



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

---

FACULTAD DE LENGUAS

LICENCIATURA EN ENSEÑANZA DEL INGLÉS

“TEACHERS’ PERSPECTIVES AND BELIEFS ABOUT INCLUSIVE EDUCATION IN  
ELEMENTARY SCHOOLS IN MEXICO”

A thesis submitted to the Faculty of Languages for the Degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Presented by:

MARICRUZ AMARO HERRERA

Thesis director:

Mtra. Blanca Adriana Téllez Méndez

Puebla, Pue.

October, 2023



“TEACHERS’ PERSPECTIVES AND BELIEFS ABOUT INCLUSIVE EDUCATION IN  
ELEMENTARY SCHOOLS IN MEXICO”

This Thesis has been read by the members of the committee of

MARICRUZ AMARO HERRERA

And it is considered worthy of approval in partial fulfillment of the requirement for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis director

---

Mtra. Blanca Adriana Téllez Méndez

Committee member

Committee member

---

Mtro. Leonel Ojeda Ruiz

---

Mtro. Miguel Ángel Rodríguez Vega

## DEDICATIONS

To my mom, who always supported and loved me during this process.

To my dad, who worked hard every day to give me professional preparation.

To my grandmother, who inspired me to overcome myself.

To my husband, who pushed me to finish my degree.

To my son, who is the most important person in my life.

To my beloved friends, who always believed in me.

## ACKNOWLEDGEMENTS

I want to acknowledge my thesis director, Adriana, for helping me by giving me time, knowledge, and patience during this process. She was the best guide for me. She always believed in me even when I did not believe in me, and thanks to her, I finished this research project.

One more time, I would like to acknowledge my family for allowing me to educate myself and meet new, engaging, and talented people I call friends.

## ABSTRACT

The research project explores teachers' perspectives, feelings, and thoughts about inclusive education in elementary and public schools in Mexico. The system of education in Mexico incorporates an inclusive education program at all academic levels. It means that everyone has the right to attend school no matter their physical conditions, age, sex, religion, economic status, race, etc. The Secretary of Public Education (SEP) assumed that teachers, infrastructure, materials, personalized staff, and academic programs are ready to give quality education. However, it is not known if the inclusive program works or not.

The investigation is based on a questionnaire of 13 questions made on google forms because it was socialized via the internet. The questionnaire reached 116 participants who work as teachers. After that, the data was read, then analyzed, and organized into different categories. Finally, the information was deposited in bar and pie chart graphs to represent better the information based on numbers. In other words, the investigation follows a mixed method. The research could find that the educational system is not well prepared to give an inclusive education. However, teachers are willing to teach all kinds of students even if they do not have enough training and material. They also present a positive attitude through the situation.

## Table of contents

CHAPTER I: INTRODUCTION.....	12
1.1 Introduction .....	12
1.2 Statement of the problem .....	14
1.3 Purpose of the study .....	15
1.4 Objectives.....	15
1.5 Research questions .....	15
1.6 Justification .....	16
1.7 Significance of the study .....	17
1.8 Chapter conclusion.....	18
CHAPTER II: LITERATURE REVIEW .....	19
2.1 Introduction .....	19
2.2 What is education? .....	19
2.2.1 Formal education .....	20
2.3 What is inclusive education?.....	21
2.4 Inclusive education and public school .....	25
2.5 What does disability mean?.....	30
2.6 International classification of disabilities.....	33
2.7 Classification of disabilities given by the SEP.....	34
2.7.1 Sensorial disability.....	35

2.7.2	Physical disability .....	36
2.7.3	Intellectual disability.....	37
2.7.4	Mental disability .....	39
2.7.5	Multiple disabilities .....	42
2.8	Beliefs.....	43
2.9	Attitudes .....	44
2.10	Beliefs and attitudes towards teaching disability students .....	45
2.11	Integration and inclusion.....	48
2.12	Emotions and feelings .....	50
CHAPTER III: METHODOLOGY .....		51
3.1	Introduction .....	51
3.2	General objective.....	54
3.3	Specific objectives.....	54
3.4	Sample.....	55
3.5	Questionnaire .....	55
3.6	Field work .....	56
3.7	Content analysis .....	56
3.8	Analysis plan.....	58
3.9	Tabulation.....	58
3.10	Analysis and reporting .....	58

CHAPTER IV: FINDINGS .....	59
4.1 Introduction .....	59
4.2 Sociodemographic information .....	59
4.3 Questionnaire .....	65
CHAPTER V .....	97
5.1 Introduction .....	97
5.2 Research questions discussion .....	97
5.3 Limitations of the study.....	102
5.4 Directions for further research .....	102
5.5 Study contribution.....	103
5.6 Conclusions .....	103
REFERENCES .....	105
APENDIX A: QUESTIONNAIRE.....	112
APPENDIX B TABULATION .....	117

### **List of figures**

Figure 1 <i>Age</i> .....	59
Figure 2 <i>Sex</i> .....	60
Figure 3 <i>State</i> .....	60
Figure 4 <i>School location</i> .....	61
Figure 5 <i>School type</i> .....	62

Figure 6 <i>Educational experience</i> .....	62
Figure 7 <i>Level or levels in which teachers have worked.</i> .....	63
Figure 8 <i>Hiren position</i> .....	64
Figure 9 <i>Subject teacher</i> .....	64
Figure 10 <i>Definition of inclusion</i> .....	65
Figure 11 <i>The number of teachers who have had students with different abilities</i> .....	67
Figure 12 <i>Type of disability that students present</i> .....	68
Figure 12.1 <i>Mental disability</i> .....	70
Figure 12.2 <i>Physical disability</i> .....	70
Figure 12.3 <i>Sensory disability</i> .....	71
Figure 12.4 <i>Outstanding skills students</i> .....	72
Figure 12.5 <i>Genetic syndromes</i> .....	73
Figure 12.6 <i>Autism spectrum disorders</i> .....	74
Figure 13 <i>Training course</i> .....	75
Figure 14 <i>Course hours</i> .....	76
Figure 15 <i>Recognize students with different abilities</i> .....	77
Figure 16 <i>Students recognition</i> .....	78
Figure 17 <i>Changing teaching strategies or methodology</i> .....	79

Figure 18 <i>Teaching strategies</i> .....	80
Figure 19 <i>Living Strategies</i> .....	81
Figure 20 <i>Learning achieved</i> .....	82
Figure 21 <i>Learning scope</i> .....	83
Figure 22 <i>Academic preparation of teachers</i> .....	84
Figure 23 <i>Methodological preparation of teachers</i> .....	85
Figure 24 <i>Emotional preparation</i> .....	86
Figure 25 <i>Teacher’s feelings</i> .....	86
Figure 26 <i>Teachers support work</i> .....	87
Figure 27 <i>Factors for students’ inclusion</i> .....	88
Figure 28 <i>Appropriately inclusive education</i> .....	89
Figure 29 <i>Reasons for a good or bad inclusion</i> .....	90
Figure 30 <i>Benefits of inclusive education</i> .....	92
Figure 31 <i>Beneficial for teachers</i> .....	93
Figure 32 <i>Beneficial for education staff</i> .....	94
Figure 33 <i>Inclusive infraestructure</i> .....	95
Figure 34 <i>Engagement with inclusive education</i> .....	95

### **List of tables**

Table 1 Different definitions of disability, their criteria, purposes, and agents.....	32
Table 2 Classification of disabilities.....	34
Table 3 Integration and inclusion characteristics.....	49

## CHAPTER I: INTRODUCTION

### 1.1 Introduction

“Everyone has the right to education.”

Universal Declaration of Human Rights (UDHR,1948, p7).

Stubbs (2008) describes “Inclusive education as a part of a wider strategy to promote an inclusive society; one which enables all children and adults – whatever their gender, age, ability, disability, ethnicity, religion, health, or social status – to participate in and contribute to that society” (p.50).

According to the United Nations (UN,2017), Inclusive education establishes that all learners have unique characteristics, interests, abilities, and particular learning needs. However, special education learners need equal access to and receive. “Inclusion implies a transition from separate, segregated learning environments for people with disabilities reflected in the “special education” approach, to schooling in the general education system” (p.4). It means structural changes to create an inclusive learning environment.

Furthermore, The Convention on the Rights of Persons with Disabilities (2017) states in article 24 that “Inclusive education involves transforming the whole education system - legislation and policy, systems for financing, administration, design, delivery, and monitoring of education, and schools organization” (p.4).

In Mexico, according to the National Public Education Department (SEP,2021), there is a National Educative Agreement that promotes inclusive and public education through the incorporation of all people into the educative community, especially people excluded from the

educative system for any condition and any reason; for example, identity, disability, economic needs, religious beliefs, indigenous people; etc.

This investigation was born thanks to this new situation where schools expect to create new contexts where all students can access regular public schools and obtain a quality education independently from their diversity without being discriminated against, excluded, or ignored. Mendoza (2018) concluded that Inclusive education implies a quality education where all students learn according to their needs and characteristics, removing learning barriers and discrimination labels.

According to Cedillo (2018), the principal educational program in Mexico is the integration system, not the inclusion system, because the program intends to adapt the students to the regular method. Schools have a particular group called USAER that supports teachers in teaching disabled students, but the program is not giving satisfactory results because schools work as a nursery.

García et al. (2009) affirm that most teachers consider it challenging to teach disabled students because there are students with different disabilities in one classroom, and the teaching process becomes quite complex.

This topic investigates teachers' mindsets about how they construct their definition of inclusivity and how they put it into practice.

## 1.2 Statement of the problem

Inclusive elementary and public schools started in 2002 in Mexico thanks to the National Program for Strengthening Special Education and Educational Integration (PNFEEIE). It had the purpose of confronting discrimination and giving education to all vulnerable children (poverty, gender, mental and physical disabilities, etc.) and, in this way, integrating them into society like independent individuals.

According to the 12<sup>th</sup> article of General Law For The Inclusion of People With Disabilities, the SEP is going to promote the right to education for people with disabilities, avoiding all discrimination in schools, educational centers, kindergarten schools, or from teaching staff or administrative from National System Education (2018, p.9).

Following this law, the institutions have sanitary facilities, trained teachers, unique materials (in the case of blind students, Braille books), psychologists, speech-language pathologists, and specialized people to attend to the different problems that exist in inclusive elementary schools, as it says the 12<sup>th</sup> article paragraph II:

The SEP will push for including people with disabilities in all the National System Education levels, developing and applying rules and regulations to avoid discrimination and the conditions to access educational facilities. It will provide learning materials, qualified teachers, and specialized personnel. (p.9) (Cámara de Diputados del H. Congreso de la Unión, 2018, 12 de julio)

However, the actual situation may be different. All elementary and public schools accept all kinds of children, but schools may not be prepared to attend to all students. In the educational

process, many elements are involved, such as teachers, appropriate materials, specialized people, and the goal of integrating all students and educating them.

This investigation will verify this situation through teachers' perspectives about teaching in elementary, public, and inclusive schools in their context.

The problem of this investigation was born in one inclusive elementary public school in Zacatelco, Tlaxcala. This school accepts all kinds of children, particularly those with Down syndrome, autism, visual impairment, or disabled students; however, many times, these students were not included in the group activities, leaving them behind the educational objectives.

### **1.3 Purpose of the study**

This study explores teachers' perspectives, ideas, and feelings about inclusive elementary and public schools, mainly in Puebla and Tlaxca.

### **1.4 Objectives**

The objectives of this research are:

- 1) To explore the perceptions that teachers have about inclusive education.
- 2) To identify the concepts of disability and inclusion that guide their teaching practices.
- 3) To determine if teachers feel emotionally, methodically, and academically prepared to teach students with different abilities.

### **1.5 Research questions**

1. How do Mexican teachers face inclusive education in elementary school?
2. What key factors can a teacher consider to detect a child with cognitive problems?
3. Do teachers feel prepared to educate students with a disability?

4. How do teachers find strategies to help disabled students?

### **1.6 Justification**

Mexican education aims to satisfy its population's needs and accomplish the laws established in the Political Constitution of the United Mexican States.

Article 3°

All people have the right to education. The State (the Federation, the Federal District, the States, and Municipalities) shall provide pre-school, elementary, and secondary education. Pre-school, elementary, and secondary education are mandatory. The education provided by the State shall aim to develop harmoniously all human values. It shall induce in pupils both a love for the Homeland and a consciousness of international solidarity, independence, and justice. (Constitución Política de los Estados Unidos Mexicanos , 2021)

For this reason, the education system created new departments to perform a new system where all kinds of students, including students with special educational needs, have the opportunity to attend regular schools where they can learn, coexist, and develop their abilities.

According to PNFEIE (2002) published by SEP, it has the purpose of reorienting education to offer quality because, in the past years, the institutions have therapeutic-clinical care and did not pay attention to developing their education abilities; so, to start a change they established that all the students have different educational needs (different learning styles) and schools and teachers apply various resources to satisfy the education. After that, they promoted the insertion of different learning styles of students (students with learning disabilities) in regular

classrooms and offered the right conditions (infrastructure, material, trained teachers, methodologies, etc.), and in this way, the insertion became an integration. (SEP, 2002)

According to the Main Numbers of The National Educative System (2021), during the last three cycles, the number of disabled students has been increasing in regular schools. From 2017 to 2018, 609306 disabled students enrolled in traditional schools. Then, from 2018 to 2019, 12025 more disabled students were enrolled in regular schools. As a result, 621628 disabled students integrated themselves into the traditional system. In the next cycle, the number of disabled students in conventional schools increased to 23747 more students; as a result, 645375 students were enrolled from 2019 to 2020. Nowadays, 648101 students are integrated into regular schools. The number of disabled students increases instead of falling every year. These numbers reflect the actual situation about inclusive schools, where they exist and work in Mexico without the necessary resources. Then, it is a situation that needs to be analyzed because the topic is relevant and essential in the education system.

### **1.7 Significance of the study**

This research is significant for LEI teachers in training because they can find students with learning problems when they do their professional internship and use it as a guide to understand the inclusion concept and to identify the different disabilities that exist; this investigation may solve some of their doubts about the topic or help them to get ready in case they deal with disabled students.

## **1.8 Chapter conclusion**

The chapter points out the statement of the problem, the purpose, objectives, research questions, justification, and the significance of the problem to explain why the topic is taken into account, where it took place, and who benefits from it.

This research intends to provide sufficient information that allows teaching professionals to construct their judgment about inclusivity and reflect it in their practice as teachers. This research wants to make the readers reflect on what is happening in Mexico's inclusive, public, and elementary schools.

## **CHAPTER II: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter is going to review information about the principal research topic. It is essential because it helps the reader understand the problem more. Some of the most critical issues in this chapter are the definition of inclusion, inclusion and public schools in Mexico, meaning, etc. These topics are relevant to clarify significant concepts to avoid confusion for the reader.

### **2.2 What is education?**

According to the United Nations Educational Scientific and Cultural Organization (UNESCO,2021)

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Quality education entails explicit issues such as appropriate skills development, gender parity, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships, or teaching force.

However, education definition has changed over time according to the evolution of society. Peters (1956) states that “education is the transmission of worthwhile knowledge in a morally appropriate manner” (Peters,1956, p.34 as quoted in Marshall,2006)

In Mexico, the education concept was present but with a different perspective; Jose Vasconcelos (1920) said that education is direct teaching by those who know something, in favor of those who do not anything [...] teaching that serves to increase the productive capacity of each hand that works, of each brain that thinks [...] Useful work, practical work, noble action, and lofty thinking, that is our purpose [...]. Perhaps Jose Vasconcelos did not have a philosophy concept, but he had a clear idea of education to apply in schools.

The SEP (2021) states that Education is the main component of the social structure and the best instrument to guarantee equity and access to a better quality of life for all, in addition to training the human talent required for the country's competitiveness and development. Jose Vasconcelos's thinking inspires this concept.

There are other kinds of education definitions; for example, Kirk and Broadhead (2007)

To enlarge their understanding; to provide a context for the acquisition and extension of skills of many kinds; to enrich the life of the emotions; to reinforce nascent aptitudes and to promote others; to explore what is valuable; to induce the disposition to enquire, to create, to question, and to imagine, and to engender confidence and enjoyment in the manifold activities of learning (p.9).

In this case, education goes further than the transmission of knowledge; Kirk and Broadhead mention that education also makes students develop other abilities to make them think and not repeat what teachers say.

There is no correct education definition because this concept depends on the context of each person and how they perceive education. However, the authors argue that instruction transfers knowledge for a better quality of life.

For the United Nations UN (2021), "Education is the basic building block of every society. It is the best investment countries can make to build prosperous, healthy, and equitable societies."

### **2.2.1 Formal education**

Education is divided into three types: non-formal, informal, and formal. In this case, formal education will be analyzed and defined because the research is focused on the traditional education system. According to Sewell and Newman (2006), the standard education system

“refers to primary education through to higher education, and include institutions such as schools, colleges and universities” (p.6)

Torado (1975) defines formal education as

The largest and mechanism “industry” for developing human skills and knowledge [...] It is not limited to imparting knowledge that enables individuals to function as economic change agents in their societies. It also imparts values, ideas, attitudes, and aspirations [...] it is the key to national development”. For Torado, the formal education system is vital to boost the economy of any country; this is why governments spend lots of revenues this is the reason he described as “industry.” (p.225)

UNESCO(2011) gives a similar idea about formal education, but it is complete because it considers that authorities organize formal education to educate the population.

Education that is standardized, intentional, and planned through public organizations and recognized private bodies and, in their totality, makes up the formal education system of a country. Thus, the relevant national educational authorities or equivalent recognize traditional education programs, e.g., any other institution cooperating with the national or sub-national educational authorities. Formal education consists mainly of initial education. Vocational education, special needs education, and some parts of adult education are often recognized as being part of the standard education system. (p.11)

### **2.3 What is inclusive education?**

There is not just one inclusive education definition; there are many. However, all reports coincide in that education is a right for everybody, no matter their conditions. UNESCO (2020)

defines inclusive education as a process where all children, no matter who they are, can learn together, removing all barriers (social, institutional, physical, and attitudinal). In addition, The United Nations Children's Found(UNICEF,2017) defines inclusive education as the most effective way to allow all children to go to the same school and classroom and learn together. It does not exclude anyone from groups of vulnerability (disability, language, gender, class ethnicity, etc.) and engaging in education to benefit from it. The CRPD from acronyms in English The Committee on the Rights of Persons with Disabilities on its draft General comment on the right to inclusive education, article 24 (2021) continues with the idea that inclusive education is a fundamental human right for all people and defines inclusive education as a system with the capacity to reach out all learners and let them access, stay and progress into a high-quality education without any discrimination. Also, it explains that inclusive education is a process embodying changes and modifications in approaches, structures, and education strategies to create a diverse culture and provide learners with or without disabilities with the opportunity to become productive, independent, participating, and involved people in society.

Tahir, Doelger, & Hynes(2019) define “inclusive education is an approach to mixing special education and general education in the classroom settings to promote diversity and lifelong learning to create a more equitable society” (p.17). Also, these definitions match the idea that the education system must adapt how students learn. Students do not have to adjust to how the design of education teaches.

Inclusive education promotes citizenship and the shared values of human rights, freedom, tolerance, and non-discrimination through education. It builds on innovative approaches and practices developed for the education of people with disabilities to design effective

and equitable education systems for all learners in a lifelong perspective covering all aspects of education (Soriano, Watkins, & Ebersold, 2017, p. 7).

In addition, Barton (2009) concluded that inclusive education is not about the arrangement of disabled people in an unalterable education system. Inclusive education is the way to achieve an inclusive society. Inclusive is a process to keep the participation of all institutions, schools, and communities to try to decrease all kinds of exclusion (Barton, 2009 as cited in Booth, 1996)

Other authors who wrote about inclusive education are Alur and Timmons (2009). They defined inclusion as specifically designed strategies and supports for all the diverse students in the context of regular education. They affirm that “classroom teaching is at the heart of inclusive practice as it directly impinges on every pupil” (p.15).

However, Booth and Ainscow (2011) say that inclusion is an endless process for everyone, not only students, teachers, and parents. Inclusive education is an aspect of inclusion in society, and restructuring cultures, political, and inclusion practices to attend to all diverse students and look at this diversity as a resource for learning a quality education because education is a right of each individual, and in this way reducing exclusion, discrimination, barriers to learning and increase participation to support everyone and make them feel they belong to a society.

Inclusion is a process. That is to say, inclusion is a never-ending search to find better ways of responding to diversity. It is about learning how to live with differences and learning how to learn from differences. In this way, differences come to be seen more

positively as stimuli for fostering learning among children and adults (Ainscow, 2005, p.118).

