

INCLUSIVE EDUCATION: HOW CAN INSTITUTIONS, TEACHERS AND  
STUDENTS PREPARE THEMSELVES TO WORK WITH STUDENTS WITH  
DISABILITIES?

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Monograph

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by

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## SPECIALIZED ANALYTICAL SUMMARY

Title	Inclusive education: How institutions, teachers and students can prepare themselves to work with students with disabilities.
Author	María Fernanda Gutmann
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Key words	Inclusive education, pupils, disabilities, teachers, institutions
Description	Monograph
Sources	Thirty-four sources
Contents	<p>Resumen en español</p> <p>¿Qué es la educación inclusiva? ¿Qué requiere la educación inclusiva de los estudiantes, maestros e instituciones? ¿Cómo podemos estar preparados para trabajar con estudiantes con discapacidades? Esta monografía pretende dar respuesta a estos interrogantes, para así ayudar, específicamente, a estudiantes de licenciatura en inglés como lengua extranjera.</p> <p>En los últimos años, se ha enfatizado la importancia de la educación inclusiva. Todo maestro debe estar preparado para enfrentar el trabajo con estudiantes en situación de discapacidad.</p> <p>Esta monografía recopila recursos bibliográficos con respecto a la educación inclusiva; se trata de comprender las</p>

	<p>discapacidades más comunes; saber qué acciones o decisiones han descubierto las instituciones para educar adecuadamente a los estudiantes con discapacidades, y comprender cómo el maestro debe comportarse y trabajar con los estudiantes en situación de discapacidad. Este trabajo demuestra que es un desafío para la institución, los maestros y los estudiantes la educación inclusiva. Igualmente se presenta una experiencia en una institución educativa del sector oficial en el departamento del Cauca, sur de Colombia.</p>
<p>Research Line</p>	<p>The line of argumentation, pedagogy and learning was chosen because it is related to the topic of this monograph. This premise of the line involves the elaboration of discourses that should allow an effective dialogue among the actors of the line and one of its objectives is to know the impact that argumentative processes have on learning and the construction of knowledge. As mentioned in the scientific justification of the line, knowledge is consolidated from the formulation of solid arguments that allow the realization of proposals, models, and ways of understanding reality.</p>
<p>Conclusions</p>	<p>With the compilation of documentary and testimonial information on inclusive education and with the knowledge of a particular experience, the aim is to serve as a guide for teachers to face the challenge of inclusive education.</p>

	Teaching a student with disabilities requires research, study, and most importantly, considering the needs of that student.
Advisor	Docente Edner Suárez Alomia

## **ABSTRACT**

Student, María Fernanda G., *Inclusive education: How can institutions, teachers and students prepare themselves to work with students with disabilities* Licenciatura en Lenguas Extranjeras con énfasis en Inglés, April, 2021, Universidad Nacional Abierta y a Distancia.

What is inclusive education? What does inclusive education require of students, teachers, and institutions? How can we be prepared to work with students with disabilities? This monograph aims to provide answers to these questions in a way that can help, specifically, undergraduate students of English as a foreign language.

In recent years, a fervor for difference has been awakened. Education as a human science is no stranger to this awakening. For teachers, parents, and fellow students, it is a challenge that forces them to investigate, inquire and rethink old educational paradigms. For those who are being trained in education, this documentary material can shed light on what is being done, what has been done and what should be done.

In addition, an experience of inclusive education in an institution of the official sector of the State of Cauca, located in the south of Colombia, is presented.

**KEY WORDS:** Inclusive education, students, disabilities, teachers, institutions.

## **ACKNOWLEDGMENTS**

This monograph would not have been possible without the support and encouragement of my husband David Michels, my mother María Lupe Freire, my best friend Katelynn Street, my uncle Hernán Freire and teachers and directors of the Núcleo Técnico Agropecuario Educational Institution. My husband accompanied me throughout the process, my mother helped with the revision; my best friend contributed her experience in inclusive education; my uncle also helped with the revision; and finally, to the teachers and directors of the institution who made it possible to learn about this experience of inclusive education.

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## **CHAPTER I**

### **Introduction**

Inclusive education, what is it? How does it work? What are its legal foundations in Colombia? How is it applied and how well does it work in practice in an official educational institution? Providing answers to these questions is one of the purposes of this monograph.

Inclusive education is a right that boys and girls have, but it is also a challenge for the educational establishment because it leads to an educational change towards quality, but also equitable systems that reach everyone, throughout life, and without classifying people by their origin, sex, health, social status, ethnicity, or any other uniqueness (Simón and Echeita, 2013).

But first it is necessary to have a clear understanding of the concept of disability. When the International Classification of Impairments, Disabilities and Handicaps (ICIDH) was created in 1980, it not only facilitated the collection of statistical information but also clarified the concepts of disability, handicap, and impairment. The ICIDH is a system that classifies and catalogs but also defines what an impairment, a disability and a handicap are (WHO, 1980).

