



*Percepciones de los docentes hacia las adaptaciones curriculares para  
estudiantes con necesidades educativas especiales*

*Teachers' perceptions towards curricular adaptations for students with special  
educational needs*

*Percepções dos professores em relação às adaptações curriculares para alunos  
com necessidades educacionais especiais*

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## Resumen

Los estudiantes con necesidades especiales en las escuelas regulares es un tema importante que enfrenta la educación actual. El propósito de esta investigación es analizar la percepción de los profesores sobre las Adaptaciones del Currículo para estudiantes con necesidades especiales de la Unidad Educativa Fisca Amarilis Fuentes Alcívar. El tipo de investigación utilizado fue descriptivo con un enfoque del método mixto. Los datos se recolectaron a través de entrevistas semi-estructuradas realizadas a 12 profesores que tratan con estudiantes con necesidades especiales variadas. El análisis de los datos mostro que las percepciones de los maestros fueron variadas, de aceptación y rechazo a dicha reforma, que un número considerable de participante no tenía suficiente conocimiento y experiencia en estrategias de inclusión aplicadas en la enseñanza del idioma Ingles y que el grupo mostro interés en recibir capacitación sobre necesidades especiales y estrategias de inclusión, evidenciando que estrategias inclusivas necesitan incluirse en la práctica diaria del aula.

**Palabras claves:** Percepción docente; adaptaciones curriculares; necesidades educativas especiales; creencias de los docentes; estrategias inclusivas.

## Abstract

Students with special needs in regular schools is an important issue facing today's education. The purpose of this research is to analyze the teachers' perception of the Curriculum Adaptations for students with special needs of the Fisca Amarilis Fuentes Alcívar Educational Unit. The type of research used was descriptive with a mixed method approach. The data was collected through semi-structured interviews conducted with 12 teachers who deal with students with varied special needs. The data analysis showed that the teachers' perceptions were varied, of acceptance and rejection of said reform, that a considerable number of participants did not have sufficient knowledge and experience in inclusion strategies applied in the teaching of the English language and that the group showed interest in receiving training on special needs and inclusion strategies, showing that inclusive strategies need to be included in daily classroom practice.

**Keywords:** Teacher perception; curricular adaptations; Special educational needs; Teachers' beliefs; Inclusive strategies.

## Resumo

Alunos com necessidades especiais em escolas regulares é uma questão importante para a educação de hoje. O objetivo desta pesquisa é analisar a percepção dos professores sobre as Adaptações Curriculares para alunos com necessidades especiais da Unidade Educacional Fisca Amarilis Fuentes Alcívar. O tipo de pesquisa utilizado foi descritivo com abordagem de método misto. Os dados foram coletados por meio de entrevistas semiestruturadas realizadas com 12 professores que atendem alunos com necessidades especiais diversas. A análise dos dados mostrou que as percepções dos professores eram variadas, de aceitação e rejeição da referida reforma, que um número considerável de participantes não possuía conhecimentos e experiência suficientes em estratégias de inclusão aplicadas no ensino da Língua Inglesa e que o grupo mostraram interesse em receber treinamento sobre necessidades especiais e estratégias de inclusão, mostrando que estratégias inclusivas precisam ser incluídas na prática diária em sala de aula.

**Palavras-chave:** Percepção do professor; Adaptações curriculares; Necessidades educacionais especiais; Crenças dos professores; Estratégias inclusivas.

## Introducción

Students with special educational needs in regular schools are in present days one of the most significant issues facing the education community. The Ecuadorian government has designed relevant changes in this field.

For instance, designing public policies that favor these minority groups to their insertion in the regular schools, as established in article 47 of the LOEI (Organic Law of Intercultural Education). This article states that inclusion students have the right to access education. Thus, educational establishments have to receive students with disabilities and they have to provide appropriate physical spaces and curricular adaptations to their needs. (Ministry of Education, 2016)

In this sense, the purpose of this study is to examine the Teachers' perceptions of Curriculum Adaptations for students with special needs at Amarilis Fuentes Alcívar High School. Certainly, several English teachers present difficulties when they need to design accommodation to adapt the curricular elements like objectives, content blocks, teaching and learning activities, assessment, and methodology employed, in their plans. Thus, this study could help English teachers to manage appropriately inclusion pedagogic resources to implement in their classes.

Regularly, the teachers' perceptions are comprised of their beliefs, the level of involvement that they perform in different situations that occurred in the classrooms. According to the Ministry of Education and Science (1987), Curricular Adaptation is understood as an individualization of the teaching-learning processes. Thus, an ordinary curriculum programmed for a class group will be adapted to the educational needs of each student. It is essential that these adaptations make it possible to resolve many of the learning difficulties which are, for the most part, nothing more than teaching deficiencies.

### **Importance of implementation of Curricular Adaptation**

The significance of English teachers know about their beliefs and perceptions of Curriculum Adaptations for students with special educational needs at Amarilis Fuentes Alcívar High School is to establish the necessity of mastering inclusion concepts and strategies that several teachers of this establishment do not know. This knowledge would help teachers to implement them in their inclusive classrooms.

On the other hand, this research is important to give attention to a serious situation that arises due to the lack of appropriate planning for students with special educational necessities (SEN). Thus, teachers need to master inclusion pedagogical tools that allow them to identify accommodations that improve the teaching-learning process. Certainly, teachers could use the curricular elements to adapt in their curriculum planning.