Furthermore, the SEP (2017) says that inclusive education means that all children and teenagers with some disability, indigenous origin, rural population, migrants, etc., must learn with the same quality education without discrimination in all regular institutions and inclusive educational models. It also mentions that inclusive education requires transforming all education systems to remove barriers that students may face.

Meanwhile, the equity and inclusion strategy in primary education for students with disabilities, outstanding aptitudes, and severe learning, behavior, or communication difficulties (2018) establishes the concept of inclusive education.

Se basa en la valoración de la diversidad, adaptando el sistema para responder de manera adecuada a las necesidades de todos y cada uno de los alumnos. Busca asegurar la equidad y la calidad en la educación, considerando a todos los alumnos sin importar sus características, necesidades, intereses, capacidades, habilidades y estilos de aprendizaje. También busca eliminar todas las prácticas de discriminación, exclusión y segregación dentro de la escuela al promover el aprendizaje de todo el alumnado. Se relaciona con: · Acceso · Permanencia · Participación · Aprendizaje (p.21).

Inclusive education is the appreciation of diversity and adapting the system to respond appropriately to the needs of all students. Inclusive education ensures equity and quality education, considering all students regardless of their characteristics, needs, interests, abilities, skills, and learning styles. It also eliminates discrimination, exclusion,

and segregation inside schools to promote learning for all students. It relates to access, permanence, participation, and learning (p.21).

#### **2.4 Inclusive education and public school**

The central pillar of elementary, public, and compulsory education happened in 1867 when Benito Juárez Garcia, the current president of Estados Unidos Mexicanos, enacted a new law called Organic Law of Public Instruction (1867), which stated that all boys and girls should have the right to secular, free and mandatory education. This law also noted the creation of the National School of deaf-mute on November 28th, 1867. Then, in 1870, a school for blind people was founded in Mexico City. This school is one of the significant steps in Mexico's history to recognize the right to education for disabled people, but it was far from an inclusive education. Since that moment, education has been mandatory and accessible for all ordinary citizens of Estados Unidos Mexicanos.

1921, the SEP regulated the education system, but this institution did not take responsibility for special education. In 1936, the National Institute of Psych Pedagogy was established to study a normal childhood in Mexico. In this way, the system would offer a better education for all boys and girls with disabilities (Santos y Padilla, 2010)

Meanwhile, the UN (1948) stated in the universal declaration of human rights that all the world has the right to education; it includes marginalized groups around the world, and it says:

#### Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and

professional education shall be made generally available, and higher education shall be equally accessible based on merit.

2. Education should direct the full development of the human personality and strengthen respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations to maintain peace (p.7).

After a while, in Mexico, the general direction of special education attended the teaching of people with disabilities and saved them from marginality. At this point in Mexican history, the state recognizes the need to educate disabled people to survive.

After eight years in England, a new study called Special Educational Needs: Report of the Committee of Enquiry into the Education of Handicapped Children and Young People (1973). This investigation was created by the secretary of state for education and science from England and in conjunction with the secretaries of state from Scotland and Wales. It was presided over by Mary Warnock. It was a new way to see education for disabled people, and the principal purpose was:

To review educational provision in England, Scotland, and Wales for children and young people handicapped by disabilities of body or mind, taking account of the medical aspects of their needs, together with arrangements to prepare them for entry into employment; to consider the most effective use of resources for these purposes; and to make recommendations” (Secretary of State for Education and Science, 1973.p.1).

The committee of education stated that education must be helpful for disabled people, and in this way, they could be independent and stable. The schooling committee said that one of the principal goals of education is to enable disabled people to enter the world after formal education is over as active participants in society. For those children, education goals are not different from the others. “The purpose of education for all children is the same; the goals are the same” (Great Britain., & Warnock, M.1978, p.5).

This report also points out the right to education for all children because they are humans. It is not enough to take care of disabled children. Society has to find new ways to help them achieve education goals.

Another essential point they realize is how we have to call the disabled people to do away with discrimination and not stigmatize the children. “The term children with learning difficulties should be used in future to describe both those children who are currently categorized as educationally sub-normal and those with educational difficulties who are often at present the concern of remedial service” (Great Britain., & Warnock, M.1978, p.43).

In 1990, Mexico, Canada, Mali, Egypt, Pakistan, and Sweden assisted in the World Summit for Children, where they talked about some childhood problems that are presented in many countries, like wars, violence, racial discrimination, aggression, exploitation, poverty, economic crisis, hunger, epidemics, etc. In this event, the World Declaration on the Survival, Protection, and Development of Children was published to find a solution for all these problems, including the education problem.

We will work for programmers that reduce illiteracy and provide educational opportunities for all children, irrespective of their background and gender; that prepare

children for productive employment and lifelong learning opportunities, i.e., through vocational training, and that enable children to grow to adulthood within a supportive and nurturing cultural and social context (World Summit for Children,1990 p.5).

Thanks to the World Summit children celebrated in New York City, UNESCO organized the World Declaration on Education for All and the framework for action to meet basic learning needs. Because it acknowledges that education is vital for social progress, it designed policies and strategies to improve essential education services, and it also reaffirmed the right to education for all people and what it declared about inclusive education:

An active commitment must look to removing educational disparities. Underserved groups, the poor; street and working children; rural and remote population; nomads and migrant workers; indigenous people, ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation, should not suffer any discrimination in access to learning opportunities (UNESCO, 1990 p.75).

To summarize, UNESCO points out three important aspects of education:

1. Basic education is a right for all people.
2. The government has to provide primary education for all.
3. The education is a social process. Teachers, parents, and educational authorities have to work together to achieve the principal purpose: To learn.

The World Conference on Education for All, led by UNESCO, was an international commitment to boost equitable and quality education. This event was a new overview to see the instruction as a matter to take care of.

After those many declarations about education, in 1994, The Salamanca statement and framework for action on special needs education response to individual needs was celebrated in Salamanca, Spain. It focused on access in regular schools for all disabled people because all the kids have to learn together to make an inclusive society and combat discriminatory attitudes. It emphasizes integration and is against exclusion, and it also points out the education systems have to design programs to satisfy the educational needs of all the students and educate all the children as far as they can achieve.

In all those events, Mexico enrolled to design a better system for its society, and the result was the reform of the third article of the Political Constitution of the United Mexican States.

Third article: “Every individual has the right to get an education. The state federation, state, and towns will provide preschool, elementary, and middle school education. The elementary and middle school are mandatory”. (1993)

It specifies that not only boys and girls have the right to education, as in The Organic Law (1867). The new article emphasizes education for adults and children. Thanks to this article, the government enacted the General law of education, which they established to build better conditions that allow the right to quality education for every individual who is in an educational lagging or vulnerable state like socioeconomic, mental, physical, original, migratory, gender, sexual orientation, religious beliefs, etc. As a result, the SEP created a new program to help in the education of these individuals: USAER (from acronyms in Spanish Unidad de Servicios de Apoyo a la Educación Regular), which guides teachers, parents, and students with or without disabilities to have a better education.

Vicente Fox Quesada, president of Estados Unidos Mexicanos, created 2002 the National Program for Strengthening Special Education and Educational Integration. In this program, some schools were chosen to act like pilot schools, including students with disabilities and regular students, to see how the system works. Each school had a special department of USAER that helps the teachers and students to involve these kinds of students.

Felipe de Jesús Calderon Hinojosa, as a president of Estados Unidos Mexicanos, created the General Law for Inclusion (2011). It aims to protect, promote, and provide security to the handicapped rights in all social fields: education, health, employment, housing, communication, public transport, sports, culture, freedom of expression, access to information, etc.

## **2.5 What does disability mean?**

The World Health Organization (WHO,2023) gives a specific definition of the word disability, and it says that disability is an umbrella term because it involves three main areas of human conditions:

- Impairments: Problems in body functions or alterations in body structure.
- Activity limitations: Difficulties in executing activities.
- Participation restrictions: Problems that involve any area of life.

This definition supports the International Classification of Functioning, Disability and Health (ICF,2007), which says that a disability refers to difficulties encountered in any of the three areas of human conditions described above. In the same way, Schalock et al. (2007) mention that disability is the individual limitation to participate in society. “Disability has its genesis in a health condition that gives rise to impairments in body functions and structures,

activity limitations, and participation restrictions within the context of personal and environmental factors” (p.117).

In the same way, Kaplan (2000) affirms that the meaning of disability depends on society’s perceptions of what is normal and what is abnormal. For example, in the moral approach, disability is the result of sin, while the medical approach assumes that disability is a defect or sickness that must be cured through medical intervention for a social security system; a disability is defined as the inability to work, these are just a few examples of what could be the meaning of disability. “The meaning of disability is a social construct. Most people believe they know what is and is not a disability” (Kaplan, 2000, p.356).

In addition, Harris (2010) confirms that disability limits an individual’s ability to adapt to life. The limitations may have appeared since birth or later acquired due to illness, trauma, or inherent disorder caused by impairment. He also mentions that the disability term is defined by society, how others interpret the individual’s impairment, and what they do or do not make a proper environment to help the needs of the individuals. “Impairment is a physical fact, a medical or developmental condition, but disability, to some extent, is a barrier created by the societal response to impairment” (Harris, 2010, p.4).

However, Gronvik(2007) affirms that there are many definitions of disability because there are different purposes to use it.

**Table 1**

*Different definitions of disability, their criteria, purposes, and agents.*

<b>Type of definition</b>	<b>Criteria</b>	<b>Purpose(example)</b>	<b>Agents(example)</b>
Functional definition	Disability is a lack of or restrictions on bodily functions	“Head-counting” in surveys and censuses assesses the need for rehabilitation, training, equipment, etc.	Statistical bureaus, medical professions.
Relative definition	Disability appears in the relation between a person with impairment(s) and inaccessible surroundings.	Turn the gaze from solely depicting individuals as disabled to the relationship between individuals and surroundings.	Disability movement, policy-makers.
Social Model Disability	Disability is the oppression of and barrier against people with impairments.	Turn the gaze from individuals to barriers and oppressive processes within society.	Disability Movement
Administrative definition	Disabled people are those categorized by the welfare state as needing/or eligible for specific support systems.	Delimit categories of people eligible for certain benefits and supports.	Welfare authorities
Subjective definition	People perceive themselves as disabled, irrespective of the basis of such perceptions.	Identity construction, filter questions in censuses and surveys.	Disability movement

Note. Reprinted from “Definitions of Disability in Social Sciences” by L. Grönvik, 2007, Digital Comprehensive Summaries of Uppsala Dissertations from the Faculty of Social Sciences 29, p.15-16.

Table number one shows the various definitions of disability, and this happened because each description has a different purpose for being used. Gronvick explains how different meanings are used. Functional characterization is used in the medical field and for statistical data

because these research fields need a particular definition of disability “that starts from a functional understanding of the concept” (2007, p.14).

The social model definition emphasizes that disability is not a problem for the individual; it is a problem for the society that states barriers. In the same way, the relative definition focuses on “to move the gaze from the individual body to the environment [...], and it is the conceptual basis of Swedish disability policies” (2007, p.14). Authorities use the administrative definition to find people who need economic support by providing arguments.

The subjective definition of disability is the starting point for studying the disability. Still, Gronvick affirms that the personal description will be re-defining because disability means a “positive part of a person’s disability” (2007). Nevertheless, this investigation would be taken into account by the American Association on Intellectual Developmental Disability to define the disability term to analyze the advantages and disadvantages that these kinds of people face in the educational system.

A disability refers to personal limitations that substantially disadvantage the individual when attempting to function in society. A disability should be considered within the context of the individual’s environmental and personal factors and the need for individualized support (AAAID, 2008, p.2).

## **2.6 International classification of disabilities**

1980, the WHO published the International Classification on Functioning Disability and Health (ICF.2007). It satisfied various purposes:

- Give scientific bases.

- Provide a unified, standard language and framework for describing health and health-related states.
- Allow the comparability of data between countries.

There are nine categories in this classification:

1. Body functions are physiological functions of body systems.
2. Mental functions: functions of the brain: global mental functions and specific mental functions.
3. Sensory functions and pain.
4. Voice and speech functions.
5. Functions of the cardiovascular, hematological, immunological, and respiratory systems.
6. Functions of the digestive, metabolic, and endocrine systems.
7. Gentry and reproductive functions.
8. Neuromusculoskeletal and movement-related functions.
9. Functions of the skin and related structures.

## 2.7 Classification of disabilities given by the SEP

There are three categories to classify the different disabilities that Mexican pupils suffer:

- Disability students: Students who have a congenital or acquired anomaly. Physical, mental, intellectual, or sensory impairment.
- Students with outstanding skills. Those students outlined in specific fields (science, technological, humanistic, social, artistic, etc.)
- Students with other conditions: students who suffer from a syndrome (autism, down, etc.). Students with several learning problems, behavioral problems, or communication problems.

The following chart presents the main categories of “special education.”

**Table 2**

*Classification of disabilities*

<b>Type</b>	<b>Category</b>	<b>Subcategory</b>
Sensorial disability	<ul style="list-style-type: none"> <li>• Visual</li> <li>• Hearing</li> <li>• Deafblindness</li> </ul>	<ul style="list-style-type: none"> <li>• Blindness/low vision</li> <li>• Deaf/ deafness</li> </ul>

Physical disability	Motor disability	Motor disability
Intellectual disability	Mental retardation	Mental retardation
Mental disability	Psychosocial	<ul style="list-style-type: none"> <li>• Anxiety disorders</li> <li>• Bipolar disorders</li> <li>• Schizophrenia</li> <li>• Major depression</li> <li>• Personality disorders</li> </ul>
Multiple disabilities	Multiple disabilities	Combination of two or more disabilities

---

Note. Adapted from "Panorama Educativo de México Indicadores del Sistema Educativo Nacional" by M. Gladis et al., 2015, Instituto Nacional para la Evaluación de la Educación, P.76.

### 2.7.1 Sensorial disability

The National Institute of Statistics and Geography (INEGI, 2016), for its Spanish acronym, classified disabilities into three main groups, which could be found as sensorial disability and communication and defined as the "disability to see, hear and talk" (p.54).

The subcategories are six:

- Blindness (complete inability to see)
- Hearing weakness (small hearing ability)
- Visual weakness (small visual ability)
- Hypoacusis (moderate loss of hearing)
- Muteness (loss of speech)
- Deaf (total inability to hear)

However, the International Classification of Functioning, Disability, and Health (ICF, 2007) does not consider communication disabilities as sensory disabilities. Instead of that,

tasting and pain are in this classification. It defines sensory disability as the “disability of seeing, hearing, tasting, and so on, as well as the sensation of pain” (p.65). It has four sub-categories:

- Seeing and related functions
- Hearing and vestibular functions
- Additional sensory functions
- Pain

### **2.7.2 Physical disability**

People who have disabilities to walk, manipulate objects, and coordinate movements to perform activities of daily life, according to the INEGI (2016). Also, the SEP (2013) adds that it is a sequel to a condition in any organ or body system. INEGI divided three sub-groups to explain the physical disability or motor disability, as INEGI calls it.

- Disabilities of the lower limbs, trunk, neck, and head
- Upper extremity disabilities
- Insufficiently specified from group motor disabilities

The ICF (2007) says that Physical disability is part of “Neuromusculoskeletal and movement-related functions” in chapter 7, and it established problems with “functions of movement and mobility including functions of joints, bones reflexes, and muscles” (p.97). It sub-categorized the disabilities differently:

- Functions of the joints and bones

- Muscle functions
- Movement function

### **2.7.3 Intellectual disability**

According to the American Association on Intellectual and Development Disabilities (AAIDD,2023), intellectual disability is a “significant limitation in intellectual functioning and adaptative behavior.”

The AAIDD (2023) also established that intellectual functioning means intelligence and general mental capacity—for example, learning, reasoning, problem-solving, etc. Adaptative behavior refers to conceptual skills such as language, literacy, money, time, number concepts, and self-directions. Social skills include interpersonal skills, social responsibility, self-esteem, social problem-solving, and the ability to follow rules/obey laws and avoid victimization. And practical skills like personal care, health care, transportation, routines, safety, use of money or telephone.

Lee, Cascella, and Marwaha (2019) say that intellectual disability does not include only mental health problems; it also refers to “neurodevelopmental (e.g., autism spectrum disorders and attention deficit hyperactivity disorder), as well as neurological (e.g., infantile cerebral palsy) and medical conditions (e.g., meningitis)”(p.2).

Shree and Shukla (2016) affirm that intellectual disability is an abnormality that has a considerable impact on society because a person who has this kind of disability affects the family, also suffers, and society as a group.

The ICF (2007) classified intellectual disability as Mental functions, and the group defines it as “the functions of the brain: both global mental functions, such as consciousness, energy, and

drive, and specific mental functions, such as memory, language, and calculation mental functions”(p.46).

The classification of ICF(2007) divided mental function problems into two sub-groups:

- Global mental functions
- Specific mental functions

Meanwhile, the AAIDD(2023) presented a different classification of intellectual disability. It depends on the purpose. The first category is according to the severity of the disability:

- Mild
- Moderate
- Severe
- Profound

The second classification is about a multifactorial approach to etiology, and it has four sub-categories:

- Biomedical
- Behavioral
- Social
- Educational

However, in Mexico, INEGI(2016) has a different classification for this disability. The leading group is the third one, called a mental disability. The subgroups are the next:

- Intellectual disability
- Behavioral and other cognitive disabilities
- Insufficiently specified group mental disabilities

In this case, intellectual disability is a sub-group of mental disability problems. For INEGI, intellectual disability refers to a lower intellectual capacity to learn in school, personal care, transportation, and daily simple activities to survive in society.

The AAIDD (2023) highlights that intellectual disability was commonly named mental retardation, but nowadays that definition is no longer used. According to Schalock, Luckasson, Shogren, et al. (2007), there are five reasons why the term changed:

- “1. It reflects the changing construct of disability proposed by AAIDD and WHO.
2. It aligns better with current professional practices focusing on functional behaviors and contextual factors.
3. It provides a logical basis for individualized support provision due to its basis in a social-ecological framework.
4. It is less offensive to persons with disabilities.
5. It is more consistent with international terminology” (p.118).

#### **2.7.4 Mental disability**

WHO (2022) states, “mental disorder is characterized by a clinically significant disturbance in an individual’s cognition, emotional regulation, or behavior.” There are many types of mental disorders, but WHO delimits the most common mental illness in society:

- Anxiety disorder
- Depression
- Bipolar disorder
- Post-traumatic stress disorder
- Schizophrenia
- Eating disorders
- Disruptive behavior and dissocial disorders
- Neurodevelopmental disorders

The ICF (2007) classifies mental disability into mental function. It is related to the parts of the brain, which means consciousness, energy, drive, memory, language, and calculation, and it is organized into two groups:

- Global mental functions
- Specific mental functions

INEGI has classified this disability into the third one, mental disability, and it is one of the subgroups:

- Behavioral and other cognitive disabilities

This kind of disability manifests in how people behave in their daily lives and with others. These disabilities can disturb how people identify people or objects, dimensions of time and space, or maybe they cannot recognize the people they live with; others cannot recognize the

reality from fantasy, antisocial pathology, or inability to relate. Some disabilities taken into account are:

- Schizophrenia
- Autism
- Depression
- Disorientation
- Hypochondria
- Hysteria

However, the most complete definition and classification of mental disorders are written in the Diagnostic and Statistical Manual of Mental Disorders (2013) published by the American Psychiatric Association. It has the purpose of establishing a standard reference for mental health, but it is described as “a tool for clinicians, an essential educational resource for students and practitioners, and a reference for researchers in the field” (2013, p.41). The manual has a broad definition of mental disorder, but it is necessary to mention that this classification was based on the International Classification of Functioning, Disability, and Health (ICF,2007)

A mental disorder is a syndrome characterized by clinically significant disturbance in an individual’s cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning. Mental disorders are usually associated with significant distress or disability in social,

occupational, or other vital activities (American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, 2013, p.20).

The manual collects all the information (definitions and sub-categories) about all mental disorders. Lafleur et al. (2019) affirm that there are hundreds of mental disorders, but they do not have anything in common; the origins and symptoms are different and diverse, so there is no specific definition for them.

### **2.7.5 Multiple disabilities**

Individuals with Disabilities Education Act (IDEA,2018) affirms that

Multiple disabilities mean concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.

This category includes people with two or more disabilities that develop simultaneously. There are exceptions to deaf-blindness, but it is the classification of IDEA.

In the same way, Mednick (2002) defines multiple disabilities as a child with more than one disability, which may include physical, intellectual, communication, sensory, and emotional difficulties.

In Mexico, multiple disabilities are the last category to describe. As in the other definitions, multiple disabilities occur when a person shows more than one disability or presents limitations or lack of movement in the upper and lower extremities, and in the same way as the others, it does not include deaf-blind people.

