachers never socialized in a meeting the strategies that they are using to teach and work with SEN students. They are just worried about grades and

behavior, and these aspects are important but these are just the results of a good and effective teaching-learning process.

Regarding parents' support, it can be said that most of the parents usually do not get involved on their children's learning processes. There are parents who know that their sons or daughters have a disability, but they still do not want to collaborate with teachers. There are other parents that when teachers say that their children have a disability (i.e. dyslexia, ADHD, etc.), they do not want to accept the truth and help their children to learn. On the other hand, there are parents who get involved in their children's learning processes, but like they do not have the knowledge of English language they could not really help their children.

Working in collaboration with English language arts teachers, special educators, English coordinator, and parents is imperative because if every person assumes the corresponding role to promote and guarantee inclusion, SEN students will achieve the correct academic performance. Sometimes, teachers assume that SEN or even regular students have low academic performance because they are lazy or do not care to learn English, however, lack of inclusive teaching strategies and resources, as well as, inappropriate evaluation processes can be causing students' low academic performance. SEN Students' low academic performance has been perceived on their low grades on quizzes and exams, low logic and reasoning, and poor development of the four skills. Every student has different needs, motivations, and learning styles. For that reason, it is important that teaching methods can create inclusive environments in which everybody feels valued and capable to learn and use that knowledge in and outside the classroom.

At present, there are more than 74 cases of inclusion in this school, and it is imperative for teachers to develop inclusive practices in order to increase learning experiences in which SEN students can learn and use English competently in accordance with their abilities and capabilities, and this competence can be reflected in their academic performance.

**Problem Statement**

The inefficient implementation of inclusive teaching practices at Jose Domingo de Santistevan high school has become a potential barrier for promoting inclusion and preventing students with SEN to achieve a correct academic performance in English language arts.

**Research Question**

Are English teachers implementing effective inclusive teaching practices to guarantee the achievement of the correct academic performance of Special Educational Needs Students?

**General Objective**

To evaluate the impact that inclusive teaching practices have over SEN students regarding their academic performance

**Specific Objectives**

1. To identify the inclusive teaching practices that English teachers are implementing when working with SEN students
2. To determine if these inclusive teaching practices are meeting students' special educational needs
3. To recognize the impact that these inclusive teaching practices has over SEN students' academic performance

# CHAPTER 1

## THEORETICAL FRAMEWORK

### 1.1 Concepts about Inclusion

Education is a basic human right and the foundation for a more equitable society (European Agency for Development in Special Needs Education, 2010, p.10). However, the access to education has represented a big challenge throughout the history. Previously, education was a privilege for specific groups excluding the ones who were different from them. Poverty, race, religion, gender, or disabilities were the most common characteristics to prevent people from studying. However, Ecuadorian society has suffered a transformation of philosophies and in the battle of becoming effective or guaranteeing the right of education for everybody many ideologies have emerged.

Almost five decades have passed since the first attempt was done in the United States of America for providing equal access and opportunities to be educated. The Rehabilitation Act of 1973, Section 504 extends civil rights to individuals with disabilities and guarantees all students the right to a free public education, regardless of disability (as cited in Schultz, 2010, p. 548). After that, in 1975, it was decreed the Education for All Handicapped Children Act (EAHCA), later renamed the Individuals with Disabilities Education Act (Schultz, 2010, p. 548).

This legislation states that children with disabilities must be educated in the "Least Restrictive Environment" (LRE), and to the maximum extent educated with children who are nondisabled. This placement must be as close as possible to the child's home, and in the school that he or she would attend if nondisabled. However, It was not until the Americans with Disabilities Act (ADA) enacted on July 26, 1990, was passed that the nation adopted a comprehensive approach to combating discrimination on the basis of disabilities, producing a law that drew on well-established principles of civil rights guarantees (p. 548).

After this legislation, many events related to guaranteeing education for all children have taken place. During the process of eradicating discrimination in education, the term “inclusion” has been defined for many researchers and from different points of views over these years. Uditsky 1993 states, “inclusion is a set of principles which ensures that the child with a disability is viewed as a valued and needed member of the community in every respect” (as cited in The National Council for Special Education, 2010, p.14). Clark, Dyson, and Millward (1995) say that “inclusion means to move towards extending the scope of ordinary schools so they can include a greater diversity of children” (p. v). In other words, it can be said that inclusion from the disabled person’s perspective is to feel valued, respected, and useful in the community; and from the schools perspective inclusion is to provide a space where the diversity of children is embraced and accepted.

Other researchers have given a complete definition of the term “inclusive education” providing to regular school communities the basis to promote inclusion and eradicate discrimination.

Ballard (1997) states,

Inclusive education means education that is non-discriminatory in terms of disability, culture, gender, or other aspects of students or staff that are assigned significance by a society. It involves all students in a community, with no exceptions and irrespective of their intellectual, physical, sensory or other differences, having equal rights to access the culturally valued curriculum of their society as full-time values members of age-appropriate mainstream classrooms. (p. 244-245)

Farrel & Ainscow (2002) say,

The extent to which a school or community welcomes pupils as full members of the group and values them for the contribution they make. This implies that for inclusion to be seen to be “effective” all pupils must actively belong to, be welcomed by and participate in a mainstream school and community. (p. 3)

UNESCO 2008 points out that Inclusive Education is an “ongoing process aimed at offering quality education for all while respecting diversity

and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” (as cited in European Agency, 2010, p. 11). “The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers” (European Agency, 2015, p. 1).

**1.1.1 Terms related to inclusion.** In the process of embracing inclusive education is important to understand most of the terms related to disability. “It can be done an early identification and prevention of these disorders, as well as the mitigation of environmental and societal barriers” (World Health Organization, 1980, p.2) through the awareness and knowledge of the different types of disabilities that a person can have.

The World Health Organization (WHO) in 1980 published the International Classification of Impairments, Disabilities, and Handicaps Manual developed in the 1970s. “WHO issued this manual as a tool for the classification of the consequences of disease (as well as of injuries and other disorders) and of their implications for the lives of individuals” (WHO, 1980, p. 1).

**1.1.1.1 Impairment.** In the context of health experience, an impairment is any loss or abnormality of psychological, physiological, or anatomical structure or function (WHO, 1980, p. 27). According to WHO (1980):

Impairment is characterized by losses or abnormalities that may be temporary or permanent, and that include the existence or occurrence of an anomaly, defect, or loss in a limb, organ, tissue, or other structure of the body, including the systems of mental function. Impairment represents exteriorization of a pathological state, and in principle, it reflects disturbances at the level of the organ. (p. 48)

Classification of impairments: a) Intellectual impairments; b) Other psychological impairments; c) Language impairments; (d) Aural impairments; e) Ocular impairments; (h) Visceral impairments; (i) Skeletal impairments; (j) Disfiguring impairments; (k) Generalized, sensory, and other impairments (p. 47).



**1.1.1.2 Disability.** In the context of health experience, a disability is any restriction or lack (resulting from an impairment) of ability to execute an action in the way or within the range considered normal for a human being (WHO, 1980, p.28). WHO (1980) explained that:

Disability is concerned with abilities, in the form of composite activities and behaviors that are generally accepted as essential components of everyday life. Examples include disturbances in behaving in an appropriate manner in personal care (such as excretory control and the ability to wash and feed oneself), in the performance of other activities of daily living, and in locomotor activities (such as the ability to walk). (p. 143)

Classification of disabilities: a) behavior disabilities; b) Communication disabilities; c) Personal care disabilities; d) Locomotor disabilities; e) body disposition disabilities; f) Dexterity disabilities; g) Situational disabilities; h) Particular skill disabilities; i) Other activity restrictions (WHO, 1980, p. 142).

According to the Individuals with Disabilities Education Act (1997) Disability is the functional consequence of an impairment or change in body or human functioning. The extent to which disability affects a person's life depends very much upon the environments in which a person lives-social, cultural, physiological and physical. Under the IDEA (1997) a child with a disability is taken to mean a child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services.

**1.1.1.3 Handicap.** In the context of health experience, a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual (WHO, 1980, p. 29). It is characterized by a discordance between the individual's performance or status

and the expectations of the individual himself or of the particular group of which he is a member (p. 29).

Handicap thus represents socialization of an impairment or disability, and as such it reflects the consequences for the individual- cultural, social, economic, and environmental - that stem from the presence of impairment and disability (p.182). List of dimensions: a) Orientation handicap; b) Physical independence handicap; c) Mobility handicap; d) Occupation handicap; e) Social integration handicap, f) Economic self-sufficiency handicap; g) Other handicaps (p.181).

**1.1.1.4 Learning disability.** Neuwirth (1993) states:

Learning disability (LD) is a disorder that affects people's ability to either interpret what they see and hear or to link information from different parts of the brain. These limitations can show up in many ways -as specific difficulties with spoken and written language, coordination, self-control, or attention. (p. 4)

Additionally, IDEA (2004) proposed the term specific learning disability as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations" (p. 856). Also, it includes conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (p. 857).

**1.1.1.5 Mental disability.** In 1992, The American Association on Mental Retardation (AAMR) described mental retardation as: "A disability characterized by significant limitations both in intellectual functioning and in adaptive skills. This disability originates before age 18" (as cited in Luckasson, et al, 2002, p. 1). Further, five assumptions are essential to the application of this definition: (1) Limitations in present functioning must be considered within the context of community environments typical of the individual's age peers and culture. (2) Valid assessment considers cultural and linguistic diversity as well as differences in communication, sensory, motor, and behavioral strengths. (3) Within an individual, limitations often coexist with strengths. (4)

An important purpose of describing limitations is to develop a profile of needed supports. (5) With appropriate personalized supports over a sustained period, the life functioning of the person with mental retardation generally will improve. (p. 1)

Additionally, IDEA (2004) states that Intellectual Disability (formally known as mental retardation) is significantly subaverage general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

**1.1.1.6 Special educational needs.** The Section 312 of the Education Act (1996) states that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them (p.177). Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority. (Education Act, 1996, p. 177)

Fredericks (2010) states, "Educators at all levels refer to special needs students as those with exceptionalities" (p. 200). According to Fredericks (2010) there are six broad categories of exceptionalities:

- **Intellectual.** This includes students who have superior intelligence as well as those who are slow to learn.
- **Communicative.** These students have special learning disabilities or speech or language impairments.
- **Sensory.** Sensory-grouped students have auditory or visual disabilities.
- **Behavioral.** These students are emotionally disturbed or socially maladjusted.

- **Physical.** This includes students with orthopedic or mobility disabilities.
- **Multiple.** These students have a combination of conditions, such as orthopedically challenged and visually impaired. (p. 200- 201)

The Education for Persons with Special Educational Needs (EPSEN) Act (2004) defines special educational needs as:

A restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. (p. 36)

Moreover, The EPSEN Act recognizes that special educational needs may arise from four different areas of disability: physical, sensory, mental health, and learning disability or from any other condition that results in the child learning differently from a child without that condition. It is also important to understand that a child can have a disability but not have any special educational needs arising from that disability which require additional supports in school.

## **1.2 Salamanca Statement Inclusion 1994 and Inclusive Education Law in Ecuador**

**1.2.1 Salamanca statement inclusion 1994.** From 7 to 10 June 1994 representatives of 92 governments and 25 international organizations met in Salamanca, Spain, to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs (UNESCO, 1994, p. iii). During the conference it was recognized the need to work towards “schools for all” institutions which include everybody, celebrate differences, support learning, and respond to individual needs (UNESCO, 1994, p. iii).

The Salamanca statement (UNESCO, 1994) proclaims that:

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,

- every child has unique characteristics, interests, abilities and learning needs,
- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs,
- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (p. viii-ix)

This statement attempts to provide quality education for all. Inclusion is not only giving access to education, but also students must achieve and maintain an acceptable level of learning. To accomplish this goal teachers have to be aware of their students' needs and the school system of the country has to develop policies for building inclusive communities and societies where the holistic development of children is the priority.

Moreover, in the Salamanca Statement (UNESCO, 1994) it was requested to all governments to:

- give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual differences or difficulties ,
- adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise,
- develop demonstration projects and encourage exchanges with countries having experience with inclusive schools,

- establish decentralized and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs,
- encourage and facilitate the participation of parents , communities and organization of persons with disabilities in the planning and decision-making processes concerning provision for special educational needs,
- invest greater effort in early identification and intervention strategies, as well as in vocational aspects of inclusive education,
- ensure that, in the context of a systemic change, teacher education programmes, both pre-service and in-service, address the provision of special needs education in inclusive schools. (p. ix-x)

The rulers of a country should be the first to commit and embrace inclusion. Inclusive politics are essential to guide all the education system in a country toward inclusion. Since all educational establishments in a country are governed by an education law, this law must contemplate inclusive policies that guarantee the identification of barriers and the development and implementation of practices that eliminate those barriers and ensure the proper development of learning processes of every student in inclusive environments.

**1.2.2 Inclusive education law in Ecuador.** Since 2007 Ecuador began a process of transformation under the regime of the President Rafael Correa in which the strengthening of education was the main objective of his political project. It was created specialized groups in order to restructure the education system permitting the vast majority of the population to have access to free, inclusive and quality education, and some laws were enacted to guarantee the accomplishment of this goal.

**1.2.2.1 Ley orgánica de educación intercultural (LOEI).** The LOEI was enacted in 2011 and its purpose is to guarantee the right to education, determine the principles and general aims that guide Ecuadorian education in the framework of Good Living, interculturality, and plurinationality; as well as the relations between its actors.

The LOEI contemplates some principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern the

decisions and activities in the educational field such as: universality, development of processes, permanent learning, gender equality, education for democracy, citizen participation, co-responsibility, motivation, evaluation, flexibility, research, construction and permanent development of knowledge equity and inclusion, quality, etc.

In the LOEI specifically the principles and articles related to educational inclusion are:

**e. Priority attention:** priority and specialized attention and integration of children and adolescents with disabilities or suffering from highly complex catastrophic diseases.

**i. Education in values:** education must be based on the transmission and practice of values that promote personal freedom, democracy, respect for rights, responsibility, solidarity, tolerance, respect for gender, generational, ethnic, social diversity, gender identity, status of migration and religious belief, equity, equality and justice and the elimination of all forms of discrimination.

**m. Education for democracy:** educational establishments are democratic spaces for the exercise of human rights and promoters of the culture of peace, transformers of reality, transmitters and creators of knowledge, promoters of interculturality, equity, inclusion, democracy, citizenship, participation and social, national, Andean, Latin American and global integration.

**v. Equity and Inclusion:** equity and inclusion ensure the access, permanence, and culmination in the Education System to all people. It guarantees equality of opportunities to communities, peoples, nationalities, and groups with special educational needs and develops an inclusion ethic with affirmative action measures and an inclusive school culture in theory and practice based on equity, eradicating all forms of discrimination.

**Article. 47. Education for people with disabilities.** Both formal and non-formal education will take into account the special educational needs of people in the affective, cognitive and psychomotor areas.

Moreover, this article established that all students should be evaluated, if necessary, to establish their educational needs and the measures to be taken

in order to provide the education they need. Consequently, the law recognizes as the main responsible of inclusive education to the education system which has to promote early detection and attention to special learning problems and factors associated that endanger the learning processes of these children and young people. Also, Educational establishments are obliged to receive all persons with disabilities to create physical, and curricular adaptations related to their needs; as well as, to provide teacher training in the areas of methodology and assessment regarding teaching children with special educational needs.

1.2.2.1.1 *Unidad de apoyo a la institución (UDAI)*. In order to guarantee the inclusion of SEN students to the regular education system, the Ministry of Education enacted a law in which the UDAI plays an important role. Espinoza (2013), the Education Minister, pointed out in the ministerial agreement N° 0295-13:

The UDAI is an educational service, specialized and technically implemented for the attention of students with special educational needs through the evaluation, counseling, location and psycho-pedagogical intervention in the various educational programs and services. (p. 9)

The mission of the UDAI is to facilitate the inclusion of children and adolescents with special educational needs associated or not with a disability, with a preference for those who are at risk of exclusion, marginalization or abandonment of the educational process. (p. 9)

These support centers provide services to public and private schools in the country. Private schools can ask for counseling for the appropriate inclusion of students with disabilities whenever they believe they need special support, while public schools count with this service permanently and every case of inclusion is monitored by these centers.

1.2.2.1.1 *Curricular adaptations*. The LOEI (2011) in the Article 6 item (o) establishes “the Ecuadorian State has to develop and implement curricular adaptations necessary to ensure inclusion and permanence



within the educational system of persons with disabilities, adolescents, and young pregnant women”.

Therefore, each school has the responsibility to implement curricular adaptations in order students with a disability can receive a quality education. Curricular adaptations are mechanisms that guarantee the application, adjustment and adaptation of the curriculum in the different disciplinary areas, considering the educational needs of the students (Ministerio de Educación, n.d.).

Additionally, in 2013 a handbook “Introduction to curricular adaptations for students with special educational needs” was published by the Education Minister in order teachers can design and implement curricular adaptations to guarantee inclusion of SEN students in their classrooms. This handbook has 4 main objectives (Ministerio de Educación, 2013):

- Identify the educational needs that SEN students can have
- Recognize the fundamentals of pedagogical mediation and curricular adaptations to put them into practice.
- Design and apply curricular adaptations that allow children and young people with special educational needs associated or not with disabilities to develop, on the one hand, academic and adaptive skills that are useful for their lives and, on the other hand, avoid or diminish to the maximum the exclusion of everyday classroom processes.
- Organize the classroom and take advantage of the resources of the educational community so that they permit the educational inclusion of children and young people with special educational needs associated or not with disability. (p.9)

**1.2.2.2 Ley Orgánica de Discapacidades (LOD).** The LOD was enacted in 2012 and its purpose was to ensure the prevention, detection, habilitation, and rehabilitation of disability and to guarantee the full validity, dissemination and exercise of the rights of persons with disabilities established in the Constitution of the Republic, international agreements and instruments. Regarding inclusive education, there are 4 norms within this law that should be highlighted.

**Article 27. Right to education.** The State shall ensure that persons with disabilities can gain access, remain and complete their studies within the National System of Education and the System of Higher Education in order to obtain education and training attending classes in a specialized or mainstream school.

