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**EFL Adapted Curriculum and Strategies in Science for the 2nd
Elementary Student with Mental Retardation.**

TUTOR:

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ABSTRACT

The first part of this action research starts with the revision about mental retardation studies and theories, the definition of it, and types of mental retardation that exist according to specialists in this field. Also it is mentioned the inclusive education concept, the importance of the inclusion program in regular schools.

In the area of inclusion the adaptations, accommodations and modifications concepts are fundamental basis of the research. The adaptations must be done in the objectives, strategies and assessment; the accommodations and modifications were investigated in deep and have to be implemented in the classroom at the moment of planning and teaching.

The literature review starts with a general description of services in the United States that are IFSP (Individualized Family Services Plan) and IEP (Individualized Education Program), also mention some strategies that teachers could apply at the moment of teach students with mental retardation.

It was established an action research methodology standing out the participant selection and data collection instruments that contains a conducted interview to the Centro de Estudios Espiritu Santo psicopedagogist; a report of a class observation with the corresponding analysis.

It was designed a proposal that contains these elements: an individual education program for a student with mental retardation, adaptations of the science book objectives. It was designed a guide for parents, there it was established an adaptation for the textbook and classroom accommodations.

Finally, it is presented the unit plan with adapted objectives, strategies, resources and evaluation.

Palabras Claves:(mental retardation, accommodation, adaptations, Science, inclusion, modifications, plan)

INTRODUCTION

Ecuador is a country that in the field of inclusive education has recently shown progress. Since the year 2013 the Ministry of Education published a document about Inclusive education in regular schools.

The article 17 is talking about the curricular proposal, a part of the article mention:“The Educational institutions will emphasis in the principle of flexibility establish by LOEI for the curricular adaptations that allow a better attention to students with special educational needs.” (Ministerio de Educaciòn del Ecuador, 2013)

Although these articles tell us something about inclusion, translating these words into practice is the real challenge for all the schools, because of the lack of academic preparation in some areas as: curricular adaptations, evaluation, homework, class work, etc.

According to the Ecuadorian Ministry of Education (2015), “the evaluation mechanisms of learning can be adapted for students with special educational needs, according to what is required in each case.” The students with special educational needs require adaptations for their specific needs, it is important to consider all the aspects at the moment to make adaptations for example: the learning style, health, social and memory problems, physical condition, social environment, parents, level, content of the subject, etc. Considering these aspects and having all the information needed the adaptation could be successful and appropriate for the student needs.

Other important point is the promotion to next level; the students with special needs are evaluated differently. the Ecuadorian Ministry of Education (2015), suggests that “for grade promotion or course, one can assess student`s learning with special educational needs according to national curriculum standards and adapted to each case, and according to their specific needs”. Teachers have to consider the national curriculum standards, respect them, and from that point start the process of implementing all those adaptations at the moment of teach in the classroom.

This research study is going to be centered on the case of a student with mental retardation in the second grade of basic Education from the school “FemeninoEspíritu Santo” in Guayaquil and the adaptation of the academic content in the subject of Science.

Servicio ecuatoriano de capacitación profesional - SECAP(2011), explains that mental retardation is a “mental disability manifested in people whose ability to express intellectual and social behavior presents a delay, dyssynchrony or difficulty according to chronological age established to acquire certain basic behaviors”. Students with mental retardation present difficulties in some areas, but one of the most difficult areas for them is learning. The process of learning is different and requires accommodations in the classroom, adaptations in the study program like in the objectives and strategies that permits a successful acquiring of knowledge.

The main goal of adaptations is that students feel comfortable and see in a friendly way the target subject. For this study it was considered Science in the EFL program for second grade.

JUSTIFICATION

This research work is going to be of interest to teachers due to the need of guidance in the classroom for children with mental retardation. The teachers do not have complete instruction in learning disabilities and mental retardation, because these fields are not part of the academicpensum in the language colleges of our country; however, this topic is covered in a slight way in the subject of Educational Psychology. The authorities and D.E.C.E. (Counselor Student Department)not have established policies for teachers in order to overcome the problem in the classroom.

On the other hand this work may be of interest to the school authorities of Centro de EstudiosEspíritu Santo because they will have a reference in this type of educational issues to guide teachers in the design of curricular adaptations.

In addition, this study will be important forparents to let them know that the school will work with children effectively and how they could be a support for children and teachers in school and home.

Finally, this investigation is going to be to any person whointerest,because this will help to teachers and authorities to know how to adapt the curriculum in a content area and also the activities, homework and class work that make the learning of students with mental retardation meaningful and interesting.

PROBLEM STATEMENT

Since the year 2013 the education has changed inclusion is a prevalent and important part of it. The LOEI says that is mandatory for all private and public schools work with children that have any special need; however most of the schools have not received any kind of academic preparation for inclusion from any entity, public or private, specialized in this topic.

The consequences are that the educational community built up by authorities, teachers and students are not prepared for dealing with these type of students that requires special adaptations in the curriculum, planning, activities, evaluation, class participation, etc.

The article 11 of (Ministerio de Educación del Ecuador, 2013) defines the concept of inclusive education as:

“The process of identification and respond to diversity special needs of all the students through by the participation in learning, culture and in the communities reduce the exclusion in education.”