Colombia, like most Latin American countries that follow the UNESCO guidelines, is committed to the transformation of its educational system under the banner of inclusion. Since the 1991 Constitution, Article 67 recognizes education as a fundamental right for all people, mandatory between 5 and 15 years of age, where the four essential characteristics are availability, acceptability, adaptability, and accessibility. The General Education Law (Law 115 of 1994) and the Higher Education Law (Law 30 of 1992) constitute the legal framework that guides the provision of the service at all educational levels, but also sets out the actions that an institution must take to make possible an adequate education for students with these situations.

Likewise, this monograph presents the experience of inclusive education in a public educational institution in the department of Cauca, in the south of Colombia; this is grounded in the reality, not only of those who face the situation of teaching students with disabilities, but also of parents who have no other educational option and students who deal with discrimination, lack of empathy and even the lack of methodologies to remedy their limitations.

### **Significance of the Study**

More than one billion people worldwide live with some form of disability, which is about 15 percent of the total population (WHO, 1980). According to the World Health Organization itself, disability will be a cause for concern in its projections because its prevalence is increasing. This is since the population is aging, and the risk of disability is higher among older adults, and also to the global increase in chronic diseases such as diabetes, cardiovascular diseases, cancer and mental health disorders.

According to DANE, about 3.5 million Colombians have some type of disability, that is 7.2 percent of the total population (Censo Nacional de Población y Vivienda. DANE, 2018) hence the importance of inclusive education; even more so when a disability not only affects the person who has it but also family, fellow students, teachers working in those institutions, and those who are being trained to be educators.

The Colombian government in Decree 1421 of August 29, 2017, in its article 2.3.3.3.5.1.4. presents eleven important definitions, which are:

Accessibility.

Access to education for people with disabilities.

Affirmative actions.

Reasonable adjustments.

Flexible curriculum.

Universal Design for Learning (DUA).

Inclusive education.

Scheme of educational attention.

Student with a disability.

Educational permanence for people with disabilities.

Individual Plan of Reasonable Adjustment (PIAR).

These definitions serve as a framework of action for both public and private institutions to guarantee an adequate inclusive education in the Colombian territory, at least in theory.

### **Statement of the Problem**

An institution or a teacher has a student with a disability or several disabilities, how should they work with that student? What needs to be done and what concrete measures need to be taken?

Many teachers do not know how to work with students with disabilities and lack an understanding of specific disabilities.

Knowing experiences and practical cases where inclusive education has already been applied, can serve as a guide to apply, or adapt to situations. This monograph aims to show the reality of those who face the teaching of students with disabilities and at the same time give guidelines regarding the actions that an institution should take to make possible an adequate education for students in this situation.

## **Objectives**

### **General Objective**

To learn about an experience of inclusive education in a school of the official sector of the Department of Cauca, southern Colombia.

### **Specific objectives**

- Collect documentary information, texts, testimonies, data on education, etc. inclusive in the Colombian official sector.
- To learn about the experiences of teachers, administrators and students who are in inclusive education in a school in the official sector of the state of Cauca, in the south of the country of Colombia.
- Analyze the documents obtained.
- Present the findings resulting from the tables and graphs.

## **CHAPTER II**

### **Literature Review**

For a better understanding, the bibliography consulted has been organized according to the type of source, primary literature when it comes directly from the source; secondary literature when it is a commentary or analysis of the original text and tertiary literature when it is the result of an analysis of a text that has already been commented and analyzed by another.

#### **Primary Literature**

Inclusive education refers initially to the Universal Declaration of Human Rights, proclaimed in 1948 in Paris by the United Nations. Article 26 states: "Everyone has the right to education. Education shall be free, at least for elementary and fundamental instruction" (UNESCO, 2017). With this article it is established that every human being by the mere fact of being considered as such has the right to education regardless of race, origin, social stratum, or condition. In other words, education should be adapted to people and not people to education.

In 2006, the Convention on the Rights of Persons with Disabilities was adopted in New York. It adopts a broad classification of persons with disabilities and reaffirms that all persons with all types of disabilities should be able to enjoy all human rights and fundamental freedoms. "Accommodations are needed to enable persons with disabilities to effectively exercise their rights and areas where those rights have been violated and where the protection of rights should be strengthened" (United Nations, 2006).

This convention became a milestone in the history of the united nations, the first comprehensive human rights instrument of the 21st century. It signals a change in attitudes and approaches to persons with disabilities. It is also important because it adopts a broad classification of persons with disabilities and reaffirms that all persons with all types of

disabilities should be able to enjoy all human rights and fundamental freedoms. It clarifies and specifies how all categories of rights apply to persons with disabilities and identifies areas where accommodations are needed to enable persons with disabilities to effectively exercise their rights and areas where their rights have been violated and where their protection should be strengthened.