**Article 28. Inclusive education.** The national educational authority will implement the pertinent measures in educational establishments to promote the inclusion of students with SEN that require technical and technological support such as specialized, temporary or permanent staff, curricular adaptations, physical accessibility and learning spaces.

**Article 33. Accessibility to education.** The national educational authority, within the framework of its competence, will monitor and supervise, in coordination with the decentralized autonomous governments, that educational institutions, both public and non-formal education, special and higher education, have infrastructure, universal design, physical adaptations, technical and technological support for people with disabilities; curricular adaptation; permanent participation of interpreter guides, as needed and other personalized and effective support measures to promote the academic and social development of persons with disabilities

**Article 34. Specialized multidisciplinary teams.** The national educational authority shall guarantee at all levels the implementation of multidisciplinary teams specialized in the field of disabilities, which shall carry out the evaluation, monitoring, and counseling for the effective inclusion, permanence, and promotion of persons with disabilities.

These four norms guarantee the insertion and inclusion of persons with disabilities into the educational system. The LOD promotes inclusive education based on the implementation of specialized teachers, training, and adaptation regarding school facilities and curriculum.

### **1.3 Purpose of Inclusion in our Country**

According to Vitello and Mithaug (1998):

The main aim of inclusive education is eliminating social exclusion that is a consequence of responses to diversity in race, social class, ethnicity, gender, and ability. In a classroom, pupils and teachers do not only have to deal with learning issues but also with these factors such as ethnicity, gender or disabilities (as cited in Ahmad Hassanein, 2015, p. 32).

For that reason, inclusive education address and respond to the diversity of needs of all children, youth, and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education (UNESCO, 2005, p. 13). Therefore, if the main goal of inclusive education is to respond to diversity, the school community has to consider and make use of a variety of techniques, strategies, and resources for responding to students' unique needs.

Schools with inclusive principles must permit students with disabilities to become part of the general education classroom, to receive a meaningful curriculum with necessary support, and to be taught with effective strategies (Smith, 2004). This process of dealing with students' diversity involves changes and modifications in content, approaches, structures, and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2005, p. 13).

In 2008 a new Constitution was enacted in Ecuador and several of its norms promote and guarantee inclusion in education. In this law, inclusive education is contemplated from a student-centered perspective and its main aim is the development of all students' skills or capabilities during the learning processes (art. 343). Additionally, during the regime of Rafael Correa, more laws were enacted which attempts to promote quality inclusive education. The Plan Decenal de Educación, LOEI, LOD, and LOES have become the starting point toward inclusion and a call to work together with the entire educational community to make effective each of the regulations established in each of these laws.

The Vicepresidencia de la República report (2011) points out that in the educational field:

Diversity refers to the fact that all students have their own educational needs and special access to learning experiences, as a result of their social and cultural origin, and their personal characteristics in terms of skills, motivations, interests, styles and learning rhythms. (p. 18)

Consequently, responding to diversity is not optional, it is the first step toward inclusion. Many years ago it was thought that inclusion only represented to give equal opportunities such as everybody having the same book, studying in the same school, learning with the same methodology. However, at present, inclusion is based on equity. Equity considers learners' unique needs, interests, and motivations and responds to these unique needs guaranteeing their inclusion in schools (see Figure 1).

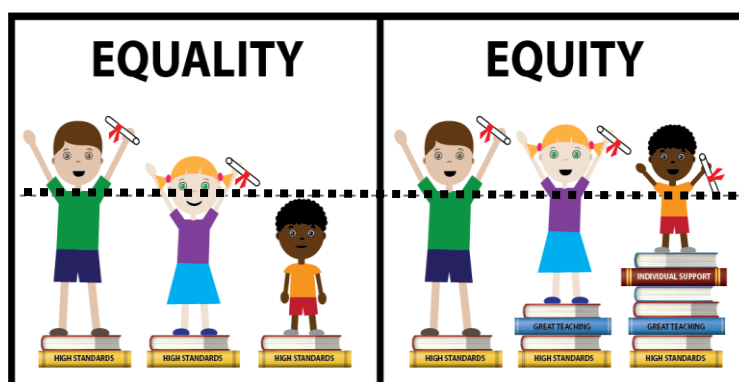


Figure 1. Equality and Equity. Georgia Education Equity Coalition (n.d.)

Inclusive education seeks to welcome the population that has been excluded and respond to their educational needs, breaking the barriers presented in the process, through a joint work that guarantees their educational participation, as a precursor to social inclusion (Vicepresidencia de la República, 2011, p. 18).

In the process toward inclusive education, a lot of adaptations and implementations are needed in order to guarantee educational quality for all, which implies respect for the diversity of students permitting access, conclusion, and compliance of educational achievements, and giving greater

attention to those children and/or adolescents who are in a situation of exclusion or risk (p. 22).

#### **1.4 Principles of Inclusion**

The Conference in Salamanca (UNESCO, 1994) proclaimed that:

Regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (p. ix)

In promoting an effective education and supporting the inclusion of learners with different types of special educational needs (SEN) within mainstream classrooms, it is important to consider some aspects which depend on the national legislation and school communities (European Agency, 2009, p15). Many researchers have set principles to guarantee inclusion, but after some studies, The European Agency of Development in Special Needs education has established some principles for promoting quality in inclusive education:

**1.4.1 Widening participation to increase educational opportunity for all learners.** The main goal of this principle is to promote full participation and opportunities for all learners vulnerable to exclusion to realize their potential (European Agency, 2009, p. 15). Teachers usually focus their attention and efforts on students who are intrinsically motivated forgetting the rest of the group whom for many reasons do not want or are afraid of participating in class. Participation means that all learners are engaged in learning activities that are meaningful to them (Semuyiga, 2016, p. 112). To promote students' participation, it is important the development of an Individual Education Plan (IEP) or similar individualized teaching programme, for some learners (possibly with more complex learning needs) who may require a more focused approach for their learning (European Agency, 2009, p. 16). IEPs should be designed to promote students' individuality and participation in goal setting (p.16). Therefore, the approaches, techniques or strategies used to

guarantee more participation and opportunities to learn must be socialized with all the team because cooperation is the key to develop and implement good inclusive practices

#### **1.4.2 Education and training in inclusive education for all teachers.**

To promote inclusion in the classroom setting teachers need to have the appropriate values and attitudes, skills and competences, knowledge and understanding (European Agency, 2009, p. 17). The teaching staff must be prepared or trained on inclusive practices both at the university stage and during his professional service so they can acquire knowledge and skills and effective strategies to enhance their inclusive practice in inclusive settings.

#### **1.4.3 Organizational culture and ethos that promotes inclusion.**

Inclusive settings must share a culture based upon positive attitudes towards welcoming a diversity of learners in classrooms and meeting diverse needs. (European Agency, 2009, p. 18). This culture of welcoming diversity has to be part of all stakeholders: learners, their families, teachers and educational staff and the local community (p.18). Otherwise, the efforts of specific groups will not be enough for fulfilling the main goal of inclusive education. Sadly, this is what usually happens, parents are divorced from teachers and teachers from administrative staff preventing from working cooperatively in the development and implementation of inclusive practices

#### **1.4.4 Support structures organized so as to promote inclusion.**

Support structures involve a range of different professional services, approaches, and working methods (European Agency, 2009, p. 19). They are integrated of a range of different specialist services, organizations and resource centers, and professionals that respond to local level needs (p. 19). One advantage of counting with these support structures is that they integrate the knowledge and perspectives of different areas of professional expertise in order to consider learners' needs holistically and respond with adaptations, or development and implementation of more effective inclusive practices (p. 19).

**1.4.5 Flexible resourcing systems that promote inclusion.** Funding policies and structures remain one of the most significant factors determining

inclusion (European Agency, 2009, p.20. Limited or no access to certain facilities and provision may actually hinder inclusion and equality of opportunity for learners with SEN (p. 20). Inclusion does not mean SEN students attending classes in a mainstream school, on the contrary, it means responding to their needs with teaching materials, strategies, and techniques that allow them to have the same opportunities and access to education than the rest of their classmates. For example, if there is a blind pupil in the classroom and the teacher does not count with a specialized machine to develop materials for this student his opportunities for learning are limited.

**1.4.6 Policies that promote inclusion.** The promotion of quality in inclusive education requires a clearly stated policy (European Agency, 2009, p. 21). The development of inclusive policies permits educational entities to outline the methods and principles that they will use to achieve its directive. The goals of the policy should be effectively communicated to all members of the educational community (p. 21). Educational leaders at all levels – national, regional, community, as well as organizational – have an essential role in translating and implementing a policy that promotes quality in inclusive education (p.22). The appropriate insertion and inclusion of a SEN student cannot be expected if the entire educational community does not participate actively and cooperatively following the policies previously established.

**1.4.7 Legislation that promotes inclusion.** Legislation across all public sectors should lead to the provision of services that enhance developments and processes working towards inclusion in education (European Agency, 2009, p. 22). Legislation should include one legal framework covering inclusive education in all educational sectors and levels (p.23). Legislation is crucial to ensure inclusive education, therefore, with the development of legal norms that govern a state or country globally, all educational environments will have a common foundation that allows them to promote inclusion on similar scales.

Additionally, UNESCO (2005), one of the organizations which is committed with Education for All, has established some elements which provide principles that support inclusive education (p.15).

**1.4.8 Inclusion is a process.** It has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. Differences come to be seen more positively as a stimulus for fostering learning amongst children and adults (UNESCO, 2005, p 15).

**1.4.9 Inclusion is concerned with the identification and removal of barriers.** It involves collecting, collating and evaluating information from a wide variety of sources in order to plan improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving (UNESCO, 2005, p 15).

**1.4.10 Inclusion is about the presence, participation and achievement of all students.** 'Presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences and must incorporate the views of learners; and 'achievement' is about the outcomes of learning across the curriculum, not just test and exam results (UNESCO, 2005, p 15).

**1.4.11 Inclusion invokes a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.** This indicates the moral responsibility to ensure that those 'at risk' are carefully monitored and that steps are taken to ensure their presence, participation, and achievement in the education system (UNESCO, 2005, p 15). UNESCO 2005 states "Inclusive education is a process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education" (p. 13). The elements of inclusive practices mentioned before shows the need to move to a view that focuses on the school, its policies, and practices (Rierser, 2012, p. 27). In other words, the education system is responsible for developing, adapting and implementing inclusive practices which promote the presence, participation, and achievement of all students in the classrooms. Learners must not adapt to the system, but the education system must consider students' needs to offer an inclusive education that responds to all learners' needs.



## 1.5 Classification of Physical Disabilities and Learning Disabilities

**1.5.1. Physical disabilities classification.** The term ‘child with a disability’ means a child— “with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as ‘emotional disturbance’), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services (“Assistance for States”, 2006, p. 46756).

On the other hand, physical disabilities specifically may affect a person’s coordination, mobility, balance, strength, endurance or a combination of these capabilities (Miller and Disabled Sports USA, 1995, p. 7). For that reason from the 13 categories cited above it can be said that the ones related to physical disabilities are:

### **1.5.1.1 Sensory impairments** (“Assistance for States”, 2006).

- **Deaf-Blindness.** Concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness (“Assistance for States”, 2006, p. 46757).
- **Deafness:** A hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance (“Assistance for States”, 2006, p. 46756).
- **Hearing impairment:** An impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but it is not included under the definition of "deafness" (“Assistance for States”, 2006, p. 46756).
- **Speech or Language Impairment:** A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice

impairment that adversely affects a child’s educational performance (“Assistance for States”, 2006, p. 46757).

- **Visual Impairment Including Blindness:** An impairment in vision that, even with correction, adversely affects a child's educational performance but that is not included under the definition of deafness in this section (“Assistance for States”, 2006, p. 46757).

**1.5.1.2 Orthopedic and musculoskeletal impairments.** A severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures) (“Assistance for States”, 2006, p. 46756 - 46757).

Below there is a chart which includes the most common physical disabilities classified according to the site of injury (see Figure 2).

Site of injury	Nonprogressive	Progressive
<i>Central nervous system</i>		
Brain	Cerebral palsy Head injury Stroke (CVA)	Multiple sclerosis
Spinal cord	Spinal cord injury Spina bifida	Multiple sclerosis
<i>Peripheral nervous system</i>		
Lower motor neurons	Poliomyelitis Guillain-Baré syndrome Myasthenia gravis Spinal cord injury (below cauda equina)	
<i>Peripheral structures</i>		
Joint	Arthritis	
Bone	Amputation Osteogenesis	
Muscle	Arthrogryposis	Muscular dystrophy

Figure 2. Common physical disabilities classified according to the site of injury (Miller, & Disable sports USA, 1995, p.12).

**1.5.1.3 Health impairments.** Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that— (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (b) adversely affects a child's educational performance (“Assistance for States”, 2006, p. 46757).

**1.5.1.4 Multiple disabilities.** Concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments (“Assistance for States”, 2006, p. 46756).

**1.5.1.5 Traumatic Brain Injury.** An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma (“Assistance for States”, 2006, p. 46757).

**1.5.2 Learning disabilities classification.** Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations (“Assistance for States”, 2006, p. 46757). The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor

disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage (p. 46757).

Neuwirth (1993) states, not all learning problems are learning disabilities (p. 4). For that reason, the Diagnostic and Statistical Manual of Mental Disorder (1994) established the criteria and characteristics to diagnose LD. Neuwirth (1993) divides these learning disorders into three broad categories:

**1.5.2.1 Developmental speech and language disorder.** People who have difficulty producing speech sounds, using spoken language to communicate, or understanding what other people say. Depending on the problem the specific diagnosis may be:

- Developmental articulation disorder: problems controlling their rate speech. e.g., saying “wabbit” instead of rabbit.
  - Developmental expressive language disorder: problems expressing themselves in speech, e.g., calling objects by the wrong name
  - Developmental receptive language disorder: problems understanding certain aspects of speech e.g., hands a bell when you asked for a ball.
- (p.5)

**1.5.2.2 Academic skill disorders.** Students have problems in developing reading, writing, or arithmetic skills. The diagnoses in this category include:

- Developmental reading disorder (dyslexia): inability to recognize words, understand or remember new concepts.
- Developmental writing disorder (dysgraphia): problems composing complete grammatical sentences or spelling
- Developmental arithmetic disorder (dyscalculia): problems with numbers and math concepts. (p. 6)

**1.5.2.3 Other disorders.** Include certain coordination disorders, and learning handicaps not covered by the other two categories (p. 8).

**1.5.2.1 Attention disorders.** They are not considered LD but they can seriously interfere with school performance. E.g. Attention deficit hyperactivity disorder- ADHD (p.9).

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Models of Disability

**2.1.1 The medical model.** This model is also called the “individual” or “personal tragedy” model (Dare, & O’Donovan, 2002 p. 31). The medical model is based on the view that disability is caused by disease or trauma and its resolution or solution is intervention provided and controlled by professionals (Smeltzer, 2007, p. 193). The Medical Model of Disability locates disability as being a medical condition experienced by the individual affected, and disabled people are often referred to and defined by their impairments e.g. 'the blind', 'the deaf', 'epileptics', 'schizophrenics' etc. (Shanimon & Rateesh, 2014, p.3). The medical model responds to disability by determining where children should be cared for, go to school, live and work. This attitude prevents children from having no control over their lives and denying them opportunities for choice” (Dare, & O’Donovan, p. 32). The Disability Movement rejects the medical model of disability because it discriminates, patronizes and fails to accord disable people the opportunities and rights available to others (Dare, & O’Donovan, 2002, p. 32).

**2.1.2 The social model.** In contrast, the social model conceptualizes disability as a product of the interaction between the individual and the environment (WHO, 2001, p. 4). The social model of disability locates disability as being socially constructed through the creation of artificial attitudinal, organizational and environmental barriers (Shanimon & Rateesh, 2014, p.3). Within the social model it is the society the problem, not the disabled child or adult. It is the society that disables and excludes children and adults from mainstream life by creating barriers of rejection, discrimination, negative attitudes and poor social organization (Dare, & O’Donovan, 2002, p. 32).

In addition, this model proposes changes and reorganizations such as creating physical access to building, transport, and housing; providing access to information; establishing equal opportunities and inclusion in education, employment play, and recreation, etc. (Dare, & O’Donovan, 2002, p. 32).

On the other hand, the medical model and the social model are often presented as dichotomous, but disability should be viewed neither as purely medical nor as purely social: persons with disabilities can often experience problems arising from their health condition. A balanced approach is needed, giving appropriate weight to the different aspects of disability (WHO, & World Bank, 2011, p. 4).

**2.1. 3 The bio-psychosocial model.** The bio-psychosocial model attempts to integrate aspects of the medical and social models by considering “the interactive effects of disease [disability parameters], psychosocial stressors, and personal and environmental factors that account for varying degrees of adaptation” (Peterson & Elliott, 2008, p. 216).

## **2.2 Inclusive Teaching Practices**

### **2.2.1 Inclusive teaching practices.**

IDEA 2004 states:

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled and special classes, separate schooling, and other removal of children with disabilities from the regular education environment occurs only when the nature of or severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (p. 612 (a) (5)).

Therefore, in order to promote inclusion, it is necessary the implementation of inclusive practices. Inclusive practices are educational practices performed in mainstream schools to teach the institutional curriculum to students with and without disabilities in an inclusive environment in which all students can feel valued and welcomed.

Additionally, Beaudoin (2013, p.4) makes a compilation of various authors and stated that Inclusive Teaching embraces diversity in order to meet the varying learning needs and styles of students. It encompasses a broad

range of best teaching practices that, used properly, change the perspective on teaching students from a more reactive approach (often teacher-centered), to a more proactive approach (more student-centered). Inclusive practices provide many benefits not only to students with and without disabilities, but also to their families and teachers. The following figure is a chart provided by the Pennsylvania Training and Technical Assistance Network (PaTTAN, 2015, p.2) which permits to identify the importance and urgency of the implementation of inclusive practices in educational settings.