The information given by the Ministry of Education about inclusion is almost inexistent in the English area. Some schools teach subjects in English like: science, social studies, reading, etc. and the problem is the adaptation of the content, according to the level of disability. Another point is if they are really going to learn and achieve the main objective that is the “real learning”

In addition, the lack of preparation of all the staff that is part of the school affects the learning, social interaction and the development of the skills of students with special needs.

Topic

EFL Adapted Curriculum and Strategies in Science for the 2nd Elementary Student with Mental Retardation.

Research Questions

- How does the content and activities will vary for a child with mental retardation?
- What characteristics should have assessments for a student with mental retardation?

Objective

The general objective of this research is to create and adapted curriculum for the content subject: Science, for a student of second grade with mental retardation.

Specific objectives

- Design adaptations in the content of the book, activities in class and home activities.
- Design evaluations that reflect the learning about the topics were taught in class.
- Propose accommodations that will support the strategy design.

1. THEORETICAL FRAMEWORK

1.1 Mental retardation

According to Algozzine & Ysseldyke (2006), “the term mental retardation is used when mental functioning and deficits in such skills as communication, taking care of one self, and functioning socially cause a child to learn and develop more slowly than peers.” In schoolwork terms, they are able to learn but may take longer to master specific skills, for example, writing, reading, speaking, etc. To diagnose mental retardation in a child, specialists look the mental abilities and adaptive skills, so in an IQ test the results can say what level of retardation the child has. (Algozzine & Ysseldyke, 2006)

The quoted authors continue with a table that illustrates the levels of mental retardation and the IQ range.

Levels of retardation	IQ range
Mild	50-55 to 70-75
Moderate	35-40 to 50-55
Severe	20- 25 to 35-40
Profound	Below 20-25

Chart 1.1, Levels of Retardation, (Algozzine & Ysseldyke, 2006)

For years the levels of mental retardation were divided the way it is shown in the table 1.1 with each level keyed to a particular IQ scores. However, the IQ ranges do not guarantee their individuals abilities to function, so the American Association on Mental Retardation now recommends a classification based on the amount of support that a person requires to function at his or her level. (Woolfolk, 2013)

**AAMR (American Association of Mental Retardation)
Classification Scheme for Mental Retardation.**

Intermittent	Supports on an “as needed basis”, Characterize by episodic nature, person not always needing the support, or short-term supports needed during life-span transitions. Intermittent supports may be high or low intensity when provided.
Limited	An intensity of supports characterized by consistency over time and time-limited but not of an intermittent nature, may require fewer staff members and less cost than more intensive levels of support.
Extensive	Supports characterize by regular involvement in a least some environments and not time-limited.
Pervasive	Supports characterized by their constancy, high intensity, provided across environments; potential life-sustaining nature. Pervasive supports typically involve more staff members and intrusiveness than do extensive or time-limited supports.

Chart 1.2 Classification scheme for mental retardation (Woolfolk, 2013)

This classification chart for mental retardation has a significant importance in this research, because the main objective is to create an adapted curriculum for a student with mental retardation, but first is necessary to establish on what classification the student is, after we are sure of the level of mental retardation, we must consider the description of each level. Afterwards it must be selected the academic strategy: how to adapt the topics and activities, help the student go through then with little or no effort considering her abilities that the chart indicates.

1.2 Inclusive education

Nowadays the concept “inclusion” is well known by the people that deal with it, but this knowledge could be acquired by inferring about what is heard and observed. It is important to know the real concept of inclusion from a specialized source in this field. “Inclusion starts with family and school, where they enjoy the company of all, instead of segregation in separate groups”. (Glat & Romero, 2008)

According to the Ministry of Education of Ecuador inclusion is:

“The process of identification and respond to diversity special needs of all the students through by the participation in learning, culture and in the communities reduce the exclusion in education.” (Ministerio de Educaciòn del Ecuador, 2013)

Inclusion in education was once described as an approach where students with special educational needs spend most or all of their time with non-disabled students. Research suggests that inclusivity is no longer defined by physical and cognitive disabilities but also includes a full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences (University, 2015).

For a successful inclusive education we need to adapt the curriculum, Browning (2003). Says that “curriculum adaptations are changes permissible in educational environment which allow the student equal opportunity to obtain, access, results, benefits, and levels of achievement. Those adaptations consist in accommodation and modifications”.

In Inclusion it is commonly used the phrase “The least restrictive environment” this happens when children with disabilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the disability of a child is such that education in regular classes cannot be achieved satisfactorily. (Least restrictive environment, 2007)

The concept of curricular adaptations shows us two important elements of it: Accommodations and Modifications.

Accommodations:

.Accommodations are some curricular adaptations that not fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study.” (Browning, 2003)

Types of Accommodations

Browning (2003), distinguishes among types of accommodations:

- **Changes in course content:** This means that some topics are not adequate for the level or the difficulty is too much for the student, so it is permissible to make some changes in the content.
- **Teaching strategies:** Teachers should apply different teaching strategies for this kind of students, because they learn in a different speed and the way. Some strategies could be orally repetition, matching, tracing, etc.
- **Test presentation:** Test should evaluate the skills that the student develops in class. The presentation has to be accessible and easy to understand for the student with activities that they know and are easy to realize. These tests are different from the other students.
- **Timing:** In the case of children the time of attention is short, so it is preferable to spend less time in explanation and more in exercises and activities in class.
- **Scheduling:** The organization at the moment of the class is important. Planning the activities and designing a schedule for each activity will guarantee a better learning.