Meanwhile, the International Classification of Functioning Disability and Health (ICF) does not have a similar classification for multiple disabilities. Still, this manual is just a guide for disabilities, and it is valid to add another category.

## **2.8 Beliefs**

Doyle (2011) states that beliefs are “thoughts that you accept as true become your beliefs, and thoughts are ideas or notions that reside in our heads for our private use. They help to figure out things, evaluate situations, make decisions and generate feelings, but as thoughts, beliefs are conscious and subconscious”. (p. 14). In other words, beliefs are conscious and subconscious ideas about people, places, animals, and everything surrounding the person’s context, causing feelings about that. Nilsson (2014) has a similar view about beliefs; he says that “beliefs constitute a large part of our knowledge of the world” (p.1). This knowledge comes from the result of other beliefs, and others are descriptions constructed to clarify previous beliefs and experiences. He also sees beliefs as theories because theories build life experiences, social and personal daily. They are similar because beliefs are tentative and changeable as theories.

According to Nilsson, beliefs are meaningful to distinguish a present situation and choose the best action for guessing each case's positive and negative consequences. “We use beliefs to predict, to explain, to create, to inspire, to be entertained, to feel good, and to buttress confidence” (2014, p.19).

Newberg and Waldman (2006) concluded that beliefs serve many purposes that “help us to flourish and survive” (p.29).

- They help us to organize the world in meaningful ways
- They give us our sense of ourselves

- They help us take action in specific ways
- They allow us to accomplish our goals
- They help to regulate the emotional centers of the brain
- They allow us to socialize with others
- They guide us in our moral and educational pursuits

Beliefs govern nearly every aspect of our lives. They tell us how to pray and vote, whom to trust, and whom to avoid, and they shape our behaviors and spiritual ethics throughout life. However, once our beliefs are established, we rarely challenge their validity, even when faced with contradictory evidence. Thus, when we encounter others with differing opinions, we tend to dismiss or disparage them. (Newberg & Waldman, 2016, p.5).

## **2.9 Attitudes**

According to the APA (2023) dictionary of psychology, attitudes are:

Relatively enduring and general evaluations of an object, person, group, issue, or concept on a dimension ranging from negative to positive. Attitudes provide summary evaluations of target objects and are often assumed to be derived from specific beliefs, emotions, and past behaviors associated with those objects.

In the same way, Perloff (2017) defines attitudes as “global evaluations” (p.87) that are learned by socializing during life, especially in childhood and adolescence, and these are directed toward a person, place, or issue that influences ideas, conceptions, and actions.

Maio and Haddock (2009) reaffirm the attitude definition as “an evaluative judgment about a stimulus object” (p.5); a stimulus object could be a person, thing, animal, place, or situation. They also argue that attitudes impact how people see the world, what they think, and what they do. Perloff (p.86) feels that attitudes influence people’s conduct. It leads the conduct to do what we believe. He states that “an attitude is not a behavior, though it may consist of acquired patterns of reacting to social stimuli” (p. 87)

Attitudes are not behaviors; however, Jhangiani (2022) concluded that “attitudes are made of cognitive affective and behavioral components” (p161). It refers to feelings, behavior, beliefs, and emotions. It commonly uses terms like prefer, dislike, hate, and love. It requires a predisposition for or against a stimulus object.

According to Maio and Haddock(2009) “attitude involves deciding on liking versus disliking or favoring versus disfavoring about a particular issue” (p.4). As it can be seen, attitudes are composed of preferences and rejections that entail feelings; according to Perloff (2016), “it is a cognition from the heart” (p.90).

## **2.10 Beliefs and attitudes towards teaching disability students**

One more time, it must be remarked that beliefs are ideas we believe to be accurate; beliefs control how we act, feel and make decisions and are created based on our experiences in everyday life (Doyle, 2011). According to previous authors, attitudes are evaluations about something or someone; for Jhangiani (2014), attitudes involve feelings, behavior, beliefs, and emotions. In summary, beliefs and attitudes are ideas created by experiences that flourish feelings and emotions towards a person, situation, animal, or place.

In this case, the situation is the teachers' attitudes and beliefs towards inclusive education in regular schools. According to Bidegain & Antola (2017), the teacher is the most essential tool to develop a correct inclusive education practice and change the educational system. They can promote the full and effective participation of disabled students or minimize it.

The teachers' perceptions facing this kind of process are crucial and determine success Bernal et al. (2018). Teachers' attitudes about educational inclusion as perceptions, beliefs, feelings, and ways of acting with a positive attitude towards inclusive practices will favor the process. However, a negative attitude will minimize the opportunities for learning and participation of students with special educational needs. Azcárraga et al. (2020)

Azcárraga et al. (2020) establish some factors that impact teacher's attitudes toward inclusive education:

- Teacher's experience
- Student's characteristics
- Insufficient time
- Resources (specialized staff, materials, teamwork, etc.)
- Teacher's professional training
- Permanent training
- Some disabilities are less rejected than others

As well Basto & Hernandez(2020) concluded that some factors that affect teacher's attitudes toward inclusive education are the following:

- Age
- Kind of institution(public or private)
- Level of education
- Experience
- Years of experience
- Inclusive education training

The author coincides that teacher's professional training is one of the principal factors influencing teachers' attitudes toward inclusive education. Basto & Hernandez (2020) mention that postgraduate training teachers present more positive and correct beliefs about disability and inclusive education; however, teachers with only initial training present negative attitudes towards inclusive education. They finally concluded that if teachers are constantly trained and educated on the subject, the false beliefs that limit and hinder education for all can be modified little by little.

Sevilla et al. (2018) agree that age significantly impacts teachers' attitudes toward inclusive education. As age increases, the philosophy of teachers becomes more negative. However, they establish that teachers' experience does not influence teachers' attitudes. Still, they coincide with the other authors that professional training is the principal factor to have positive or negative attitudes toward inclusive education. Finally, they point out the importance of teacher training on inclusive education to have trained and sensitized staff towards differences. They proposed adjusting the training curriculum to add a particular subject to the diversity and special education needs.

Bernal et al. (2018) affirm that teachers have a positive interest in inclusive education but recognize the need to generate an educational change toward inclusion. However, this will only happen if teachers are provided with tools that allow them to change or strengthen their perceptions about inclusive education.

On the other hand, Lika (2016) proposed the idea that teachers' attitudes were influenced by gender, "female teachers have more positive attitudes than male teachers[...]. The proposition originated based on the assumption of gender roles, where women are considered by nature to be more caring." (p. 580). However, the investigation results were different, and gender does not have to do with teacher's attitudes towards inclusive education, and teacher's training affects "significantly the attitudes of teachers towards the inclusion of students with disabilities in regular schools" (p.581).

As we can see, the authors mentioned before concluded that teacher training is the fact that defines teachers' attitudes toward inclusive education, and most of the time, age, experience, gender, or sex do not have to do with them. Teachers' attitudes depend on the context more than their feelings, thoughts, or emotions.

## **2.11 Integration and inclusion**

According to SEP, integration and inclusion have different perspectives in the education system. Integration systems integrate other students into a regular school. Still, they have to adapt to the education system, and it focuses on the student's problem because teachers design and organize different activities and programs for the rest of the students to be supported individually. Porrás (2010) mentions that semantically, inclusion and integration have the same meaning; nevertheless, inclusion and integration have different perspectives according to the

social movement. She also remarks that inclusive education is a right for everyone, even if they do not present a disability, because inclusion focuses on the idea that everybody is different. However, integration focuses on disabled students and how they are integrated into standard classrooms to help them individually with exceptional staff, resources, and support. Meanwhile, inclusive education is based on a socio-community model that says everybody must be prepared to attend diverse students. Inclusive education is when students learn the same thing differently.

Integration tends to be used to describe a process of assimilation within which individual children are supported so that they can participate in the existing (and essentially unchanged) programs of the school, whereas ‘inclusion’ suggests a process of transformation such that schools are developed in response to the diversity of pupils who attend (Ainscow,1999, pg. 148).

For Ainscow (1999), integration consists of accessing disabled students in ordinary classrooms, but they are in a different category. It means that they continue to be marginalized for what he considered insufficient, and he thought inclusion is the participation of these students in activities and experiences in general education.

Sarrionandia (2006) emphasizes that integration is only physical presence; it is just to be, but they did not participate and are not appreciated. Also, the integration process consists of disabled people adapting to the new situation and assuming the patterns, cultural values, and patterns of those who receive them.

### **Table 3**

#### *Integration and inclusion characteristics*

<b>Integration</b>	<b>Inclusion</b>
<ul style="list-style-type: none"> <li>• Educational integration is the action of</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive education is a process to</li> </ul>

---

<p>putting together disabled students or vulnerable students with “normal students.”</p> <ul style="list-style-type: none"> <li>• Educational integration thinks that the problem is the student.</li> <li>• Educational integration does not change its curriculum, methodology, and strategies. It intends that different student adapts to what it is.</li> <li>• Educational integration teaches individually.</li> <li>• Educational integration, you are, but you do not participate.</li> </ul>	<p>create an inclusive society.</p> <ul style="list-style-type: none"> <li>• Inclusive education accepts that everybody is different and appreciates diversity.</li> <li>• Inclusive education changes its curriculum, methodology, and strategies to suit everyone.</li> <li>• Inclusive education allows everybody to access, stay, participate, and learn.</li> <li>• Inclusive education ensures quality regardless of conditions, characteristics, needs, interests, abilities, and learning styles.</li> </ul>
--	--

---

Note: The table represents the differences between inclusion and integration. Adapted from aprendizajes claves para la educación integral (2018)

## 2.12 Emotions and feelings

According to the Oxford Dictionary (2023), emotions are a natural instinctive state of mind deriving from one’s circumstances, mood, or relationship with others. The Collins dictionary states that emotions and feelings mean the same: happiness, love, fear, anger, or hatred, which can be caused by the situation you are in or the people you are with. According to a neurological perspective, “emotions are bioregulatory reactions that aim at promoting, directly or indirectly, the sort of psychological states that secure not just survival regulated into the range that we, conscious and thinking creatures, identify with well-being” (Damasio. 2004, p.50). In other words, emotions are the results (paternal collection of chemical and neural responses) of the brain’s design stimuli (a stimulus is an actual or past object or situation). Emotions pop up automatically when people face a particular problem or person.

Emotions are happiness, sadness, fear, disgust, anger, and surprise. For Damasio (2004), feelings and emotions are not the same; he thinks that “Feelings are the mental representation of the physiologic changes that occur during an emotion” (p.25) [...] “feeling is the perception of emotional state” (p.26). As well, Morlock (2020) affirms that “feelings are personal reactions to an emotion” (p.6), but emotions are the result of information that surrounds us. In other words, “emotions are the result of how the individuals believe the world to be, how events are believed to have come about, and what implications events are believed to have”(p.7). All the authors that talk about emotions remark that emotions control the way that humans behave, believe, and think because, according to Feldman (2017), emotions are not reactions from the world. Emotions are constructed based on past experiences; in that way, the brain builds meaning and prescribes the action-making concepts. These concepts in the brain give sense to the sensations, and that meaning is an emotion. As Pettinelli(2008)mentions:

Emotions can direct and control thoughts: if you feel that your computer is bad, then you might give it less or more attention, and conscious attention is a function of thought because you need to think to focus on something. Or when you notice something, you see it is a conscious experience because you “notice” it and thoughts are things you are aware of, which would then contribute to consciousness (p.4).

## **CHAPTER III: METHODOLOGY**

### **3.1 Introduction**

Chapter three describes the method used in this process to answer the research questions proposed in chapter one. “The method section describes what was done, who was involved, and how it was done” (Sue & Ritter, 2007, p.125).

This section explains and describes the method, participants, instrument, context of the study, data collection procedure, and data analysis procedures, but this time, the chapter follows a different structure proposed by Campbell and Katona (1953, as quoted in Marczyk, DeMatteo & Festinger, 2005) nine general steps to conduct a successful survey:

1. General objectives
2. Specific objectives
3. Sample
4. Questionnaire
5. Fieldwork
6. Content analysis
7. Analysis plan
8. Tabulation
9. Analysis and reporting

This research follows a nonexperimental survey method. This system recollects information by applying surveys to a large number of people, asking about their knowledge, attitudes, behavior, and opinions about topics related to them, and it is nonexperimental because the researcher cannot have control over the environment under the study (Marczyk & Festinger, 2005).

This investigation focuses on the beliefs, attitudes, and feelings of teachers about teaching in an inclusive, public, and elementary school in Mexico; this is why the investigation responds to mixed method design because beliefs, attitudes, and feelings are read, analyzed,

organized it in different categories to conclude the ideas, in this case, it was used the qualitative method.

Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2014, p.4).

After that, the information is represented in numbers organized by graphs, pie charts, bar charts, and tables because the data is pervasive; this is how the quantitative method is used. According to Creswell (2014), "Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures" (p.4)

Morse (2016) mentions that "mixed method research often (but not always) involves the use of both qualitative and quantitative methods" (p.14).

Mixed methods research: a process in which researchers integrate quantitative and qualitative data collection and analysis methods to understand a research purpose best. This process unfolds in a given study and is shaped by mixed methods research content considerations and researchers' personal, interpersonal, and social contexts (Clark & Ivankova, 2015) (p.3).

The described method was chosen to get the information in the best way because it looks for feelings, attitudes, and beliefs in existing and natural settings in which the researcher does not have control.

### **3.2 General objective**

The general goal of the survey is to collect data about teachers' feelings, beliefs, behavior, and attitudes about teaching in an inclusive educational system in Mexico.

### **3.3 Specific objectives**

The primary purpose of this survey is to develop questions to collect specific information about how teachers construct their definition of inclusivity and how they put it into practice. The most crucial information in this case is:

- To know the meaning of inclusivity according to teachers
- To learn strategies that teachers implement in their classrooms to achieve the learning process.
- To understand how they develop strategies to coexist with disabled students
- To know if teachers feel academically, methodologically, and emotionally prepared to teach disabled students.
- To know their feelings towards disabled students.

The survey searches ask about all this information to answer the research questions presented in chapter number one.

### **3.4 Sample**

The main focus is on teachers working in public or private elementary schools. However, other professors and teachers responded to the instrument because it was socialized through social networks, and some kindergarten teachers, subject teachers, and university teachers also responded to the instrument. In this case, it was decided not to eliminate the answers because some teachers have experience working as elementary teachers at some point, so their previous experience with the topic is valuable. Also, because the inclusive education program is present at all educational levels, this investigation pretends to explore all the perspectives about inclusive education.

The focus population was Puebla and Tlaxcala, but thanks to the internet, teachers from other states like Guanajuato, San Luis Potosi, and Veracruz also responded. Most of the participants are from 30 to 40 years old, female, and they have around ten years of experience.

### **3.5 Questionnaire**

The research instrument was a questionnaire to find how teachers think about inclusive education and how they feel about this situation proposed by Educational Public Schools in Mexico.

A questionnaire is a self-report data-collection instrument filled out by research participants. Researchers use questionnaires to obtain information about research participants' thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions. Questionnaires can be used to collect quantitative, qualitative, and mixed data (Johnson & Christensen, 2014, p.274).

Because of the pandemic, we cannot choose interviews or classroom observation, even though our questionnaire was applied online. Brace (2008) mentions that “questionnaires can

thus be described as the medium of conversation between two people, albeit that they are remote from each other and never communicate directly” (p.4).

The questionnaire was made through a software called Google Forms, and it is divided into two sections. The first one contains ten questions about sociodemographic information. The second part of the questionnaire has five open-ended questions, ten closed-ended questions, and 9 Linkert scale questions, with a total of 34 queries.

### **3.6 Fieldwork**

This study was planned to be conducted in a primary public and inclusive school in Zacatelco, Tlaxcala, where many disabled students could be part of a case study. However, the pandemic started, and it was impossible to continue with the case study, so the topic was changed because of the situation. In this new investigation, teachers are the study's objective because they are vital in achieving the learning process in this inclusive education system. The research was developed in 2021 when the coronavirus pandemic forced teachers to give online classes, so the instrument was socialized in the same way.

### **3.7 Content analysis**

According to Kothari (2004), the analysis process follows some technical steps: editing, coding, classification, and tabulation to have amenable data (p.139).

The data analyzing procedure started when the website software was closed on July 18<sup>th</sup>, 2021; approximately 116 participants answered the questionnaire, but only 112 participants were taken into account because they answered after the closing date.

The first editing step started with examining the data finding and correcting errors. “Editing is done to assure that the data are accurate, consistent with other facts gathered,

uniformly entered” (Kothari, 2004, p.139). In this step, all the data was transcribed to Microsoft Word, and it was read many times, and some grammatical errors were corrected to understand the information better.

The following process was data cleaning. “Data cleaning is the process of identifying and correcting incomplete, illogical answers out of the possible range” (Sue & Ritter, 2007p.106). In this case, the data was reread to find and eliminate answers that did not make sense according to the question asked. For example, “I don’t know,” “I don’t care,” “648368,” “jhbdf”.

The next step was the coding information. “Coding refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes” (Kothari, 2004, p.123). In this situation, the information was reread; it was a repetitive action, but it was necessary because, in each step, the data was read with a different purpose. In this case, it was to find the common patterns or similar ideas between the answers and, in this way, start coding the information. In this research, the codification was based on similar ideas. For example, inclusion is integration, and inclusion is to integrate the kids into all the activities, so the codification word was integration.

After that, the classification was written according to similar ideas or clue words, and one table was written for each question.

“Analysis of the voluminous amount of information collected requires reduction to certain patterns, categories, or themes. These are then interpreted by using some schema. Qualitative data analysis generally requires coding and searching for relationships and patterns until a holistic picture emerges” (Jhonson & Christensen, 2014, p.186).

### **3.8 Analysis plan**

The next step was to find relationships between the answers to find a classification and put the data in a chart; this part used the qualitative method. Then, the information was exported into spreadsheets; in this case, the software used was Microsoft Excel, so the information was turned into numbers and graphs. The analysis plan finished with the quantitative method.

### **3.9 Tabulation**

“Tabulation is the process of summarizing raw data and displaying the same in compact form (i.e., statistical tables) for further analysis. In a broader sense, tabulation is an orderly arrangement of data in columns and rows” (Kothari, 2004.p.127).

All the information was tabulated in Microsoft Excel to have a broad overview of quantitative data and start designing the statical graphics for a better view and summary of a considerable amount of information.

The recollected data was graphic in a histogram. “A histogram is nothing more than a graphic display of the same information contained in the frequency tables” (Marczyk & Festinger, 2005.p.211).

### **3.10 Analysis and reporting**

Finally, all the collected data was reflected in 39 charts to represent the information collected. Nine sociodemographic graphics, 29 information graphics, and one table; all charts comment on the recollected information.

The graphs were studied and analyzed to obtain the final thoughts and conclusions presented in chapter number five.

## CHAPTER IV: FINDINGS

### 4.1 Introduction

Chapter four presents the findings and results that the survey collected about teachers' perspectives on inclusive education. We recollected all the sociodemographic information in the first part and then delivered and interpreted each question with a graphic.

### 4.2 Sociodemographic information

**Figure 1**

*Age*

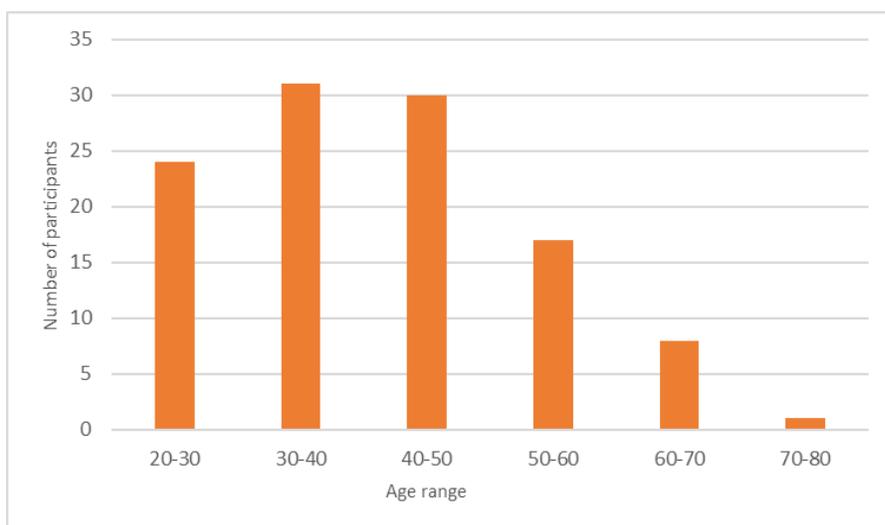


Figure one shows the age of the participants. The highest age range is from 30 to 40, with 31 participants. They are followed by the 40 to 50 years old category with 30 participants, next to the category 20 to 30 with 24 participants. After that, the type is 50 to 60 years old. Then, the category is 60 to 70 years old with 8 participants—finally, the class is 70 to 80 years old with one participant. As can be seen, most of the participants belong to a young population, and a minority belong to a senior population, which could influence the investigation results.