Benefits for Students	Benefits for Teachers	Benefits for Families
<ul style="list-style-type: none"> <li>• Developing an appreciation and respect for the unique characteristics and abilities of each individual</li> <li>• Increasing abilities to help and support all classmates, with a sensitivity toward others' differences</li> <li>• Providing opportunities to experience diversity of society in an educational environment</li> <li>• Enabling development of friendships and strengthening a positive self-image by engaging in activities with peers</li> <li>• Promoting opportunities to communicate, self advocate, and be educated with same-age peers</li> </ul>	<ul style="list-style-type: none"> <li>• Exchanging information about instructional activities and teaching strategies, thus expanding the skills of both general and special educators</li> <li>• Developing teamwork and collaborative problem-solving skills to creatively address challenges regarding student learning</li> <li>• Promoting the recognition and appreciation that all students have strengths and are contributing members of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling positive about themselves and their children by seeing their children accepted by others, successful in the inclusive setting, and belonging to the community where they live</li> <li>• Feeling positive about themselves and their children by seeing their children appreciate the value of diversity in others</li> <li>• Extending opportunities beyond the school community by fostering school friendships in neighborhood activities and social events</li> </ul>

Figure 3. Benefits of Inclusive Practices. PaTTAN (2015, p.2)

## 2.2.2 Teaching strategies for inclusive classrooms

**2.2.2.1 Collaboration and cooperative teaching.** “Serving students with disabilities in inclusive settings depends greatly on effective collaboration among professionals” (Hobbs and Westling, 1998, p.14). “Collaboration is an important factor for promoting inclusive education because when working

toward achieving a mutually agreed-goal it is imperative the support and cooperation of all the members involved in the process” (Gargiulo, & Metcalf, 2016, p. 162). In the educational field, the collaboration between general and special educators, administrative staff, students, and parents will facilitate the fulfillment of all the educational goals established in the curriculum.

“Meeting the needs of learners with special needs require collaborative relationships and cooperation between and among a wide range of professionals as well as parents” (p.163). In the process of adapting curriculum, teaching materials and methods, school facilities, collaborative relationships have represented a big challenge because cooperation it is not only working together to achieve a specific goal.

According to Freud and Rich (2005) there are seven principles of effective collaboration (as cited in Gargiulo, & Metcalf, 2016, p.163– 64):

- **Willing participation:** Collaboration is only effective when participants have positive attitudes and it is not mandatory. In other words, collaborative relationships can be created when persons are willing and have the desire to work together.
- **Reflection:** Individuals engaging in a collaborative process must analyze and evaluate their own practices, accept feedback from colleagues, and implement the corresponding adaptations suggested by others.
- **Mutual respect and reciprocity:** Collaborative relationships and work require the recognition and appreciation of the other persons’ unique skills and expertise in order to strengthen the relationship.
- **Clear communication:** Listening with empathy and understanding to colleagues and parents is imperative to build effective alliances.
- **Shared responsibilities for planning and accountability of outcomes.** Shared responsibility and accountability mean valuing everyone’s suggestions and efforts, and accepting consequences of the taken decisions and obtained outcomes.



- **Common goals.** Collaborative process implies setting aside personal or professional interests and focusing on a mutually agreed-on goal for the sake of pupils.
- **Adequate time.** Time is an important element for collaborative work. Without enough time for meetings, planning, and conferencing it is impossible to create innovative strategies' to cope with students' diversity.

Gargiulo, & Metcalf (2016) points out that:

Cooperative teaching is based on collaboration. It is an instructional approach in which a special education teacher and a general educator teach together in a general education classroom to a heterogeneous groups of students, with each professional sharing in the planning and delivery of instruction. (p.176)

The presence of a special education teacher and a general educator in a classroom when teaching heterogeneous group of students is one of the strategies that must be implemented or considered to promote inclusion. When planning lessons, teachers must consider students' unique needs, however, without a joint work and expertise of special and general educators the students' unique needs cannot be covered in an effective way.

**2.2.2.2 Individualized educational programme.** The Individuals with Disabilities Education Act (IDEA) (2004) requires that children who receive special education at regular schools must have an Individualized Education Program (IEP). The IEP is the cornerstone of a quality education for children with disabilities. It outlines the accommodation, goals, and services a child needs to receive an appropriate education (Burns, 2006). The IEP must be designed for one student in order to respond to his/her unique needs by the IEP team.

**2.2.2.2.1 IEP Team.** An IEP team is integrated by certain individuals who are involved in the process of writing a child's Individualized Education Program. Each member brings important information to the IEP meeting in order to have a better understanding of the child and to determine the services that he/she needs. The team share this information and work together to write

the child's Individualized Education Program. According to the U.S. Department of Education (2000), the IEP team for each child with a disability includes:

- (1) The parents of the child;
- (2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- (3) At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
- (4) A representative of the public agency
- (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a) (2) through (6) of this section;
- (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) If appropriate, the child. (p. 28)

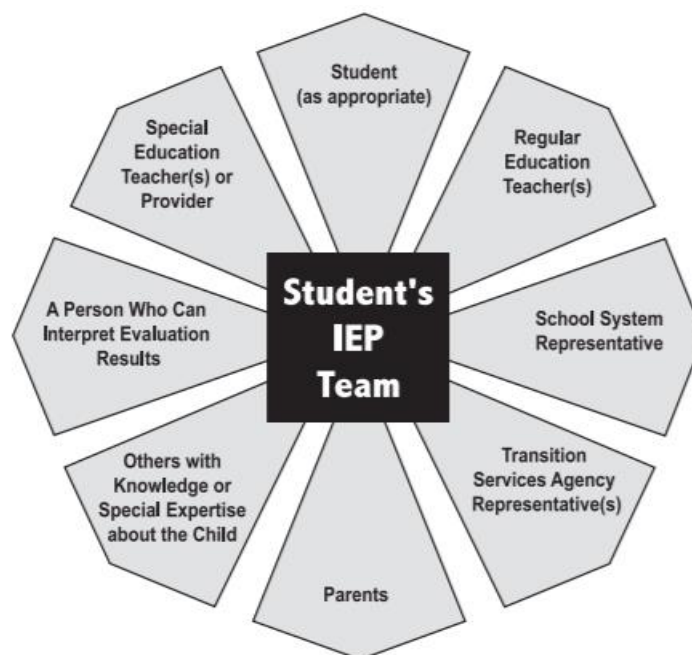


Figure 4. The membership of the IEP team. U.S. Department of Education (2000, p.7)

*2.2.2.2.1 Content of IEP.* The IEP must include certain information about the child and the educational program designed to meet his/her unique needs (US Department of Education, 2000, p. 5-6).

- **Current performance.** The IEP must state the child's present levels of educational performance. This information usually comes from exams, tests, homework, and observations made by parents, teachers, related service providers, and other school staff.
- **Annual goals.** These are goals that the child can reasonably accomplish in a year. The goals are broken down into short-term objectives or benchmarks. Goals may be academic, address social or behavioral needs, relate to physical needs, or address other educational needs. The goals must be measurable-meaning, that is, it must be possible to measure whether the student has achieved the goals.
- **Special education and related services.** The IEP must list the special education and related services to be provided to the child or on behalf of the child. This includes supplementary aids and services that the child needs. It also includes modifications (changes) to the program or supports for school personnel -such as training or professional development- that will be provided to assist the child.
- **Participation with nondisabled children.** The IEP must explain the extent (if any) to which the child will not participate with nondisabled children in the regular class and other school activities.
- **Participation in state and district-wide tests.** Most states and districts give achievement tests to children in certain grades or age groups. The IEP must state what modifications in the administration of these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead.
- **Dates and places.** The IEP must state when services will begin, how often they will be provided, where they will be provided, and how long they will last.

- **Transition service needs.** Beginning when the child is age 14 (or younger, if appropriate), the IEP must address (within the applicable parts of the IEP) the courses he or she needs to take to reach his or her post-school goals. A statement of transition services needs must also be included in each of the child's subsequent IEPs.
- **Needed transition services.** Beginning when the child is age 16 (or younger, if appropriate), the IEP must state what transition services are needed to help the child prepare for leaving school.
- **Age of majority.** Beginning at least one year before the child reaches the age of majority, the IEP must include a statement that the student has been told of any rights that will transfer to him or her at the age of majority. (This statement would be needed only in states that transfer rights at the age of majority.)
- **Measuring progress.** The IEP must state how the child's progress will be measured and how parents will be informed of that progress.

**2.2.2.3 Adaptations.** Deb Watkins, a special education teacher, states “Fairness isn't about treating everyone the same; it's giving everyone what they need” (as cited in Frederick, 2010, p. 201). When working with SEN students it is crucial to understand that adaptations have to be done at all levels. Providing equal opportunities do not refer to teach in the same way and with the same materials, but to analyze students’ needs and design or adapt what has to be changed in order to give SEN students the same opportunities to learn.

Adaptations are adjustments to learning environments that are made to increase flexibility, use, and accessibility for students. There are two types of adaptations- accommodations and modifications (Gargiulo, & Metcalf, 2016, p.214).

- **Accommodation.** It is a service or support that is provided to help a student fully access the subject matter and instruction (Nolet & McLaughlin, 2000, p.71). For example, if one student has visual

impairment adjusting the size of the font in order she can read from the board is one type of accommodation.

- **Modification.** Changes to the subject matter or alterations of the performance level by reducing the content to be learned (Gargiulo, & Metcalf, 2016, p.215). For example, if students have to compare and contrast geographical places, one modification could be pointing and describing these places.

Moreover, the book *Adapting curriculum and instruction in inclusive classrooms* points out nine basic types of curriculum modifications/adaptations (as cited in Hollar, 2012, p.361):

- **Size:** Adapt the number of items that the learner is expected to learn or complete.
- **Time:** Adapt the time allotted and allowed for learning, task completion, or testing.
- **Level of support:** Increase the amount of personal assistance with a specific learner.
- **Input:** Adapt the way instruction is delivered to the learner.
- **Difficulty:** Adapt the skill level, problem type, or the rules on how the learner may approach the work.
- **Output:** Adapt how the student can respond to instruction.
- **Participation:** Adapt the extent to which a learner is actively involved in the task
- **Alternate:** Adapt the goals or outcome expectations while using the same materials.
- **Substitute curriculum:** Provide different instruction and materials to meet a student's individual goals.

**2.2.2.4 Methods.** “Teachers must plan curricular methods that are flexible and diverse to provide a variety of learning experiences with extensions and supports to meet the demands of all students in the class” (Gargiulo, & Metcalf, 2016 p.195). As facilitators of knowledge, teachers must provide a variety of learning opportunities. Activities, materials, content should be presented in different ways in order to cope with diversity in the classroom.

Matching instruction to students' multiple intelligences and learning styles is the main key to promote inclusion for everybody can learn according to their needs and strengths. "To engage the majority of students with the lesson it is advisable to use visual, auditory, tactile and kinesthetic activities as much as possible at least in some parts of the instructional time (p.195)". If teachers only present material in one way, for example, using pictures, the students who have musical intelligence will not feel engaged with the lesson as much as they would if teachers provided pictures and songs.

*2.2.2.4.1 Multiple intelligences.* In the mid-1980s Gardner popularized the concept of multiple intelligences. The eight intelligences he proposed are: Logical-mathematical, Linguistic, Spatial, Bodily-kinesthetic, Intrapersonal, Interpersonal, and naturalistic (Gardner, 1993). Gardner viewed the intelligences as educable. "The development of intelligences is the result of the constant interaction among biological and environmental factors" (Sternberg & Williams, 1998, p. 21). Our job as teachers is to recognize and encourage students' individual intelligences to guarantee the success of their learning process. Figure 5 includes the 8 types of intelligences and the preferences that students have when learning.

<b>3.1 Eight Ways of learning</b>			
<b>Children who are highly...</b>	<b>Think...</b>	<b>Love...</b>	<b>Need...</b>
<b><i>Linguistic</i></b>	in words	reading, writing, telling stories, playing word games	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
<b><i>Logical-Mathematical</i></b>	by reasoning	experimenting, questioning, figuring out logical puzzles, calculating	materials to experiment with, science materials, manipulatives, trips to planetariums and science museums
<b><i>Spatial</i></b>	in images and pictures	designing, drawing, visualizing, doodling	art, Legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
<b><i>Bodily-Kinesthetic</i></b>	through somatic sensations	dancing, running, jumping, building, touching, gesturing	role-play, drama, movement, building things, sports and physical games, tactile experiences, hands-on learning

<i>Musical</i>	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening	sing-along time, trips to concerts, playing music at home and school, musical instruments
<i>Interpersonal</i>	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
<i>Intrapersonal</i>	in relation to their needs, feelings, and goals	setting goals, meditating, dreaming, planning, reflecting	secret places, time alone, self-paced projects, choices
<i>Naturalistic</i>	through nature and natural forms	playing with pets, gardening, investigating nature, raising animals, caring for planet earth	access to nature, opportunities for interacting with animals, tools for investigating nature (e.g., magnifying glasses, binocular)

Figure 5. Describing Intelligences in Students. (Armstrong, 2009, p.33)

**2.2.2.4.2 Learning styles.** Gordon Dryden states, “Every one of us has a learning style, thinking style, and working style as unique as our fingerprints” (as cited in Haggart, 2009, p.1). Students have their own way of learning and when we force them to learn in the way we believe is the best, the results are not good. Haggart (2009) describes four types of learning styles:

- **Kinesthetic:** students learn through physical actions
- **Tactual:** students learn by touching and feeling and through relationships and emotional connections
- **Auditory:** students learn by speaking, listening and thinking aloud
- **Visual:** students learn by seeing, watching and reading (p. vi).

**2.2.2.5. Assessment.** Assessment is a process which collects data that is analyzed, judged and reported to someone in order to use it and improve something (Sangster, & Overall, 2006, p.7). In the education field, assessment is an information-gathering and decision-making process to obtain a student profile of strengths and needs (Gargiulo, & Metcalf, 2016, p.197). Huba and Freed (2000) said, “Assessment is all the information collected coming from multiple sources to develop a deep understanding of what students know, understand, and can do as a result of their educational experience” (p. 8).

Assessing students’ academic performance will permit teachers to identify students’ strengths and lacks regarding unit content and capabilities.

For that reason, “assessment should be directly linked to learning goals to measure learning progress” (Gargiulo, & Metcalf, 2016, p.197). Never evaluate something that was not taught and do not use formats that were not previously practiced in class. To measure successfulness of the learning process, “assessment must help teachers to find the appropriate instructional level for each student (p.197).” Giving extra time for completing a writing test to a student who has visual impairment will not really help. Therefore, tests should be adapted according to students’ needs. There are formal and informal methods for assessing students:

Formative assessment includes a wide range of activities to assess and support students’ performance and progress. Some of the activities used in formative assessment are: observations during in-class activities, homework exercises and class discussions, reflections journals that are reviewed periodically during the semester, question and answer sessions, conferences between the instructor and student at various points in the semester, etc. (Northern Illinois University, 2012).

On the other hand, summative assessment as it was mentioned before, only assesses the final product. The activities employed in summative assessment are focused on collecting information about the knowledge acquired in a specific period of time. Some of the activities used in summative assessments are: examinations, term papers, projects, portfolios, etc. In other words, it can be said that formative assessment focus on the process of acquiring and mastering new knowledge and summative assessment focus on the mastery of the knowledge (Northern Illinois University, 2012).

### **2.3 Barriers to Inclusion in Education.**

Despite the fact that many efforts have been done over the years in the education system around the world in order to promote inclusive education, there are some barriers that have been identified which definitely at present continue hindering the implementation of inclusive practices and the effective response to students’ unique needs.

**2.3.1 Barriers related to teachers.** Teachers’ attitudes are critical when promoting inclusive practices because their attitudes influence the



success of their inclusive classroom (Leatherman1 & Niemeyer, 2005). According to some previous studies teachers' readiness to accept children with SEN in the classroom can be influenced by many factors such as, age, gender, previous experiences, collaborative work, class size, training, opportunities for professional development, pedagogy, and the severity of a student's disability (Corbett, 2001; Leatherman & Niemeyer, 2007; Broderick, et al., 2005; Scruggs & Mastropieri, 1996; NCSE, 2010). From these factors, training according to Avramidis and Norwich (2002) is crucial because without a coherent plan for teacher training in the educational needs of children with SEN, attempts to include these children in the mainstream would be difficult (p.139). If the teaching staff have no knowledge or previous training to cope with SEN students, the development and implementation of inclusive practices will not be effective. To guarantee quality education it is necessary to have a good pedagogy in order to implement techniques or strategies that can help teachers to cover students' unique needs.

**2.3.2 Institutional barriers.** There are many institutional barriers that represent an obstacle to the successful implementation of inclusive practices. Some studies have established, as the factors which have great influence in the implementation of inclusive practices: the lack of administrative support, classroom sizes, curriculum design, lack of physical and educational facilities, lack of resources or materials, and funding (Cassady, 2011; Daane, Beirne-Smith, & Latham, 2000; Hammond & Ingalls, 2003; Forlin 1998, Malcleod, 2001). Teachers can have positive attitudes and the knowledge to work with SEN students, but the support of the school community and the fund to count with all the materials and facilities required to respond to students' needs are fundamental, too. Inclusive institutions should be prepared to respond holistically to all students' needs.

Additionally, there is an important barrier that has to be considered by institutions, communication barriers. Communication barriers are considered experienced by individuals who have problems that affect reading, writing, hearing, speaking and/or understanding, and who have to use different ways to communicate in comparison with people who do not have these disabilities ("Common Barriers", 2016, para. 5). Institutions must train their teaching staff

to respond to these communicational needs, otherwise, it would be difficult to include and offer quality education to students who have these kinds of disabilities.

**2.3.3 Social barriers.** Social barriers are the ones related to the community commitment toward inclusion, social attitudes toward disabilities, and parental involvement (Ahmad, 2015, p. 42). Parental involvement, as well as a permanent communication between parents and schools, are fundamental for the successful implementation of inclusive practices (Forlin, 1998; Macleod, 2001). Parents' commitment and positive attitudes will support and facilitate teachers' work. Consequently, it is fundamental to work jointly based on a mutual commitment in which all of the participants work to guarantee the student's inclusion.

## CHAPTER 3

### METHODOLOGY

This case study was conducted in order to identify if English teachers are implementing effective inclusive teaching practices to guarantee the achievement of the correct academic performance of Special Educational Needs Students at Jose Domingo de Santistevan high school. "Case studies explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships" (Zainal, 2007, p.1). A case study is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (Yin, 1984, p. 23).