Modifications:

Browning (2003), suggests a concept for modifications: “Modifications are some adaptations that do alter or lower standards or expectations. These modifications, although providing access, will necessitate careful selection of assessment components to achieve accountability for performance.” (Browning, 2003)

Types of Modifications:

The Ministry of Education of the British Columbia, (2009) in Canada provides information about two types of modifications: Content and Evaluation. These

must be related to the course or subject but at a lower level of difficulty that is based on a student's individualized outcomes or goals. When students do well on this especially designed material, they have a chance to feel successful.

The teacher use portions of the learning outcomes which are addressed so that a student may participate in the classroom and feel success even though they are working at a different level. The goals for a student with special needs are significantly differently.

Teaching Style

The teaching style is an issue when talking about inclusion strategies.

The style that works best for learners with disabilities is dependent upon the unique needs of the learner. For example, a command style may be very helpful for a learner with an emotional disturbance. On the other hand, a learner with a behavior disorder who struggles with specific rules may be more successful with a teacher using individually designed programs. (Texas Woman's University, 2007)

Grading

As the Texas Woman`s University (2007), suggests that “the most inclusive situation is one in which the student is graded according to the criteria used for other students but it may be necessary, to modify grading or the type of report cards for students with disabilities. A student should not be placed into any learning environment without a comprehensive adapted physical education assessment.”

1.3 EFL for 2nd elementary Science Contents

The course book that is going to be used for the intervention is Science Fusion by Houghton Mifflin Harcourt publishing company. The level is for beginners, the book does not have workbook, it has a big book of vocabulary, but the school does not ask for it. It does not bring a CD for students, but has an online page with interactive activities from the topics of the book.

The use this book is twice week and this is the number of hours per week. Each unit has lessons, the number of lessons per unit is not the same, and not all of

the lessons are seen in class. Each unit will take two or three weeks it depends of the content of it.

Unit 1 Doing science	Lesson 1 How do we use our senses?	Key words: hear, touch, smell, see, taste.
Unit 2 Animals	Lesson 2 What are living things? Lesson 3 What are animals like? Lesson 4 What do animals need? Lesson 5 How do animals grow and change?	Key words: Living thing, nonliving thing, fur, scales, feathers, food, air, water, shelter, life cycle.
Unit 3 Plants	Lesson 6 What are plants like? Lesson 7 What do plants need? Lesson 8 What are some plant parts?	Key words: Light, air, soil, space to grow, seeds.
Unit 4 Day and	Lesson 9 What is in the day sky? Lesson 10 What is in the night sky?	Key words: sky, sun, clouds, morning, noon, afternoon, stars, moon.
Unit 5 Matter	Lesson 11 How do we describe and sort matter? Lesson 12 How can we change matter?	Key words: matter, liquid, solid, gas, tear, smash, roll, bend, cut, fold, change.
Unit 6 Energy	Lesson 13 What is sound? Lesson 14 What is Light? Lesson 15 What is Heat?	Key words: sound, vibrate, soft, loud, low, high, light, heat.

Chart 1.3 Science contents. Designed by the author upon the text book Science Fusion (2012)

2. LITERATURE REVIEW

The United States is a country that is ahead in inclusion in comparison to our country which has recently drafted the bylaws about inclusion. In the United States each state is responsible for meeting the educational needs of children with disabilities. The government helps these students and their families through programs like IFSP (Individualized Family Services Plan) and IEP (Individualized Education Program).

According to MentalHelp.net (2004),” the IFSP will describe the child's unique needs. It also describes the services the child will receive to address those needs. The IFSP will emphasize the unique needs of the family, so that parents and other family members will know how to help their young child with an intellectual disability. The IEP is similar to an IFSP. It describes the child's unique needs and the services that have been designed to meet those needs. Special education and related services are provided at no cost to parents.

Many children with an intellectual disability need help with adaptive skills, which are skills needed to live, work, and play in the community. Teachers and parents can help a child work on these skills at both school and home. This information is going to be taken in account for writing the proposal for this study.”

Teach students with Mental Retardation is not the same that teach others students, they need different strategies and adaptations in order to learn. Here are some strategies for teaching to this kind of student.

Useful strategies for teaching students with mental retardation.

(Welch-Hart, 2013)

- Teach one concept or activity component at a time.
- Teach one step at a time to help support memorization and sequencing.
- Teach students in small groups, or one-on-one if possible.
- Always provide multiple opportunities to practice skills in a number of different settings.

- Use physical and verbal prompting to guide correct responses, and provide specific verbal praise to reinforce these responses.
- Use of assistive technology. Software packages have been designed to support students with mental retardation in the classroom.

Teachers are an important part in the learning process of mental retardation students, so they must know how to act and proceed in these cases. Create an inclusive environment: more explicit instructions and intensive guidance, longer periods of time. (Glat & Romero, 2008)

Classroom Management requires a lot of patience, preparation and practice, in the case of mental retardation, according to Start (2007), there are some tips that a teacher should apply, for example:

- Learn as much as you can about intellectual disabilities, to help you identify specific techniques and strategies to support the student educationally.
- Find out what the student's strengths and interests, and emphasize them. Create opportunities for success.
- Talk to specialists in your school (e.g., special educators), to identify effective methods of teaching this student, ways to adapt the curriculum, and how to address the mental retardation student's goals in your classroom.
- Be as concrete as possible.