### **Definition of Inclusion**

Historically, inclusion has been understood from different interpretations and perspectives. In the 21st century, students with special educational necessities (SEN) are included in the national curricula after many years of difficulties. Allen & Cowdery (2014) claim that inclusion is not a group of strategies, it represents the sense of belonging to a community. Another definition provided by UNESCO (2017) states that inclusion “is a process that helps overcome barriers limiting the presence, participation and achievement of learners (p. 13)”. This assumption confirms the commitment of the Ecuadorian educational system to warranty the rights of SEN students.

Short attention, poor concentration, visual or auditory problems, or difficulties in language development are features of common learning difficulties that suffer several children with disabilities. (Lerner & Johns, 2014). Fletcher, Lyon, Fuchs, & Barnes (2006) confirm that is

important to identify the weakness and strengths of the children with learning disabilities (LD), and many efforts at identification have been attempted to measure their conditions. If the score on an achievement test is significantly low the score obtained on an intelligence quotient (IQ) measure, then it is hypothesized that the learning difficulties are unexpected, because the IQ score is considered a measure of learning potential, and discrepancies occur only when the exclusion has been eliminated.

Lerner & Johns (2014) claim that “When levels of intellectual disabilities were based on IQ scores, they were defined with the terms mild, moderate, severe, or profound.” (p. 7). Mapou (2008) points up the classification of learning disabilities can be applied to children and adults due to the same types of disorder are seen in both. Fletcher et al. (2006) identified six subgroups of learning disabilities. On the other hand, they remark that reading disabilities can be divided into five essential groups. If these disorders do not produce academic problems they are not considered learning disabilities. These subgroups are:

Reading disability

Word recognition( dyslexia)

Reading fluency

Comprehension

Mathematics disability (computation and/or problem-solving)

### **Curricular adaptations**

According to the Ministry of Education (2013), Curricular adaptations are modifications that are made to the elements of the curriculum, like objectives, skills, methodology, resources, activities, and time of completion activities to respond to each SEN student. The main responsible for carrying out the curricular adaptations is the teacher, who has the support of the DECE (Student Counseling Department) and the director area. The principles of curricular adaptations are flexible, student-based realistic, contextual, cooperatives, and participatory. The curriculum can be modified and adapted to the SEN students. It is essential to start from realistic approaches that teachers can work as a team to propose an appropriate curricular adaptation.

The purpose of teaching SEN students focuses on the application of curricular adjustments which take into account the interests, motivation, and skills of students in order to have a significant

impact on their learning. This curricular adaptation must be necessary to guarantee the schooling, progress, and promotion of the SEN students from the academic cycle. Each educational establishment must consider the wide range of students which allows designing pedagogical strategies that respect the individual differences of students. The curricular adaptations must be formulated in reference to the educational needs of students. They must be referred to skills which they need to be developed and the requirements that the teaching-learning environment must meet, making a reference to a specific curricular area. (Ministry of Education of Guatemala, 2009)

### **Curricular adaptations according to level concretion**

Ministry of Education (2013) considers three levels of concretion. The first level of concretion or macro-curriculum. It refers to the curricular model developed by the state or government. It is part of the curriculum issued by the Ministry of Education, which reflects ideological, pedagogical and structural changes, and evidences a clear inclusive. The mandatory national curriculum corresponds to this level. The second level of concretion or meso-curriculum based on the national curricular offer and the characteristics of the establishment which refers to what the educational institution plan: Institutional Educational Project (PEI) the acronyms in Spanish, which contains the PCI, to which the planning is articulated in Annual Curriculum Plan (PCA). These documents respond to principles and diversity and, therefore, are essentially flexible. In this level and from the national curriculum, the curricular adaptations are realized. The national curriculum includes the following areas: Language and Literature, Mathematics, Social Studies, and Science for the General Basic Education (EGB) and General Baccalaureate Unified level (BGU), in Science or Technical. The Technical Baccalaureate curriculum, on the other hand, contains modular, unit objectives, training modules, resources, and evaluation criteria.

Since the meso-curriculum is flexible, it is susceptible to modifications and variations in any of the aspects mentioned, responding to this, it shapes the context and type of educational institution, as well as the characteristics of the students. Taking into account that PCI is a component of the PEI, it must include adaptations, consistent with the institutional diagnosis.

The third level of concretion or micro-curriculum adjusts to the needs and particularities of the students. This level corresponds to the classroom planning, from which individual curricular adaptations are it registers in the Individual Educational Plan (IEP) or Documento Individual de

Adaptación Curricular (DIAC), in which all relevant modifications are condensed in the different elements of the curriculum. The accommodations must be evidenced at the accessibility level.

## **DIAC**

Zaballos, Díaz, & de Albéniz (2001) point up that DIAC is a registration instrument, which contains the general and specific data of the student and his/her context, its curricular competence, its special educational needs. In this way, it serves as the basis for futures adaptations, during the scholar life of the SEN students. The direct responsibility for the development of the DIAC is each teacher, who has the support of the DECE or the UDAI( Unidad de Apoyo a la inclusión). This document must be filed in the students' file to develop consistent adaptations and subsequently continued, from the Initial Education until Compulsory Baccalaureate.