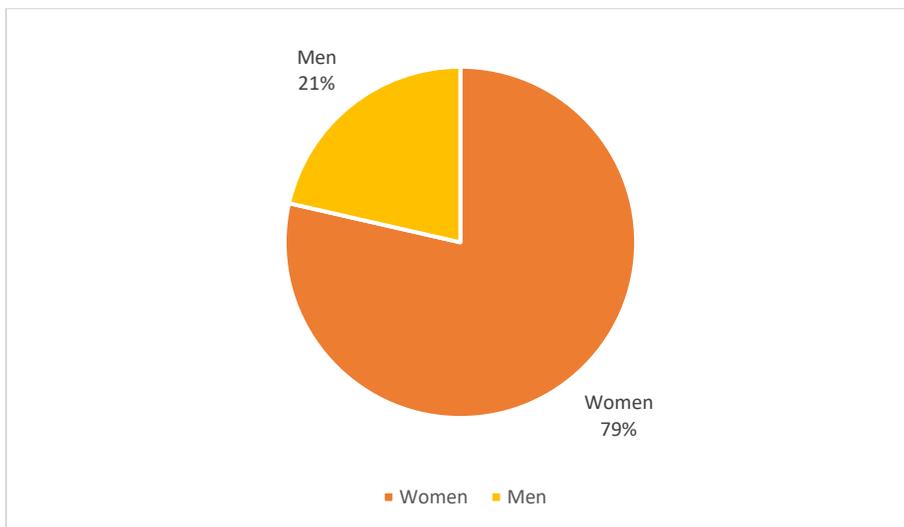
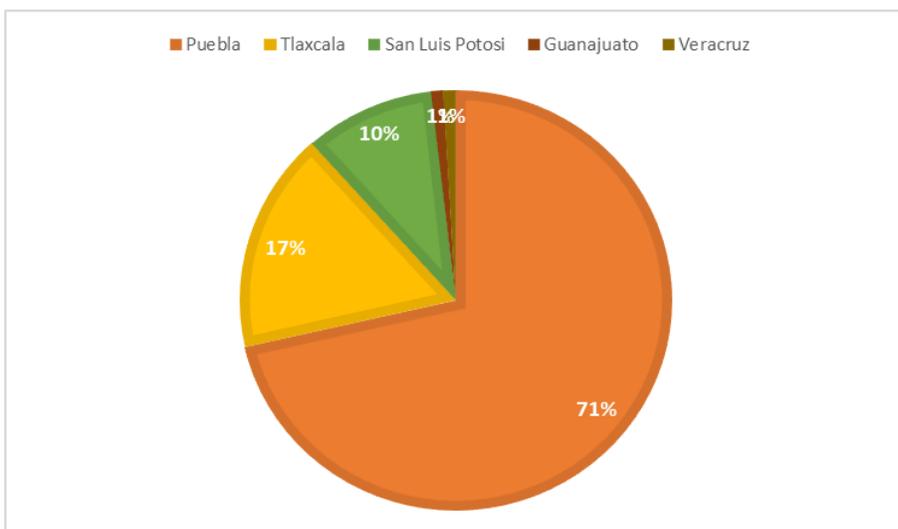
**Figure 2***Sex*

Figure number 2 indicates the sex of the participants in the survey; as a result, most of the participants belong to the women category, with 88 participants, and the men category has little participation with 24 participants. It was expected to have more participation from the male population, but it seems that the female population prefers teaching.

**Figure 3***State*

The investigation was planned to be applied in Puebla city because the University where this research is being performed belongs to this state and Tlaxcala. After all, the main idea for this research was born in this place thanks to one job opportunity, but the COVID pandemic arrived in Mexico, so the investigation had to be stopped. After this inconvenience, the research project had to be adapted according to the pandemic circumstances, so the research instrument was socialized through the social network, and the results varied because there were participants from other states, for example, San Luis Potosi with 11 participants, Guanajuato with 1 participant, and Veracruz with 1 participant. It is a small participation, but it was not expected to have participants from other states.

#### **Figure 4**

*School location*

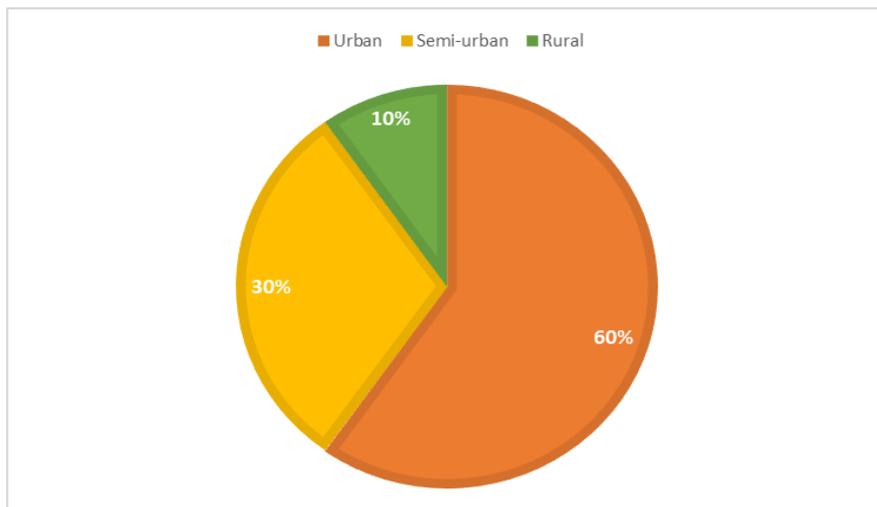
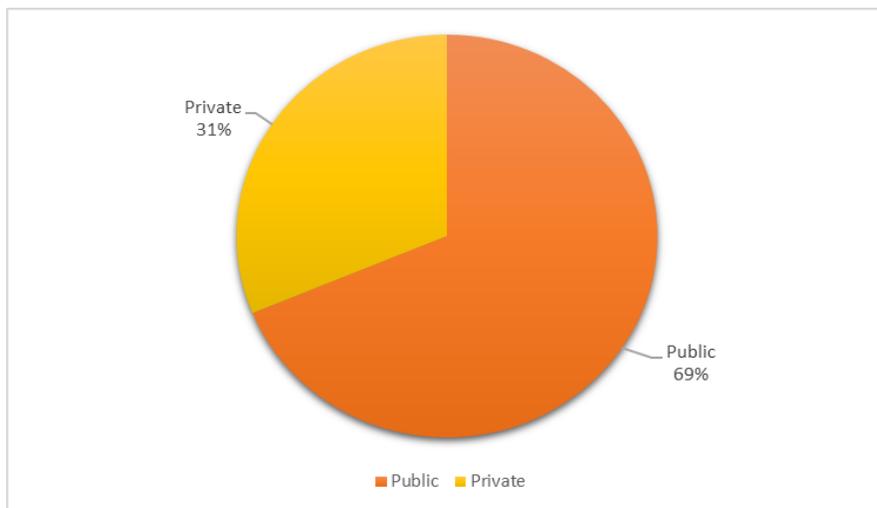
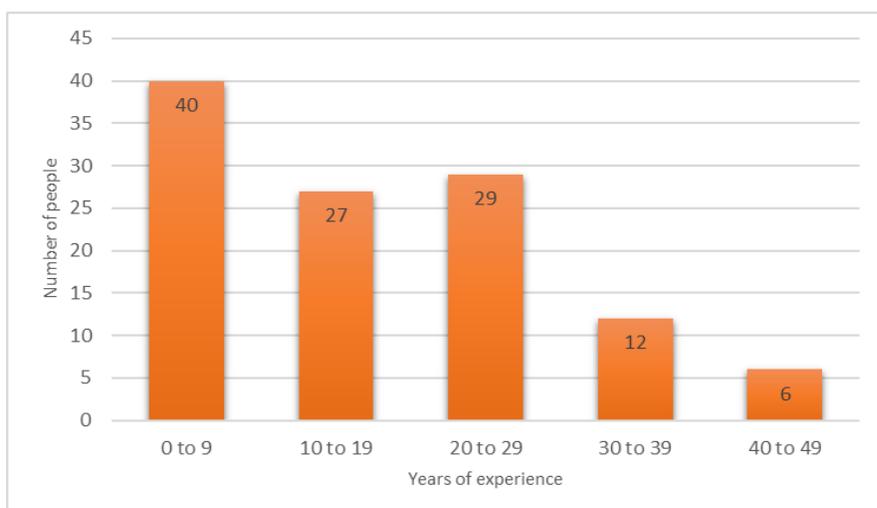


Figure 4 shows that 60% of the participants work in a school in an urban zone, 30% in a semi-urban area, and the rest (10%) in a rural school.

**Figure 5***School type*

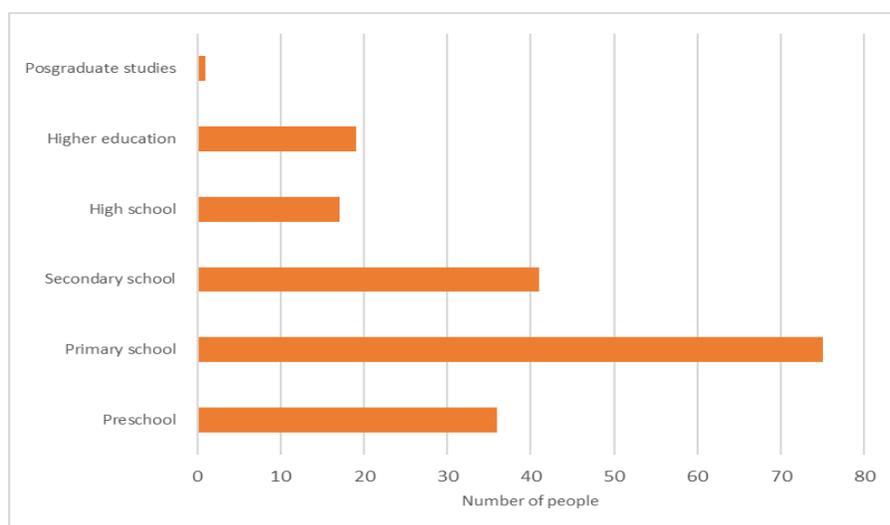
There are two modalities in Mexican education: public and private schools. 69% of the participants answered that they work in a public school, and 31% said they work in a private school.

**Figure 6***Educational experience*

This graphic shows the educational experience of our participants. The question was proposed to have more information about teachers' experience during their working time. It is intuited that the more years the teacher works, the more experience they have 40 of the participants belong to the first category, which is from 0 to 9 years of experience, followed by the category from 20 to 29 years of experience with 29 participants, then from 10 to 19 years of experience category with 27 participants, the class from 30 to 39 years of experience has 12 participants. Finally, the variety of 40 to 49 years of experience has 6 participants.

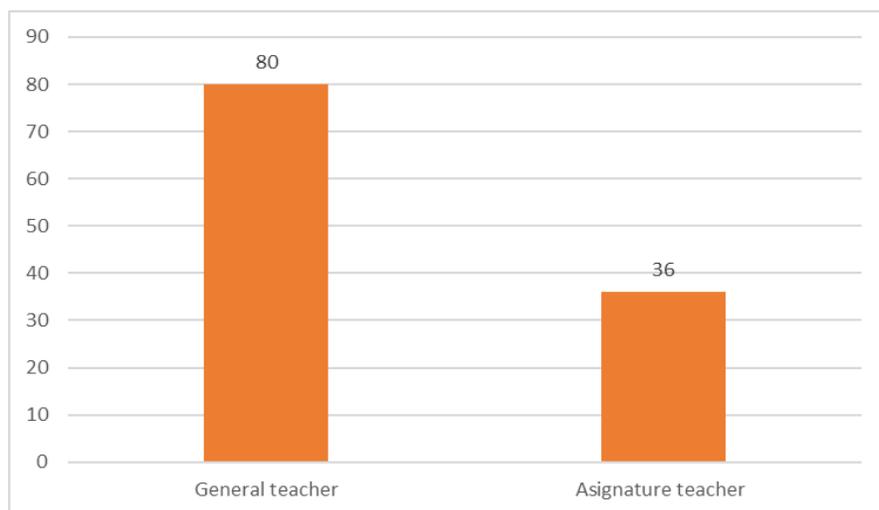
### Figure 7

*Level or levels in which teachers have worked*

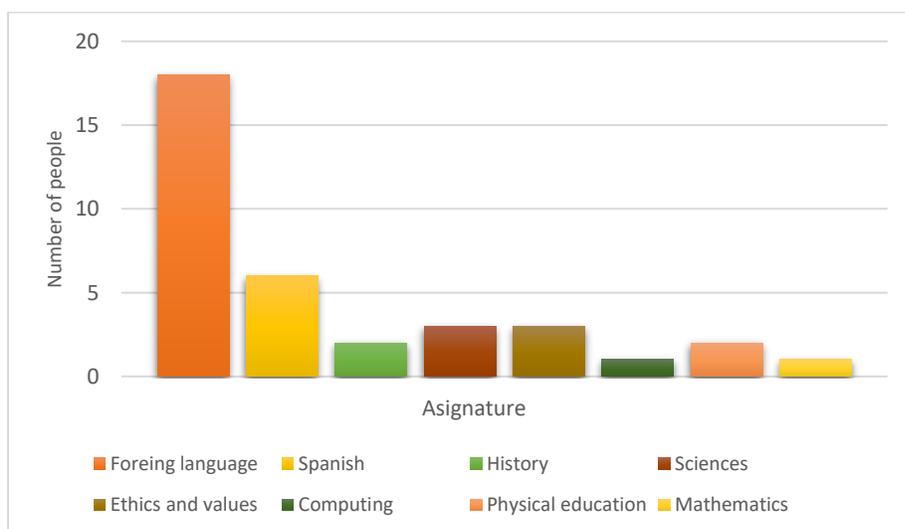


More than 70 participants answered that they have been working in a primary school.

This answer was expected because the research project focused on teachers who spend more time with their students; they know better the kind of students they have.

**Figure 8***Hiren position*

The Hiren position in this investigation was necessary because some teachers from primary school work as English teachers, physical education teachers, or computing teachers; this question is to clarify the information. General teacher position was the highest answer, with 80 participants. The signature teacher position has 36 participants.

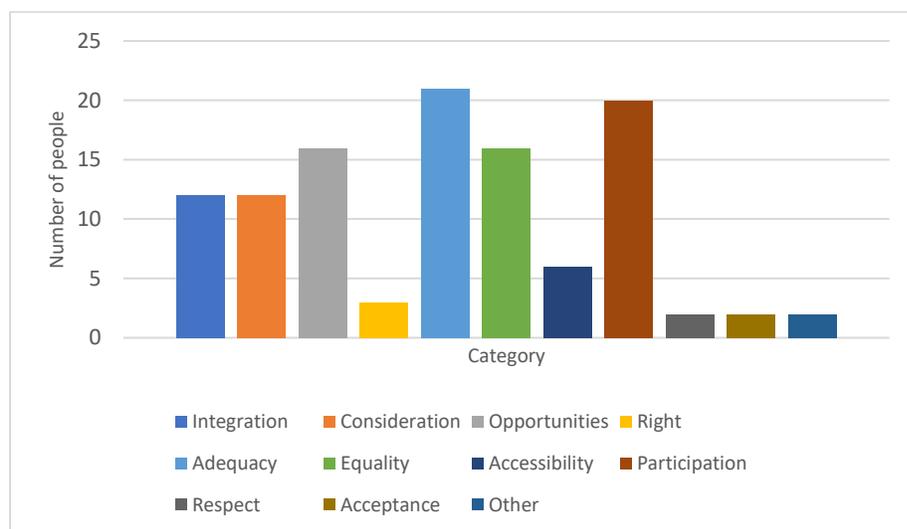
**Figure 9***Subject teacher*

After clarifying the hiren position question, it had to ask what was the principal subject that they teach, and most of them answered English foreign language with 18 participants; secondly, Spanish subject with six participants, the third position was for sciences with 3 participants and ethics and values with 3 participants, fourth history with 2 participant and physical education with 2 participants and finally mathematics with 1 participant and computing with 1 participant.

### 4.3 Questionnaire

**Figure 10**

*Definition of inclusion*



The first question in the instrument research was written to clarify the inclusion concept for each one of the participants, so it was an open-ended question with varied answers. One hundred and twelve teachers who have worked in an inclusive school answered this question. After that, the information was read and studied to find similar words and concepts. As a result, a set of parameters was created to classify the main words that each sentence has. Based on these categories, the information was organized into eleven groups:

- Integration

- Consideration
- Opportunities
- Right
- Adequacy
- Equality
- Accessibility
- Participation
- Respect
- Acceptance
- Other

It seems that *adequacy* is the most used word to describe inclusion. Twenty-one participants think that inclusion is adequate activities, infrastructure, methodology, and strategies to include disabled people. This was followed by the *participation* category, with twenty participants who think participation is inclusion because they said it is participation in every activity the school can offer. After that, *equality* and *opportunities* categories with the same number of answers, sixteen for each. Teachers said that equality means inclusion because everyone has equal rights and opportunities, and the *opportunity* category has a similar connotation; teachers think that inclusion gives everyone the same options. The *integration* category has 12 participants; teachers answered that inclusion is integrating disabled people inside society and classrooms. *The consideration* category has the same number of participants

as the integration category; participants think that inclusion considers the students' characteristics at every moment. Some participants believe that *Accessibility* is the right word to describe inclusion because it refers to giving education accessible to everyone who asks for it. Other participants think that inclusion is a *right* for everyone because everybody has the right to education. *Respect* and *acceptance* were the words least used to describe inclusion. The participant wrote that respect for all the students was inclusion, and acceptance was the idea of accepting every student just the way they are. Finally, a new category was created to write the answers that do not have a clear one.

As we can see, teachers may not have a clear idea about what inclusion is or have a different opinion about this concept. This phenomenon could be because they do not have the correct academic preparation (see Figure 13) to teach students with any disability, so teachers do not apply inclusion accurately.

### Figure 11

*The number of teachers who have had students with different abilities.*

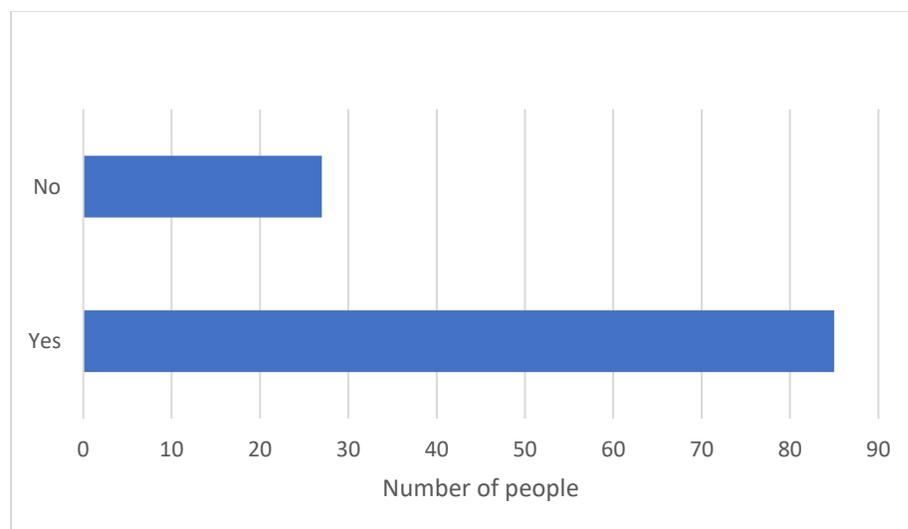
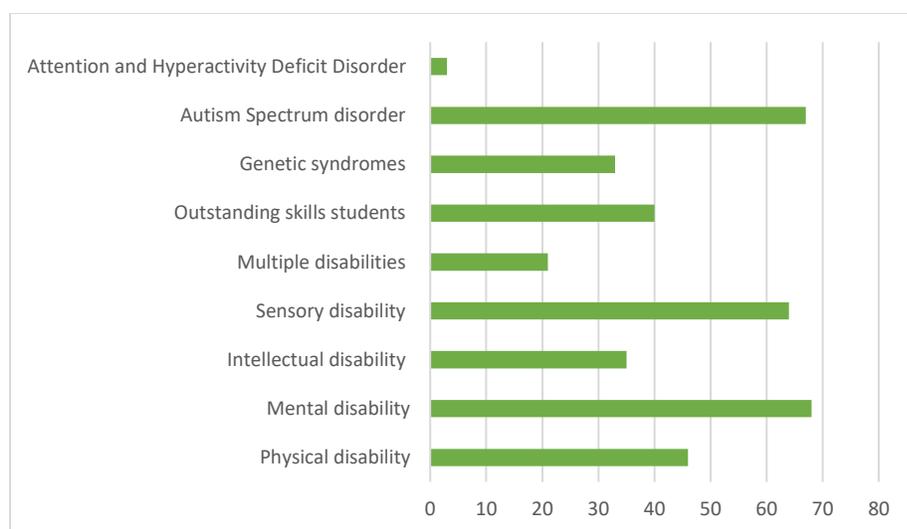


Figure 11 shows that most participants have had students with different disabilities. It probably happened because most participants work in a public, elementary, and inclusive school,

where they cannot deny any student, whatever their condition. Also, this happens because in the last years, the insertion of disabled students has been increasing instead of decreasing. According to the Main Numbers of The National Educative System, there were 624,371 enrolled in elementary public schools during 2018-2019, and then in 2019-2020, there were 648,101 students in elementary education. However, in 2020-2021, the number of students descended to 601,024 because of the COVID-19 pandemic.