It's better to...	Rather than...
Demonstrate what you mean	giving verbal directions
Show a picture	relating new information verbally
Hands-on materials and experiences and the opportunity to try things out.	just showing a picture

Chart 1.4 Tips for the teachers for the students with mental retardation. Designed by the author with reference to Start (2007).

- Break longer, new tasks into small steps. Demonstrate the steps. Have the student do the steps, one at a time.

- Give the student immediate feedback.
- Teach the student life skills such as daily living, social skills, and occupational awareness and exploration, as appropriate. Involve the student in group activities or clubs.
- Work together with the student's parents and other school personnel to create and implement an educational plan tailored to meet the student's needs. Regularly share information about how the student is doing at school and at home.
- Scaffolding is especially important for English language learners with mental retardation, because it builds upon, culture, language, and prior knowledge. Also the supporting between home and school promotes learning (Artiles & Ortiz, 2002)

Some specific behavior management strategies that support effective instruction are: (Vogel, 2016)

- Posting daily schedules
- Displaying classroom rules and expectations
- Encouraging peer to peer instruction.
- Using signals to quiet down, start working, and putting away materials.
- Giving students folders, labels and containers to organize supplies.
- Checking in with students while they work
- Employing specific, targeted positive reinforcement when a student meets a behavioral or academic goal.

2.1 Teaching Strategies

Individual Education Plan

The Ministry of Education, British Columbia.(2009), suggests the following key points for planning in inclusion situation:

- The goals or outcomes set for that student for that school year where they are different from learning outcomes set out in an applicable educational program guide.

- A list of the support services required to achieve goals, establish for the student.
- A list of the adaptation to the educational materials, instructional strategies or assessment methods.

The individual education plan should also contain:

- The names of all personnel who will be providing the educational program and the support services for the student during the school year.
- The setting and conditions for the proposed educational program, for example, in-class or a pull-out environment.
- The present level of educational performance of the student.
- The period of time and process for review of the IEP.
- Evidence of evaluations or review, which include any revisions made to the plan and the tracking of achievement in relation to goals and objectives.
- Plans for the next transition point in the student's education and linkages to graduation transitions during grades 10 to 12.

The strategies that will be used to help the student achieve the goals and objectives must also be included in the IEP:

- The approach and/ or resources to be used.
- Where the activity will take place, how often, on what days, or in what time frame.
- The staff person who will work with the student.
- Provides intensive, direct instructional intervention.
- Extends content for enrichment.
- Adapts the learning environment to enhance mobility or meet sensory needs.
- Provides alternative approaches to instruction and/ or evaluation.
- Uses adaptive or assistive technologies.
- Provides specialized services.

3. Methodology

This study corresponds to a model of action research, since Lodico, Spaulding, & Voegtle, (2006) suggest that “an Action Research is designed to enhance and improve current practice within a specific classroom, school or district. In this type of research practitioners who have identified problems also wish to solve or find ways to enhance their own teaching or student learning, or both.”

There are two types of action Research: critical action research and practical action research. The one that is going to be used for this work is practical action research which, “is conducted in classroom or school settings and provides practitioners the opportunity to identify and solve their own educational problem.” (Lodico, Spaulding, & Voegtle, 2006). This project requires this kind of research as for its main goal is to implement strategies to improve the way of teaching and learning for a student with mental retardation.

The strategy to be used is the qualitative document review “interpreted by the researcher to give voice and meaning around an assessment topic.” (Administration methods, 2010). The documents review intention is to find and interpret patterns in data; it generalizes results, gets comprehensive and historical information about the subject study; can provide insight into what people think and do; and, provides useful background data about the subject study. (Baltimore County Public Schools, 2013)

3.1 Participant Selection.

The subject selected for this research study is a student from Centro de Estudios Espiritu Santo (Femenino Espiritu Santo). This is a nine years old girl with mental retardation according to the information provided by the institution and the parents. She is under the inclusion program of second basic elementary grade. She is going to be observed in the EFL class of Science.

3.2 Data collection instruments

Documents information gathered from the work place (Centro de Estudios Espiritu Santo) are going to be used for the analysis. The information found has the main objective of clarifying and understanding the topic to find the best educational solution for the student and the teacher of the content area selected: Science. The documents that are going to be reviewed are: school records of the student, copies of tests, examinations and photographic evidence of the classroom.

It's going to be used instruments of observation. "Scientific observation consists of receiving knowledge of the outside world through our senses, or recording information using scientific tools and instruments."(Explorable.com, 2009).As Creswell,(2009) suggests, in qualitative observations the researcher takes field notes about the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semistructured way, activities at the research site. For this reason, it has been planned to use two observational sheets: one for gathering data about class behavior during Science period; the other, for gathering data about the academic history. Also it will done a descriptive report about the physical environment where the student is going to work.

The researchers` role will be a non participant one. There is not going to be a direct interaction with the individual studied.

3.3 Documents

Interview to the school therapist, Femenino Espiritu Santo School.

1. Which is the main problem with the student "V.V"?
She has intellectual disability, gross and fine motor disability and also language problems. It is difficult to express herself, this results in frustration crisis, manifested in crying, suffocation, and lack of sphincters control.
2. Describe the learning problems that V.V presents?
She presents cross laterality, limited vocabulary, general problems of memory, lack of writing skills and letter formation. The professional suggests that the child should have received academic contents of the former grade adapted to her needs.
3. Does she have sociability problems?
No she does not.
4. Does she show any medical problems?
She presents allergies; she has one functional lung and another at 30% of functionability.
5. Does the student receive external therapy?
She receives physical, language and occupational therapies.