DIAC consist of: Student identification data, elaboration date and expected duration, professionals involved in its preparation, synthesis of the Psychopedagogical-Report, which details the development of the students by areas, (perceptual-cognitive, communication and language, motor, affective-social), school, social and family context, learning style, special educational needs, professionals who attend the student externally, curriculum competence, adapted curricular proposal, with classroom objectives and individual objectives, skills with performance criteria, methodology, resources, evaluation, readjustments, final results, signatures of responsibility, and development of the unit.

## **Curricular adaptations according to the degree of affectation entity in which it is applied**

### **Grade 1 curricular adaptation or access to the curriculum**

Modifications are made in the space, resources or materials, infrastructure, and time required by the student to perform a certain task. The resources that should be considered in the modifications are of access to the curriculum are Human resources like teachers, professionals of the DECE, and the team of the UDAI. Space resources corresponds to the physical conditions of access must be adapted (ramps, braille signs, visual signs, and so on.), as well as architectural structures. The resources for communication is important to have alternative systems of communication like drawings, pictograms, technical like alternative and augmentative systems. Lastly, material

resources that include technical aids and special furniture for motor disabilities or physical, hearing aids (hearing impairment), specialized software programs as Fressa Project, among others. (Zaballos, Díaz, & de Albéniz, 2001).

### **Grade 2 or non- significant curricular adaptation**

Grade 2 includes the aspects of grade 1 which are modified and, in addition, adaptations to the methodology and evaluation are included; however, the educational objectives and skills with performance criteria are the same for all students. Methodological and evaluative strategies must be flexible, open, innovative, motivating, and adaptable to the individuality of each student. For instance, peer tutoring, support group, landmarks, projects, reading in pairs, collaborative writing, and supports for mathematics. Peer tutoring involves that the student with more knowledge and skill supports the partner who needs help. The supporting group helps teachers who know more about special educational needs and support the rest. DECE must accompany and train teachers. Another strategy is a landmark, this methodology is based on preparing the classroom and dividing it into different spaces, in each of which tasks are proposed that promote the development of planned skills. Projects comprise a group work based on the development and the growth of a project of common interest in which the SEN students collaborate from their capacity and possibility. Reading in pairs, on the other hand, is used in the case of students with dyslexia. Collaborative Writing is writing dynamics between classmates, it is based on the responsibility that collaborators share to contribute to increase and improve the knowledge of everyone, especially those who have problems at the moment to express their ideas in writing. Lastly, support for mathematics includes the Pythagorean table, Cuisenaire strips, and logic blocks, horizontal or vertical abacus. (Ministry of Education, 2013, p. 17)

### **Grade 3 or significant curricular adaptation**

The elements included in grade 2 are modified, as well as the skills with performance criteria and educational objectives. This grade includes oral tests, written tests, objective attitudinal assessment, conversations, rubrics, and other assessment strategies. Oral tests imply oral dynamics of questions and answers while written tests consist of multiple-choice questions, completion, ordering, matching, true or false, etc. The attitudinal assessment objective consists in the observation and assessment of the work and effort of the SEN students. Another strategy is the conversation that is



the result of watching a video or a socialized reading. Each student presents the main idea of the story and gives their opinion. Rubrics, on the other hand, it is a matrix that evaluates different aspects of a task. Finally, other evaluation strategies can be used instead of written assignment: teachers ask students with reading or writing difficulties to make a collage, a model or a drawing. (Ministry of Education, 2013, p. 18)

Curricular adaptations according to the duration

Curricular adaptations according to duration are classified as temporary and permanent. Temporary curricular adaptations are modifications to the curriculum that are applied at a certain time until the student decreases his difficulty. It is applied to non-associated with SEN students. While the permanent are accommodations that remain throughout the school process. These curricular adaptations are necessary in case of SEN students associated with a disability. (Ministry of Education, 2013, p. 20)

### **Special Educational needs associating with a disability**

Disability is a complex phenomenon that reflects an interaction between the characteristics of the human organism and the characteristics of the society in which it lives. There are different types of disability, they can be sensory, cognitive, physical, or psychosocial (Universidad de Alcalá, 2016, p. 9). Sensory disabilities comprise hearing impairment and visual impairment. Hearing impairment considered a partial or total hearing loss. This produces a deficit in the acquisition of oral language. In this case, teachers need to speak in front of the students, in a high voice and with a properly articulating. In the case of visual disability, teachers need to know the grade of the impairment if it is the partial or total loss of sight. They need peer tutoring, team works, and if it is possible do not change the arrangement of them.

Mendoza Mosquera & Sandoval Brusil (2013) points up that the definition of intellectual disability has evolved for ages and describes the level of difficulty of a person who presents serious problems decoding skills, orthographic knowledge, word recognition among others impairments. Burack & Hodapp (2012) state that the study of cognitive disabilities functions or abilities may best highlight the contributions of the developmental approach to intellectual disability (ID). During the second half of the 20th century, scientific research on ID considered essential across all domains of

functioning, including cognitive rigidity, memory processes, discrimination learning, and attention-retention capabilities, among others.

Gargiulo & Bouck (2017) claim that ID can be classified into one of four levels of ID, these are mild, moderate, severe, or profound-with mild representing the highest level of performance according to measured intelligence that represents the IQ ranges typically used in these studies.