**Figure 12**

*Type of disability that students present*



The structure of this question was constructed based on the classification made by SEP Classification of the student's situation for special education (2014). Teachers were asked if they had ever had students with different disabilities. If they answered yes, then they had to choose among nine other presented options: Physical disability, mental disability, intellectual disability, sensory disability, multiple disabilities, outstanding skills students, genetic syndromes, autism spectrum disorder, and the last one, Attention and Hyperactivity Deficit Disorder from acronyms

in English ADHD. It was added because some teachers proposed the category. Most of these categories have sub-categories that will be presented in further graphs.

Teachers could choose more than one option because they have different kinds of students. For this reason, the graphic results can reach a higher number than the total population sample number. The results were the following:

- The highest results were mental disability, autism spectrum disorder (It has to be mentioned that this disability is part of the group mental disability according to INEGI), and sensory disability.
- The lowest result was attention and hyperactivity deficit disorder; it has to be mentioned that the participants wrote this option.
- From the nine categories expressed in this graphic, there are three: ADHD, intellectual disability, and multiple disabilities that do not count as a sub-category and will not be developed in further detail.
- It can be observed that teachers may have little knowledge about disabilities because they cannot recognize the categories and subcategories to answer the question. For example, blindness and deaf-mute are subcategories of sensory disabilities, but some participants put this option as another category instead of choosing sensory disability.

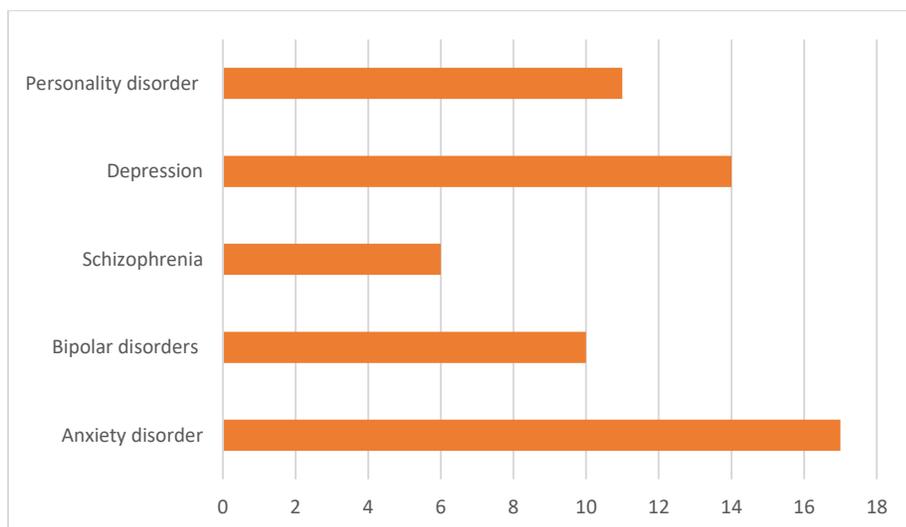
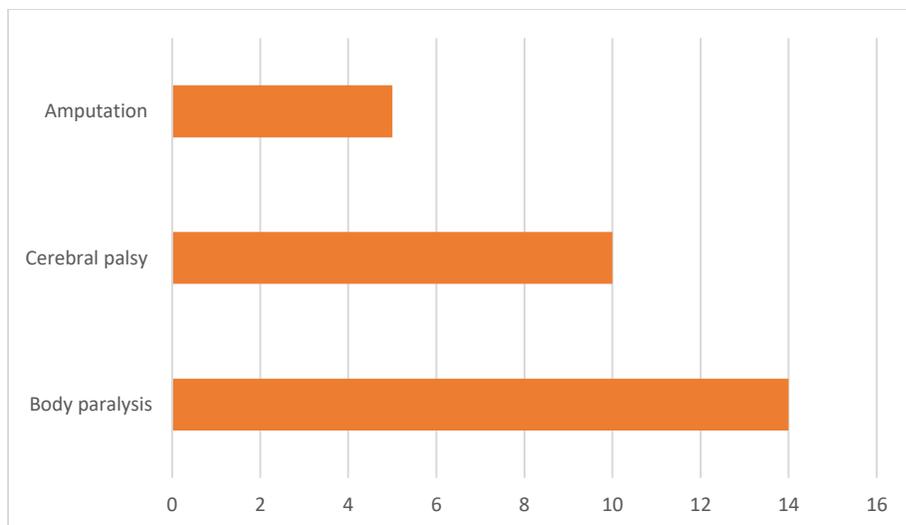
**Figure 12.1***Mental disability*

Figure 12.1 represents the mental disability category where the highest sub-category is an anxiety disorder, with seventeen participants, and the lowest is schizophrenia, with six participants. This category has many students, but it was not predicted to have votes because these diseases are not easily recognized. However, teachers can distinguish some characteristics that students present (see Figure 15) to conclude that their students have any mental disability. As we can see, they are not well informed about this topic because there are many mental diseases, and they did not give any other option than the only ones written in the survey.

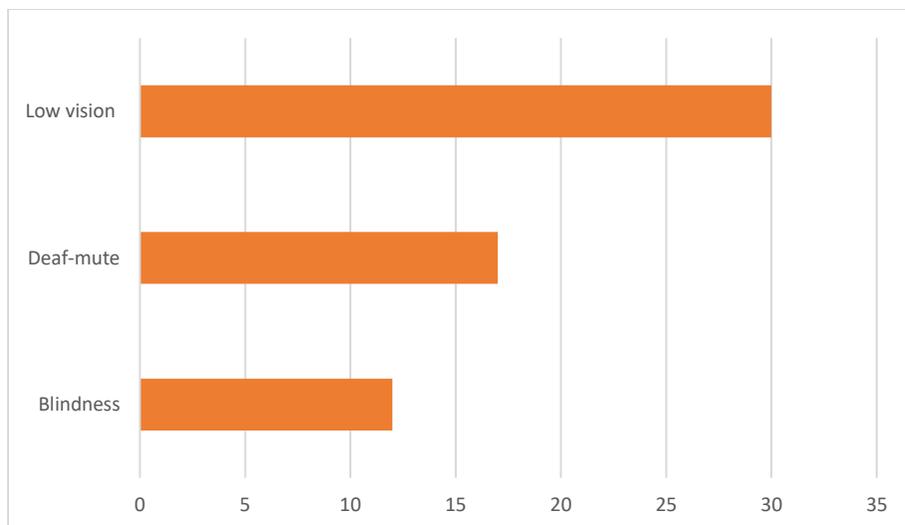
**Figure 12.2***Physical disability*



Physical disability is a category with three main sub-categories in the survey: amputation, cerebral palsy, and body paralysis, where body paralysis is the highest number of participants and amputation is the lowest number. In this case, the three are visible and easily recognizable for teachers. Some characteristics that students can present are a missing limb, lack of movement, or speech problems(see Figure 16). As its name says, physical disability can be distinguished, and it is not a problem for teachers to recognize it.

### **Figure 12.3**

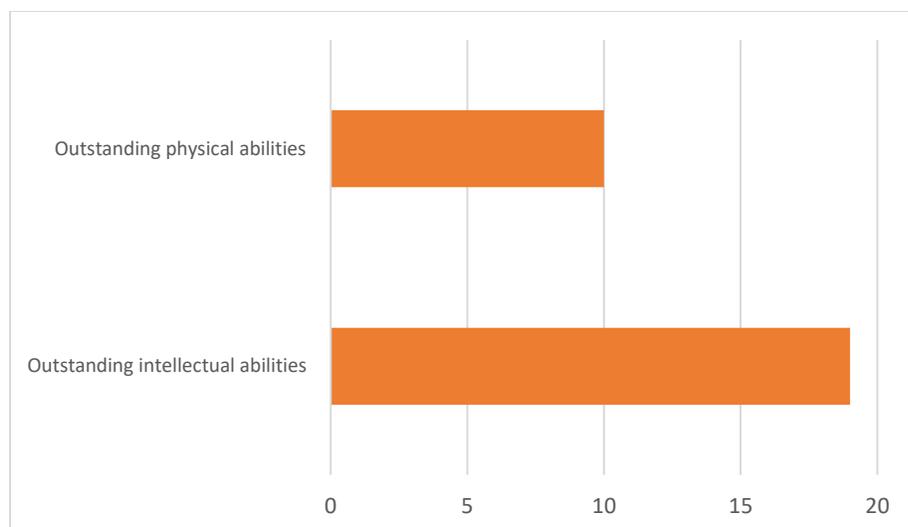
*Sensory disability*



Sensory disability is another category with three main sub-categories: low vision, deaf-mute, and blindness. As we can see, low vision is the most significant number. INEGI excludes people who can correct their vision with glasses, such as astigmatism or myopia. Low vision refers to people who cannot see even with glasses; they see shadows or lumps. However, it is not known if teachers think that low vision relates to people who use glasses. In this case, our data would be wrong because wearing glasses is not a disability. Deaf-mute is in second place with 17 participants. It seems like a small number of participants, but it exists, and they are present in the classrooms. However, it is not known if teachers know Mexican sign language or other material to communicate with them. Although they would have mentioned it in Figure 18, “teaching strategies.”

#### **Figure 12.4**

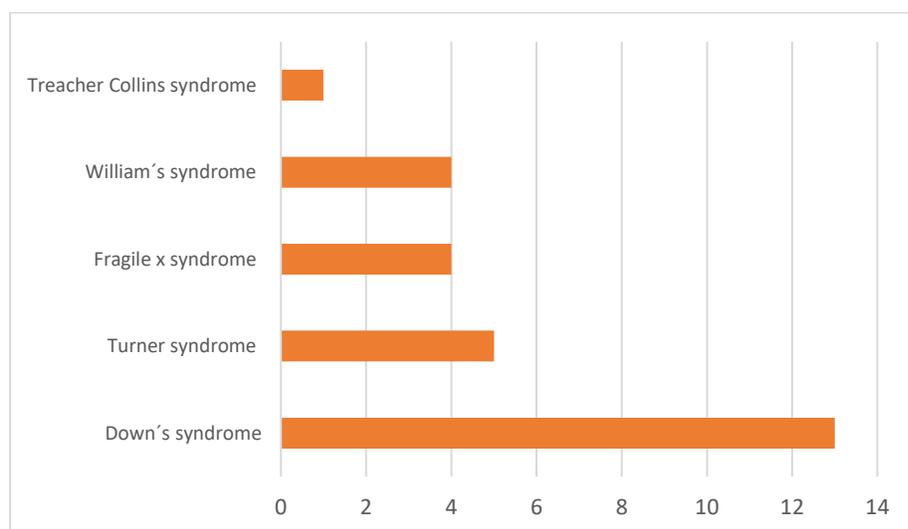
*Outstanding skills students*



Educational Panorama of Mexico proposes the outstanding skills category Indicators of the National Educational System (2014). Still, according to the INEGI, this option is not part of a disability, so in this part, there is not much to say because this kind of student has no difficulties accessing education rights.

**Figure 12.5**

*Genetic syndromes*

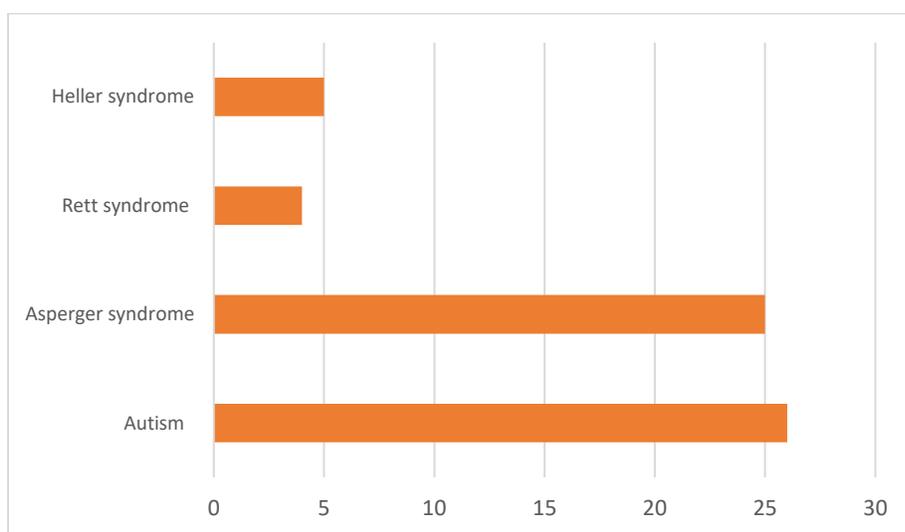


According to INEGI(2007), disabilities refer to the consequence of the impairment in the affected person, for example, learning, speaking, walking, or other activity limitations. In other

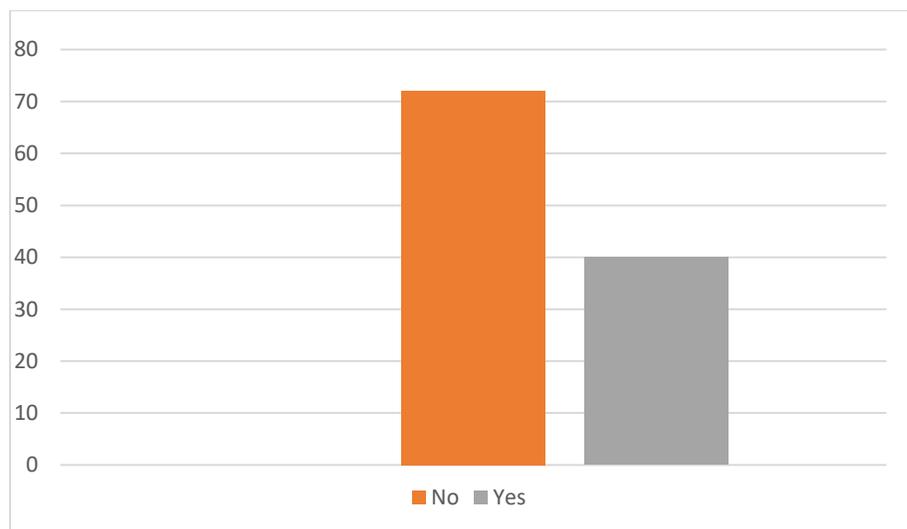
words, the syndromes are not part of the classification of disabilities. The consequences or limitations of these syndromes are disabilities. As we can see, most participants chose Down's syndrome, so participants should have chosen intellectual disability or sensory disability according to the problem that the student presented. Still, in this case, we do not have more information about the disabilities that each syndrome presents.

**Figure 12.6**

*Autism spectrum disorders*

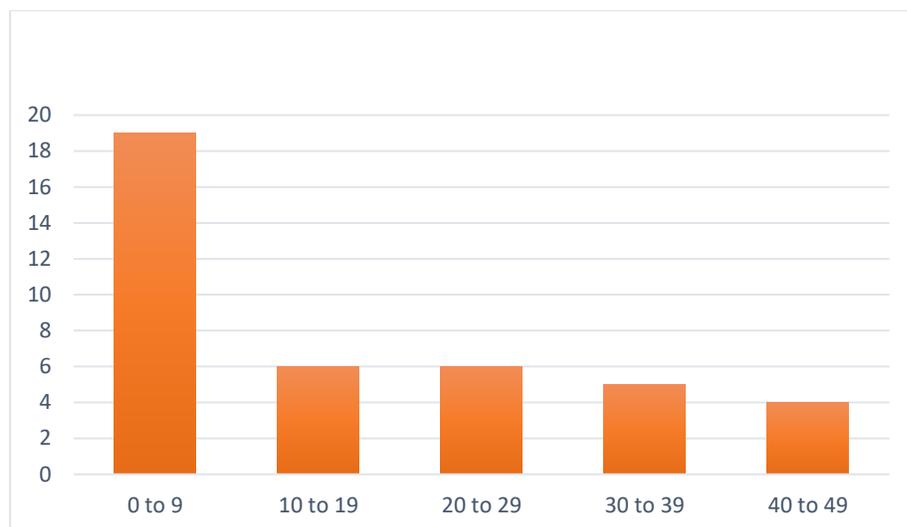


As we explained in the past figure, syndromes are not disabilities. Disabilities are the consequences or limitations that people suffer from syndromes or diseases, so we do not have more information about the disabilities the students presented. However, autism is part of mental disability, according to INEGI. This group shows mental retardation and behavioral disabilities, so we can conclude that this group presents intellectual disabilities.

**Figure 13***Training course*

The question in this section was: Have you ever taken a training course to teach disabled students? It was written to know if teachers are academically prepared as The General Law for the Inclusion of People in the 12<sup>th</sup> article affirms “the institutions have sanitary facilities, trained teachers, special materials (in the case of blind students Braille books), psychologists, speech-language pathologists, and specialized people to attend to the different problems that exist in inclusive elementary schools.”

Take into account that more than 60% of the participants work in a public school (see Figure 5); even if they work in a private school, according to this law, 100% of the participants must be trained to teach students who suffer from different disabilities. Still, the situation is not happening as we can see in this figure; just 40 participants have taken courses to face the actual problem, but this does not confirm that they are prepared.

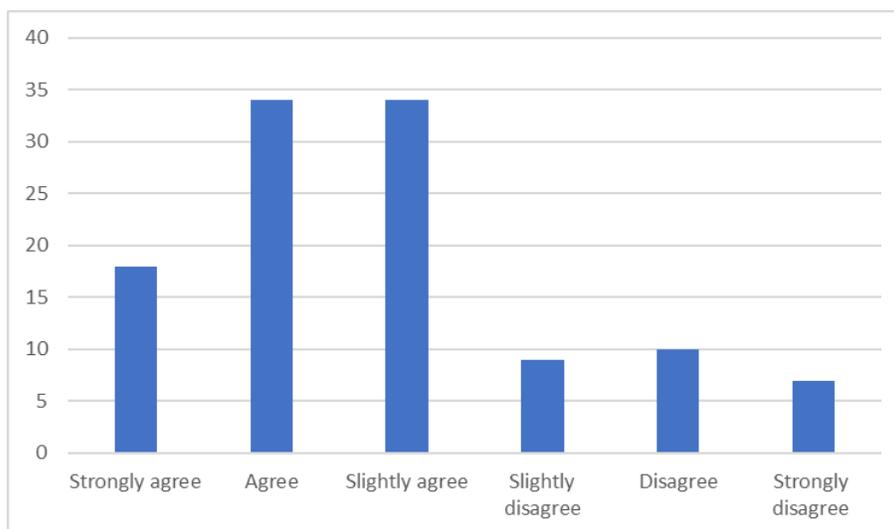
**Figure 14***Course hours*

Another critical question in the survey was: if you have taken a training course, how many hours the training has taken? Of the participants that answered yes, 40, 18 responded that the training lasted from 0 to 9 hours, and the tiniest bar has 4 participants that answered that the training lasted from 40 to 49 hours.