3.4 Class Observation

Observation Sheet		
Class: Science	Date: October 19 th ,2015	Time of observation: 8:10 to 8:50
Participants	A student of 2 nd grade with mental retardation.	
Setting	A classroom in Centro de Estudios Espiritu Santo. (Femenino)	
Class conduct/ Actions/Activities	<p>She is sitting with a classmate at the beginning of the class, when the class started with the review of last class she stands up and go with the auxiliary teacher to ask about the material for the class, with the help of the auxiliary teacher she gets the materials which are the book and the notebook and sit in a chair beside to the desk of the teacher waiting for the moment to work. After assigning a task to the rest of the class, the teacher goes to the desk and starts working with her.</p> <p>The girl at the beginning shows the materials to the teacher waiting for the instructions. The teacher makes a review of the vocabulary of the last class, she points the pictures and the student has to say the name of them, most of the words she did not remember and the teacher makes her</p>	

repeat them several times and then she says some by herself without help. The review finishes and the new class start, the teacher shows the pictures from the book and tells her the names of each picture, then she asks her to repeat the words one by one three times, next the student starts to color pictures related to the lesson, while she is coloring the teacher asks her the name the pictures, she remembers few of them, so the teacher repeats the vocabulary to help her remember the new words.

When she finishes to color, the teacher writes the vocabulary words in the notebook. She has to paste the pictures below the name of them, with the help of the teacher she pastes the pictures in the correct place and again she has to repeat the words several times.

After the teacher asks for the book to work in an activity but she denies, several times the teacher tries to convince her to work in the book, but she continues with the same attitude, so the teacher decides to let her stand up and put the materials in the locker.

The class is almost finished and she walks

	<p>around the class to see her classmate working. She goes to the teacher`s desk and hugs and kisses the teacher and asks for permission to go to the bathroom, she tries to do it in English but the words are not so clear.</p> <p>Finally, she goes to the bathroom with the auxiliary teacher.</p>
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3.1 Analysis

According to the observation it can be concluded that:

- The auxiliary teacher is very important. She guides the student and supplies her with class materials: textbooks, workbooks, color pencils, sheets, etc.
- The student follows routines and directions as the teacher propose.
- The student enjoys working with class materials and performing the activities asked like, pasting, coloring or repeating written words.
- Her memory is fragile. She forgets the vocabulary in minutes and the teacher has to remain her constantly the words.
- After 20 minutes, the student does not resist seated work.

In general, from the interview with the school therapist, it can be said that:

- The student does not have social problems. For class work is an advantage because this situation help her to work with her classmates.
- The child wants to communicate with others, but the teacher must consider that if she cannot achieve this, could have a crisis.
- She is a student with a delicate health condition. This must be considering in future activities that involve physical responses.

4. Proposal

4.1 Individual Education Program

The following program has been planned according to the theory described by Woolfolk (2013) that established:

1. The student`s present level of functioning. This step has been done previously.
2. Goals for the year and short-term measurable instructional objectives.

The general objectives and the unit objectives will be adapted according to the intellectual profile of the student.

Unit	Objectives	Adapted objectives
1	Identify and describe the senses.	Name and recognize the senses.
2	Describe living and nonliving things.	Differentiate things as living and nonliving things.
3	Tell that plants need water, air, light, soil and space to grow.	Identify what plants need.
4	Describe the sky during the day and night.	Distinguish between day and night.
5	Identify matter as solid, as liquid or a gas.	Recognize matter as solid and liquid
6	Recognize that sound, light and heat are kinds of energy.	Point out the three types of energy: Sound, light and heat.

3.1Chart designed by the author.

3. A list of specific services to be provided to the student. In the case of subject Science it is not going to be provided any special services, but rather it is going to be delivered a special guide to be used at home on this specific subject.

Example given for unit 1.

Unit guide 1: How do we use our senses
From the teacher: Thank you for receiving this guide in your hands. My name is Miss____, I am your child`s Science teacher. I have prepared this guide with the purpose of helping _(student`s name)_ to achieve a more satisfactory learning, keeping her memory working while she is not in class, so as not to spend much time on reviewing vocabulary words again. Once again thank you in advance.
Adapted class objective: Name and recognize the senses.
Adapted home objective: Recall the new words use in class at least three days a week.
Unit vocabulary: hear-- escuchar, touch-- tacto, smell-- olfato, see-- ver, taste-- gusto.
Strategy: <ol style="list-style-type: none">1. Send home flashcards done by the teacher with the vocabulary (picture and word).2. Stick the flashcards around the house. The mother or caregiver must point to the flashcards expecting the recognition of the words or reading them.3. This must be done spontaneously along the day, at least three days a week, especially on weekends.

4. A description of how fully the student will participate in the regular school program. With the previous guide it is going to be designed a description only for the subject of Science.

Student`s activities in Science class	
Class tasks	Coloring, oral drills pasting, matching, circle, cross out, reading, follow commands, asking permission to the bathroom.
Homework	Tracing letters and numbers, matching, circle, coloring, pasting.
Evaluation	Objective evaluations.(coloring, matching, circle, reading, cross out, following commands, oral identification) Informal assessment during units.

4.1 Chart designed by the author.

5. A schedule telling student`s progress toward the objectives achieved. For this case study, the student`s progress will be delivered with the quimestral grades.