#### 3.1 Population and Setting

Jose Domingo de Santistevan is a private high school and it has 1,300 students. There are 74 cases of inclusion. According to the DCE (Departamento de Consejería Estudiantil), 2.22% of the cases are students with sensory disability, 28.12% intellectual, 6.66% communicative, and 20.72% behavioral disability.

For the admission process, students must take a psychological and academic test. After the results are reported by the psychologist, the school principal is the one who decides if the child or teenager can study in the school. When the DCE has identified a SEN student, they have a meeting with the student's parents and provide information about how to help the child. The school does not provide medical treatment or therapies because they do not count with specialists.

The English teaching staff are comprised of six teachers. Two of them are men and four are women. Their range of age is from 25 to 40 years old. All teachers have an English bachelor's degree. They teach English five times a week. Some classrooms have computers and projectors but others only a board. There are almost 35 students per class and teachers do not count with

a special educator or teaching assistant to work with students with special educational needs.

For this study, six SEN students were selected. Two of them have sensory disabilities and four of them have intellectual disabilities. They are in 9<sup>th</sup> grade, 10<sup>th grade</sup> of EGB (Basic General Education), and 2<sup>nd</sup> and 3<sup>rd</sup> year of baccalaureate.

### **3.2 Data Collection Procedures**

The main instruments used for this study were questionnaires, interviews, and an observation checklist. All these instruments evaluate the impact that the implementation of inclusive teaching practices has over Specific Educational Need (SEN) students regarding their academic performance.

**3.2.1 Questionnaires** (See appendixes A-B). For this study, it was considered 2 questionnaires from the Index of Inclusion:

Booth and Ainscow (2002) designed an Index for Inclusion. This index is a resource to support the inclusive development of schools. The Index is a self-assessment guide that has two fundamental purposes. First, review the degree to which their educational projects, curriculum projects, and their classroom practices have an inclusive orientation. In this way, it facilitates the identification of the barriers that are limiting the participation and the learning of certain students. Second, it represents a simple guide to initiate and maintain a continuous process of improvement, in terms of elimination or minimization barriers which the school has considered priorities to intervene. The index contains indicators for inclusion and the corresponding questions directed to all the members in the school community.

**Questionnaire #1** (See Appendix A). It includes a summary of inclusion indicators and it has to be administered to six English teachers to identify the strengths and weaknesses in the implementation of inclusive practices in their classrooms. This questionnaire contains three dimensions. For this study, it was utilized only the dimension C “Evolving inclusive practices” which includes questions regarding teaching inclusive practices.

Also, to this questionnaire were added 7 questions in relation to the nine types of curriculum modifications/adaptations listed in the book *Adapting curriculum and instruction in inclusive classrooms* (as cited in Hollar, 2012, p.361).

**Questionnaire #2** (See Appendix B). It is directed to six SEN students in order to determine if the school and English teachers promote and guarantee inclusive education through the implementation of effective inclusive teaching practices. This questionnaire contains three dimensions, but for this study, it was utilized only the dimension C “Evolving inclusive practices” which includes questions regarding teaching inclusive practices. Additionally, 7 questions were added to the questionnaire in order to identify the curriculum modifications/adaptations (as cited in Hollar, 2012, p.361) that teachers are doing to cope with diversity in the classroom.

**3.2.2 Classroom observation checklist** (See Appendix C). The observation checklist (Plymouth University, n.d.) is focused on inclusive teaching practices. This instrument evaluates six English teachers’ performance regarding the implementation of inclusive practices in the classroom. The observation checklist includes five sections: planning, learning environment, teaching methods, teaching materials, assessment, and feedback. This instrument helped to evaluate and determine if teachers are implementing inclusive practices in order to meet SEN students’ needs and how these inclusive practices are helping SEN students to achieve the correct academic performance.

**3.2.3 Semi-structured Interview** (See Appendix D). The interview was designed specifically for this study by the researcher and it has seven questions which help to define the inclusive teaching practices implemented by English teachers in order to help SEN students to learn a foreign language. Also, the questions were related to the challenges or barriers that teachers have been experiencing when working with SEN Students and how they adapt or modify instruction and resources to face and minimize these barriers.

### **3.3 Procedures**

For this study, six English teachers were observed. During these classroom observations, it was utilized the observation checklist to take notes

regarding the inclusive practices implemented by teachers in order to teach English to students with special educational needs. At the end of the classes, a questionnaire regarding Inclusive practices utilized by teachers was given to a SEN student. In addition, teachers had to fill a questionnaire regarding the implementation of inclusive practices in their classroom. The questionnaire was given at the end of their classroom observations. Additionally, informal interviews were done in order to have a deep knowledge of the barriers they have been experienced when working with SEN students, and how they are managing those problems in order to guarantee learning. Teachers were interviewed in their free time the same day they were observed.

### **3.4 Analysis of Data**

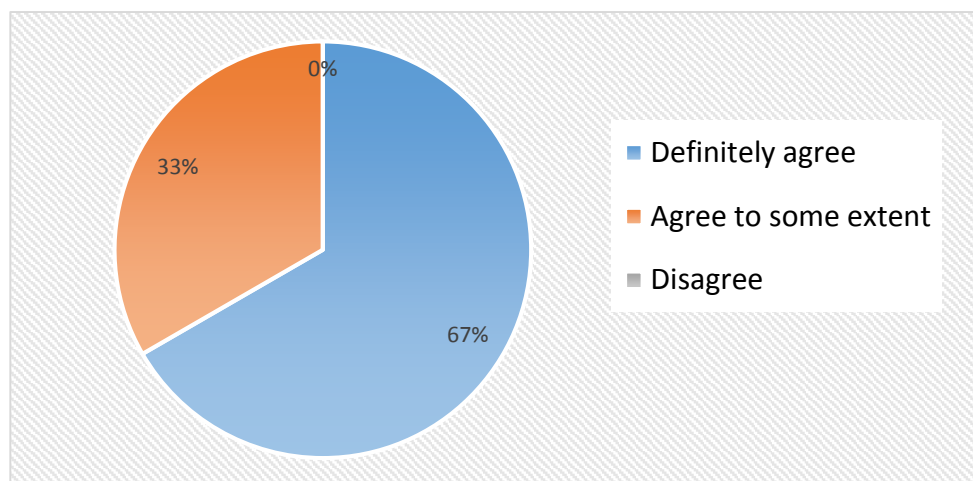
This section shows a detailed analysis and results of the data collected from the four instruments used in this study. Each instrument provides specific information that permits to have a deep understanding of the inclusive teaching practices implemented by English teachers in order to guarantee the achievement of the correct academic performance of Special Educational Needs Students.

#### **3.4.1 Teachers' questionnaires results and analysis**

Six Teachers completed a questionnaire in order to identify the strengths and weaknesses in the implementation of inclusive practices in their classrooms. The questionnaire includes two domains: 1) Evolving inclusive practices, which includes questions regarding teaching inclusive practices, and 2) Adapting curriculum, which includes questions related to the adaptations that teachers do when working with their SEN students.

### 3.4.1 .1 Evolving inclusive teaching practices

**Statement 1: Teaching is planned with the learning styles of all students in mind.**

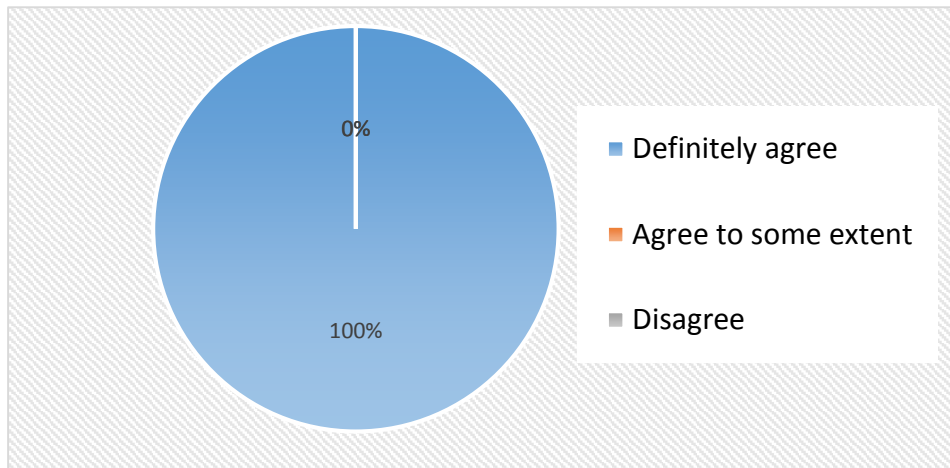


*Graph 1. Planning.*

Prepared by Katerin Grijalva

According to the way teachers plan their lessons, the majority of them answered that they consider their students' learning styles when planning. Few of them do not consider their students' learning styles all the time. All teachers have an English bachelor degree and they have worked as English educators in this school for more than 6 years which means they are qualified to respond to their students' learning needs. English teachers have 1 or 2 SEN students per class, which allows them to consider their students' specific needs at the moment of planning and creating learning experiences that can be relevant, meaningful and according to their students' learning capabilities. However, there is a minority of teachers who despite they have knowledge to plan their classes considering students' needs or learning styles, they do not do it most of the time, prejudicing their SEN students' learning process and consequently their academic performance.

**Statement 2: Lessons encourage the participation of all students.**

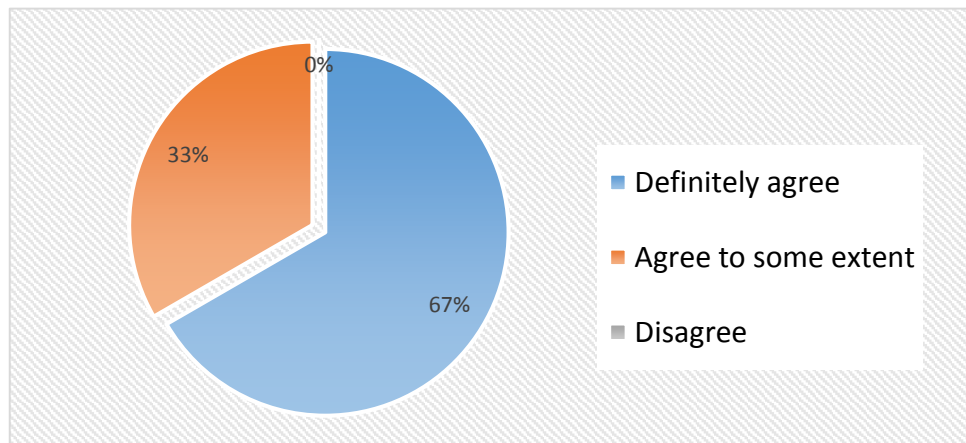


Graph 2. Participation

Prepared by Katerin Grijalva

Graph 2 shows that all the teachers use lessons that encourage all students' participation. Teachers have more than 30 students per class which represent a challenge due to they have to deal with regular students and students with special needs at the same time, but teachers design lessons in which all students are able to participate.

**Statement 3: Students learn collaboratively.**



Graph 3. Collaborative learning

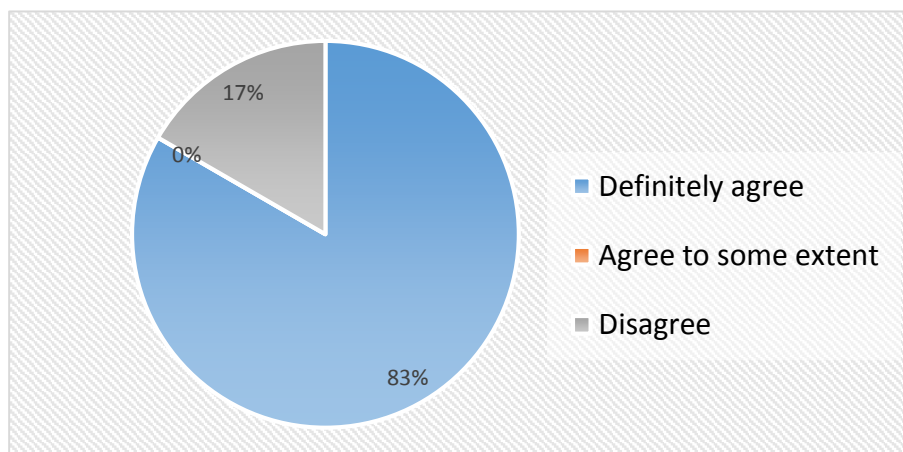
Prepared by Katerin Grijalva.

Regarding collaborative learning, the majority of teachers answered that students learn collaboratively. This means that most of the teachers implement activities that promote collaborative learning which involves grouping students



in order to solve problems, complete tasks, or create products. Few teachers utilize with fewer frequency activities that encourage collaboration among students because of the number of students and behavior (See in the interview results).

**Statement 4: Assessment contributes to the achievements of all students.**

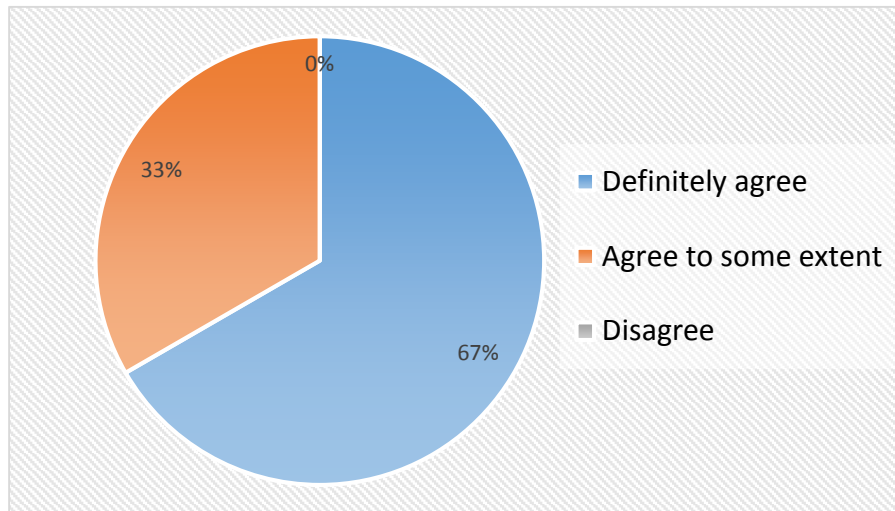


Graph 4. Assessment.

Prepared by Katerin Grijalva

Regarding assessment, few teachers believe that it does not contribute to the achievement of all students. These teachers only have students with sensorial disabilities. On the other hand, the majority of teachers who have students with intellectual and sensory disabilities believe that the assessment used to evaluate students' English language knowledge and skills help all students to use all their capabilities and complete any assigned task. Teachers implement summative and formative assessment during the school year. Teachers grade class work, exams, homework, and projects. However, as the minority of teachers consider that assessment is not contributing to SEN students' performance, that means that it is necessary to reevaluate the way these students are being assessed and change or adapt these kinds of assessment methods in order SEN students can be assessed according to their capabilities and consequently their performance can improve.

**Statement 5: Classroom discipline is based on mutual respect.**



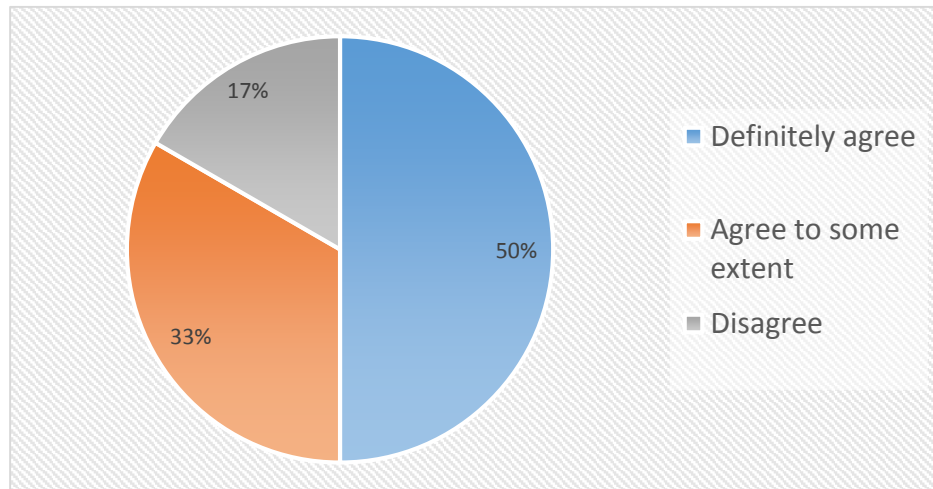
*Graph 5. Classroom discipline.*

Prepared by Katerin Grijalva

Graph 5 shows that the majority of teachers believe that discipline is based on mutual respect and few teachers consider that respect is a value that sometimes is not evident during the class. There are internal regulations for teachers and students in order to guarantee respect and order. Students who have behavioral problems are reported to the DCE and parents.

As teachers have a bachelor degree, they have knowledge on classroom management. However, as the minority of teachers perceive that discipline is not all the time based on mutual respect, discipline is something that has to be improved in the classes of teachers who have perceived this lack of mutual respect.

**Statement 6: Teachers plan, teach and review in partnership.**



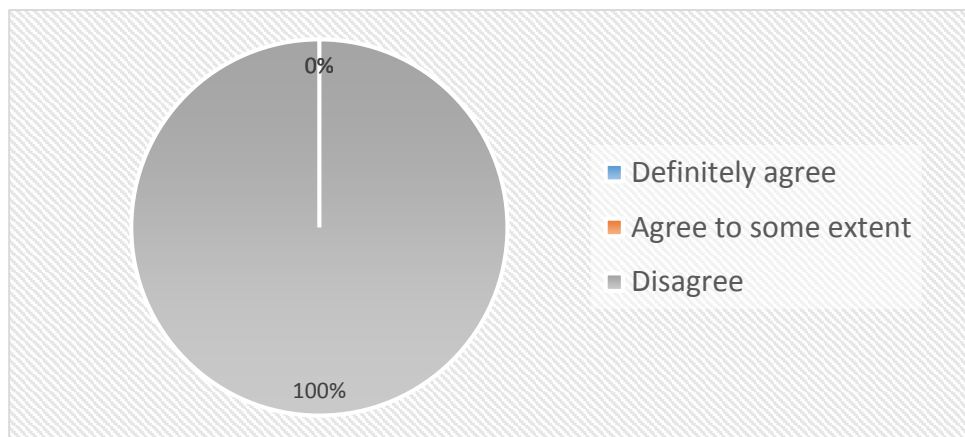
*Graph 6. Collaborative Planning and Teaching.*

Prepared by Katerin Grijalva

Regarding collaborative planning and teaching, half of the teachers responded that they plan, teach and review in partnership, 33 percent believe they work collaborative to some extent, and few of them disagree. Teachers have meetings in which they have the opportunity to present their problems, plans, progress, and priorities to provide effective assistance to students.