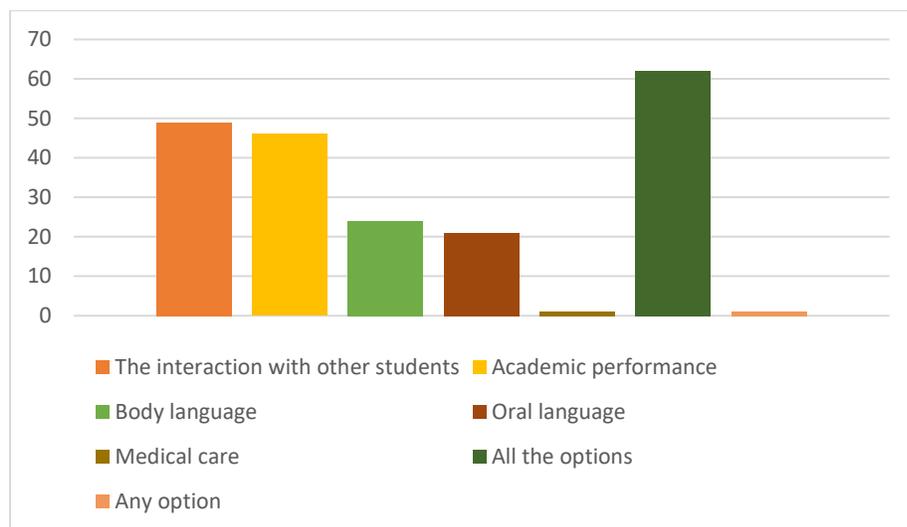
This figure represents that almost half of the participants who answered yes have 9 hours of training. It is not enough to say that they are prepared to implement inclusion. As we can remember, “Inclusion is a process. It is not about achieving objectives; it is a job that never ends” (Ainscow,2005) (p,15)., so teachers should be trained all the time to have a better perception of inclusion and apply it correctly.

**Figure 15**

*Recognize students with different abilities*



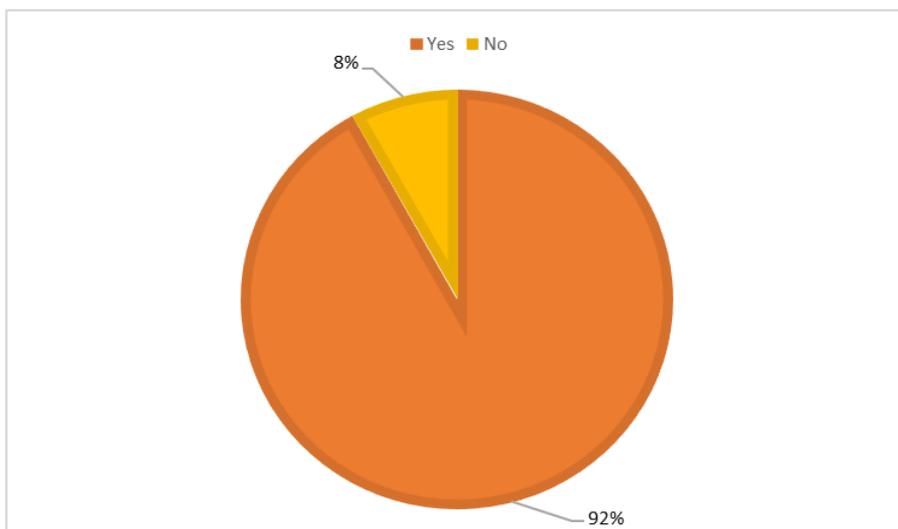
This question was made to know if teachers can recognize students with different abilities inside their classrooms. The table shows that most participants can notice unique characteristics to realize disabled students. For example, Physical disability, intellectual disability, sensory disability, or multiple disabilities may even be a mental disability. These results show that teachers are not disinterested in the topic; they try to search for information to have a vast panorama about inclusive education in their classrooms.

**Figure 16***Students recognition*

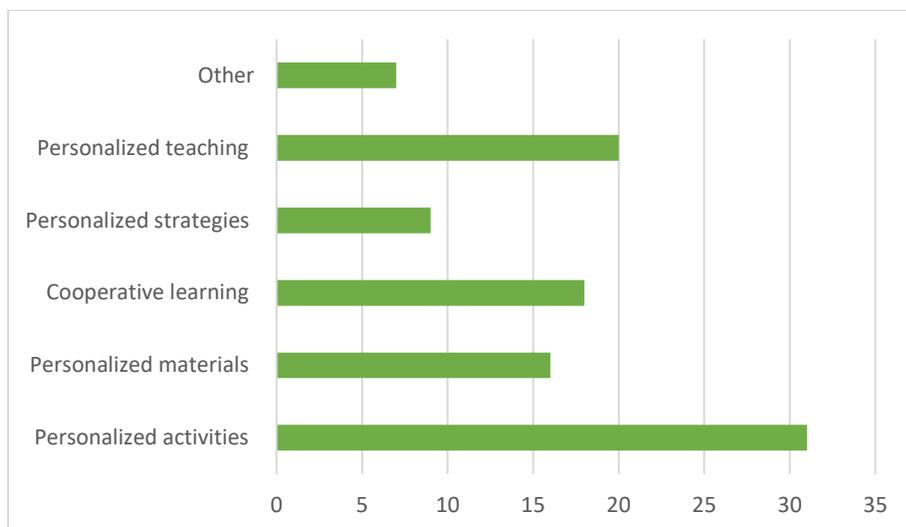
The participants were given some options to recognize disability students: body language and social interaction, medical care, academic performance, oral language, and secondary options as any option/all the options. As we can see, the results suggest that more than half of the participants chose “all the options.” In other words, they think that all these characteristics are taken into account to recognize a disabled student. The second option was social interaction or “interaction with other students”; teachers can take into account this characteristic to identify autistic students or some mental disability. Academic performance was in third place; most participants were expected to choose this option, but it was not like that. It means that teachers are not only concerned with developing academic skills. Their job goes further than teaching. Body language and oral language are essential characteristics that teachers consider when evaluating their students.

**Figure 17**

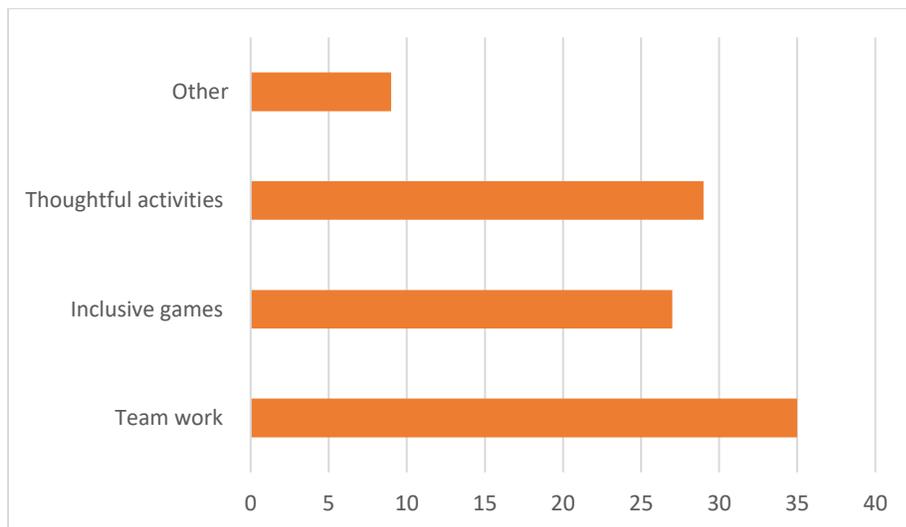
*Changing teaching strategies or methodology.*



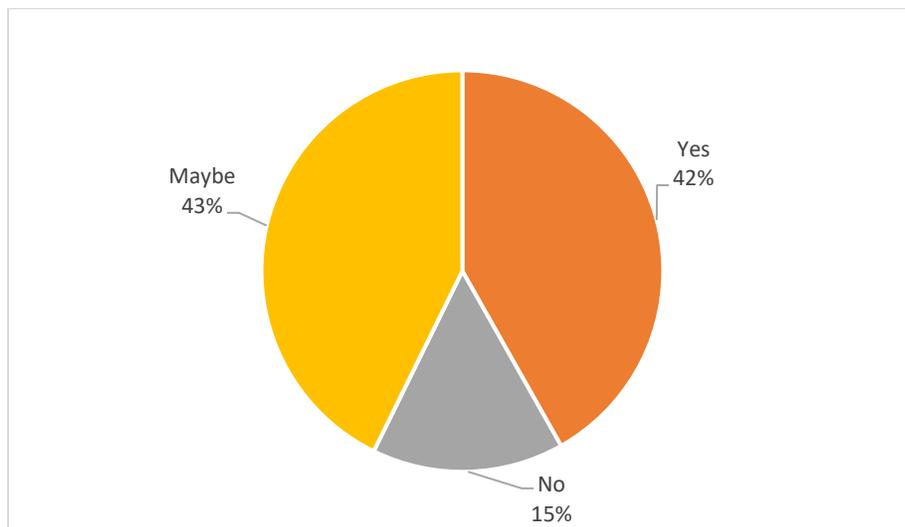
The question in this part was: Do you change your teaching strategies or methodology to include all kinds of students? The results were so precise most participants answered that they changed their strategy and method to try to teach all their students in the best way. In this case, teachers are not trained to apply inclusion(see Figure 13). Still, they learn every day from their experience to have a variety of students in their classroom (see Figure 12 ), do a better job, and understand their students to accomplish the educational purpose.

**Figure 18***Teaching strategies*

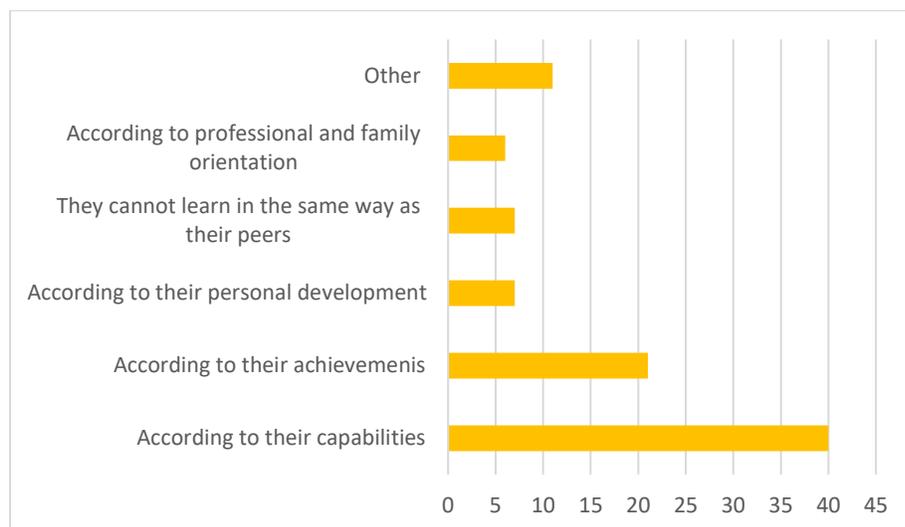
Participants were asked if they changed their strategies or methodologies according to the kind of students that they have, and most of them said yes. After that, the question was: if you answered yes, what kind of strategies do you implement in your classroom? Figure 18 represents the results: personalized activities had the biggest score, although they were not asked to specify or explain how they developed their actions or what materials they used. So, in a certain way, the strategies are still unknown. The same happened with personalized teaching, strategies, and materials categories.

**Figure 19***Living Strategies*

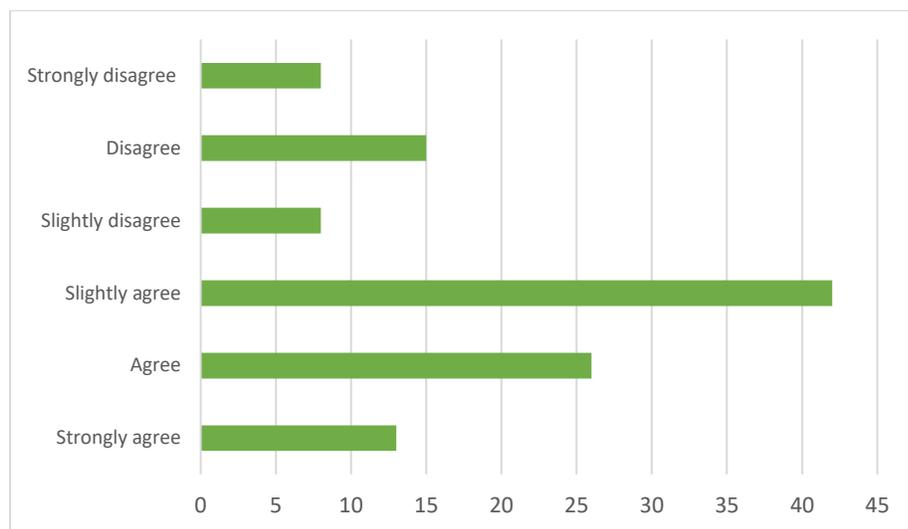
This figure represents the results of the question: What kind of activities do you use to include all students in a friendly way to have a good relationship with classmates? As we can see, the biggest score is the teamwork category, which implies doing homework or projects together without excluding anyone, followed by the thoughtful activities category, such as constructive talks or other kinds of activities, then the inclusive games category, and finally the category other in which participants do not specify the type of activities that they develop.

**Figure 20***Learning achieved*

Teachers were asked if they think that disabled students can achieve the same learning objectives as their regular classmates. The results were almost similar between the categories, maybe and yes. It was expected that most of the participants would answer no; as we can see in the results, teachers have positive expectations about disabled students to achieve the learning objectives.

**Figure 21***Learning scope*

The next question was, how do you propose the learning scope of these students? The results are in Figure 21. One of the most repeated options was according to their capabilities because they mention that students must be evaluated according to their abilities. Second, their achievements; teachers mention that they evaluated their students according to their achievements accomplished in a period. Third, it was the option other; in this case, some teachers did not clarify the way they evaluated their students, or they misunderstood the question, and they answered other things. Fourth, there were negative answers where teachers mentioned that disabled students can never learn like regular students. Finally, other teachers note that disabled students can learn the same way as standard students if parents, teachers, specialized staff, and classmates work together to facilitate learning in lagging children.

**Figure 22***Academic preparation of teachers*

The questions in this part were: Do you feel academically prepared to teach disabled students? The results are in Figure 22; most participants chose the option slightly agree about their academic preparation. This could be because teachers have little practice but have the vocation to face this situation. The second option was decided upon; this population could be the same who has taken preparation courses. Then, 15 participants answered that they disagreed, so they do not feel prepared academically to teach students with different abilities; other parts of the participants strongly disagreed with the asseveration. Finally, slightly different is the option with fewer participants. However, as we can see in the figure, most of the participants chose that they agreed or they feel optimistic about the idea of teaching disabled students.

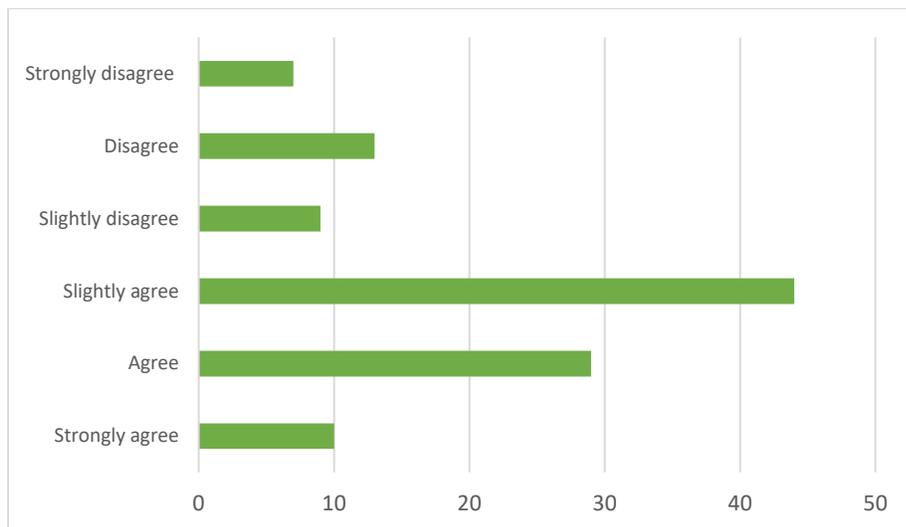
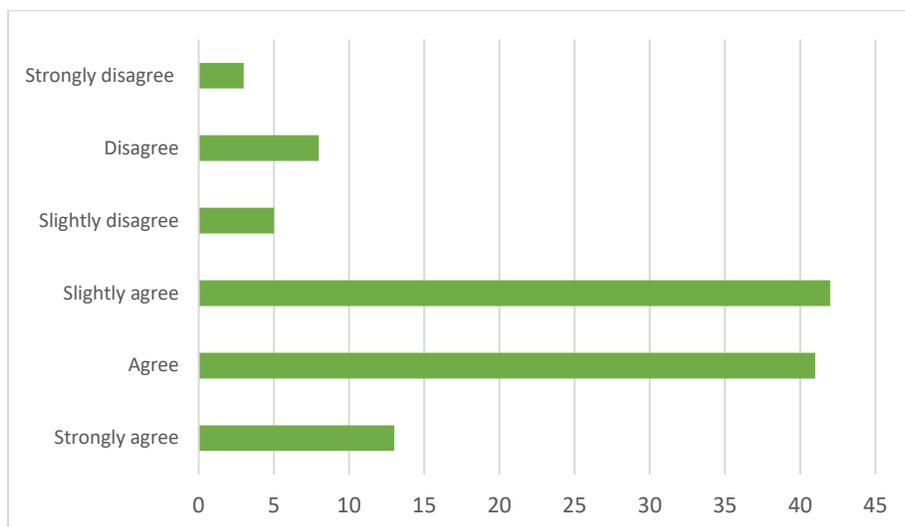
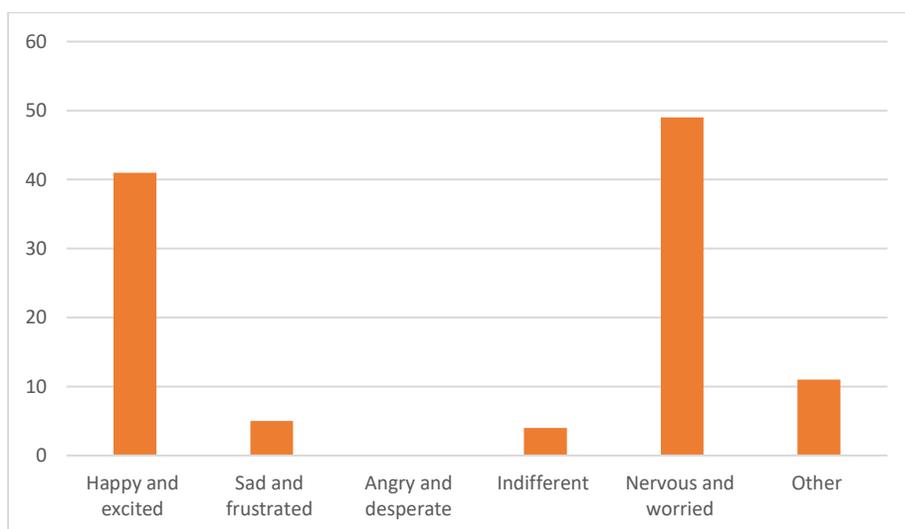
**Figure 23***Methodological preparation of teachers*

Figure 23 shows the results of the question if they consider themselves methodologically prepared to teach students with different abilities. Most of the participants who chose the option slightly agreed. It seems to be the same situation as the previous question; they slightly agree because they have little preparation for this topic. However, they feel optimistic about developing methodologies or strategies to achieve the learning process.

**Figure 24***Emotional preparation*

This figure represents the question: Do you feel emotionally prepared to teach disabled students? As in similar questions, the result leaned slightly to agree and strongly agree. The results in this question are positive towards inclusive education. Teachers are interested in accomplishing the General Inclusive Laws even if they do not have correct methodological and academic training.

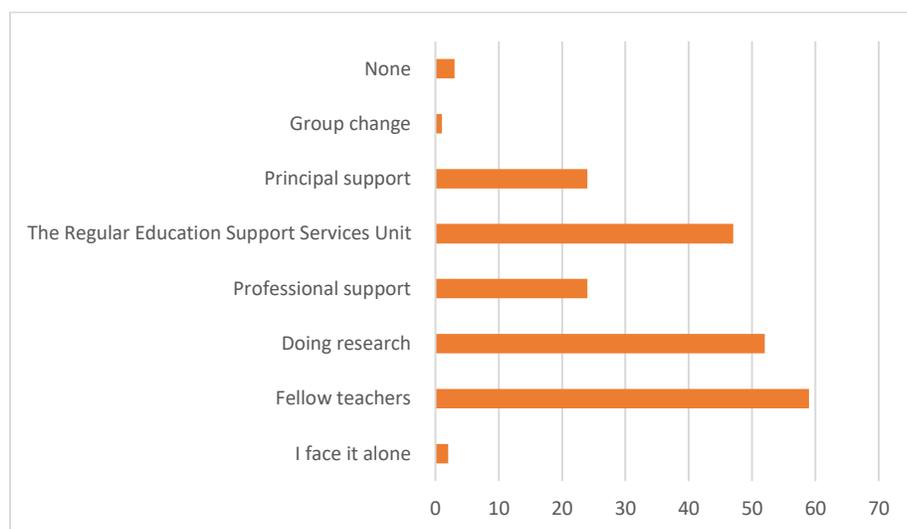
**Figure 25***Teacher's feelings*

The question in this figure was: when you work with disabled students, how do you feel? The result expectations were correct; nervous and worried participants had the biggest number. This was expected because when a teacher is not correctly trained, they feel all these insecurities as sad, frustration, indifference, etc., and this could be because teachers do not know what to expect of each one of their students or how to develop activities to make them learn as the same as the other regular students.