The student will be evaluated under these criteria:

- Word identification
- Picture identification
- Following commands (listening)

4.2 Adaptations and modifications.

Textbook adaptation

Fukumura (2008), reports a definition on textbook adaptation: " It is to use parts of a textbook and make communicative activities." The adaptation of the textbook is necessary for this case, because the student struggles with the activities that imply drawing, reading and coloring within a space given, since she has got fine motor problems. So it is suggested the creation of activities that she could perform like matching, coloring, identification, etc., this guarantees the complete participation in classes through working on the activities and consolidate understanding on meaning of vocabulary words from units.

Classroom Accommodations

Dominica (2012), says that “children with intellectual disabilities need some additional support and modifications in their environment, as well as in the type of activities they do. Here are a few modifications for students with an intellectual disability that will help them to learn better.

According to Dominica (2012) that “some modifications for students with an intellectual disability that can be used in a classroom or home setting. There are some modified techniques that can help you reach and teach children with intellectual disabilities. A little effort can go a long way in helping children with intellectual disabilities stand on their own feet.”

These are some modified techniques that can be implementing with student with mental disability. Dominica (2012) suggests some useful thecniques that can be used at home or school that are going to be explained in detail below.

- **Quiet Work Space**

Children with intellectual disabilities tend to get distracted more easily and often struggle with attention. Ensure that the child has a work/ study space that is quiet and free from distractions. Using this space only for studying also will help the child get into a routine of studying and also understand that when he is sitting there, he is supposed to concentrate on the activity or task, and not play.

- **Functional Activities**

Children with intellectual disabilities learn better through functional day-to-day activities. Thus, instead of attempting to teach science theory or geography, it is better to teach practical things that will be useful, such as how to boil an egg or how to find their way to their friend’s house.

- **Repetition of Concepts over the Day**

Children with intellectual disabilities need to learn a concept in different ways and have the opportunity to practice it many times in order to learn and remember it. Allow time, as well as opportunities, to practice the skills that you have taught them.

•Teacher-Student Ratio

One major modification that needs to be considered for children with intellectual disabilities is the student-teacher ratio. These children require additional support and guidance as they work on their activities. Ideally, there should be at least 1 teacher for every 3 children with intellectual disabilities.

•Hands on Learning

Children with intellectual disabilities learn a lot through doing tasks rather than just listening. Using all the senses to learn also helps them learn and retain information better. Your classroom or teaching area must have space and resources to allow children with an intellectual impairment to do various activities that are functional as well as academic.

•Safety Measures

Safety issues need to be considered while planning a teaching space for children with an intellectual impairment. Sharp scissors, knives, etc. must be kept out of reach. Harmful liquids like cleaning liquids must also be kept away. Medicines must be kept out of reach. In addition to this, make sure that none of the children can lock themselves up in any room. Small beads or other toy parts that the children could put in their mouth must be kept away if a child has a tendency to do that. If the child has seizures, you may need to look at padding the corners of furniture to avoid injury.

• Schedule

Children with intellectual disabilities find it hard to sit in one place and do an activity for a long time. The schedule must have short activity times, and must alternate between physical and sitting down activities. The schedule must also try and incorporate some aspects of self-care, so that children start becoming more independent in putting on or taking off shoes, going to the toilet, or feeding themselves.

4.3 Adapted plan explained

Kasser & Lytle (2005), assure that in the inclusion process all individuals, regardless of ability, should participate within the same environment with necessary support and individualized attention. Under this line, it could be said that the adaptation of goals, objectives and strategies is important for inclusion. This permits the participation of regular students and inclusion students at the same time.

The adapted plan for the student with mental retardation should respond to her particular capacities that were identified during the observation. It takes in consideration her memory problem, her poor fine motor skills, the lack of attention after 20 minutes and health problems. Bearing in mind these characteristics the adapted plan proposed is going to be adapted for each lesson of one sample unit so as to benefit the inclusion student, with achievable objectives that were adapted according to the student`s needs.

The teacher must this plan as a complement for regular classes. From the adapted plan elements, the teacher should use just the warm up and the first activities for all the students, the only part that is especially designed for the inclusion student is the final activity that is going to be the assessment of each lesson. It was also considered an adapted homework and adapted activities.

There are some details about the planning that are going to be explained in detail below.

Unit title:Animals**Class lesson:** What are living things?

Goal: Classify things as living and nonliving things. **Time:** 20 minutes

Adapted objective: Differentiate things as living and nonliving things.

Learning Style: Kinesthetic, and visual.

Unit vocabulary: living thing and nonliving thing.

Objective	Strategy	Resources	Evaluation	Staff/Adaptation
To characterize living things.	Invite children to act out characteristics of living things as your name them (total physical response): breath, move, eat, walk, and sleep.	Body	Students will represent the characteristics in the correct way	no
To recognize living things.	Display several nonliving items one at a time. As you display an item they will answer the following question Does this breath ? (move, eat, walk) Identify it as a living or nonliving thing.	Objects	Students will differentiate between living and nonliving things.	Divide the desk in two with tape. One side is for <u>living things</u> and the other for <u>nonliving things</u> , make the student put the objects in the correct side.
To discriminate between living and nonliving things.	<u>Worksheet</u> Circle with a crayon the nonliving things.	Crayon Photocopy.	Recognize the nonliving things.	Auxiliary teacher helps the student.

Adapted homework:In the notebook divide a sheet in two sides one for living things and the other for nonliving things.