**Table 1** Classification of Intellectual Disability Source, (Gargiulo & Bouck, 2017, p. 22)

CLASSIFICATION LEVEL	MEASURED IQ	SD BELLOW MEAN
Mild intellectual disability	55-70	2 to 3
Moderate intellectual disability	44-55	3 to 4
Severe intellectual disability	25-40	4 to 5
Profound intellectual disability	Under 25	More than 5

**Note:** IQ scores are approximate; SD standard deviation

### **Mild intellectual disability**

According to the Ministry of Education (2013) in the case of Mild intellectual disability teachers have to encourage participation, avoid overprotection and help only if it is necessary, facilitate experiences that develop self-determination and the power of decision. The usage of effective didactic material is recommended for this group of SEN students, for instance, drawings, multisensory methods, CD programs, and educational software. A lot of practice and repetition is important. In tasks, teachers must give simple instructions, simple and visual support.

### **Moderate intellectual disability**

Teachers must use behavior modification techniques such as shaping successive approaches, chain or task analysis, modeled tasks, use correct and simple language, short sentences, signs in different spaces such as the bathroom, bar, address, DECE, and so on. The assessment must be differentiated, objective, oral tests. The instructions must be segmented, short, and clear. In the case of objectives, skills and performance criteria need to be modified according to the curricular students' competence. (Ministry of Education, 2013)

### **Severe and profound intellectual disability**

Ministry of Education (2013) indicates that students with severe and profound intellectual disabilities require specialized education in which they can receive all the therapies (speech therapy, physical, occupational, music therapy, among others). Likewise, a DIAC is necessary for each student, whose main objective is to achieve autonomy and functionality.

### **Physical disability and Autism spectrum disorder**

This type of disability consists of the temporary or permanent alteration of the motor area. It affects postural tone, mobility, and coordination of the movements. This kind of student needs someone in charge of their mobilization if it is not possible to move by himself. The last special educational needs associated with a disability is Autism spectrum disorder. It consists of a disorder that depends on the degree of involvement, difficulties to develop proper relationships with other people, there is a lack of social and emotional reciprocity, a rigid attachment to routines and behavior repetitive motor. Teachers must achieve that students with autism participate in different educational and social environments. Furthermore, it is recommended that teachers mediate the educational process and facilitate interaction with others. (Ministry of Education, 2013)

### **Special educational needs not associated with a disability**

Regarding the classification included in the article 228 of the General Regulations of the LOEI, Ministry of Education (2012) states that special educational needs not associated with a disability are divided into three groups. The first group corresponds to specific learning difficulties: dyslexia, dyscalculia, dysgraphia, dysorthography, dysphasia, attention deficit hyperactivity disorders, among other difficulties. The second group is for the situation of vulnerability like catastrophic disease, human mobility, minor offenders, addictions, victims of violence, and other exceptional situations provided for this regulation. Lastly, students with higher endowment who shows high cognitive, creative, and artistic abilities with an intellectual coefficient of 34-35. According to the Ministry of Education (2013), special educational needs not associated with a disability are needs that the human beings present at some moment of their schooling. Normally, they are temporary and require support from the establishment through reinforcements, remedial plans, and curricular

adaptation. This corresponds to grade 2 or non-significant curricular adaptations. In other words, it is essential to incorporate changes in access, methodology, or evaluation.

### **Teaching methods**

Westwood (2008) states that “Different teaching methods are not equally effective. Some currently popular methods can create problems for children with disabilities” (p. 14). Teachers have the challenge to seek the best way to engage all learners in learning activities supporting them to achieve the learning goals. Considering the subject, the age, students need, resources, and the ability level of the learners. They need to develop through real situations involving computer games, measuring, and grouping. For problems reading teachers can use resources like instruction cards, recipes, brochures, comics, games, and flashcards oriented towards their needs and interests.

### **Inclusion strategies**

Karten (2017) indicates that SEN students present diverse characteristics. Thus, it is important to drive individualized interventions like informal phonics inventories as well as formal evaluations which allow developing skills, identify words, and active interaction into the classroom. Drabble (2016) claims that “The first thing that teachers need to do with SEN children is to observe closely. Watch and learn from them. What are their experiences while in the classroom?” (p.83) Drabble mentions some simple strategies to help teachers that work with SEN students to make sure the child is involved. The are:

- Review how the child is behaving
- Evaluate their working environment
- Personalize the learning
- Expert advice
- Consider technology
- Develop trust

### **Quick tips for working with a child with SEN**

1. Stick to a routine; children feel safer in a routine.
2. Plan the work and so they aware of the child's overall targets
3. Use assistive technology (software apps) for reinforcing learning and introducing new topics.
4. Do not react to silly behavior; you are playing into their hands, poor behavior is often a cry for help through lack of understanding.
5. Help the child with organizational skills through the use of visual overlays.
6. Keep the noise level down in the classroom.
7. Use a PC program such as Clicker for a child who struggles to write.
8. Have audio books for struggling readers to enable them to keep up with class text.
9. Establish a good relationship with parents so that strategies may be continued at home
10. Reward positive behavior, this is a hotly debated topic, but if you are a believer in extrinsic rewards then now is the time to use it.