Teachers have different class schedules, different students and they work with different books, therefore, they usually plan at home or in their free time, for that reason, most of teachers believe they do not work jointly. Working collaboratively is an important element when teaching SEN students because the personal knowledge and expertise of every teacher can help to overcome any difficulty that the other teachers have in their classes.

**Statement 7: Teaching assistants support the learning and participation of all students.**



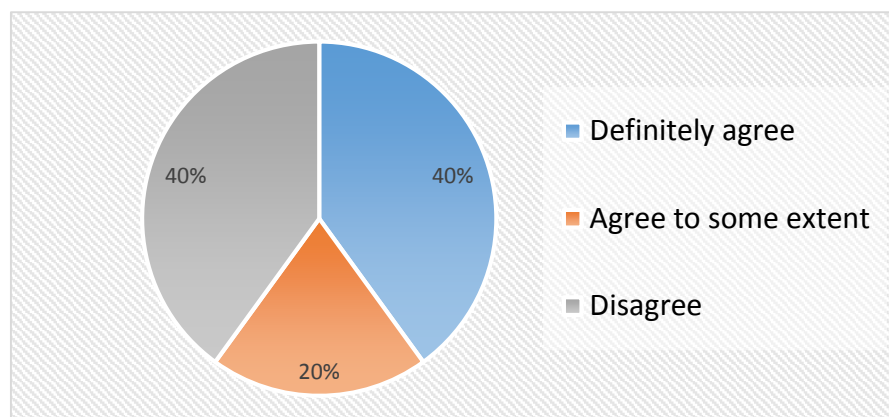
*Graph 7. Teaching assistance.*

Prepared by Katerin Grijalva

All teachers disagree about the support that teaching assistants can give to students because this school does not count with special educators. General teachers have to teach to regular and SEN students at this school. This situation causes concern among teachers because sometimes they have students who need special assistance. For example, one teacher has a blind student and she had to learn by herself the braille language to work with this student. There is also a deaf student and none of the teachers knows the sign language. So, the teacher usually uses body language to explain the class, but the student does not understand. She is in class but she is not learning as she must do it.

Teachers were trained for one week to work with blind and deaf students three years ago and then they have had to research by themselves to teach something to these students. However, what these teachers have learned is not enough to give these students an education of quality.

**Statement 8: Staff develop resources to support learning and participation**

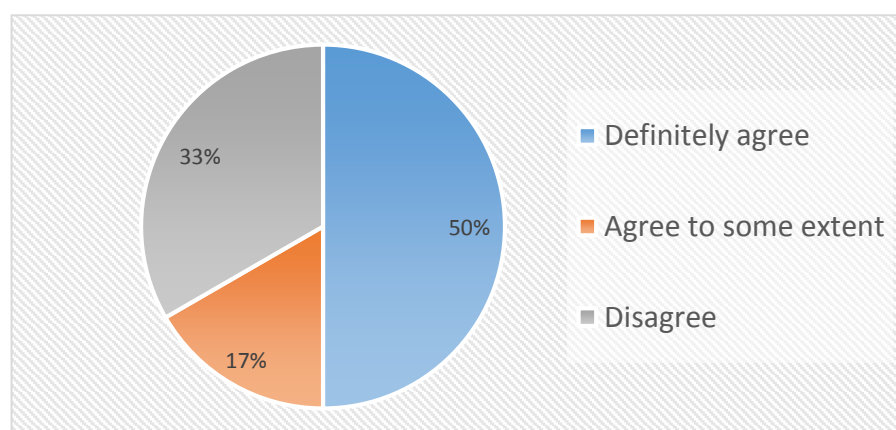


Graph 8. Developing resources.

Prepared by Katerin Grijalva

Regarding designing materials, the majority of teachers create their own resources to support learning and participation, and a minority of them do not do it. Teachers who are not at all developing resources to teach create a barrier on SEN students' learning process because they are not providing their students a range of resources that can help them to understand, learn and produce English according to their unique educational needs.

**Statement 9: School resources are distributed fairly so that they support inclusion.**



Graph 9. School resources distribution.

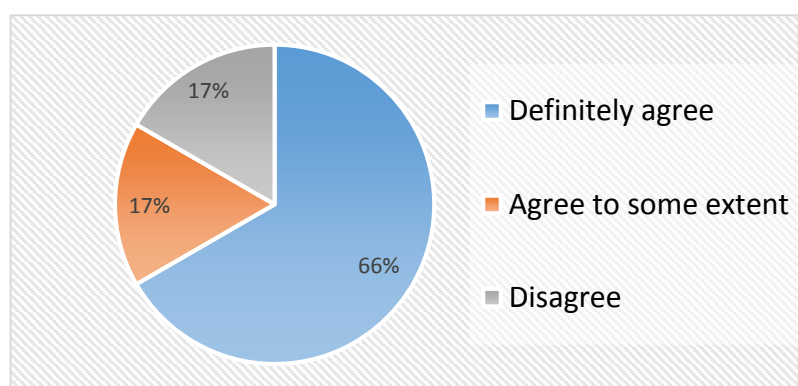
Prepared by Katerin Grijalva

Regarding school resources distribution, half of the teachers believe that it is fair, and the other half think that this distribution needs to improve. At

this school some classes have projectors and computers, the other classes count with CD-players. Images, flashcards, posters or any other teaching resource, teachers have to develop or get them by themselves. This imbalance in the distribution of teaching resources is limiting the range of materials and learning experiences in which some SEN students can be involved to learn English.

### 3.4.1 .2 Adapting curriculum

**Statement 10: Teachers adapt the number of items that the learner is expected to learn or complete.**

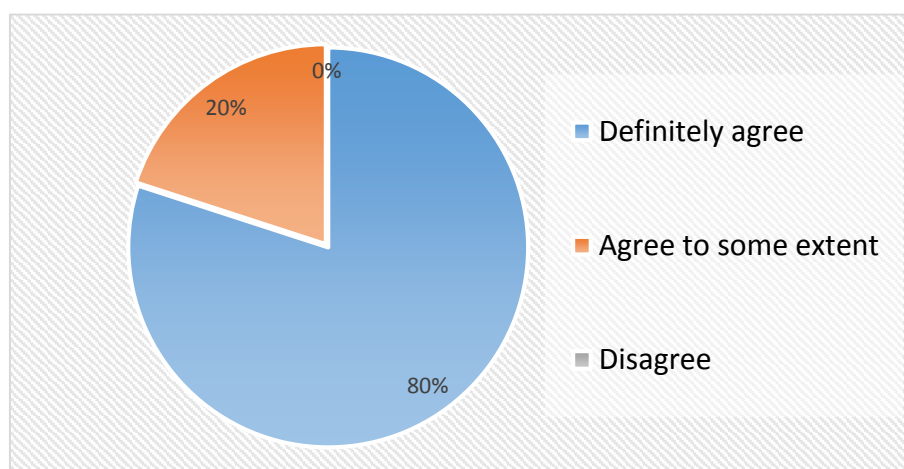


Graph 10. Adapting content.

Prepared by Katerin Grijalva

The majority of teachers responded that they adapt the number of items that students should learn, and few of them do not do it. Usually, teachers have to plan first before teaching and they select what students must learn based on the curriculum goals. The minority of teachers who are not adapting the content to be learned in class are preventing some students from learning according to their needs, interest, and abilities because there are topics, grammar rules, vocabulary or activities that can be beyond their capabilities. Therefore, teaching the same content to all students to some extent is creating exclusion of some students because there are students that despite they are in a classroom with students who have their same age, they are not ready to learn the same content or achieve the same objectives.

**Statement 11: Teachers adapt the time allotted and allowed for learning, task completion, or testing.**



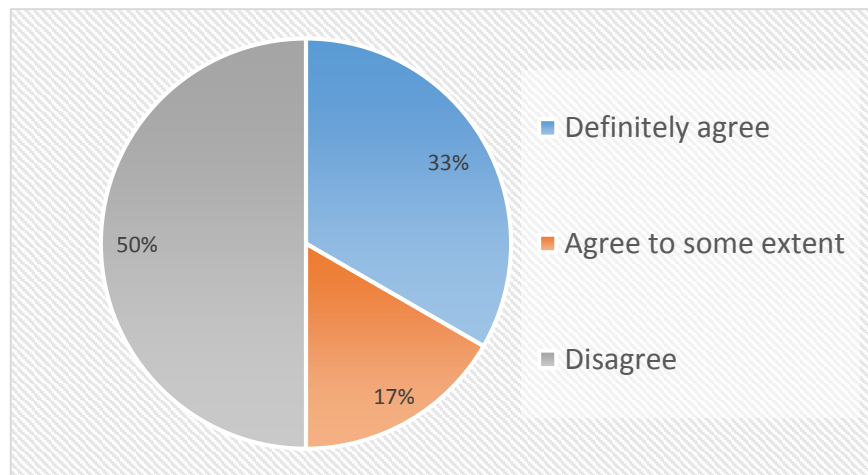
*Graph 11. Adapting time.*

Prepared by Katerin Grijalva

Regarding the time allotted for learning, the majority of teachers answered that they modify the time for learning, task completion and testing. Teachers always present a lesson plan every week and it is not determined in that plan (See Appendix E) the time allotted for SEN students or regular students. They set the same time for the completion of a task for everybody. Regarding exams, students usually have 45 minutes to complete them. After that time, all students must hand in their exams to the teacher.

Therefore, despite the fact that teachers said that they adapt the time allotted for task completion and testing, it can be said that at least when students have to take exams this time cannot be adapted. On the other hand, it can be said that instead of adapting time what teachers are adapting is the task complexity in order everybody can complete the task in the established time.

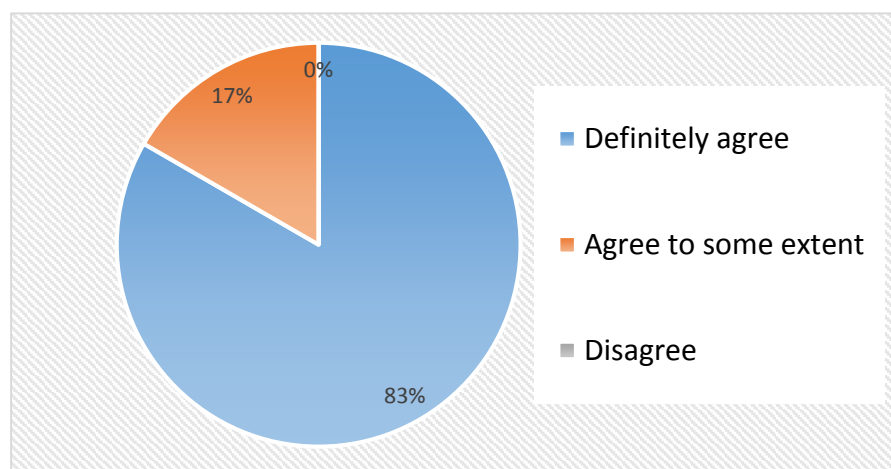
**Statement 12: Teachers increase the amount of personal assistance with a specific learner.**



Graph 12. Personal assistance.  
Prepared by Katerin Grijalva

Half of the teachers devote more time with students who need help, and the other half do not increase the amount of personal assistance. Half of the teachers who do not spend more time with students who need help are the ones who have students with intellectual disabilities. This means that only students who have sensory disabilities receive more assistance during their learning process.

**Statement 13: Teachers adapt the way instruction is delivered to the learner.**

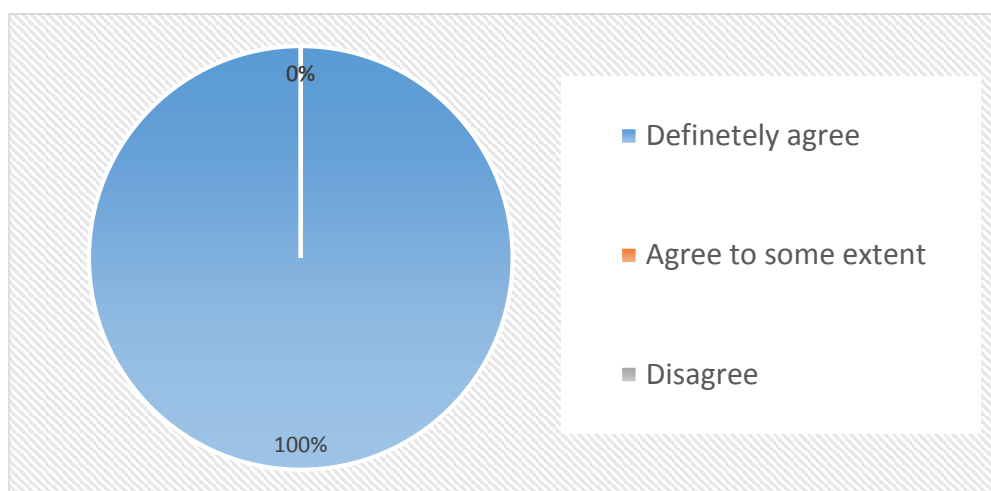


Graph 13. Adapting the way of instruction.  
Prepared by Katerin Grijalva



Regarding instruction, the majority of teachers answered that they modify their way of delivering instruction. Considering students' learning style is the key to help students to understand, learn and produce a foreign language, teachers who provide a range of teaching methods and materials can make lessons not only understandable for students but also relevant, useful and fun.

**Statement 14: Teachers adapt the skill level, problem type, or the rules on how the learner may approach the work.**

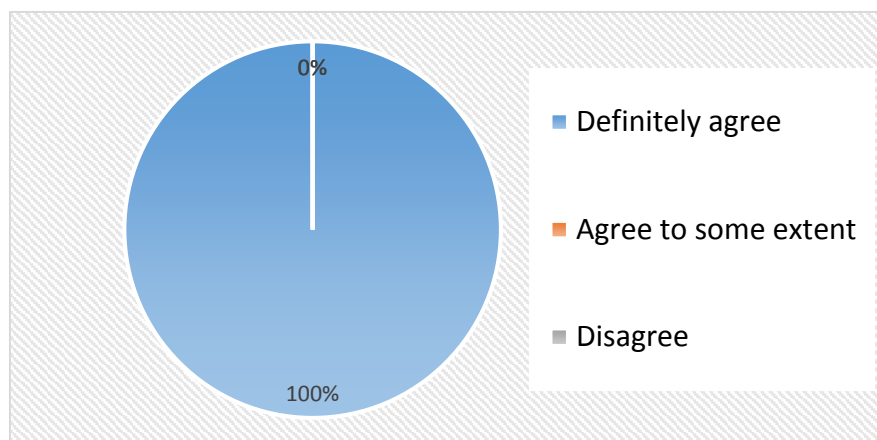


Graph 14. Adapting how learners may approach work.

Prepared by Katerin Grijalva

All teachers responded that they modify the skill level, problem type, or the rules on how the learner may approach the work. These adaptations permit all students to work and complete tasks according to their capabilities and needs. Without them, SEN students are excluded from participating in class and learning.

**Statement 15: Teachers adapt how the student can respond to instruction.**



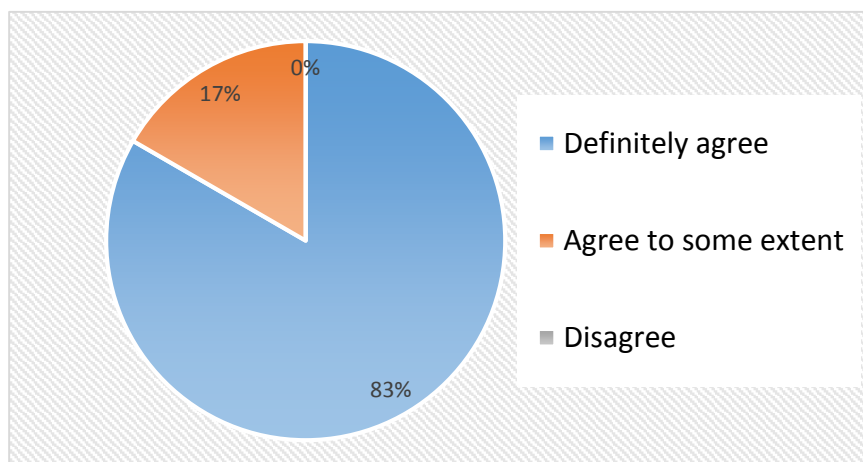
*Graph 15.* Adapting how the students can respond to instruction.

Prepared by Katerin Grijalva

All teachers responded that they change the way students can respond to instruction. Teachers have to specify in the lesson plans (See Appendix E) presented every week the adaptations that they are going to do to cope with SEN students' interests and needs. In this plan, teachers must give a general information about the activities that SEN students will do in order to develop the skill and goals established in the curriculum.

It is positive that teachers consider students educational needs and provide tasks in which students can comprehend and learn new knowledge through activities that they feel capable to complete. However, it was observed that the lesson plans do not give details about how instruction is adapted to respond to the different educational needs of students.

**Statement 16: Teachers provide different instruction and materials to meet a student's individual goals.**



*Graph 16. Meet a Student's individual goals.*

Prepared by Katerin Grijalva

The majority of teachers answered that they provide different instruction and materials to meet a student's individual goals. The high school bought some smart boards and projectors for some classrooms, so teachers can use multimedia resources to make their classes more interactive and communicative. Teachers have to design or get their own teaching resources to use them in class to respond to their students' educational needs. Teachers have the freedom to adapt activities and teaching materials to help students to achieve their full academic potential.

On the other hand, the minority of teachers who are not adapting instruction or material, they are not responding to students' learning needs and consequently, students are not achieving their academic goals.