Paste three pictures per each.

Unit title: Animals

Class lesson: What are animals like?

Goal: Compare animals by size, shape, or body covering. **Time:** 20 minutes

Adapted objective: Identify characteristics from animals like movements and body covering.

Learning Style: Kinesthetic, and visual.

Unit vocabulary: fur, feather, scales, hop, crawl, jump, run, walk, fly.

Objective	Strategy	Resources	Evaluation	Staff/Adaptation
Review living things activities.	Warm up: (total physical response): breath, move, eat, walk, and sleep.)			Help the student`s memory
To recognize animals' covering: fur, scales, and feather.	Show children pictures of animals and indicate the type of body covering. After, give them objects that have the same texture and ask what kind of body covering is?	Flashcards Objects: teddy bear, purse with beats, feathers.	Students will identify correctly animals covering.	Give the student the objects, make her touch them and play with them. While she is playing ask her the names of the body coverings. <u>Show the student cards with vocabulary.</u>
To identify animals' movements.	Make students act out animals' movements according with teacher instructions (total physical response): hop, crawl, jump, run, walk, and fly.	Body	Students will simulate the animals' movement with their bodies.	No
To discriminate between fur, feather and scales	<u>Worksheet</u> Match the words (fur, feathers and scales) to the correct picture.	Crayon Photocopy.	Recognize the animals covering.	Auxiliary teacher helps the student.

Adapted activity: Stick the student cards with vocabulary on the wall next to her desk.

Unit title: Animals

Class lesson: What do animals need?

Goal: Recognize that animals need food, water, air and shelter to survive.

Time: 20 minutes

Adapted objective: Identify animals` needs.

Learning Style: Kinesthetic, and visual.

Unit vocabulary: food, water, shelter, air.

Objective	Strategy	Resources	Evaluation	Staff/Adaptation
Review living things activities.	Warm up: (total physical response): breath, move, eat, walk, and sleep.) Show realia material of fur, scales and feather. Students have to say the words in group.			Help the student`s memory
To identify what animals need.	Make a review of what living things do. Show a bottle of water and ask for their lunch. Teach them that living things need food and water. Show them a picture of a nest and a cave and teach them that living things need shelter.	A plastic bottle of water, lunch boxes with food. Flashcards.	Students will list the needs of animals correctly.	Make her color a drawing related with the class.
To recognize the vocabulary words on the cards (food, air, water, and shelter) stuck on the wall.	Read the vocabulary words. <u>Worksheet:</u> Circle with a color pencil what animals need.	Color pencil. Photocopy.	Recognize the animals need.	Auxiliary teacher helps the student.

Adapted activity: Stick the student cards with new vocabulary: food, water, air, shelter) on the wall next to her desk.

Adapted homework: In the notebook the student must complete the missing letters of the words food, water, shelter, air.

Unit title: Animals

Class lesson: How do animals grow and change?

Goal: Describe animal's life cycle **Time:** 20 minutes

Adapted objective: Understand the animal's life cycle

Learning Style: Kinesthetic, and visual.

Unit vocabulary: Life cycle, born, grow up, reproduce and die.

Objective	Strategy	Resources	Evaluation	Staff/Adaptation
Review living things activities.	Warm up: (total physical response): breath, move, eat, walk, and sleep.) Show realia material of fur, scales and feather. Students have to say the words in group.			Help the student's memory
To order the sequence of animal's life cycle.	With pictures explain the life cycle of a cat in order. Make them draw a chicken life cycle in a paper in the correct order.	Paper Flashcards Color pencils.	Students will draw in the correct order the chicken life cycle.	Give the student a worksheet of a chicken life cycle, the student has to color and number the pictures in the correct order.
To recognize the vocabulary about a life cycle (born, grow up, reproduce and die)	Read the vocabulary words. <u>Worksheet:</u> Matching the vocabulary words with the pictures.	Color pencil. Photocopy.	Recognize the life cycle in animals.	Auxiliary teacher helps the student.

Adapted activity: Stick the student cards with new vocabulary (born, grow up, reproduce) on the wall next to her desk.

Adapted homework: In the notebook the student must complete the missing letters of the words born, grow up, and reproduce.

Extra activities after 20 minutes of work.

These activities will be considered, because it was found that student cannot sustained attention more than 20 minutes.

- Play with clay
- Play with small piece Lego.
- Use the cell phone to listen to songs and watch videos about the units.
- Have a set of books and magazines with her interest.
- Join the dots related with the class.
- Be the classroom helper (collect the worksheets of her classmates, given to her classmates the class work sheets)
- Play card memory games.

Classroom accommodations.

- The student will work in a table next to the teacher`s desk.
- The student will have a special wall where the vocabulary words of every unit are going to be stuck.
- The auxiliary teacher will help to the student in providing the material and in the realization of the activities during the class.
- In the student`s desk the materials like pencil, color pencil, scissors, glue, crayons and eraser must be handy for her.
- The agenda is commonly written by the auxiliary teacher, but it is going to be designed labels for homework according to major needs: Homework in the notebook, homework in the book, page____; Color the pictures; match the pictures and the words; write the missing letter.
- The English books must not be wrapping with color paper for an easy identification. The notebook should have a shape with a special color. The objective is not to waste time in looking for the materials.

Adapted assessment.