(Drabble, 2016, p. 84)

### **Method**

The method that was used in this study was a descriptive qualitative approach due to the nature of the subject. A survey with ten questions was administered to 8 English teachers of Amarilis Fuentes Alcívar High School to examine the Teachers' perceptions of Curriculum Adaptations for students with special educational needs at Amarilis Fuentes Alcívar High School of Guayaquil city. An observation and a survey for collecting data were applied in this research. Dillman, Smyth, & Christian (2016) point up that one of the most efficient and accurate methods for gathering perceptions of the groups of people is a survey research. This instrument allows the researcher to choose the most appropriate way to send the survey to tailor to specific situations. The study population includes eight participants for both instruments. The range of teachers' age in the establishment varied between 46 and 58 years and about 75% of the participants were women. Approximately 25% of the teachers have a master's degree or above. The researchers sent each participant a survey link via instant message (WhatsApp) and via email. The messages informed English teachers about the study and the data-gathering instrument. The messages asked teachers to complete the survey. The online survey consisted of 9 statements with a 5 point Likert scale

consisting of the following responses: strongly agree, agree, neither agree nor disagree, disagree, disagree, strongly disagree. The items of the survey were adapted from the original survey applied by Carmen Celestine Wiggins in 2012 in the state of Georgia. This instrument was validated by inclusion experts Ernst & Rogers (2009). The selected items in this research were the followings:

1. I believe teaching students with disabilities in a general education classroom will encourage their academic growth
2. All students with disabilities can be educated in the general education classroom
3. I have high expectations that all students, including students with disabilities, can learn and achieve in the general education classroom
4. As a result of my training, I feel comfortable teaching students with disabilities in an inclusive classroom
5. I feel confident with my ability to teach students with disabilities effectively adapting accommodation in the DIACs.
6. I am open to changing my teaching methods and adapting new objectives, activities, and assessments to meet the needs of students with disabilities.
7. I accept responsibility for teaching students with a variety of learning differences in the general education classroom
8. I effectively adapt materials to the core curriculum to include students with disabilities in the general education classroom
9. SEN students will have a better chance of participating in learning in inclusive classrooms.

## Results

The primary purpose of this study was to examine the perceptions of Curriculum Adaptations for students with special educational needs, the results from the online survey revealed important findings of this research. The research items measured general perceptions of the English teachers as well as their perception of their ability to manage the curricular adaptations. The first group of questions was addressed to know about the demographic profile of the population studied. While the final section of the survey involved statements that find teachers' perceptions and their beliefs. In regard to the results from the survey, these showed in Q1 (I believe teaching students with disabilities in a general education classroom will encourage their academic growth) 4 out of 8

teachers that chose the 'agree' answer. In contrast, almost half of the participants selected the 'disagree' answer that represents 37, 5% of the participants. While 12, 5% of participants chose the 'strongly disagree' answer. (see graph 1)

In Q2 (All students with disabilities can be educated in the general education classroom) 3 out of 8 contestants that chose the 'agree' answer. As depicted in graph 2, the result of this item presents opposite opinions. This is evidenced because 3 out of 8 participants that selected the 'disagree' answer. However, it was observed that coincided 1 out of 8 for the answers 'strongly agree and strongly disagree'.

In Q4 teachers were asked whether as a result of their training they feel comfortable teaching students with disabilities in an inclusive classroom, 50% (see graph 4) 4 out of 8 teachers chose the 'neither agree nor disagree' answer. The participants exposed a neutral opinion on this item. While 25 % selected the 'agree' answer and 2 out of 8 teachers decided to select the 'disagree' answer.

Results condensed in this study show that in Q6, Q7, and Q8 most of the teachers showed positive responses related to their teachers' perceptions towards curriculum adaptations for students with special educational needs at Amarilis Fuentes Alcívar High School. For instance, almost 87, 5 % (see graph 6) of teachers chose in the Q6 (I feel confident with my ability to teach students with disabilities effectively adapting accommodation in the DIACs.) the 'agree' answer. In Q7 (I am open to changing my teaching methods and adapting new objectives, activities, and assessments to meet the needs of students with disabilities.) 7 out of 8 teachers chose the 'agree' answer while 1 out of 8 teachers selected the 'neither agree nor disagree' answer. Lastly, in Q8 (I accept responsibility for teaching students with a variety of learning differences in the general education classroom) 62, 5 % (see graph 8) of the teachers selected chose the 'agree' answer while 2 out of 8 teachers selected the 'neither agree nor disagree' answer. 87, 5 % (see graph 6) of teachers chose 'strongly agree' answer.

## Discussion

In view of the results obtained out of the study, it is evident that several factors are evidenced in the analysis of the English teachers' responses. These factors are identified as barriers for several teachers who are not prepared for adapting changes in their teaching process. One of these factors

detected in the survey is the lack of knowledge and training which was evidenced in the graph 2, 4, and 8 based on their negative answers that denoted that they are worried about their insufficient preparation about inclusion strategies. Toyin, Symphorosa, Jenny Shumba, & Adeola (2017) expose in their study that some teachers were not adapting the curriculum to meet the needs of all learners because of large classes and a lack of training. Thus, teachers do not feel confident about how to face inclusion classrooms. Schmidt, Gozendal, & Greenman (2002) complement this finding with their theory that confirms that SEN students “requires teachers to have strong background knowledge of their unique educational needs in order to achieve success. Effective strategies and instruction for students with learning disabilities is evident in classrooms that engage all learners in actively constructing knowledge” (p. 56)

Gromoll (2008) recognizes in her study the importance of the teachers’ professional development. Teachers need to become involved in the curriculum, instruction, and assessment in order to know the most appropriate inclusion strategies that allow SEN students to improve their academics outcomes. “General education teachers need to realize that they are responsible for the achievement of students with learning disabilities within their classrooms.” (p. 92) On the other hand, the author states that schools will need to address how the service delivery model can improve test outcomes by increasing the quantity of time spent with students with learning disabilities in the general education classroom. In addition, current research indicated that inclusion in regular education classrooms increased SEN student achievement and classroom performance. This theory coincides with the finding analyzed in graph 1, which determine that half of the participants are agreed that teaching students with disabilities in a general education classroom will encourage their academic growth.