The positive feelings have 40 participants “happy and excited”; it could be the participants who have taken a training course to teach this kind of students (see figure 13).

**Figure 26**

*Teachers support work*

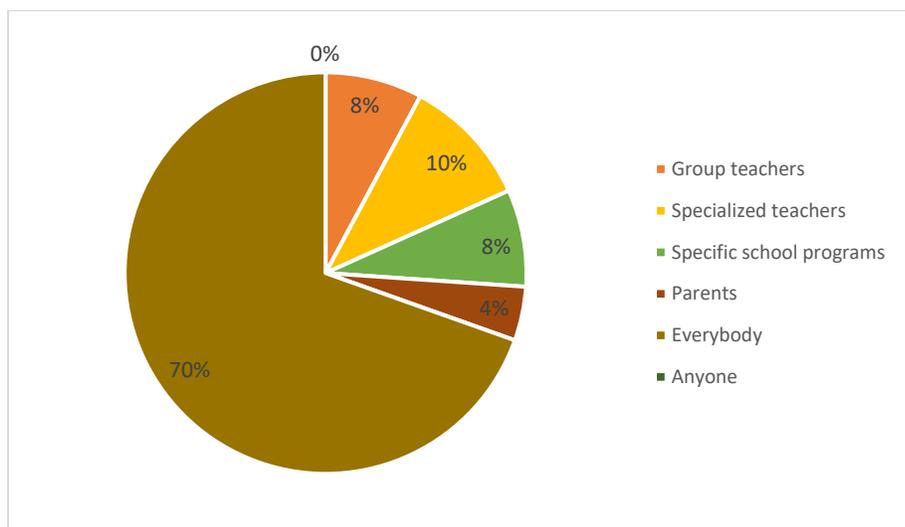


Teachers were asked if they have disabled students in their classroom and where they search for help to teach them. The results are in Figure 26. The most significant number of participants is that teachers seek help or support from other teachers with experience in the topic instead of professional support. Other teachers prefer to investigate alone, and other participants search for aid from USAER. As we can see in the figure, teachers prefer the experience of additional professional support to teach disabled students. Another part of the participants likes

to search for help in the principal backing, making them think they are searching for service according to their experience. A few participants prefer to face it alone, which could be developing their activities or strategies according to their expertise. One participant said he liked to avoid disabled students, so he picked a regular group of children. Finally, the other participants chose none, but they did not specify the strategies teachers use. As was represented before, teachers may not have enough knowledge to develop accurate strategies to teach disabled students because they try to search for help for others' experiences. Still, the teacher's positive or negative results strategies are not known.

**Figure 27**

*Factors for students' inclusion*

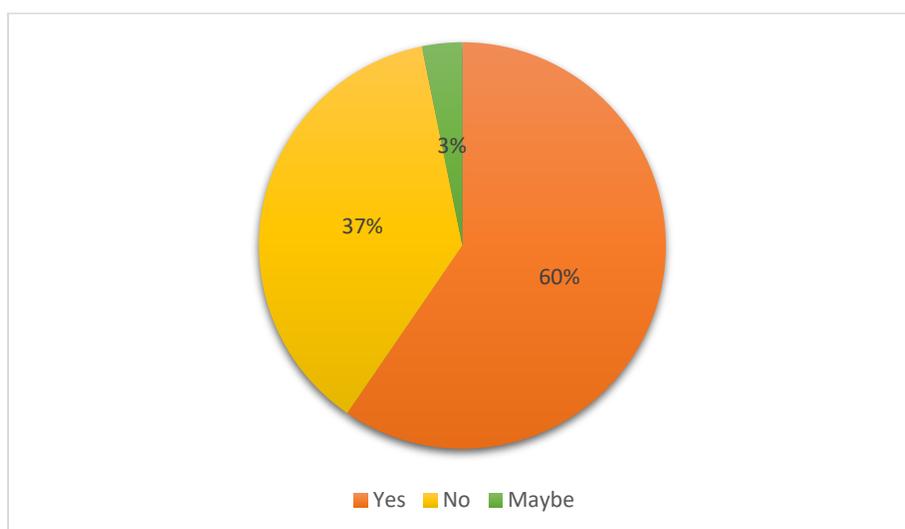


The question for this figure was: Who is responsible for including all kinds of students? 70% of the participants answered that everybody is responsible for the correct inclusion of students in regular schools, which means group teachers specialized teachers specific school programs and parents; in this way, we confirm what Booth and Ainscow (2011) say that “we see inclusion as a never-ending process concerned with the involvement of individuals, the creation

of participatory systems and settings, and the promotion of inclusive values ”(p.22). However, some participants think that just one factor is responsible for the inclusion of the students. For example, 10% of the population answered that specialized teachers are the main factor in the inclusion of the students, and other parts of the participants think that specific school programs and group teachers are more important than the other factors.

**Figure 28**

*Appropriately inclusive education*



The question for this figure was: Do you consider that inclusive education is given correctly in your work environment? We can observe that 60% of the participants answered yes, 37% answered no, and 3% answered maybe. It was expected that most of the participants answered no because they felt a bit unprepared. However, we want to go further and ask about their experience. In this question, they have various answers that reinforce their previous answers (see Figure 29). It must be mentioned that this question is open-ended, and it was one of the last questions, so it affected the answers because only 94 participants answered this question.

**Figure 29***Reasons for a good or bad inclusion*

Yes	No	Maybe
<ul style="list-style-type: none"> <li>• Experience</li> <li>• Integration of students</li> <li>• Collaborative work</li> <li>• Education rights</li> <li>• Access to education</li> <li>• Specialized staff</li> <li>• Continuous training</li> <li>• Curricular, Strategic, and methodological adaptation</li> <li>• USAER support</li> <li>• Teacher engagement</li> <li>• Adequate infrastructure</li> <li>• Social, educational practice, and infrastructure modification</li> <li>• Attend to students</li> </ul>	<ul style="list-style-type: none"> <li>• Incorrect infrastructure</li> <li>• Methodologies and strategies are not modified</li> <li>• There is no correct attention</li> <li>• Teachers are not professionally prepared</li> <li>• There is no right material</li> <li>• There are no specialized staff</li> <li>• Teachers consider the job to be for exceptional teachers.</li> <li>• There is no support from other teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Depends on the teacher</li> <li>• Teachers do what they can with what they have</li> </ul>

As we can see in Figure 29, the reasons are found, and there are a variety of answers, but many participants agree with some ideas. For example, the teachers confirmed that inclusion is taking place correctly in their workplace because they agree that experience has helped them incorporate it correctly. They often ask for help from other teachers or have specialized staff in their work to resolve their doubts. Also, they benefit from USAER because this option gives them enough support to accomplish their educational objectives. Others say that they always take

courses about strategies and methodologies to change the way they teach and correctly apply inclusion. Also, they argued that the infrastructure is appropriate for everybody in their schools. Another standard answer was the right to education or access to education, which is a bit confusing to understand because what do they mean? We must remember that inclusion does not imply access to school or let them stay with all the students, but participants did not give more explanations about their answers.

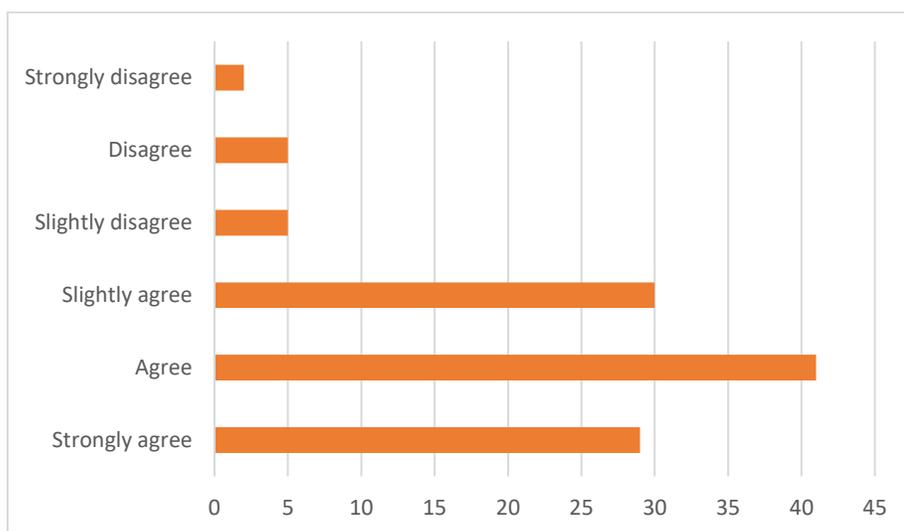
In contrast with the participants who answered yes, the others say that inclusion is not taking place correctly in their workplace because they think the infrastructure is wrong. Unlike the previous answer, teachers affirm that the methodologies and strategies remain the same. It has no chance to advantage disability students and accomplish the educational objectives. Others argued that there is not good attention from teachers towards disabled students. After all, some teachers mistreat them because, according to the participants, teachers are not professionally prepared, and there are no specialized staff, such as USAER. There are not enough materials to attend to blind people or deaf and hard of hearing students, as the participants say the opposite from teachers who answered yes. There was another option, maybe, but it just has two answers. The participants argued that inclusivity depends on whether teachers are willing to face the challenges, and the other answered that teachers think that they do not have the materials, support, and academic preparation to give them the best attention and assistance to all students. However, they do their job in the best way that they can. Some schools are prepared to teach disabled students, or at least this is what teachers report. However, according to the General Law for Inclusion, this situation is not happening in other places as it is supposed to. However, there is already work done about inclusion education. It needs to do more:

- Better courses

- More specialized staff
- More material
- Correct infrastructure

**Figure 30**

*Benefits of inclusive education*



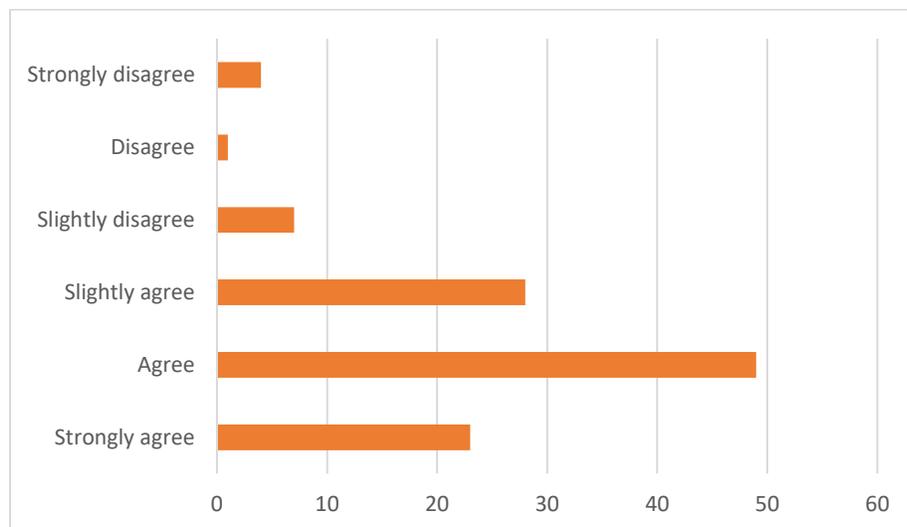
Teachers were asked if they think that the inclusion of disabled students is beneficial for all students; as we can see, most of the participants agree with this asseveration as Ainscow(2005) affirms, “It is about learning how to live with difference; and, learning how to learn from difference. In this way, differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults” (p.15). Some benefits for students could be:

- Be more empathic
- See life from another perspective
- Learn in different ways and on different topics

However, another small part of the participants have a different opinion about that; the reasons are unknown.

**Figure 31**

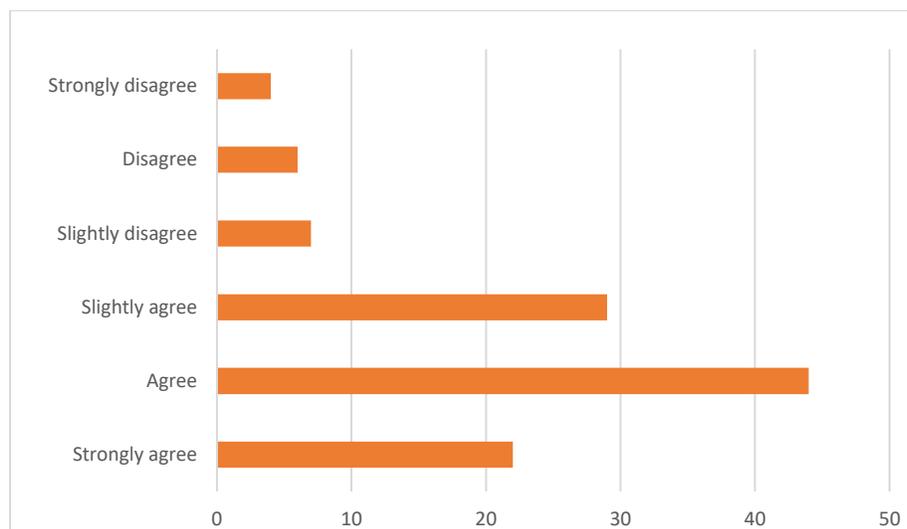
*Beneficial for teachers*



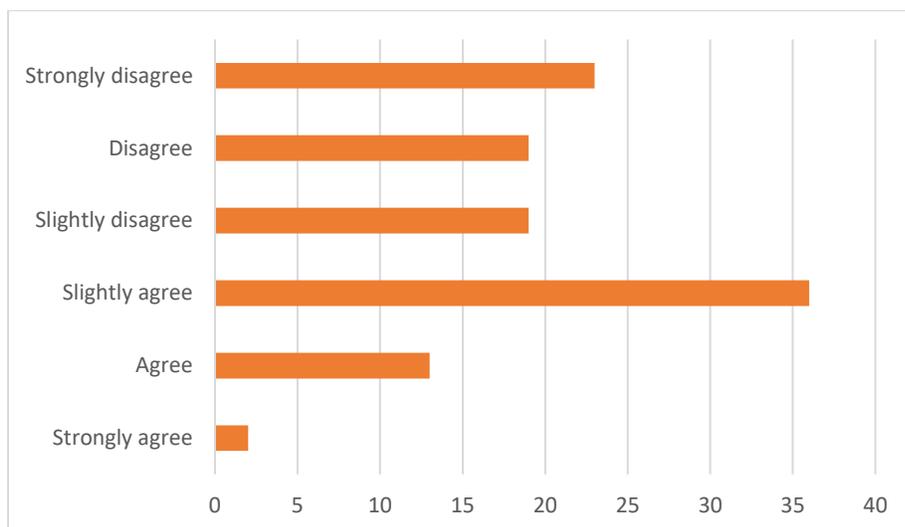
The next question was to know if teachers think that the inclusion of disabled students is beneficial for teachers, and as we can see, most of them agreed with this. As was mentioned before, “difference is a positive factor” for everybody. One reason could be that in this way, they can get more experience about the topic, developing creative materials, strategies, and methodologies to have a better education system. Also, teachers can modify the way society thinks about the difference to focus on a positive feeling.

**Figure 32**

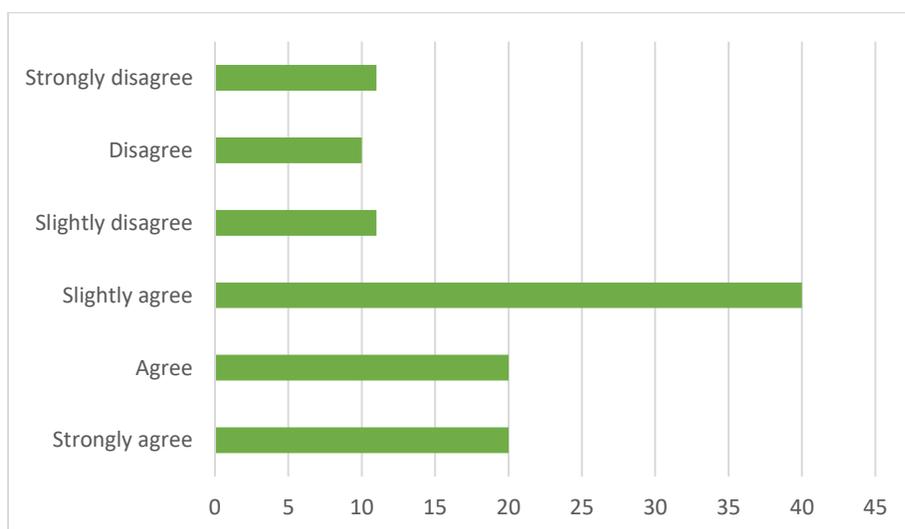
*Beneficial for education staff.*



After that, the question was whether they think inclusive education benefits everybody. As in the past figures, the participants agreed that inclusive education helps all the education staff (students, principals, teachers, parents, etc.). As mentioned before, inclusive education is a process where society has an important role, and diversity is an advantage; it is not just a school job but a job for all of society, and in some way, inclusive education intends to make way for an inclusive culture.

**Figure 33***Inclusive infrastructure*

The question was: Do you consider that educational institutions have the correct infrastructure for disabled students? The results were what was expected; 61 participants believed that educational institutions are not infrastructurally prepared to give access to disabled people as was suspected from the beginning, but 51 other participants moderately agreed about the situation, which makes us think that institutions are not ready at all as it has to be.

**Figure 34***Engagement with inclusive education*

Teachers were asked if they consider that school authorities have a real engagement with inclusive education. Most of the participants chose to agree slightly. It suggests that this answer is not firm, so teachers think school authorities are not fully committed to inclusive education as expected. If leaders are not engaged with inclusive education, they cannot guide inclusivity schools and support teachers.

## 5 Chapter five

### 5.1 Introduction

Chapter Five answers the research questions presented in Chapter One in order to create the last conclusions and thoughts about teachers' attitudes toward disabled students. Also, it will confirm if the research objectives were accomplished:

- To explore the perceptions that teachers have about inclusive education.
- To identify the concepts of disability and inclusion that guide their teaching practices.
- To determine if teachers feel prepared emotionally, methodically, and academically to teach students with different abilities.

### 5.2 Research questions discussion

#### *1. How do Mexican teachers face inclusive education in elementary school?*

According to the interpretation data results, the teachers face inclusive education with the following conditions:

- Little academic training
- A wrong definition of inclusion
- Little knowledge about disability variety
- Poor material and infrastructure to help disabled people
- Teachers implement strategies based on experience and not on knowledge
- Despite all the adversities, teachers present a positive attitude toward inclusive education in regular schools

The first point to discuss is the academic training of teachers. According to the data, Mexican teachers present poor training in inclusive education. Because just 40% of the participants confirm special training, half of this population has less than 9 hours of training. However, as we can see, teachers present good attitudes toward inclusive education in regular schools. In this case, the academic training of teachers does not influence teachers' attitudes, contrary to Basto & Hernandez (2020), who confirm that teachers' professional training is one of the principal factors that influence teacher's attitudes towards inclusive education. This research does not reach that conclusion. In this case, the decision is that teachers do not dimension the inclusion process because of the lack of knowledge. In other words, teachers have positive attitudes because they might have little information about the inclusion process.

Secondly, teachers may have a different perspective on inclusive education definition; this is why teachers mention many keywords to describe inclusive education. Integration, equality (same opportunities), education rights, participation, and respect are the most common. UNESCO, UNICEF, and CRPD coincide in that inclusive education is a newly prepared system where all children, regardless of their condition, can attend the same school and classroom to receive a high-quality education. However, according to Marin (2019), the purpose of the integration system is to make disabled students better and make them fit into the system without considering the rest of the students. Meanwhile, inclusive education feels everybody because everybody is different, not just disabled students, and, in this case, the system has to fit into diverse students. Other teachers mention that inclusion is an educational right. According to UNICEF, inclusive education is a right; that part is partly genuine, but they do not explain something deeper. Other participants explain that inclusion is to have the same opportunities to learn as it was described in Chapter 2. inclusion is a process to create an inclusive society. It does

not only have to do with schools, teachers, or students, as Booth and Ainscow (2013) mention; this change has to do with society, how we can see disabled people need more than the same opportunities to learn, so inclusive education is not the same opportunities. To not confuse the readers, it will consider the most convincing definition of inclusive education.