### **3.4.2 Students' questionnaires results and analysis**

Six SEN Students completed a questionnaire in order to determine if their English teachers utilize inclusive teaching practices effectively, and to identify the adaptations that their teachers are doing to cope with diversity in the classrooms. The questionnaire includes two domains: 1) Inclusive Teaching Practices, which includes questions regarding teaching inclusive

practices, and 2) Adapting curriculum, which includes questions related to the adaptations that teachers do when working with their SEN students.

One SEN student was selected from each observed class. These six students have intellectual and sensory disabilities. All of the students were boys. These students are from 9<sup>th</sup>, 10<sup>th</sup> grade of EGB, 2<sup>nd</sup> and 3<sup>rd</sup> baccalaureate.

Table 1

*Inclusive Teaching Practices*

<b>Inclusive Teaching Practices</b>	<b>Totally agree</b>	<b>Agree to some extent</b>	<b>Disagree</b>
Teachers try to make the lessons easy to understand for everyone	2	4	
Students are taught to appreciate people who have different backgrounds to their own	5	1	
In lessons teachers expect students to help each other	2	4	
In lessons students and teachers behave well towards each other	3	3	
Teachers help everyone who have difficulties with lessons	2	4	
Teaching assistants work with anyone who needs help			6

*Note.* Prepared by Katerin Grijalva. Adapted from the work of Booth and Ainscow, 2002, p.91

Regarding instruction, the majority of students believe teachers make lessons easy to understand for everyone. This is very important when teaching SEN students because if they comprehend the lesson and they are able to use the language they are learning, they will feel capable, useful and valuable. Also, comprehensible input represents an essential key on students' learning process because the number of pupils and the lack of teaching assistants

impede most of the time teachers to help all students to overcome difficulties with lessons. Therefore, the easier the lesson, the easier the learning will be. Additionally, the culture of cooperation and collaboration that teachers promote reduce the number of students who need assistance and encourage students to feel valuable when they help their classmates to understand and learn new information.

Regarding mutual respect, it can be said that teachers are having and promoting good attitudes to appreciate differences and value individual characteristics of everybody in the class. Respect is a fundamental component when promoting inclusion because it avoids discrimination and welcomes diversity of cultures, capabilities, and believes.

Table 2

*Curriculum Adaptations*

<b>Curriculum Adaptations</b>	<b>Totally agree</b>	<b>Agree to some extent</b>	<b>Disagree</b>
The grammar and vocabulary taught are extensive	3	2	1
Teachers give enough time to complete tasks, exams, tests	2	3	1
Teachers provide personal assistance to students who needs extra help	2	3	1
Teachers design different activities or exams for students according to their interests, needs and capabilities		3	3
Teaches utilize a range of resources to teach (pictures, videos, music, magazines, etc.)	5	1	
Class activities are fun, useful and varied	3	1	2
Teacher write or say the class learning objectives	2	2	2

*Note.* Prepared by Katerin Grijalva. Adapted from Hollar, 2012, p.361.

Regarding the content of the lessons, half of the students believe that the grammar and vocabulary they have to learn is extensive. For this half of students, grammar and vocabulary lessons definitely represent a disadvantage on their learning process because despite the fact that teachers can make lesson comprehensible the great number of items they have to learn can limit their capacities and affect their performance. However, the range of teaching resources utilized by teachers can cope with students learning styles and provide tools to understand and memorize during the class the target vocabulary and grammar.

Additionally, half of the students responded that activities, exams, and test are not developed according to their capabilities, interests, and needs. If activities or exams are beyond students' level of knowledge, they are not going to be able to complete tasks and get grades that reveal their real knowledge and potential. Furthermore, not considering students' interests or needs can also affect their participation in class and learning, and despite the fact that teachers most of the time give enough time to complete tasks and exams, students will not feel willing and capable to complete them.

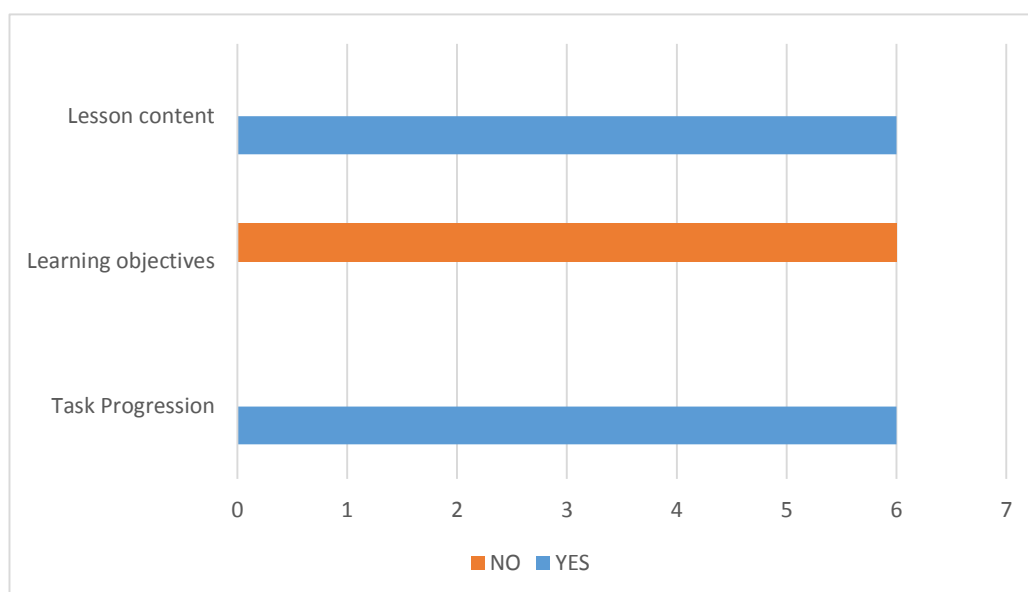
The minority of students responded that classes are not fun, useful and varied. This can be due to the fact that some teachers are not considering students' interests and needs when designing activities or maybe because some teachers are not determining the objectives of each activity in order students can know what they are learning and why it is important to develop a particular skill.

### **3.4.3 Classroom observation checklist results and analysis.**

An observation checklist was used to evaluate six English teachers' performance regarding the implementation of inclusive practices in the classroom. The observation checklist includes five sections: planning, learning environment, teaching methods, teaching materials, assessment, and feedback (See Appendix C).

Table 3

*Planning*



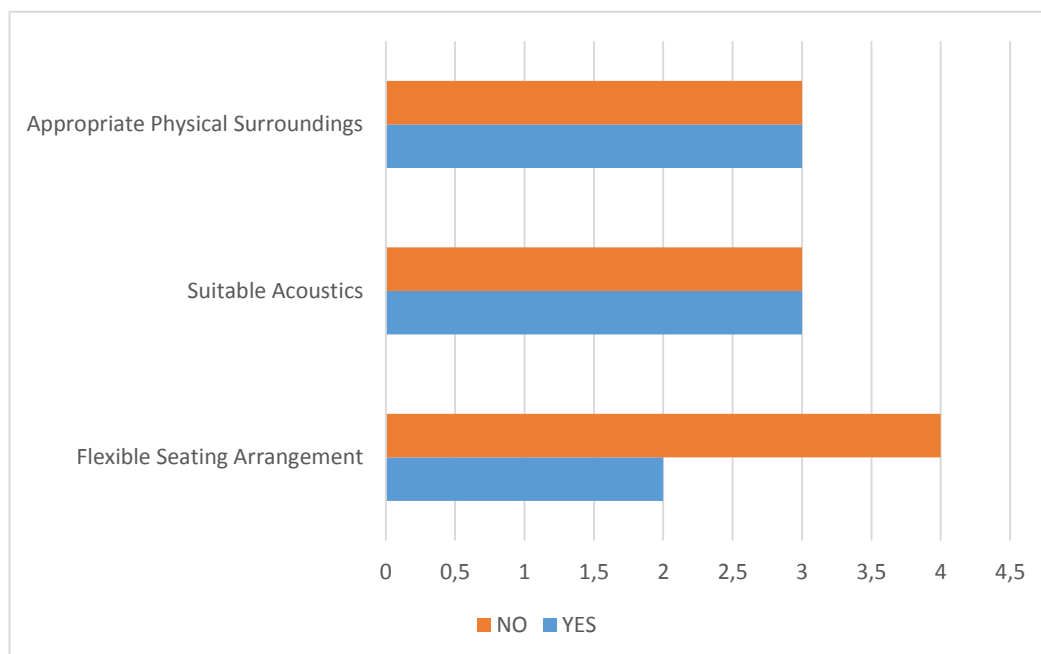
*Note.* Prepared by Katerin Grijalva. Adapted from Plymouth University, n.d.

Regarding planning all teachers planned their lessons showing agreement between topic, learning objectives and assessment. Teachers count with books that include lesson plans which provide a sequence of tasks in order to present a lesson. Also, teachers must present their plans in a folder weekly, but they use the activities provided by the book plus some other activities to complement or make the lesson more interesting. All the activities used in the classes provided a progression in their complexity.

However, no matter the progression of these tasks, there are activities that are simply beyond the SEN student's level of knowledge or capability. Teachers use the same activities for all students, and this lack of differentiation and scaffolding excludes SEN students from developing or showing their full potential. Finally, during the class observations, none of the teachers wrote the learning objectives on the board. They only mentioned the grammar that students should be learned, but teachers did not write on the board the skills or subskills that students must develop in the class. This represents a disadvantage for students in their learning process as they do not know what they are learning and what skills are expected to be developed in the class.

Table 4

*Learning Environment*



*Note.* Prepared by Katerin Grijalva. Adapted from Plymouth University, n.d.

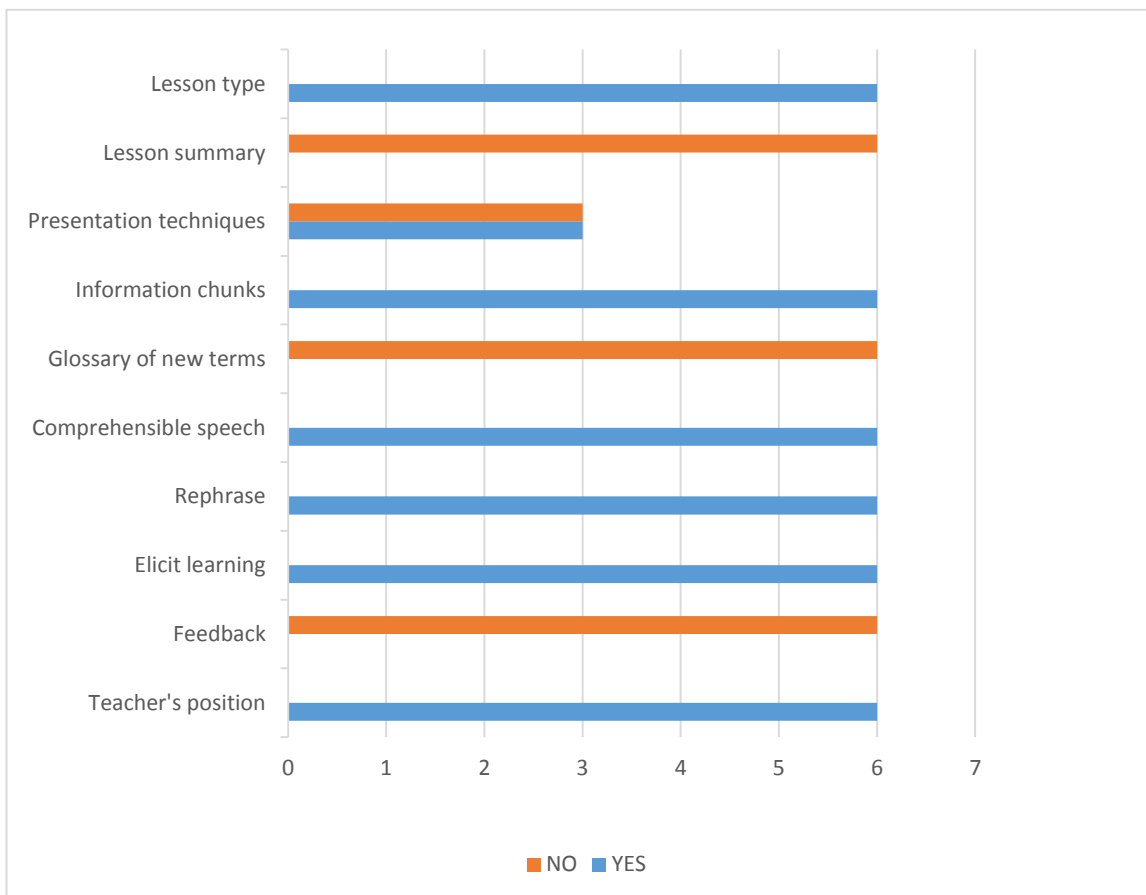
Regarding learning environment, half of the classrooms are appropriate to teach. Lighting levels, distance between teacher and students, space, and acoustics allow students to be most of their time concentrated and engaged with the activities within the classroom. However, the other half of classrooms do not provide an appropriate learning environment. These classrooms are next to the schoolyard so the noise that occurs during the recesses, physical education classes or any other activity represents a strong distraction during the teaching time. In addition, teachers have to raise their tone of voice because of the noise and despite this effort, sometimes it is difficult to understand what they are saying.

Furthermore, the noise coming from the schoolyard or a large number of students per class impede to some extent to hear and understand the audios during listening activities. Finally, the seating arrangement is not flexible in most of the classrooms. The classroom space is not enough to arrange students' seat in different positions. Rows and clusters are the two positions in which students' chairs can be organized.



Table 5

*Teaching Methods*



*Note.* Prepared by Katerin Grijalva. Adapted from Plymouth University, n.d.

Regarding teaching methods, all teachers presented the lesson in different ways. Some of them used individual work, pair and group work, whole-group discussions. During the classes, teachers utilized integrated skills activities such as listening-speaking, reading-speaking, and reading-writing activities. All teachers showed a good performance on breaking lesson into chunks of information which were easy to teach and understand.

Their speeches were comprehensible during the whole class and they often rephrased what they had explained in order all the students can understand, clarify doubts and learn. All teachers constantly asked questions to elicit learning and when they noticed that one student could not answer, they rephrased the question or gave an example so the student could answer and he/she could feel appreciated and able to learn and use a foreign language. Classrooms are big, but the number of students makes them inappropriate to

do some kinds of activities. However, teachers have enough space to move around the classroom. All teachers stayed at the front of the class when they were introducing new knowledge or clarifying doubts. When students were working individually, in pairs or in small groups, teachers moved around the classroom and monitored students' progress and offered help to those who needed it.

On the other hand, none of the teachers presented an overview or summary of the lesson, nor glossary of new terms. A lesson summary presented by a teacher or students have some advantages in the learning process. For example, when students summarize what they have learned, students have the opportunity to practice speaking in front of their peers, show what they remember, and also they can get feedback from the teacher. Additionally, when teachers summarize the lesson, students can organize their ideas, clarify doubts and be aware of what they are studying.

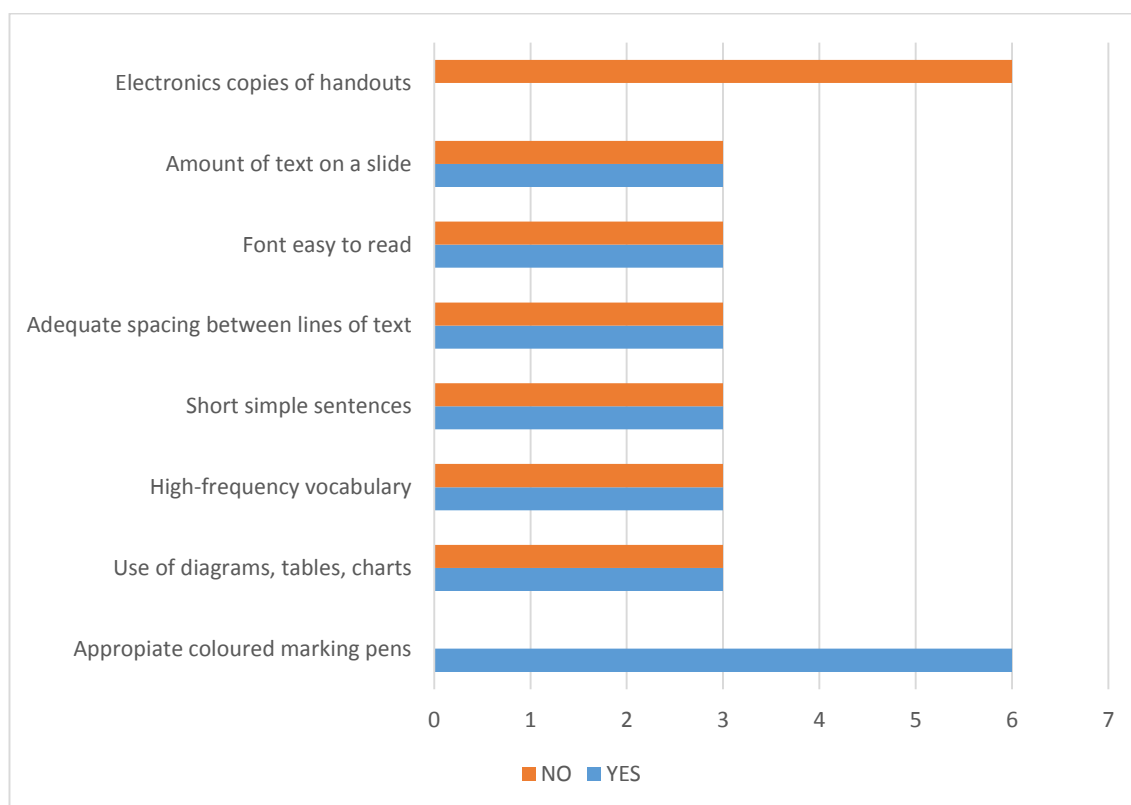
Regarding new terms, not presenting a glossary represents a great problem for students because there are too many things to learn and if teachers do not select a set of words to learn, students will not learn what they really need. For students who have intellectual and sensory disabilities glossaries of new terms and lesson summaries are indispensable. Finally, none of the teachers provided feedback for their students during the classes. Feedback is given to enhance student learning, without feedback students will not know what to do in order to improve or develop specific skills. Teachers only corrected students' mistakes by giving them the correct answer but they did not suggest or give strategies to improve on the area in which they are not working appropriately.