Lastly, the findings indicated in the graph 6 and 7 evidenced that a relevant number of teachers are agreed about opening to change their teaching methods and adapting new objectives, activities, and assessments to meet the needs of students with disabilities and accept responsibility for teaching students with a variety of learning differences in the general education classroom. This finding coincides with the study from the work of Lohrmann & Bambara (2006). They discovered that “the extent that teachers perceive themselves as being open to and successful with inclusion may be related to the extent their inclusion efforts are supported by members of the school community”. (p. 32)

Based on the findings from the teachers’ perceptions of curriculum adaptations for students with special educational needs at Amarilis Fuentes Alcívar High School Survey is



evidenced that the most important feature is the commitment of the teachers and the school in benefit of SEN students achievement.

## **Conclusion**

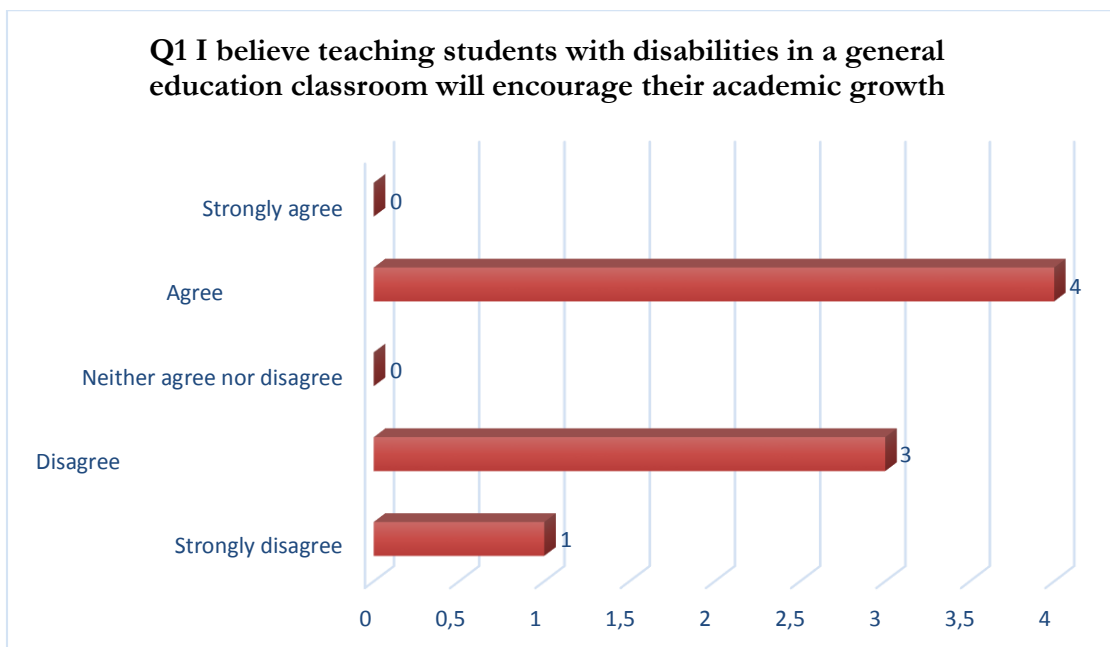
Results of this study indicate that teachers' perceptions of curriculum adaptations for students with special educational needs at Amarilis Fuentes Alcívar High School are significant in student achievement. As professionals in education, teachers need to examine their perception of curriculum adaptations in order to continue to update their inclusion preparation and teachers' beliefs.

This study found differences in the perceptions of inclusion and curricular adaptation held by English teachers. It was evidenced that a group of English teachers hold a better attitude towards the opening to change their teaching methods and adapting differentiated objectives, tasks, and types of evaluation. Considering the needs and real context of SEN students. Besides, they accept responsibility for teaching students with learning disabilities. This factor is relevant because this positive attitude allows the SEN students to become in the benefits of their learning. On the other hand, this study revealed that another group of teachers showed a negative perception that SEN students can be educated in a regular classroom and a neutral opinion about if they feel comfortable teaching students with disabilities in an inclusive classroom. These answers evidenced that this group of teachers as a result of their lack of training feel worried about their teaching strategies into the inclusion classroom.

In sum, the overall arguments underline that the teachers' perceptions towards curriculum adaptations for students with special educational needs at Amarilis Fuentes Alcívar would allow English teachers to involve in an inclusion pedagogical process required in this establishment in order to manage appropriately different inclusion situations. Moreover, it was revealed in this research that English teachers' perceptions are positive. They are aware that need to update in different areas like inclusion strategies and classroom management of the inclusive classrooms. This preparation allows teachers how to manage inclusive classroom and design curricular adaptations evidenced in the DIACs according to the students' needs that include the inclusion strategies that benefit SEN students from Amarilis Fuentes Alcívar High School.