- The tests are always going to be designed in a format: Matching, color, write the missing letter, number and circle.
- The student is allowed to do with pencil in case of any corrections.
- The face validity must be checked in quizzes and exams. The typography to be use is Comic Sans, size 12.
- The class work assessment ends with the reading of vocabulary cards, if the student can read completely the words it would be assigned a reward: happy faces, toys, more time for playing (Premack principle).

5. Research outcomes

At the end of this action research project the outcomes are the followings:

- The student with mental retardation can achieve the objectives through the correct adaptation and implementation of strategies, activities and objectives. These adaptations will help to the student in the learning process. Mental retardation it is not an obstacle at the moment of learning.
- The student presents specific characteristics that must to be considered in all the subjects and not only in the subject of Science. The book is not the only resource for learning, everything that is in the environment is a tool, the classroom with the correct accommodations could be a powerful instrument in teaching.
- The support from parents, authorities, teachers and classmates is fundamental in the development of the student's skills.
- The assessment is a crucial part in the learning process. The correct assessment helps in the consolidation of the knowledge. Exams must be objective and the teacher must always check the face validity.
- It is important to consider the attention time of the student, after 20 minutes the student has to do different activities, but trying to review the lesson given that day.
- All the teachers must be familiar with the definitions of accommodations, modifications and adaptations and the most important how to use them accurately for the student's disabilities.

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Annexes

Worksheets that are mention in the lesson plans adapted to needs of the student with mental retardation.

Worksheet 1

Name: _____

Date: _____

Objective: To discriminate between living and nonliving things.

- **Look at the pictures and circle the nonliving things.**



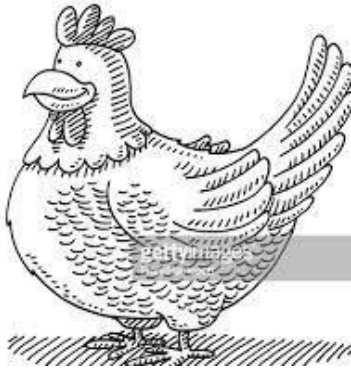
Worksheet 2

Name: _____

Date: _____

Objective: To discriminate between fur, feather and scales.

- Look at the pictures and match the words to the pictures.



Fur



Feather

s

Scales

Worksheet 3

Name: _____

Date: _____

Objective: To recognize the vocabulary words (food, air, water, and shelter).

- Look at the pictures and circle what animals need.



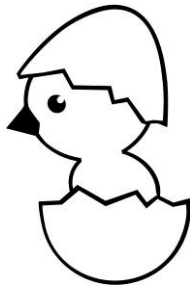
Worksheet 4

Name: _____

Date: _____

Objective: To recognize the vocabulary about a life cycle (born, grow up, reproduce and die)

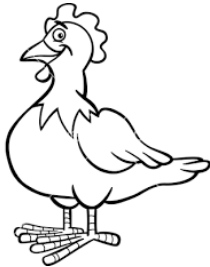
- Look at the pictures and matching the vocabulary words with the pictures.



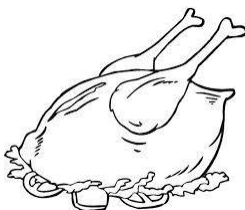
Reproduce



Grow up



Die



Born



Photography of the classroom where the accommodations will take place.



Photography of the classroom where the accommodations will take place.

DECLARACIÓN Y AUTORIZACIÓN

Yo, Espino Rivadeneira Joselyn Nichole, con C.C: # 0916661689 autor/a del trabajo de titulación: EFL Adapted Curriculum and Strategies in Science for the 2nd Elementary Student with Mental Retardation previo a la obtención del título de **Licenciada en Lengua Inglesa con Mención en Gestión Educativa** en la Universidad Católica de Santiago de Guayaquil.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	EFL Adapted Curriculum and Strategies in Science for the 2 nd Elementary Student with Mental Retardation.		
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�REAS TEM�TICAS:	Sistematizaci�n de experiencias pr�cticas de investigaci�n y/o intervenci�n.		
PALABRAS CLAVES/ KEYWORDS:	MENTAL RETARDATION, ACCOMMODATION, ADAPTATIONS, SCIENCE, INCLUSION. MODIFICATIONS. PLAN.		
RESUMEN/ABSTRACT (150-250 palabras):			
<p>The first part of this action research starts with the revision about mental retardation studies and theories, the definition of it, and types of mental retardation that exist according to specialists in this field. Also it is mentioned the inclusive education concept, the importance of the inclusion program in regular schools.</p> <p>In the area of inclusion the adaptations, accommodations and modifications concepts are fundamental basis of the research. The adaptations must be done in the objectives, strategies and assessment; the accommodations and modifications were investigated in deep and have to be implemented in the classroom at the moment of planning and teaching.</p> <p>The literature review starts with a general description of services in the United States that are IFSP (Individualized Family Services Plan) and IEP (Individualized Education Program), also mention some strategies that teachers could apply at the moment of teach students with mental retardation.</p> <p>It was established an action research methodology standing out the participant selection and data collection instruments that contains a conducted interview to the Centro de Estudios Espiritu Santo psychopedagogist; a report of a class observation with the corresponding analysis. It was designed a proposal that contains these elements: an individual education program for a student with mental retardation, adaptations of the science book objectives. It was designed a guide for parents, there it was established an adaptation for the textbook and classroom</p>			



accommodations.

Finally, it is presented the unit plan with adapted objectives, strategies, resources and evaluation.

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