At the Ibero-American level, in 2014 a document was found, *Advances and Challenges*. The OEI (Organization of Ibero-American States), with the financial support of the Mapfre Foundation, suggests that the commitment to a multicultural and inclusive citizenship requires the promotion of an education system that opens its schools to all students and ensures that each of them receives an education that can accommodate for the existing differences. Inclusive schools are therefore committed to participation, mutual respect, support for those who have more learning difficulties, sensitivity and recognition of minority groups, trust, and high expectations for the future possibilities of all students. "Inclusive schools are the best experience for all students of what social relations should be in society as a whole and are therefore a powerful force for the formation of fair and caring citizens" (*Avances y desafíos de la educación inclusiva en Iberoamérica*, OEI 2014).

In the 1991 Political Constitution of Colombia, specifically in Article 67, it is stated: "Education is a right of the individual and a public service that has a social function" (C.P.C., 1991); this is how the Colombian state is obliged to bring education to the entire national territory considering cultural and territorial differences, i.e., it must promote inclusive education that reaches all people without distinction of abilities or disabilities.

In 2013 comes out the 1618 of 2013, or also called statutory law on education, "whereby provisions are established to ensure the full exercise of the rights of persons with disabilities".

This law seeks to guarantee and ensure the effective exercise of the rights of persons with disabilities, through the adoption of measures of inclusion, affirmative action and reasonable accommodation and eliminating all forms of discrimination based on disability.

In the "Document of technical, administrative and pedagogical guidelines for educational attention to students with disabilities in the framework of inclusive education" (2017) Some specific points useful for teachers and institutions are:

Accept the situation or problem that the student has.

Use words that show that we know what is going on with the student, such as "I know you are sad, I know this situation scares you a lot". Basically, showing affection.

A teacher must support the student and be able to tolerate the emotions they have and have not overcome (Fonnegra, 2013, p. 183). There will be times, especially with students with Down syndrome, when they will react violently, and the teacher must be calm to work with them and help them.

And supporting the student in an effective way, showing that he/she can count on the teacher.

Students with disabilities need a different pace, the pace depends on the student and the disability he/she has; the teacher must organize, plan, and strategize the topics with the student in mind. Indumathi Rao from India mentioned how different "experiments have been studied and tried to introduce reforms in classrooms". An interesting approach is that of Nali Kali in Karnataka, which is an inclusive approach based on:

1. Children learn at a different pace.
2. Learning should be child centered.
3. Schools are multigrade and strategies must take this into account.



## Secondary Literature

The Colombian government wants inclusive education, as mentioned in Altablero Issue No. 43 (2007), the policy of inclusion of persons with disabilities wants to transform the way in which the school system can guarantee an adequate education for students with disabilities, whether those disabilities are related to the learning process or to physical disabilities.

In the case of Colombia, the inclusive education policy wants to make it possible for people with disabilities to access the different levels of formal education in this country. The institution must organize and plan for this to happen, even considering the extra support that this group of students will need to develop their abilities. This statement helps to emphasize the fact that it is important to be prepared to work with such a situation.

In terms of disabilities, the Rehabilitation Council of India (2016) classified them into the following categories, which makes them easier to understand.

### 1. Physical disabilities

- Locomotives Disabilities
- Visual impairment
- Hearing Impairment
- Speech and language disorders

### 2. Intellectual disabilities

- Autism spectrum disorder
- Learning difficulties

### 3. Mental behavior

### 4. Disabilities due to chronic neurological disorders

- Multiple sclerosis

- Parkinson's disease

## 5. Multiple disabilities, including deafness and blindness.

The Western Australian Government has a website with information regarding disabilities, they have documents on the subject and how to prepare people. In one of the documents the following disabilities are mentioned in detail:

- Acquired brain injury, which "is also known as brain injury, head injury or acquired brain damage. People with ABI may experience difficulties in intellectual, physical and emotional functioning."

- Autism spectrum disorder is a "permanent and complex developmental" disability.

- Cerebral palsy is "a broad term for a wide variety of physical disabilities caused by damage to the parts of the brain that control movement, coordination and posture."

- Cystic fibrosis "is an inherited, recessive genetic disease that mainly affects the lungs, digestive system and sweat glands".

- Deafness/hearing loss "Any degree of hearing loss affects a student's ability to access his or her environment and may result in reduced opportunities to:

Incidental learning (e.g., language and speech, general knowledge, social behavior)

Acquire accurate speech and language patterns.

Access to information (through television, radio, film, video, and theater)

Communicating effectively."

-Deaf blindness "is a combination of vision loss and hearing loss that impedes access to communication, the environment and people."

-Developmental delay "is when a child does not reach developmental milestones at expected times. It is a significant and continuing delay in the developmental process that is

expected to continue indefinitely and that impairs the child's ability to function normally in society."

- Down syndrome "is one of the most common congenital syndromes and the most common cause of intellectual disability".