Half of the teachers utilized a range of presentation techniques (e.g. charts, diagrams, pictures) to cope all students' learning styles. The other half only used the book as the main source of teaching. The ones who utilized charts, pictures and diagrams to teach were the teachers who had projectors in their classes. The other teachers used the whiteboard to explain the lessons, but they just wrote some ideas or isolated words while they were teaching. As these teachers have students with intellectual disabilities in their classes,

pictures, diagrams, or charts are indispensable tools to make learning simple and comprehensible. Therefore, their SEN students had to make a double effort to identify relevant information, understanding concepts and learning new vocabulary. These students were constantly looking at their partners' notebooks or asking them for help.

Table 6

*Teaching Materials*



*Note.* Prepared by Katerin Grijalva. Adapted from Plymouth University, n.d.

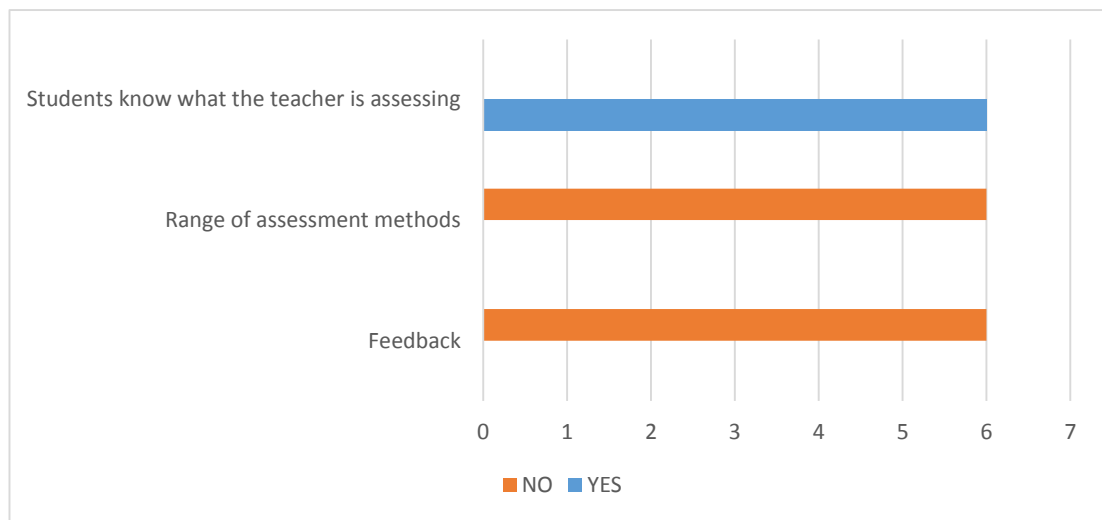
Regarding teaching materials, educators did not use worksheets or hard copies during the class observation, so their electronic form was not provided either. They never provide an electronic form of the material they use in class. Students keep their copies or they can take a picture of the material.

Half of the classroom have projectors so half of the teachers showed power-point slides which included a good amount of text, a font easy to read, adequate space between lines of text, short simple sentences and high-frequency vocabulary.

Additionally, half of the teachers used diagrams, charts, and pictures to simplify and clarify verbal explanations. The other teachers only wrote two sentences as examples of what they were explaining and isolated ideas when they wanted to highlight important information. In both cases (whiteboard-power point slides) teachers utilized appropriate colored markers

Table 7

*Assessment*



*Note.* Prepared by Katerin Grijalva. Adapted from Plymouth University, n.d.

Regarding assessment, all students were aware and clear of what the teachers were assessing. During the class observation, the assessment implemented was informal, teachers asked questions about the lesson and students must answer. The questions were not only about concepts or rules, but also included examples of personal experiences or solution for problems. Throughout the class, most of the teachers could assess students' comprehension and learning.

During the class observation, it was not possible to identify a range of assessment methods, but teachers mentioned that they usually have as a medium of assessment: test, exams, projects, portfolios, homework, and presentations.

Regarding feedback, it could not be observed teachers giving feedback. Educators just corrected mistakes but they did not separate a time to give suggestions or strategies to improve students' performance.

### **3.5 Interview analysis and Results**

Six English teachers were interviewed after the class observation done by the researcher. This interview included seven questions which help to define the inclusive teaching practices implemented by English teachers in order to help SEN students to learn a second language, and to determine the challenges or barriers that teachers have been experiencing when working with SEN Students, as well as how they adapt or modify instruction and resources to face and minimize these barriers.

According to teachers' perceptions, there are three barriers that are limiting their work. One of the barriers that they have to face when working with SEN students is the lack of parents' support. Some parents do not accept that they have children with special educational needs and that they need extra help. These parents never come to meetings, do not buy the materials that their children need, or do not help them at home with homework or projects. For example, there is a student who is deaf-mute. She is 13 years old and she does not know the sign language. She cannot communicate with people who have the same disability or with others. She only makes sounds and moves her hands. His father is reluctant to hire a tutor to help her daughter to communicate through the sign language.

The second barrier that they have identified is the lack of training. Only teachers who had students with sensorial disabilities were trained four years ago. Teachers implement in their classrooms what they have researched by themselves. At present teachers believe that for providing an education of quality for SEN students, the school has to provide seminars for teachers and parents in order to help these students to develop their full potential.

The third barrier is related to collaborative teaching. Teachers believe that they need the assistance of special educators in their classes. The great

number of students (30-40) limit the assistance or help that teachers must provide for SEN students. For example, the teacher who has a blind student thinks that it would be more effective to have a specialist who can be in the class at least two or three times a week providing personal assistance to this SEN student, because she cannot give him the time that he needs due to she has other 39 students who need her assistance too.

Regarding curriculum adaptations and assessment, half of the teachers do not implement differentiation, they do not consider students learning needs, and they utilize the same teaching materials and methods when teaching regular and SEN students. Exams, tests, and homework are not adapted to respond to the students' needs. The reason for that is because teachers believe that despite their students were diagnosed with intellectual disabilities, these students do not have learning problems and if they have low grades it is because these students are lazy or spoiled by their parents. On the contrary, the other half of teachers use and design teaching materials that can respond to the students' interests and needs. These teachers have students with sensory disabilities. For example, the teacher who has a blind student, she has to type on a braille machine exams or worksheets for him.

Related to students' academic performance, the majority of teachers consider that their students do not have problems with academic issues. Students participate actively in class, they do homework, and they study for exams or tests. On the other hand, there is one teacher who considers that her SEN student is being affected on her academic performance because she has not learned as she could do it if she were studying in a special school for deaf people. Additionally, this teacher does not know the sign language and she tries to use the TPR method most of the time to teach, but she has noticed that there is no academic progress in the student performance because this student does not know the sign language even in her first language. This student has been in this school for more than three years and she cannot recognize numbers or letters of the alphabet neither in Spanish nor in English. The teacher usually helps this student to complete the exercises, but the student cannot solve any activity by herself because she does not understand.

This student is in 10<sup>th</sup> grade of EGB and as there is not a specialist on sign language, it is difficult to know what she really knows and understand.

Students who have intellectual, communicative or behavioral disabilities often have low grades. Teachers consider that these students do not have any disability and they believe that these students have bad grades due to the fact that they are lazy, do not study or do not do homework to reinforce what they have learned in class. Teachers believe that as students are aware that they have a disability, they do not assume their responsibility to study, and parents support that lack of effort and interest in learning a foreign language.

## CHAPTER 4

### DISCUSSION

In this section, the results of all the instruments are compared in order to identify if English teachers are implementing effective inclusive teaching practices to guarantee the achievement of the correct academic performance of Special Educational Needs students at Jose Domingo de Santistevan high school.

#### 4.1 Planning

Beaudoin (2013) states, Inclusive teaching practices (ITP) embraces diversity in order to meet the varying learning needs and styles of students (p. 4). However, during the class observations, only two of the six teachers used resources and strategies to cover the needs of SEN students. Additionally, Gordon Dryden states, "Every one of us has a learning style, thinking style, and working style as unique as our fingerprints." (as cited in Haggart, 2009, p.1). Most of the teachers are not considering students' learning styles. Despite the fact they know students can be visual, auditory or kinesthetic learners, they do not plan their lessons based on this issue.

Resources are very important when teaching SEN and regular students because teachers have to develop or adapt them in order to cope with students' diversity in the class. During the interview done to teachers, most of them replied that they do not use different materials or strategies because the main problem of SEN students is not academic. Consequently, they teach SEN students as they teach regular students, forgetting that these students have specific needs that even though teachers cannot notice them, these needs exist. Most of SEN students in this school have been diagnosed with intellectual disability, but teachers believe that they are lazy or spoiled rather than having a low IQ and for that reason, they explain the class to these students as if they were regular students. The lack of knowledge about intellectual disability causes that teachers cannot adapt their instruction or resources to work with this specific kind of disability.



## **4.2 Students' Participation**

Regarding students' participation, educators usually choose who can participate in order most of the students can participate. However, these kinds of activities tend to exclude SEN students. For example, one teacher showed a video and after that, she started to ask questions about what students could observe and listen. In that class, there is a student who has visual impairment and he could not appreciate the video. When the teacher started to ask him some questions he could not answer. The main reason is that he could not see the video, the speed of the audio was really fast, and there were a lot of people describing things in the video. Consequently, even the teacher wanted to promote participation, she did not select the appropriate activity for the student. Participation is vital in the learning process.

Cieniewicz (n.d.) emphasized, "When participation does not occur in a class, its absence has a chilling effect on efforts to learn, motivation, and one's general attitude toward that course" (p. 5). Classes need to be more dynamic and according to students' interest and needs. Playing games, listening to music, outdoor activities, etc., are activities that students can enjoy and as a result, they can participate actively. Some teachers pointed out that they usually utilize whole group activities and individual work because of the large number of students.

## **4.3 Cooperative Learning**

Jolliffe (2007) pointed out that "Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others" (p. 3). Most of the teachers in this study said that students learn collaboratively, however, during the class observation only one teacher used pair work and group work. For example, in the pair work activity, students had to recall information, discuss familiar topics and explain the grammar rules of the unit. This activity was very useful because most of the students could clarify their doubts and students felt confident when talking and helping each other to understand the lesson. This teacher has a student with an intellectual disability and it could be observed that the student was

comfortable during the pair work activity because after each discussion the teacher asked questions and he was ready to answer correctly.

The other teachers only worked with whole class discussion activities and the questions were just to complete the exercises included in the book. There was no interaction between students in these classes. In the interview done to teachers, 90% of teachers stated that they do not use group work activities or pair activities because of the number of students, classroom space, and behavior. In classes where students have sensory disabilities (visual impairment, deafness, blindness) teachers usually sit next to them and help them to complete the tasks. Students' questionnaires showed that teachers do not always use activities where they can help each other to learn, which represents a disadvantage for SEN students because group work or pair work can improve students' productivity and performance, it develop interpersonal skills, and it helps students to recognize their strengths and weaknesses.

#### **4.1 Assessment**

Most of the teachers said that the way they assess students contributes to the achievement of all students. However, during the classroom observation, it could be noticed that teachers assessed all the students in the same way. Students were asked questions or they had to complete exercises in the book. There was no difference between the assessment done to SEN students in comparison to regular students. In the interview five of the six teachers said that they do not adapt or develop activities, exams or material for SEN students because they believe that these students have the ability to do it. Teachers who have intellectual disability students replied that their students have low grades because they do not study and do not do homework. Because of this perception teachers do not adapt instruction, resources or tests.

On the other hand, teachers who have students with sensory disabilities stated that these students are not always graded according to their abilities. These teachers only adapt the quizzes or exams in the way that instructions are written but the content is the same for everybody. Teachers with sensory

disabilities students help them personally to complete exams, quizzes, and exercises, but they claimed that even if students get 10 they cannot give them this grade in the Quimester final score because these students have not acquired the knowledge that regular students have. Something that was observed was that teachers did not guide students in the completion of tasks, they practically tell the answers to them. Therefore, the grades they have at present are probably not real.

Furthermore, teachers have identified a problem in the assessment process. The problem is that all students have to achieve the same level of knowledge and the ones who have disabilities have to adapt to those standards. For example, one teacher mentioned that if SEN students were assessed according to their abilities probably they will get 10 most of the time, but since there is not a standard or syllabus developed especially for these students they have to evaluate students according to the level of knowledge that everybody in class should acquire. She also said that it is not only about adapting the resources but it is also about developing standards for them. This teacher has a deaf-mute student who is in 10th grade and the student does not know the numbers or letters of the alphabet, but she has to teach her content that is beyond this student' capabilities.

#### **4.5 Classroom discipline**

The Ley Orgánica de Educación Intercultural (2011) states:

Education must be based on the transmission and practice of values that promote personal freedom, democracy, respect for rights, responsibility, solidarity, tolerance, respect for gender, ethnic, social diversity, gender identity, status of migration and religious belief, equity, equality and justice and the elimination of all forms of discrimination.

During the class observation, teachers showed a great expertise in classroom management. However, teachers mentioned that there are some SEN students who have a bad and dangerous behavior but that could not be observed that during the classes. For example, one of the teachers has a student with the Asperger syndrome and this student usually shouts or hits with his hands on the board overall when he feels frustrated about something.

This attitude makes other students get away from the SEN student. Other teacher mentioned that regular students usually laugh when a classmate gives a wrong answer, but her SEN student reacts negatively when their classmates laugh at him.

Some teachers also mentioned that there is no support from authorities regarding students' discipline. There are students who have serious behavioral problems and their behavior contaminates the classroom environment. In the interview, teachers showed positive attitudes to inclusion and their students. However, they were very disappointed about the demands that the school makes them and the lack of support they have. Teachers write reports about bad behavior but they cannot perceive any positive change in students' behavior.

#### **4.6 Teaching resources**

During the class observations, it was noticed that one teacher developed her own resources for the lesson, two teachers used materials from other sources, and three of them just used the book, radio, and board to explain the class. Teachers do not count with a bank of images, videos or any other resource. If they need something, they have to get it by themselves. Additionally, it could be observed that some classrooms had projectors and a computer, but other courses do not. Teachers without a projector in their classes have to use a radio for listening activities or flashcards and realia. As there is no a television or computers in these classes, students cannot watch videos or use multimedia resources.

Teachers who work with sensory disabilities students, their classes have projectors and these really support their inclusion because teachers can use activities and resources that are more engaging for all the students. On the other hand, teachers who work with intellectual disability students do not count with computers or projectors. This represents a disadvantage because students with intellectual disabilities have significant limitations in intellectual functioning and in adaptive skills (ARMM, 1992, as cited in Luckasson, et al, 2002, p. 1). These students do not learn at the same pace and if teachers are

not considering using extra resources to teach them, students' intellectual performance and social interaction capability will be affected.

#### **4.7 Adapting Curriculum**

The Salamanca Statement points out:

Those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs... education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs. (UNESCO, 1994) p. viii)

During the class observation, it was identified that all the students have to learn the same content and achieve the same goals. Teachers used the book as the main source of learning so students have to complete the activities suggested there. There were two teachers who used worksheets but the material was the same for everybody. For example, one activity consisted in recalling information about some famous writers and after that students had to complete specific information about the writers on a worksheet. The student who is deaf-mute had to do the same activity. She was paying attention but she could not participate in this activity of brainstorming, and when she also had to complete the information, she was lost because she could not hear previously what the students said in order to complete the worksheet. The teacher helped her to complete the task, but more than helping her she gave the student all the answers. This issue is contradictory because teachers say that they design different activities and establish different objectives for SEN students but this could not be observed, all the activities were the same for everybody.

Additionally, regarding instruction, it was identified that almost any adaptation is done to cope with the needs and interests of SEN students. Teachers often paraphrased what they were teaching and they used simple words to explain topics that were difficult. Gargiulo, & Metcalf (2016) explained that “teachers must plan curricular methods that are flexible and diverse to

provide a variety of learning experiences with extensions and supports to meet the demands of all students in class” (p.195). However, during the class observation teachers explained the lesson using the same book, resources, and activities to all the class. All the students had to complete the same activities at the same time.

In the interview done to teachers, five teachers said that they use the same activities and assess the same content in class or tests. Only one teacher replied that she only changes the instruction of the task in exams. If regular students have to list, she changes the order and asks the SEN student to circle the correct answer, but she assesses the same content. The other teachers use the same activities for regular and SEN students. For example, in the classroom where there is a blind student the teacher asked all the class to write four sentences about their experience at the museum and then in groups of four they had to draw a picture and then present it to the class. The blind student had to write the four sentences in his braille machine about what he experienced at the museum. Then he gathered with his group and told his sentences but when his classmates were drawing and coloring, he was just waiting.

Regarding procedures, all classes started with brainstorming or group discussion activities. All the teachers used the board to explain grammar and only one teacher gave their students the opportunity to exchange ideas about the grammar in pairs. Then, he selected some students in order they can explain the grammar with their own words and give examples. According to what it was observed, most of the teachers do not consider students' learning styles or intelligences. The activities or resources they use, are the same for everybody. Students who are visual, auditory or kinesthetic have fewer opportunities to engage with the class and acquire easily new knowledge because in some classes the whiteboard and book were the main media of instruction. From the six classes, only one teacher considered to some extent students' learning styles and intelligences.

Another aspect that could be observed is that only teachers who have students with sensory disabilities devoted more time to provide assistance, but the ones who have students with intellectual disability or any other disability

did not do it. These teachers just monitored the class and saw if everybody was working on the task. Consequently, SEN students tend to ask their classmates for help. On the other hand, teachers who have sensory disabilities students in their classes usually after they gave instructions about a task they worked only with their SEN student, and after the student had finished the activity they monitored the other students. However, this amount of assistance is not always enough because the high number of students and their needs sometimes interrupt this assistance.

Finally, teachers who have students with intellectual, behavioral and communicative disabilities mentioned that even though they present two exams one for regular and another for SEN students, the exams are practically the same. They just rephrase the instructions but the content is the same. Students who have sensorial disabilities take the same exam but teachers help them to complete the exam or activities. Only, the teacher who has a deaf-mute student designs exams based on pictures for her student but she evaluates the same content. Something that was observed was that teachers did not assist or guide students with sensorial disabilities to complete the activities, they practically tell them the answers rather than giving them the opportunity to produce by themselves what they have learned.