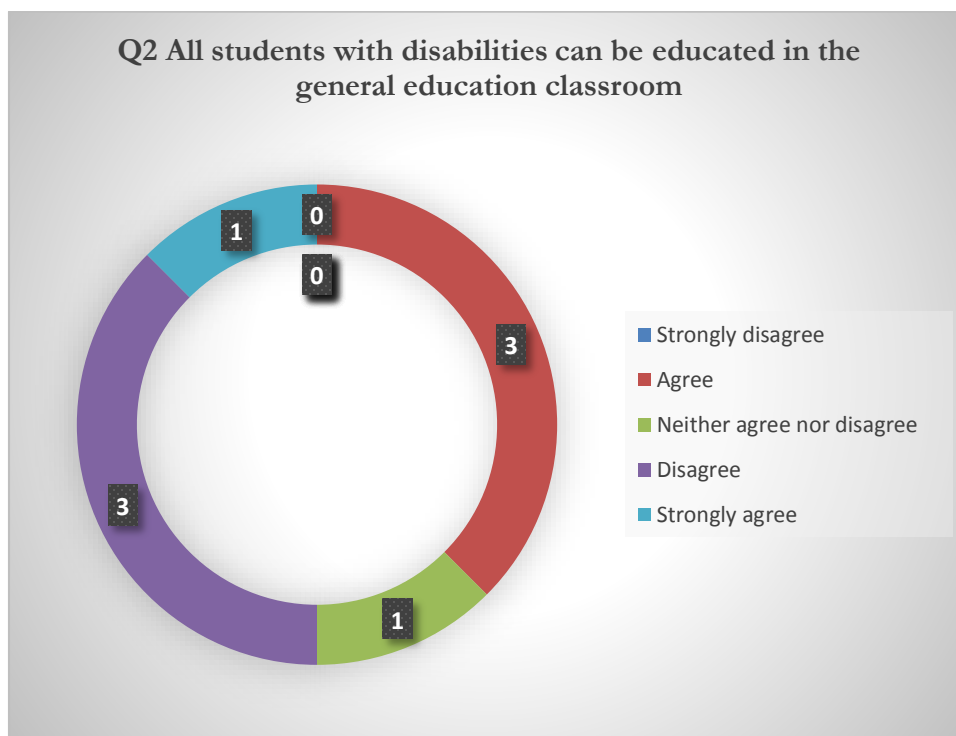
Annexes

Graph 1.



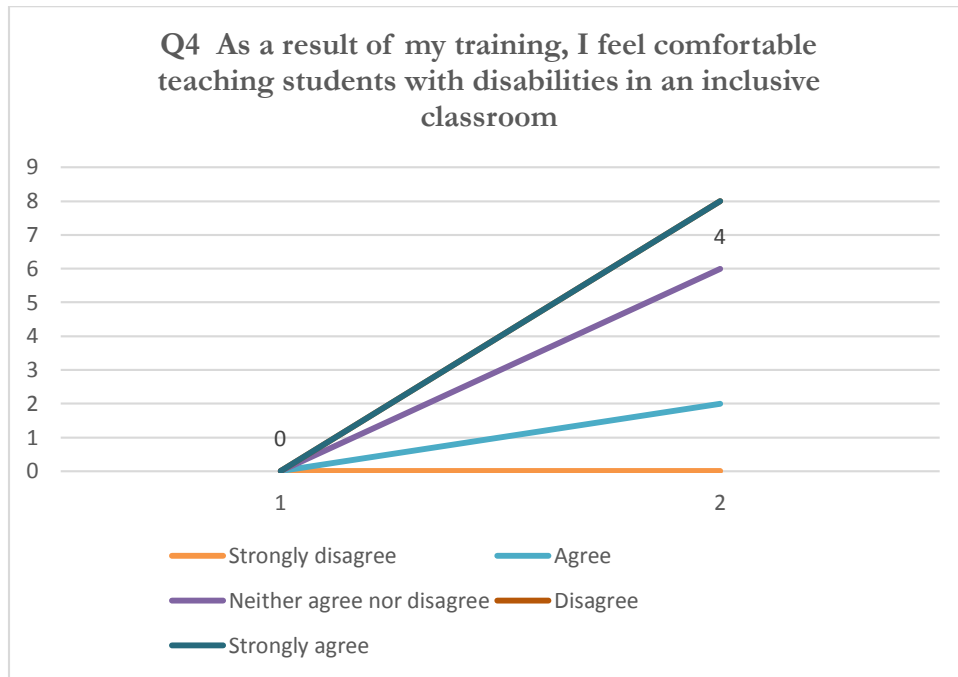
Source: Loor & Aucapiña, Ecuador, 2019

Graph 2.