- Epilepsy "simply means a tendency to have recurrent seizures."

- Fetal alcohol syndrome "is a pattern of physical, developmental, and functional abnormalities in children."

- Fragile X syndrome "is a genetic disorder caused by a mutation (a change in the structure of DNA) on the X chromosome".

- Intellectual disability "is a lifelong disability that can affect many different areas of a person's life".

- Mental health, this has two categories. "Non-psychotic: the most common illness includes phobias, anxiety, depression and obsessive-compulsive illness. And psychotic: people with psychosis may develop delusions and experience hallucinations or may be depressed or euphoric about their life circumstances...schizophrenia and bipolar (manic-depressive) illness."

- Motor neuron disease "is the name given to a group of diseases in which the nerve cells (motor neurons) that control muscles, which allow us to move, speak, breathe and swallow, are destroyed."

- Multiple sclerosis "is a chronic, degenerative neurological disease of the central nervous system (brain and spinal cord)."

- Muscular dystrophy "is the term given to a group of hereditary and progressive diseases that cause the breakdown of muscle fibers, resulting in weak and wasted muscles."

- Spina bifida "occurs when one or more vertebrae in the spine do not form a complete bony arch around the spinal cord, causing the nerves to become exposed and subject to damage."

- Spinal cord injury "is damage to the spinal cord due to injury or disease, resulting in muscle paralysis and sensory loss."

- Visual impairment "is reduced vision caused by an eye disease, accident or eye condition present from birth".

### **Tertiary literature**

For people who are beginning to learn more about inclusive education, it is necessary to mention what inclusive education is. It can be briefly explained by Sue Stubbs (2008) saying that inclusive education, "is based on a social and rights model; the system should adapt to the child, not the child to the system", basically every student should be educated because it is a human right, education must be available to everyone, no matter what is the situation the person has.

## **CHAPTER III**

### **Methodology**

The line of argumentation, pedagogy and learning was chosen because it is related to the topic of this monograph. This premise of the line involves the elaboration of discourses that should allow an effective dialogue among the actors of the line and one of its objectives is to know the impact that argumentative processes have on learning and the construction of knowledge. As mentioned in the scientific justification of the line, knowledge is consolidated from the formulation of solid arguments that allow the realization of proposals, models, and ways of understanding reality.

In this part of the research, the deductive method was used to present the bibliography consulted in an organized and coherent manner. It begins with the primary sources, since original documents and texts are used; then we move on to the analysis and breakdown of texts in which an interpretation of the originals is made, secondary sources. Finally, comments on articles recognized by their original author, tertiary sources, were used.

### **Surveys**

Three teachers and a director of the Núcleo Técnico Agropecuario Educational Institution of Corinto Cauca were surveyed.

#### Survey #1

Name: Martha Cecilia Taquinás T.

Position: Professor.

1 What is the procedure for planning and teaching classes for students with disabilities?

R/ Initially, to orient myself or request training to teach a student according to the disability, considering the curriculum and governmental guidelines, because I have done it only

twice, but with my own strategies. In the case of facing this situation without any guidance, then with my short experience I proceeded to explore the knowledge you have, the kind of disability, give confidence, know the need for guidance that requires the student; already in the planning I made the motivation, introduction to the subject dialogue with the student to form, exercises to develop and the respective evaluation.

2 How do you feel about teaching the student?

R/ Good because a child with a disability is just like any other child with rights and abilities only that they need to have a personalized orientation as much as possible.

3 What has been the most appropriate and successful strategy in teaching students with disabilities?

R/ First, to make him feel that he is very important, to value his knowledge and skills and to link him to schoolwork without restricting his creativity.

4 How do you teach all students, including those with disabilities?

R/ In the group there are always students who are ahead in their cognitive and disciplinary process so they are the support for these children logically supervised: the others with greater understanding can listen and develop the classes in group and individual preparation of individual classes.

5 From your experience with teaching differently abled students at the same time as other students you have learned?

R/ That they develop skills with other parts of the body that are deeper and more beautiful than the ones that fail them, that they should not be made to feel that they are less or that they should be weighed, they should be well oriented.

6 From your experience with teaching students with disabilities at the same time as other

students, what would you have liked to know before handling this situation?

R/ To train myself well on the right strategies to teach them without making mistakes so that I can see the progress clearly.

7 Do you feel you have enough training and assistance from the school administration to adequately teach your students with disabilities? Please explain your reason why or why not.

R/ I do not have the training to carry out this process because I never thought that I would have students with different abilities, if there were, I would do it with pleasure, but I have not seen it from the educational authority.

8 What teaching strategies do you use that you have found work really well to help students with disabilities learn in your classroom?

R/ To know the type of disability and the process of overcoming it from health, the support of the group, parents, counselors, practical and creative exercises.

## Survey #2

Name: Blanca Sánchez

Position: Professor.