The lack of appropriate curricular adaptations represents a great barrier that is limiting SEN students' academic potential. It was observed that most of the teachers' lesson plans include curricular adaptations but these adaptations were practically the same activities that they use to teach regular students. Therefore, no adaptations are done to teach SEN students, they have to learn as they were regular students. It is important to remember that "to promote inclusion in the classroom setting teachers need to have the appropriate values and attitudes, skills and competences, knowledge and understanding" (European Agency, 2009, p. 17). Teachers showed positive attitude about inclusion but their lack of training is definitely preventing SEN students from developing appropriately the skills required to learn and use English.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The present study permitted to establish the following conclusions:

**Inclusive teaching practices.** EFL Teachers do not implement appropriate inclusive teaching practices at Jose Domingo de Santistevan high school and their SEN students are not being included as they should. The lack of knowledge and training is the principal barrier that impedes English teachers to apply appropriate methods or strategies to respond to students unique needs.

Teachers plan their lessons based on what they believe is the best, but they are not trained enough on how to work with students who have intellectual, behavioral, communicative and sensory disabilities. They do not count with special educators that can guide them on the process of teaching and working with SEN students.

Promoting full participation and learning opportunities for all learners vulnerable to exclusion to develop their full potential is vital, but the scarce training that these teachers have received limit the learning experiences that they can create for their students. Brainstorming, whole-group activities, individual work, gap-activities, drawing, listening to audios, and watching a video were the activities that all the teachers used to introduce new knowledge. However, these activities were not appropriate for the SEN students they had in their class.

**Meeting students' special educational needs.** Lack of knowledge and commitment when working with SEN students are preventing English teachers from meeting their students' needs. Since teachers do not know what strategies should use for working with students who have intellectual, behavioral, communicative and sensory disabilities, they keep on teaching as if these students were regular students forgetting that they have special needs, interests, and goals.



English teachers establish the same learning objectives and outcomes for all students, and they often teach and assess all students in the same way. Teachers are not considering students' learning styles, intelligences, interests, and capabilities when teaching a foreign language. "To engage the majority of students with the lesson it is advisable to use visual, auditory, tactile and kinesthetic activities as much as possible at least in some parts of the instructional time" (Gargiulo, & Metcalf, p.195). Additionally, teachers use the same resources for all the students and the activities are mostly information-gap activities. English educators teach the same amount of vocabulary or grammar rules and give the same amount of time to work on activities that in some cases were beyond students' level of knowledge.

English teachers do curricular adaptations but the most common adaptation that it could be observed is the way teachers paraphrase things when explaining grammar rules or tasks because despite some of them responded that they adapt materials or activities it could not be observed.

Finally, José Domingo de Santistevan High School is not using the IEP suggested by IDEA (2004), which is the cornerstone of a quality education for each child with a disability. For that reason, teachers use the same objectives, outcomes, resources, and activities to teach. Without these IEPs which are designed specifically to respond to every SEN student' needs, these students are not learning and producing as they are able to do it. This school is welcoming students with disabilities but it is not responding to their educational needs.

**Students' academic performance.** The inappropriate implementation of inclusive teaching practices is affecting students' academic performance. During the observation periods, it could be recognized that SEN students could not perform orally according to what teachers had taught because they were being assessed on topics that were beyond their abilities.

In written activities or exams, students with sensory disabilities are good because it was observed that their teachers practically told them what to write in order to complete the exercises. Students who have intellectual, behavioral or communicative disabilities have poor performance in oral or

written activities and exams because teachers do not do any adaptation on instruction or resources to work with them. After comparing students' grades and their performance observed in the class observation, it was identified that their grades are not revealing what they really know or can do. Students who have intellectual, behavioral or communicative disabilities get 7 or 8, but according to their teachers, they just do not give them less than 7 because that will represent more paperwork for them. These students do not get more than 8 because they do not present homework, do not participate actively in class and have bad scores in the exams or quizzes. On the other hand, students with sensory disability get 8 or 9. However, during the class observation, it was realized that probably these grades can be because teachers do the exams and activities with them.

In summary, inclusive teaching practices have an important effect on students' academic performance but the inappropriate implementation of these practices is preventing students from participating, learning and achieving their full potential.

Inclusive education is a process of addressing and responding to the diversity of needs of learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education (UNESCO, 2003, p. 7). For this reason, it is important to remove the most important barrier that is not permitting teachers to respond to their students' needs, training.

## 5.2 Recommendations

Based on the analysis done in this study, there are three imperative actions that should be done to guarantee the appropriate implementation of ITP which can help students to achieve their potential.

- The high school authorities should invest in permanent training for helping teachers to implement appropriate inclusive teaching practices and respond to their SEN students' needs. Without knowledge, it is impossible to cover students' unique needs and as a school that offers inclusive education, teachers must have the appropriate values and attitudes, skills and competences, knowledge and understanding on special educational needs (European Agency, 2009, p. 17).
- The high school authorities should implement the Individualized Education Program in order to offer quality education to children with a disability. On the other hand, while this school receive training on how to implement IEP, SEN students should take a diagnostic test and according to the results teachers should elaborate a short syllabus (adaptations) that contains all the themes that the SEN student is expected to learn and master at the end of the school year based on the student's present level of knowledge or performance and the curriculum they have. Students are usually placed according to their age and not based on their level of knowledge. Therefore, teachers have to deal with students who have a higher level of English and SEN students without any knowledge about the subject. However, instruction is the same for everybody. This syllabus will help teachers to teach and assess according to their students' capabilities, and it will permit students to achieve a correct academic performance in English language arts. Regularly, teachers in this school have one or two SEN students per class, so this will not impede the development of their other responsibilities.
- Teachers should start working collaboratively in order to use their expertise and provide solutions to minimize barriers of inclusion. Also, they should have a collective bank of teaching resources such as flashcards, videos, posters or magazines that can be used as a support

tool to illustrate what they want to teach. This material could be collected or made before the beginning or during the course according to the topics that will be studied throughout the school year. This teaching resource bank can permit teachers to respond to students' needs, learning styles, interests, etc.

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## **GLOSSARY OF ACRONYMS**

AAMR	American Association on Mental Retardation
ADHD	Attention Deficit Hyperactivity Disorder
DCE	Departamento de Consejería Estudiantil
EAHCA	Education for All Handicapped Children Act
EFL	English as a Foreign Language
EPSEN	Education for Persons with Special Educational Needs
IDEA	Individuals with Disabilities Education Act
IEP	Individual Educational Plan
ITP	Inclusive teaching Practices
LD	Learning Disability
LOD	Ley Orgánica de Discapacidades
LOEI	Ley Orgánica de Educación Intercultural
LOES	Ley Orgánica de Educación Superior
NCSE	The National Council for Special Education
PATTAN	Pennsylvanian Training and Technical Assistance Network
SEN	Special Educational Needs
UDAI	Unidad de Apoyo a la Institución
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

## APPENDIX A

### QUESTIONNAIRE 1

#### Inclusive Practices

Please tick the group(s) below indicating your involvement with the school:

Please put a tick in the box that indicates your opinion

DIMENSION C <i>Evolving inclusive practices</i>		Definitely agree	Agree to some extent	Disagree
1	Teaching is planned with the learning of all students in mind.			
2	Lessons encourage the participation of all students			
3	Students learn collaboratively.			
4	Assessment contributes to the achievements of all students.			
5	Classroom discipline is based on mutual respect.			
6	Teaching assistants support the learning and participation of all students.			
7	Teachers plan, teach and review in partnership.			
8	Staff develop resources to support learning and participation			
9	School resources are distributed fairly so that they support inclusion.			
<b>EXTRA-                      Adapting Curriculum and Inclusive Classrooms</b>				
10	Teachers adapt the number of items that the learner is expected to learn or complete.			
11	Teachers adapt the time allotted and allowed for learning, task completion, or testing.			
12	Teachers increase the amount of personal assistance with a specific learner.			
13	Teachers adapt the way instruction is delivered to the learner.			
14	Teachers adapt the skill level, problem type, or the rules on how the learner may approach the work.			
15	Teachers adapt how the student can respond to instruction.			
16	Teachers provide different instruction and materials to meet a student's individual goals.			

*Note:* Adapted from Booth and Ainscow (2002), and Hollar (2012)

**APPENDIX B**  
**QUESTIONNAIRE 2**  
**Indicadores de Inclusión**

Marque la casilla que coincida con su opinión:

	<b>PRACTICAS INCLUSIVAS</b>	<b>Totalmente de acuerdo</b>	<b>De acuerdo</b>	<b>En desacuerdo</b>
1	El profesor hace que las lecciones sean fáciles de comprender para todos			
2	Se enseña a valorar a las personas que tiene diferente cultura, razón social, etc.			
3	En las clases el profesor espera que los estudiantes se ayuden unos a otros			
4	En la mayoría de las clases los estudiantes y el profesor se comportan bien en relación con los demás			
5	El profesor Ayuda a todos aquellos que tienen dificultades con el contenido de las clases			
6	EL asistente del profesor trabaja con todos los estudiantes que necesitan ayuda.			
	<b>ADAPTACIONES CURRICULARES</b>	<b>Totalmente de acuerdo</b>	<b>De acuerdo</b>	<b>En desacuerdo</b>
7	El vocabulario y gramática enseñada es muy extenso			
8	El profesor da tiempo suficiente para terminar las actividades , exámenes, o lecciones			
9	El profesor separa un tiempo para explicar personalmente en clases a aquellos que lo necesitan			
10	El profesor diseña actividades en clases o exámenes para cada estudiante según su necesidad y capacidad.			
11	El profesor utiliza varios recursos para enseñar. Ej. Figuras, videos, música, revistas, etc.			
12	Las actividades realizadas en clase son divertidas, diversas y útiles			
13	El profesor escribe o menciona lo que aprenderemos en cada lección.			

*Note:* Adapted from Booth and Ainscow (2002), and Hollar (2012)

## APPENDIX C

### CHECKLIST FOR INCLUSIVE TEACHING PRACTICES

<b>PLANNING</b>		<b>YES</b>	<b>NO</b>
1	Does the lesson content align with the learning objectives and the assessments of the course?		
2	Are the learning objectives of each lecture, tutorial or lab made explicit to students?		
3	Is there a progression in the complexity of learning tasks over the duration of the subject		
4	<b>THE LEARNING ENVIRONMENT</b>		
5	Are the physical surroundings appropriate (levels of lighting, distance between lecture and students, acoustics, distractions)?		
6	Are the acoustics in the room suitable for recording?		
7	Are the seating arrangements flexible?		
<b>TEACHING METHODS</b>			
8	Do you vary the lesson type? (lecture, small group discussions, pair work, individual work)		
9	Do you provide an overview summary of the lesson content?		
10	Do you use a range of presentation techniques (eg. Charts, diagrams, pictures, graphic organizers) to accommodate all learning styles?		
11	Do you break the lecture, tutorial or lab into chunks to allow students time to process information?		
12	Do you provide a glossary of new terms?		
13	Do you speak clearly, avoid the use of slang, colloquialisms, and jokes which may offend or not be understood?		
14	Do you rephrase difficult concepts?		
15	Do your questions elicit what students have learnt?		
16	Is your feedback timely, specific and constructive?		
17	Can your face be seen at all times when you are speaking during the class?		
<b>TEACHING MATERIALS</b>			
18	Do you provide paper-copy handouts in electronic form?		
19	Do you limit the amount of text on a PowerPoint slide?		
20	Is the font used in either visual or paper-based material easy to read from all parts of the room?		
21	Do you use short simple sentences in the text for PowerPoint or overhead transparencies?		
22	Do you have adequate spacing between lines of text?		
23	Do you use diagrams, tables and charts to clarify verbal explanations?		
24	Do you use appropriate colored marking pens on a whiteboard or overhead transparency?		
<b>ASSESSMENT</b>			

25	Do you make it clear to students what you are assessing?		
26	Do you have a range of assessment methods?		
27	Do you provide feedback to your students' performance?		

*Note:* Adapted from Plymouth University. (n.d.).

## **APPENDIX D**

### **INTERVIEW**

#### **Inclusive Teaching Practices**

Semi-structured Interview

1. Which are the barriers that you have identified in the inclusion process of SEN students?
2. What do you usually do to overcome or minimize these barriers?
3. What kind of curricular adaptations do you usually do to promote inclusion in your class? Give examples regarding teaching material, and teaching methods
4. What kind of assessments do you implement in order to have a deep understanding of what SEN Students are learning and mastering?
5. In your opinion, how inclusion is affecting SEN students' academic performance?
6. Do you believe SEN students have the same opportunities to succeed in your class?
7. Why do you think some SEN students do not show progress on their academic performance? Give examples.





**UNIDAD EDUCATIVA PARTICULAR**  
**“JOSÉ DOMINGO DE SANTISTEVAN”**  
 AGENDA PEDAGÓGICA DOCENTE (A. P. D)  
 AÑO LECTIVO 2017 – 2018

**TEACHER:** [REDACTED]  
**QUIMESTER:** 1. U.P N°: 1 **AREA/SUBJECT:** FOREIGN LANGUAGE / ENGLISH  
**FROM:** 8th May TO 12th May 2017

## APPENDIX E

### TEACHER'S LESSON PLAN

DAY	HOUR	GRADE/COURSE:	METHODOLOGICAL STRATEGIES	RESOURCES	ASSESSMENT AND EVALUATION
<b>MONDAY</b>	1	3 Sistemas "A"	<b>Topic: Verb Forms</b> Take the diagnostic test. Read the sentences and choose the right answer.	Paper Test	Read and choose the correct answer.
	2	3 Ciencias "C"	<b>Topic: Verb Forms</b> Take the diagnostic test. Read the sentences and choose the right answer.	Paper Test	Read and choose the correct answer.
	3	3 Ciencias "C"	<b>Topic: Verb Forms</b> Wrap up the topics of last class. Differentiate the parts of the speech from the parts of the sentence. Give an example of sentence parts.	Teacher's book	Distinguish the part of speech from the part of the sentence.
	7	3 Ciencias "B"	<b>Topic: Verb Forms</b> Take the diagnostic test. Read the sentences and choose the right answer.	Paper Test	Read and choose the correct answer.
<b>TUESDAY</b>	1	3 Sistemas "A"	<b>Topic: Verb Forms</b> Wrap up the topics of last class. Differentiate the parts of the speech from the parts of the sentence. Give an example of sentence parts.	Teacher's book	Distinguish the part of speech from the part of the sentence.
	2	2 Sistemas "B"	<b>Topic: Verb Forms</b> Take the diagnostic test. Read the sentences and choose the right answer.	Paper Test	Read and choose the correct answer.

		<b>WEDNESDAY</b>					
					<p><b>A.C</b> Jean Pierre Zambrano Give the diagnostic test Read the sentences and choose the right answer</p>		
3	3	Contabilidad "A"		<p><b>Topic: Verb Forms</b> Take the diagnostic test. Read the sentences and choose the right answer</p>	Paper Test	Read and choose the correct answer.	
7	3	Ciencias "C"		<p><b>Topic: Verb Forms</b> Read the sentences and identify verb forms. Answer the questions individually. Talk to their partners and check answers. Check answers with the whole group</p>	Teacher's book	Distinguish the part of speech from the part of the sentence	
9	2	Sistemas "B"		<p><b>Topic: Verb Forms</b> Wrap up the topics of last class. Differentiate the parts of the speech from the parts of the sentence. Give an example of sentence parts. Talk about Subject-verb combination</p> <p><b>A.C</b> Jean Pierre Zambrano Differentiate the parts of the speech from the parts of the sentence. Give an example of sentence parts.</p>	Teacher's book	Distinguish the part of speech from the part of the sentence	
2	2	Sistemas "B"		<p><b>Topic: Verb Forms</b> Read the sentences and identify verb forms. Answer the questions individually. Talk to their partners and check answers. Check answers with the whole group</p> <p><b>A.C</b> Jean Pierre Zambrano Read the sentences and identify verb forms. Answer the questions individually</p>	Teacher's book	Answer questions related to <u>ver</u> forms.	
3	3	Ciencias "A"		<p><b>Topic: Verb Forms</b> Take the diagnostic test. Read the sentences and choose the right answer</p>	Paper Test	Read and choose the correct answer.	
4	3	Ciencias "A"		<p><b>Topic: Verb Forms</b> Wrap up the topics of last class. Differentiate the parts of the speech from the parts of the sentence. Give an example of sentence parts.</p>	Teacher's book	Distinguish the part of speech from the part of the sentence	
5	3	Ciencias "B"		<p><b>Topic: Verb Forms</b> Wrap up the topics of last class. Differentiate the parts of the speech from the parts of the sentence. Give an example of sentence parts.</p>	Teacher's book	Distinguish the part of speech from the part of the sentence	
6	3	Sistemas "B"		<p><b>Topic: Verb Forms</b> Take the diagnostic test. Read the sentences and choose the right answer</p>	Paper Test	Read and choose the correct answer.	

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Note: Prepared by a teacher at Unidad Educativa Particular José Domingo de Santistevan



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## **DECLARACIÓN Y AUTORIZACIÓN**

Yo, **Grijalva Vinueza, Katerin Xiomara**, con C.C: # **1721409116** autor del trabajo de titulación: **Inclusive Teaching Practices for Students with Special Educational Needs at Jose Domingo de Santistevan High School** previo a la obtención del título de **Magister en Enseñanza de Inglés como Idioma Extranjero** en la Universidad Católica de Santiago de Guayaquil.

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Guayaquil, **22 de junio de 2018**

f. \_\_\_\_\_

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#### **RESUMEN/ABSTRACT:**

The present case study is about Inclusive Teaching Practices for students with Special Educational Needs at Jose Domingo de Santistevan High School. The purpose is to evaluate the impact that these practices have over the academic performance of SEN students. This research study was conducted in Guayaquil, Ecuador. The sample included 6 teachers and 6 SEN students from 8th grade to 3rd year of high school. The data was collected through questionnaires, interviews and observation checklists in order to obtain information related to the inclusive teaching practices implemented in this high school. The teachers' questionnaire was analyzed quantitatively. The results of this analysis were corroborated with the information obtained from the observation checklists, interviews, and the students' questionnaire used in this study. Finally, the results permitted to identify that teachers are not implementing appropriately inclusive teaching practices which is affecting SEN students' academic performance.

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