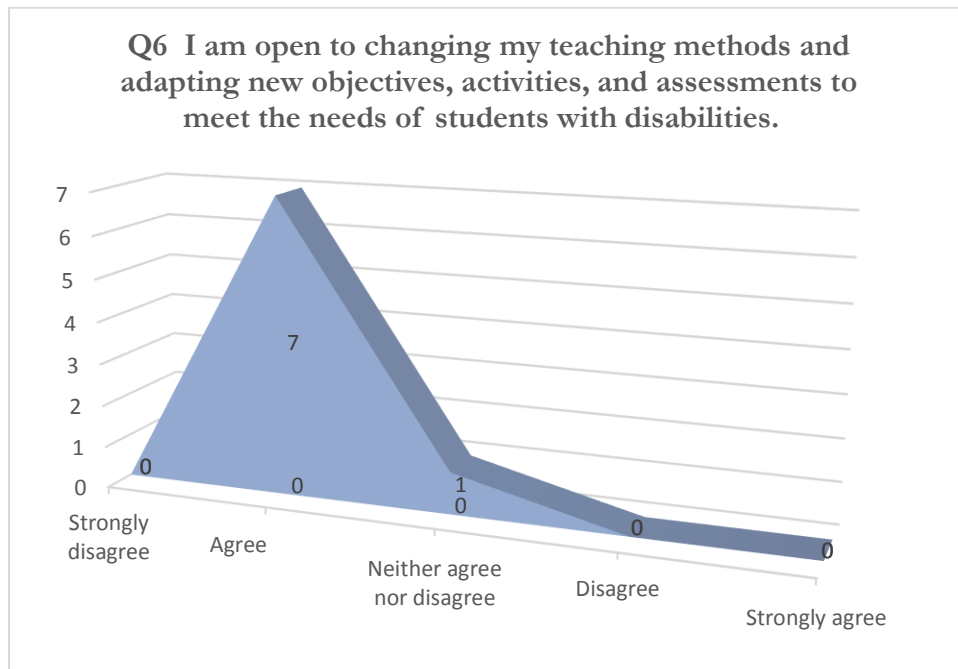
Source: Loor & Aucapiña, Ecuador, 2019

Graph 4.



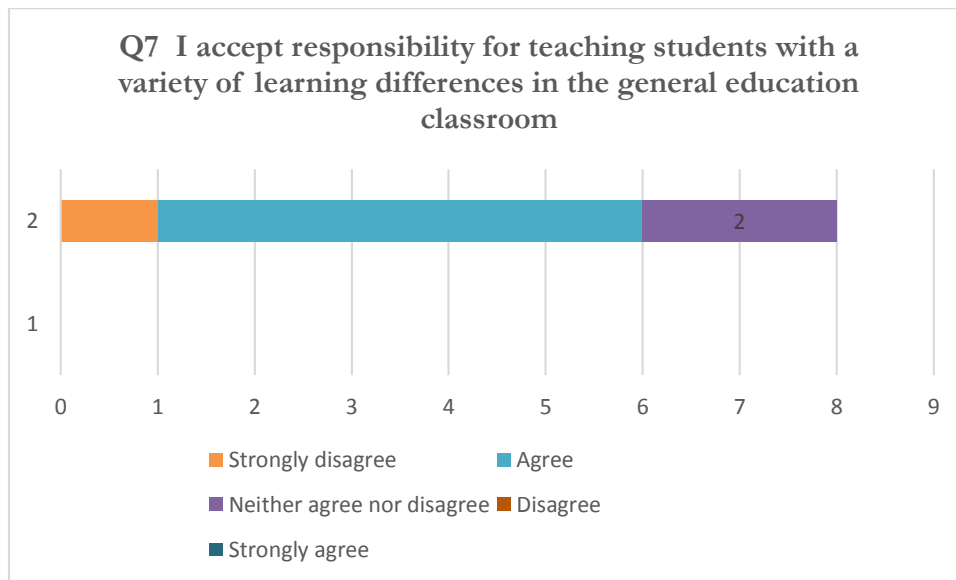
Source: Loor & Aucapiña, Ecuador, 2019

Graph 6.



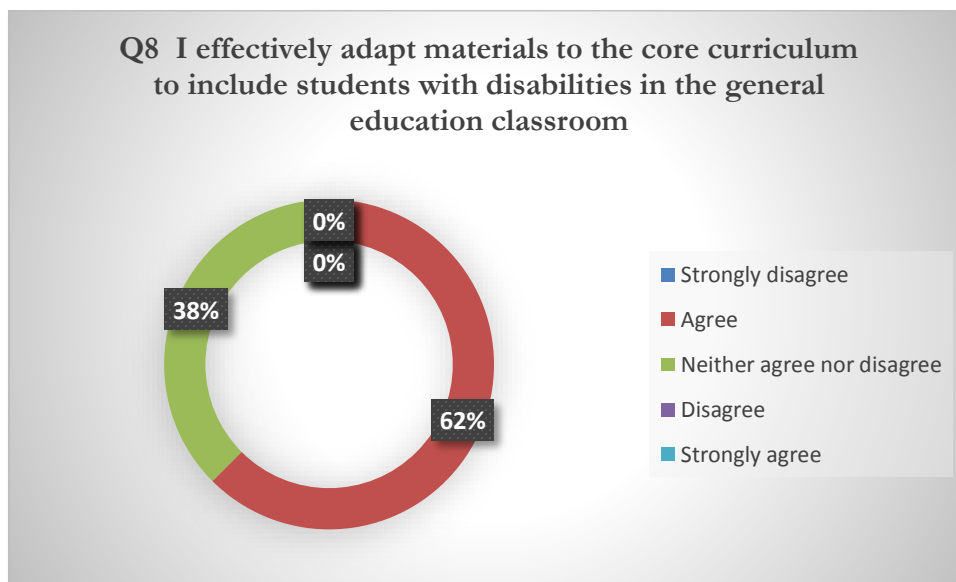
Source: Loor & Aucapiña, Ecuador, 2019

**Graph 7.**



Source: Loor & Aucapiña, Ecuador, 2019

**Graph 8.**



Source: Loor & Aucapiña, Ecuador, 2019

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