1 Recognize and classify the types of disabilities that students have in order to plan according to their needs.

2 Somehow, I feel that I have limitations that at the same time constitute challenges that arise from the need to face the daily routine of my pedagogical work.

3 The most appropriate and successful strategy for teaching students with disabilities has been to work with a blind student; the challenge was to read and write in Braille, as well as to work with textures for comprehension in subjects such as mathematics, social studies and natural sciences.

4 In order to provide classes to all students, including students with different abilities, it must be done from a planning that responds to the individualities of students with disabilities, which allow determining methodological strategies for inclusion, which leads to the development of citizenship skills.

5 From my experience of teaching differently abled students at the same time as other students I have learned that:

a) Each student is a world apart.

b) In spite of the differences present in the students, joint processes can be unified.

6 From my experience with teaching differently abled students at the same time as other students I would have liked to know before handling this situation:

a) To recognize the inclusion methodologies that would have allowed me to develop the educational processes more easily.

b) Sensitization for inclusion processes so as not to visualize the student with different abilities as a problem or with feelings of regret.

c) To have knowledge about the different types of disabilities and specifically about those that I have in the classroom.

7 I feel that there is not enough training and assistance from school administration to adequately teach students with disabilities; because:

a) Lack of timely training and continuous support to carry out the processes adequately.

b) Lack of commitment of the Municipal Administration with the Educational Institutions.



8 The teaching strategies used that I have found to work really well in helping students with disabilities to learn in my classes are:

- a) Inclusive and diverse, according to the type of disability.
- c) Collaborative and cooperative activities.

### Survey #3

Name: Juvenal Ortega R.

Position: Professor

1 The procedure to accomplish this purpose would be:

To know the diagnosis of the patient's condition.

Plan activities according to capabilities and/or limitations.

Exercise as much flexibility as possible.

Give them a lot of understanding, love, and respect.

2 Well, sometimes you feel frustrated, but at other times you feel happy to be able to contribute to a person with limitations.

3 The best strategy is to adapt to the type of learning of each student and their learning pace, and very personalized.

4 The class is planned in a normal way, but different students are considered, their ability to adapt and rationalize the class activities, as well as the evaluation criteria.

5 It is a very valuable experience, where one learns to value people more, to regulate teaching rhythms, but above all to be more humane, dynamic, understanding, and tolerant.

6 Well, what I would have liked to know would be: to know the diagnoses of the professionals about these people, the care routes, the interaction, and relationship with their parents and/or relatives, achievements reached by them, difficulties, etc.

7 The capacities I have to guide this type of students, I think they are minimal, since the MEN (Ministry of National Education) does not have a consolidated and established educational policy in all educational institutions in the country, which does not allow us to play a leading role, also the training for teachers has been reduced to a few workshops during the year, which does not guarantee an efficient and progressive work of this different population.

8 Some strategies could be:

Interpretation of texts by means of images.

-Painting

-Handicrafts

-Individual work

Flexible evaluation

Strengthening self-esteem

Assign small functions

Above all, love and understanding.

Survey #4

Name: María Lupe Freire Cárdenas

Position: Academic Coordinator

1 The ideal procedure:

To have as a basis the medical diagnosis where, in addition to informing the student's limitations, it also presents the supports required by the student.

Information provided by the student's guardian should also be added to the student's file. Based on these elements, planning can be carried out.

2 It is satisfactory as coordinator that students with different abilities are attended by teachers, according to their needs with strategies that help them in their learning process.

3 The most appropriate strategy is to make it more flexible and adapt it to the student's needs. A simple example would be in the case of a visually impaired student; the material should be with enlarged letters, its location should be in front, near the board, where the light favors the student.

4 The teacher should plan and bring special material for students with different abilities.

5 The rhythms are different and depending on the cases the achievements will not be the same.

6 Of course, experience always helps to better handle the situation.

7 We still need more training in the elaboration of flexible plans, according to the different disabilities, to be more precise in this process.

8 Depending on the case, the most helpful strategies are those that have to do with arts and crafts, such as drawing, painting, dancing, weaving.

## CHAPTER IV

### Results and discussion

This survey has three thematic axes that allow us to measure the impact of the responses, but also to focus the analysis on specific topics: the educational strategies used (questions 1, 3, 4 and 8), the training received (6 and 7) and the contribution of the lived experience (2 and 5).

*Table 1, survey data.*

Interviewee	Training	Strategies	Contribution
Teacher 1.	She does not have	She has	They should not be made to feel that they are less or should be weighed down.
Teacher 2.	She does not have	She has	Despite the differences present in the students, joint processes can be unified.
Teacher 3.	She does not have	He has	To be more humane, dynamic, understanding, and tolerant.
Coordinator.	Insufficient.	She has	Different rhythms and therefore different achievements.

Source: Author of the work.

#### Findings

None of the respondents acknowledged having sufficient prior training.

Despite the lack of adequate training, everyone has their own strategy to meet the challenge.

Everyone recognizes a contribution at the end of the process, which is assimilated as learning.

*Table 2, Characteristics of the interviewees.*

Interviewee	Genre	Experience	Training
1	F	21 years	Bachelor of Arts in Spanish and Literature
2	F	20 years	Degree in Social Sciences
3	M	23 years	Bachelor of Science in Agriculture and Livestock
4	F	25 years	Economist.

Source: Author of the work.

## Findings

Most respondents are women, only one man.

All have more than 20 years of professional teaching experience.

They are all professionals.

*Table 3, Teacher's learning.*

Interviewees	Strategy used	Evaluation
1	Research on disability. To assess the knowledge of the student. Adapt official curriculum.	The student was successfully leveled.
2	Planning Taking individuality into account.	No evaluation was made.
3	Knowledge of medical diagnosis. Planning. Flexibility. Love and respect.	Valuable experience.
4	Medical diagnosis. Adaptation of the curriculum. Flexibility.	Mutual learning.

Source: Author of the work.

## Findings

All of them agree to initially investigate and research the disability they have had to assume.

In all strategies the central element is the adaptation of the curriculum to the student's needs.

Flexibility as an educational guideline is used in all the work proposals.

The four respondents it was evident that only one did not evaluate the intervention, the rest, the majority, managed to at least level the student and the others presented achievements.

Table 4, Academic performance.

Primary Student	Academic performance	
	Before the intervention	After the intervention
1	Average	Good
2	Average	Satisfactory
3	Average	Satisfactory
4	Low	Satisfactory
5	Average	Good
6	Average	Good
7	Good	Superior
8	Average	Satisfactory
9	Average	Good
Student Secondary		
1	Average	Good
2	Average	Satisfactory
3	Average	Satisfactory
4	Average	Satisfactory
5	Low	Average
6	Low	Average

Source: Author of the work.

### Findings

Of the 15 students who received the intervention, only one had a good academic performance before the intervention, 11 had an average performance and 3 had a low performance.

At the end of the intervention all presented a variation in academic performance; only 1 student achieved superior performance (6.6%); 5 achieved good performance (33.3%); 7 achieved satisfactory performance (46.6%) and 2 achieved average performance (13.3%).

Table 5. Students with different abilities I.E. Núcleo Técnico Agropecuario

	<b>PRIMARY GRADE</b>	AGE	SUGGESTED SIMAT CATEGORY
1	5	10	Cerebral palsy
2	4	9	Cognitive deficits
3	4	9	Expressive disorder
4	4	9	Emotional disturbance
5	3	8	Myopia and astigmatism
6	3	8	Astigmatism
7	2	7	Congenital malformation syndrome
8	1	6	Epilepsy
9	Transición	6	Low vision
	<b>SECONDARY GRADE</b>		
1	9	19	Dispersed concentration
2	9	18	Stuttering (spasmophemia)
3	9	17	Systemic leukemia - acute lymphoblastic leukemia
4	8	18	Systemic -kidney
5	7	18	Developmental delay
6	6	17	Mixed school skills disorder

Source: Author of the work. Information taken in 2019.

### Findings

Of an institution with 960 students, 15 have some type of disability, or 1.5 percent.

9 students with some type of disability are in primary school (60%); the rest, 6 students are in secondary school (40%).

4 are adults (26.6%); 2 are young people (13.3%) and 9 are children (60%).

3 have visual problems; 2 have speech problems; 5 have problems with concentration and cognition; 2 have neurological problems; 2 have illnesses that compromise their physical condition and 1 has emotional disorders.

## **Interpretation of data**

A question-by-question analysis of the survey is made here, first compiling the responses to facilitate the analysis.

-What is the procedure for planning and teaching classes for students with disabilities?

What is the procedure for planning and teaching classes for students with disabilities?

The answers:

1 Initially, to orient myself or request training to teach a student according to the disability, considering the curriculum and government guidelines, because I have only done it twice, but with my own strategies. In the case of facing this situation without any guidance, then with my short experience I proceeded to explore the knowledge that the student has, the kind of disability, give confidence, know the need for guidance that the student requires; already in the planning I made the motivation, introduction to the topic dialogue with the student to be trained, exercises to be developed and the respective evaluation.

2 Recognize and classify the types of disabilities students must plan according to their needs.

3 The procedure to accomplish this purpose would be:

To know the diagnosis of the patient's condition

Plan activities according to capabilities and/or limitations.

Exercise as much flexibility as possible.

Give them a lot of understanding, love, and respect.

4 The ideal procedure: To have as a basis the medical diagnosis where, in addition to informing the student's limitations, it also presents the supports required by the student. The



student's file should also include the information provided by the guardian. Based on these elements the planning can be done.

From their opinions and experiences, the procedure for planning and teaching a class for students with disabilities must consider the following points:

Learn and be informed about disability.

Plan the class according to their needs, considering the disability.

-How do you feel about teaching the student?

The answers:

1 Good because a child with a disability is just like any other child with rights and abilities, they just need to have individualized guidance as much as possible.

2 In a way, I feel that I have limitations that at the same time constitute challenges that arise from the need to face the daily routine of my pedagogical work.

3 Sometimes you feel frustrated, but at other times you are happy to be able to contribute to a person with limitations.

4 It is satisfying as a coordinator that students with different abilities are attended by teachers, according to their needs with strategies that help them in their learning process.

The teachers have different feelings, one feels good about teaching students with disabilities, another feels he has limitations because of the challenges he has to face, and the last two teachers have a mix of feelings, sometimes frustration and also joy for the opportunity to help someone. The board expresses satisfaction that the students are being cared for by the teachers according to their needs.

-What has been the most appropriate and successful strategy in teaching students with disabilities?

The answers:

1 First of all, to make him feel that he is very important, to value his knowledge and skills and to link him to schoolwork without restricting his creativity.

2 The most appropriate and successful strategy in teaching students with disabilities has been to work with a blind student; the challenge was to read and write in Braille, as well as to work with textures for comprehension in subjects such as mathematics, social studies, and natural sciences.

3 The best strategy is to adapt to the type of learning of each student and their learning pace, and very personalized.

4 The most appropriate strategy is to make it more flexible and adapt it to the student's needs. A simple example would be in the case of a visually impaired student; the material should be with enlarged letters, its location should be at the front, near the board, where the light favors him/her.

The best and most successful strategy in teaching students with disabilities according to one teacher was to make the student feel important and feel appreciated for the knowledge and skills he/she has, another teacher mentioned that using braille and working on aided things were the best strategies to teach students, and the last two teachers said that the best strategy is to adapt to the way the student learns, according to his/her process, a very personalized way. The responsible teacher said that the best strategy must be flexible and adapted to the specific disability of the student.

-How do you teach all students, including those with disabilities?

The answers:

1 In the group there are always students who are ahead in their cognitive and disciplinary process so they are the support for these children logically supervised: the others with greater understanding can listen and develop the group and individual classes preparation of individual classes.

2 In order to teach all students, including students with different abilities, it must be done from a planning that responds to the individualities of students with disabilities, allowing to determine methodological strategies for inclusion, which leads to the development of citizenship skills.

3 The class is planned in a normal way, but different students are considered, their ability to adapt and rationalize the class activities, as well as the evaluation criteria.

4 The teacher should plan and bring special material for students with different abilities.

The first teacher said that classes are supervised to all students including those with disabilities. The second teacher said that to give classes to all students including those with disabilities should be a plan according to the needs of students with disabilities and allowing methodological strategies of inclusion that help them develop. The last two teachers said that the class should be planned in a normal way but considering the need to adapt the activities and the way of evaluating the students. The teacher responsible said that teachers must plan and bring special material for students with disabilities.

-From your experience with teaching students with disabilities at the same time as other students, what you have learned?

The answers:

1 That they develop skills with other parts of the body that are deeper and more beautiful than those that fail them, that they should not be made to feel that they are less or that they should be weighed, they should be well oriented.

2 From my experience of teaching differently abled students at the same time as other students I have learned that:

- Each student is a world apart.

- Despite the differences present in the students, joint processes can be unified.

3 It is a very valuable experience, where one learns to value people more, to regulate teaching rhythms, but above all to be more humane, dynamic, understanding, and tolerant.

4 The rhythms are different and depending on the cases, the achievements will not be the same.

From his experience teaching students with disabilities at the same time as other students, he has learned that they develop skills with other parts of the body in a deeper and more beautiful way, they should not be considered as less or pitied, they should be oriented in an appropriate way. Another teacher said that from his experience teaching both types of students at the same time he has learned that each student is a different world, even if there are differences between students, the processes can be unified. The last two teachers said that it is a valuable experience where one can learn to value people more, regulate the pace of teaching and above all be more humane, dynamic, understanding, and tolerant. The head of the teachers said that the pace for both types of students is different and depending on the cases the achievements will not be the same.

-From your experience teaching students with disabilities at the same time as other students, what would you have wanted to know before facing this situation?

The answers:

1 To train myself well on the right strategies to teach them without making mistakes so that I can see the progress clearly.

2 From my experience with teaching differently abled students at the same time as other students I would have liked to know before handling this situation:

- To recognize the inclusion methodologies that would have allowed me to develop the educational processes more easily.
- Sensitization for inclusion processes so as not to visualize the student with different abilities as a problem or with feelings of regret.
- Be knowledgeable about the different types of disabilities and specifically those that I have present in the classroom.

3 Well, what I would have liked to know would be: to know the diagnoses of the professionals about these people, the care routes, the interaction, and relationship with their parents and/or relatives, achievements reached by them, difficulties, etc.

4 Of course, experience always helps to better handle the situation.

From their experience teaching students with disabilities at the same time as other students, they would have liked to be trained on the appropriate strategies to teach without making mistakes and in that to see the improvement clearly; another teacher would have liked to know how to identify inclusion methodologies to develop the teaching process more easily, to be aware of the inclusion processes in order not to see the student with disability as a problem or with pity, and to have knowledge about the different types of disabilities and specifically about the ones I have in the classroom. The last two teachers said that they would have liked to know the professional's diagnosis of students with disabilities, how to help them, interact with them

and the relationship with their parents and/or relatives, the achievements reached by them and their difficulties, etc. The head of the teachers said that the experience always helps to better handle the situation.

-Do you feel you have enough training and assistance from the school administration to adequately teach your students with disabilities? Please explain your reason why or why not.

The answers:

1 I do not have the training to carry out this process because I never thought I would have students with different abilities, if there were, I would do it with pleasure, but I have not seen it from the educational authority.

2 I feel that there is not enough training and help from the school administration to adequately teach students with disabilities; because:

- There is a lack of timely training and continuous support to carry out the processes adequately.
- Lack of commitment of the Municipal Administration with the Educational Institutions.

3 The capacities I have to guide this type of students, I think, are minimal, since the MEN (Ministry of National Education) does not have a consolidated and established educational policy in all Educational Institutions of the country, which does not allow us to play a leading role, besides, the training in this regard for teachers has been reduced to some workshops during the year, which does not guarantee an efficient and progressive work of this different population.

4 We still need more training in the development of flexible plans, according to the different disabilities, to be more precise in this process.

One teacher believes that she does not have the necessary training to carry out this process because she never thought she would have students with disabilities, but she is willing to receive training if it is available. Another teacher also thinks that there is not enough training and help to properly teach students with disabilities because there is lack of training, guidance for the process correctly, due to the lack of support from the municipality with the institutions. The last two teachers also think that they lack training because the MEN (Colombian Ministry of National Education) do not have a consolidated plan for all institutions in the country and they have reduced the number of trainings per year, which does not guarantee efficient work and progress for these different people. Finally, the person in charge of the students says that there is a lack of training to elaborate flexible plans according to the different disabilities in order to be precise in this process.

-What teaching strategies, that you use, have you found work well to help your students with disabilities learn in your classroom?

The answers:

1 Knowing the kind of disability and the process of overcoming it has had from health, support group, parent orientador@s practical and creative exercises.

2 The teaching strategies used that I have found to work really well in helping students with disabilities to learn in my classes are:

- Inclusive and diverse, according to the type of disability.

- Collaborative and cooperative activities.

3 Some strategies could be:

- Interpretation of texts by means of images.

- Painting

- Crafts
- Individual work
- Flexible evaluation
- Strengthening self-esteem
- Assign small functions
- Above all, love and understanding.

4 Depending on the case, the strategies that help the most are those that have to do with arts and crafts, such as drawing, painting, dancing, weaving.

One of the teachers has found that knowing that type of disability and the process of improvement, the support of the class, family members, teachers and exercises have been the key. Another teacher found that various activities that include them, depending on the type of disability, collaborative and cooperative activities work very well. Two teachers suggest the following strategies: interpretation of texts with images, painting, crafts, individual activities, flexible evaluations, working to strengthen self-esteem, assigning small tasks and above all, love and understanding. Finally, the teacher in charge mentions that depending on the case, the strategies that can help the most are those related to handicrafts, artistic activities such as drawing, painting, dancing, and knitting.

### **Debate**

The conclusions of this monograph can expose two main problems in relation to inclusive education, the lack of knowledge of disabilities, and the other problem can be summarized in the lack of training to deal with students with disabilities.

Lack of knowledge about disabilities is a big problem because most of them are unknown, people usually have heard of a couple of them, but there is a long list with specific



characteristics. And because of the lack of knowledge about disabilities there is a lack of training on how to deal with these students to help them have meaningful learning; at the same time if there is a lack of knowledge on how to help them, how is it possible to think that there can be inclusive education, combining students with disabilities and without disabilities.

## **CHAPTER V**

### **Conclusions and recommendations**

The main goal of the research monograph was to help others be prepared to work with a student with a disability by having a general knowledge of disabilities and knowing how institutions and teachers elsewhere have made accommodations for meaningful learning. Interesting facts are mentioned here, by researchers, teachers, and people who work with both. Yes, teaching a student with a disability is complex, requires study, research and, most importantly, consideration of the student's needs.

As a future teacher(s) it is necessary to know the most common disabilities, the actions that an institution should take to make possible an appropriate education for students with those disabilities and to have a good idea of how the teacher should work with the student who has the disabilities. Being prepared for the situation is best for you as a teacher, for your students and for society.

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