Ainscow (2005) mentions

Inclusion is a process. That is to say; inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with differences and learning how to learn from differences. In this way, differences come to be seen more positively as stimuli for fostering learning among children and adults (p.15).

Thirdly, teachers might not have enough information about disabilities. It was reflected in Figure 12 Type of disabilities that students present. It was expected that they would choose more than one subcategory into the main five categories of disabilities (sensory disability, intellectual disability, mental disability, physical disability, and multiple disabilities), but they did not know how to answer, so the data was affected because of that. Also, teachers search for information, help, or strategies with other teachers to face inclusive education. It is not a bad idea, but the problem is that it is not known if the method produced a positive or negative result according to their context.

Finally, 40% of the population research said there are insufficient materials and infrastructure to help disabled students. As mentioned before, *the General Law For The Inclusion Of People With Disabilities* ensures the accessibility conditions in educational facilities, didactic material, technical support, trained teaching, books in braille, teaching

materials, support from Mexican sign language interpreters or specialists in braille and computerized equipment with technology for blind people. 60 % of the population say that the schools where they work have all the facilities mentioned before, which is a good result. Still, it is not enough for an inclusive education system that establishes in a paper that the facilities are for everyone; 100% of our participants had to say that schools are prepared for inclusion. It reflected that the Secretary of Public Education may not be ready for inclusive education because it does not provide all the correct conditions.

*2. What key factors can a teacher consider to detect a child with cognitive problems?*

Teachers were given a set of options to explore this question and detect a child with cognitive problems: Interaction with other students, academic performance, oral language, body language, and medical care. Another part of the participants said that all these options are taken into account to detect a disabled student, and another little part said that they take into account another kind of characteristic, but they did not mention which one because the answers were already established.

As was reflected in the data, teachers detected a child with cognitive problems through visualization, and teachers used to observe students, analyze them, and make ideas about how their students behave or learn. As it is observed, teachers are guided through visualization to conclude that a student has a problem, which they do based on their experience working with many students. Although. It is assumed that every student has to have a correct medical diagnosis because there is adequate staff to analyze every student so that teachers can develop proper strategies to teach disabled students.

### *3. Do teachers feel prepared to educate students with a disability?*

According to the data, teachers feel methodological, academically, and emotionally slightly prepared to teach disabled students. First, as we can see in the past information, 40 teachers have training about inclusive education, and the rest do research independently. Even if they do not have the correct training, teachers can recognize disabled students due to student characteristics, and most of the teachers changed their teaching strategies to include disabled students. However, they do not accomplish the objective because many teachers mention that they develop personalized activities and personalized teaching; it makes us think that disabled students do a different activity while the rest of the class does another different one. It means that the teacher is implementing integration education; as mentioned before, inclusive education is when students learn the same thing differently (Porrás,2010). In conclusion, teachers probably slightly agree because they apply specific strategies to accomplish the objective but may need more training, material, and infrastructure.

In the emotional part, there are mixed feelings and emotions about inclusive education because 50 participants are nervous and worried about the situation, 40 participants feel happy and excited about it, and only five participants feel sad and frustrated, as it is shown teachers do not have negative feelings towards inclusive education what it means that their context determines their feelings and attitudes about inclusive education “emotions are the result from how the individuals believe the world to be, how events are believed to have come about, and what implications events are believed to have” (Frijda et al., 2000)(p.1). The context where teachers work affects their personal opinions and strategies related to inclusive education. Therefore, their emotions may be associated with this context. 40% of the participants feel happy and excited because they think or believe they are developing a correct inclusive education,

which is not true; Figure 18 shows these strategies do not accomplish inclusivity. These answers also reflect the lack of teachers' knowledge about inclusive education.

#### *4. How do teachers find strategies to help disabled students?*

Teachers search for learning strategies through fellow teachers, while others prefer researching on their own, USAER, and the least chosen option was professional support; in other words, most teachers search for strategies with fellow teachers, meaning they prefer experience instead of professional help. These strategies are not bad because experience gives knowledge, but we do not know if these strategies would work in all contexts and with all students.

### **5.3 Limitations of the study**

There were some limitations while the research was developing. The first limitation was the COVID pandemic; as was explained before, the research project had another objective and other purposes, but due to the pandemic and to finish the investigation, the title had to be changed because we could not see face-to-face. However, when the topic was changed, one advantage was that we could get more participants through the Internet.

### **5.4 Directions for further research**

This investigation aims to find the teachers' perspective on inclusive education in Mexico inside public and regular schools. Still, while developing the research project, other important factors were found to have more profound conclusions. For example, this investigation can take another perspective to find the reasons (age, sex, place urban and semi-urban, school type, Hire position, etc.) that influence teachers' thoughts. This investigation cannot further conclude these characteristics that influence teachers' opinions.

### **5.5 Study contribution**

This investigation explores teachers' perspectives on inclusive education because Mexican public and elementary schools implemented the inclusive strategy in every classroom. Some laws support the plan, saying the education system is ready to implement it. Still, thanks to one experience, we realized that inclusive education was not working as the Secretary of Public Education system affirms. This investigation will make future teachers think about how they should be prepared to be part of an inclusive education, and the teachers who are already working in this system must reflect on how they are working in an inclusive school system. Furthermore, this investigation will contribute to reflecting on the actual situation about inclusive education in Mexico and the long way to go to become an inclusive society.

Also, this research would give a comprehensive definition of inclusive education to inform how it has to function and how it has been developing for many years until the present concepts are reached. Still, one of the essential points this study promotes is for all teachers working in inclusive schools to pay attention to their strategies, perceptions, beliefs, and emotions and how they affect their work and human beings.

### **5.6 Conclusions**

The inclusion perspective begins with the idea that everybody is different and requires different attention. The inclusive education perspective focuses on everybody learning in different ways and having different abilities. Inclusion highlights the differences between each human being. However, people have given a different approach because when people talk about inclusion, they immediately relate with disabled people; this happens because they do not have a

correct definition of inclusion and because people think they are normal or do not suffer from some illness or disability.

Inclusive education does not exist in Mexico, and integration education exists as part of the education system. This situation happens because, as I said before, teachers may not have a correct definition of inclusivity, and due to this, they do not dimension the work that this requires; it is not entirely the teacher's fault because the Secretary of Public Education does not give them the correct tools to promote the inclusive education system. As a Mexican foreign language teacher, I do not agree that teachers are working without preparation, and it is not because they do not want this to happen because they do not have the opportunity, so teachers do what they can with what they have. In other words, I'm afraid I must disagree with SEP's actual situation of inclusive education.

## REFERENCES

- Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. Routledge & CRC Press. <https://www.routledge.com/Understanding-the-Development-of-Inclusive-Schools/Ainscow/p/book/9780750707343#>
- Ainscow, M. (2002). *Understanding the Development of Inclusive Schools*. Routledge.
- Ainscow, M. (2005). Understanding the development of inclusive education system. *Electronic Journal of Research in Educational Psychology*, 3(3).
- Alur, M., & Timmons, V. (2009). *Inclusive Education Across Cultures: Crossing Boundaries, Sharing Ideas*. SAGE Publications India.
- American Association on Intellectual Disability. (2023). *Intellectual disability*. AAIDD\_CMS. <https://www.aaidd.org/intellectual-disability/definition>
- APA Dictionary of Psychology. (2023). <https://dictionary.apa.org/>
- Association, A. P. (2015). *DSM-5 Classification*. American Psychiatric Publishing.
- Azcárraga, M. G., Correa, M. V. B., & Henríquez, S. S. (2020). Actitud de los profesores hacia la inclusión educativa. *Papeles de trabajo*. <https://doi.org/10.35305/revista.v0i25.88>
- Barrett, L. F. (2017). *How Emotions Are Made: The Secret Life of the Brain*. Pan Macmillan.
- Barton, L. (2009). Estudios sobre discapacidad y la búsqueda de la inclusividad. Observaciones. *Revista de educación*, 349. <https://sede.educacion.gob.es/publiventa/estudios-sobre-discapacidad-y-la-busqueda-de-la-inclusividad-observaciones/educacion/23241>
- Basto, C., & Hernández, M. I. (2020). *Creencias sobre discapacidad en el marco de la educación inclusiva de maestros de educación inicial, básica y media vocacional de Colegios de Bogotá*. <https://repository.javeriana.edu.co/handle/10554/51999>
- Bernal, D. R., Gutiérrez, A. M. R., & Tello, N. (2018). Sentires y creencias de los docentes en torno a la inclusión de estudiantes con necesidades educativas diversas en educación básica. *Revista Ruedas*, 8. <http://revistas.uncu.edu.ar/ojs/index.php/ruedes/article/download/1662/1197>
- Bidegain, L., & Antola, I. N. (2017). Actitudes de los docentes acerca de la educación inclusiva. *Ciencias Psicológicas*, 233-243. <https://doi.org/10.22235/cp.v11i2.1500>
- Booth, T., & Ainscow, M. (2011). *Index for Inclusion: Developing Learning and Participation in Schools*.
- Brace, I. (2008). *Questionnaire Design: How to Plan, Structure, and Write Survey Material for Effective Market Research*. Kogan Page Publishers.

- Cámara de Diputados del H. Congreso de la Unión. (2011). *Ley General para la Inclusión de las Personas con Discapacidad*. <https://www.diputados.gob.mx/LeyesBiblio/pdf/LGIPD.pdf>
- Cámara De Diputados Del H. Congreso De La Unión. (2019). *Ley General De Educación*. <https://www.diputados.gob.mx/LeyesBiblio/pdf/LGE.pdf>
- Cedillo, I. G. (2018). Educación Inclusiva en la Reforma Educativa de México. *Revista de Educación Inclusiva*, 11(2), 50-62. <https://dialnet.unirioja.es/descarga/articulo/6729100.pdf>
- Clark, V. L. P., & Ivankova, N. V. (2015). *Mixed Methods Research: A Guide to the Field*. SAGE Publications.
- Justia lawyer.(2023).*Constitución Política de los Estados Unidos Mexicanos* <https://mexico.justia.com/federales/constitucion-politica-de-los-estados-unidos-mexicanos/>
- Constitucion Politica de Los Estados Unidos Mexicanos: Texto Vigente*. (1947).
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
- American Association on Intellectual and Developmental Disabilities (2023). Defining criteria for intellectual disability. <https://www.aidd.org/intellectual-disability/definition>
- Curtis, W., Ward, S., Sharp, J., & Hankin, L. (2013). *Education Studies: An Issue Based Approach*. Learning Matters.
- Damasio, A. R. (2004). Emotions and Feelings. En *Cambridge University Press eBooks* (pp. 49-57). <https://doi.org/10.1017/cbo9780511806582.004>
- Dávila, D. C. (1920). *Memoria Política de México*. <https://www.memoriapoliticademexico.org/Textos/6Revolucion/1920JV-DUN.html>
- Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR). (2000). En *American Psychiatric Association eBooks*. <https://doi.org/10.1176/appi.books.9780890423349>
- Dirección General (2021). *Benito Juárez, Impulsor de la educación en México*. <https://www.gob.mx/aprendemx/articulos/benito-juarez-impulsor-de-la-educacion-en-mexico?idiom=es#:~:text=Otro%20gran%20aporte%20del%20Benem%C3%A9rito,primaria%20como%20obligatoria%20y%20gratuita.>
- World Health Organization. (2023). Disabilities| Regional Office for Africa. <https://www.afro.who.int/health-topics/disabilities>
- Doyle, B. I. (2010). *How to Think Your Way to the Life You Want: A Guide to Understanding How Your Thoughts and Beliefs Create Your Life*. Hampton Roads Publishing.

- Emotion definition and meaning | Collins English Dictionary. (2023). En *Collins Dictionaries*.  
<https://www.collinsdictionary.com/dictionary/english/emotion>
- United Nations Educational, Scientific and Cultural Organization. (2023). Formal education.  
 UNESCO UIS. <http://uis.unesco.org/en/glossary-term/formal-education>
- Frijda, N. H., Manstead, A. S. R., & Bem, S. (2000). *Emotions and Beliefs: How Feelings Influence Thoughts*. Cambridge University Press.
- García, I., Romero, S., Motilla, K., & Zapata, C. I. (2009). LA REFORMA FALLIDA DE LOS CENTROS DE ATENCIÓN MÚLTIPLE EN MÉXICO. *Actualidades Investigativas en Educación*, 9(2).
- Grönvik, L. (2007). Definitions of Disability in Social Sciences: Methodological Perspectives. *Digital Comprehensive Summaries of Uppsala Dissertations from the Faculty of Social Sciences*. <https://uu.diva-portal.org/smash/get/diva2:170048/FULLTEXT01.pdf>
- Harris, J. C., MD. (2010). *Intellectual Disability: A Guide for Families and Professionals*. Oxford University Press.
- Hwang, H. C., & Matsumoto, D. (2016). Emotional Expression. En *Cambridge University Press eBooks* (pp. 137-156). <https://doi.org/10.1017/cbo9781316275672.007>
- United Nations Children's Fund. (2023). Inclusive Education.  
<https://www.unicef.org/education/inclusiveeducation#:~:text=Inclusive%20education%20means%20all%20children,speakers%20of%20minority%20languages%20too.>
- Individuals with Disabilities Education Act. (2018). *Sec. 300.8 (c) (7) - Individuals with Disabilities Education Act*. <https://sites.ed.gov/idea/regs/b/a/300.8/c/7>
- Individuals with Disabilities Education Act. (2022). *About IDEA - Individuals with Disabilities Education Act*. <https://sites.ed.gov/idea/about-idea/#:~:text=The%20Individuals%20with%20Disabilities%20Education,related%20services%20to%20those%20children.>
- Instituto Nacional de Evaluación Educativa. (2017). *Panorama Educativo de México (Indicadores del Sistema Educativo Nacional) - INEE*.  
<https://www.inee.edu.mx/evaluaciones/panorama-educativo-de-mexico-isen/>
- Instituto Nacional de Estadística y Geografía. (2007). *Clasificación de Tipo de Discapacidad*. INEGI.  
[https://www.inegi.org.mx/contenidos/clasificadoresycatalogos/doc/clasificacion\\_de\\_tipo\\_de\\_discapacidad.pdf](https://www.inegi.org.mx/contenidos/clasificadoresycatalogos/doc/clasificacion_de_tipo_de_discapacidad.pdf)
- Jhangiani, R. (2022). *Principles of Social Psychology - 1st International H5P Edition*. Pressbooks. <https://opentextbc.ca/socialpsychology/>
- Johnson, R. B., & Christensen, L. (2014). Educational Research Quantitative, Qualitative, and Mixed Approaches Fifth Edition. *ResearchGate*.

[https://www.researchgate.net/publication/264274753\\_Educational\\_Research\\_Quantitative\\_Qualitative\\_and\\_Mixed\\_Approaches\\_Fifth\\_Edition](https://www.researchgate.net/publication/264274753_Educational_Research_Quantitative_Qualitative_and_Mixed_Approaches_Fifth_Edition)

- Kaplan, D. (2000). The definition of disability: Perspective of the disability community. *PubMed*, 3(2), 352-364. <https://pubmed.ncbi.nlm.nih.gov/15015484>
- Kirk, G., & Broadhead, P. (2007). Every Child Matters And Teacher Education: A Ucet Position Paper. *Ucet*. <https://www.yumpu.com/en/document/read/24588354/every-child-matters-and-teacher-education-a-ucet-position-paper>
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- La Inclusión De Las Personas Con Discapacidad, C. N. P. E. D. Y. (2015). *Educación Incluyente*. gob.mx. <https://www.gob.mx/conadis/es/articulos/educacion-incluyente?idiom=es>
- La Inclusión De Las Personas Con Discapacidad, C. N. P. E. D. Y. (2017). *¿Qué es el Programa para la Inclusión y la Equidad Educativa?* gob.mx. <https://www.gob.mx/conadis/es/articulos/que-es-el-programa-para-la-inclusion-y-la-equidad-educativa?idiom=es>
- Lafleur, D., Mole, C., & Onclin, H. (2019). *Understanding Mental Disorders: A Philosophical Approach to the Medicine of the Mind*. Routledge.
- Lee, K., Cascella, M., & Marwaha, R. (2019). Intellectual Disability. *ResearchGate*. [https://www.researchgate.net/publication/336613601\\_Intellectual\\_Disability](https://www.researchgate.net/publication/336613601_Intellectual_Disability)
- United Nations Educational, Scientific and Cultural Organization (2018). Ley General para la Inclusión de las Personas con Discapacidad | SITEAL. <https://siteal.iiep.unesco.org/bdnp/3487/ley-general-inclusion-personas-discapacidad>
- Lika, R. (2016). TEACHER'S ATTITUDE TOWARDS THE INCLUSION OF STUDENTS WITH DISABILITIES IN REGULAR SCHOOLS. *CBU International Conference Proceedings . . .*, 4, 578-582. <https://doi.org/10.12955/cbup.v4.817>
- Maior, G., & Haddock, G. (2009). *The Psychology of Attitudes and Attitude Change*. SAGE.
- Manstead, A. S. R., Frijda, N., & Fischer, A. (2004). *Feelings and Emotions: The Amsterdam Symposium*. Cambridge University Press.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of Research Design and Methodology*. New York, NY John Wiley & Sons, Inc. - References - Scientific Research Publishing. [https://www.scirp.org/\(S\(czeh2tfqw2orz553k1w0r45\)\)/reference/referencespapers.aspx?referenceid=2016129](https://www.scirp.org/(S(czeh2tfqw2orz553k1w0r45))/reference/referencespapers.aspx?referenceid=2016129)
- Marshall, J. R. (2006). The Meaning of the Concept of Education: Searching for the Lost Arc. *the Journal of Thought*, 41(3), 33. <https://www.jstor.org/stable/42589880>

- Mednick, M. (2002). *Supporting Children with Multiple Disabilities*.  
<http://ci.nii.ac.jp/ncid/BA8610806X>
- Méndez, L. C. (2018). Educación inclusiva en México: de la teoría a la práctica. *Revista educa UMCH*, 11. <https://doi.org/10.35756/educaumch.v11i0.69>
- Morlock, R. (2019). *Thoughts and Feelings: Identifying Emotions*. The Rosen Publishing Group, Inc.
- Morse, J. M. (2016). *Mixed Method Design: Principles and Procedures*. Routledge.
- Newberg, A., & Waldman, M. R. (2006). *Why We Believe What We Believe: Uncovering Our Biological Need for Meaning, Spirituality, and Truth*. Simon and Schuster.
- Nilsson, N. J. (2014). *Understanding Beliefs*. MIT Press.
- .
- Perloff, R. M. (2016). *The Dynamics of Persuasion: Communication and Attitudes in the Twenty-First Century*. Routledge.
- Pettinelli, M. (2007). *The Psychology of Emotions, Feelings and Thoughts*. Lulu.com.
- Porrás, J. (2011). *El valor de la educación intercultural*. Visión Libros.
- Ritter, L. A., & Sue, V. M. (2007). Introduction to using online surveys. *New Directions for Evaluation*, 2007(115), 5-14. <https://doi.org/10.1002/ev.230>
- Santos Carreto, M. G., & Padilla Arroyo, A. (2010). Investigación y docencia para la discapacidad. *Pensamiento Universitario*.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=3635983>
- Sarrionandia, G. E. (2006). *Educación para la inclusión o educación sin exclusiones*. Narcea Ediciones.
- Schalock, R. L., Luckasson, R., & Shogren, K. A. (2007). The Renaming of *Mental Retardation*: Understanding the Change to the Term *Intellectual Disability*. *Intellectual and Developmental Disabilities*, 45(2), 116-124. [https://doi.org/10.1352/1934-9556\(2007\)45](https://doi.org/10.1352/1934-9556(2007)45)
- Secretaría de Educación Pública. (2018). *Estrategia de equidad e inclusión en la educación básica: Para alumnos con discapacidad, aptitudes sobresalientes y dificultades severas de aprendizaje, conducta o comunicación*. <https://info-basica.seslp.gob.mx/programas/departamentos-educativos-programas/educacion-preescolar-departamentos-educativos-programas/estrategia-de-equidad-e-inclusion-en-la-educacion-basica-por-alumnos-con-discapacidad-aptitudes-sobresalientes-y-dificultades-severas-de-aprendizaje-conducta-o-comunicacion/>
- Secretaria de Educación Pública. (2021). Principes Cifras Del Sistema Educativo Nacional. [https://www.planeacion.sep.gob.mx/Doc/estadistica\\_e\\_indicadores/principales\\_cifras/principales\\_cifras\\_2021\\_2022\\_bolsillo.pdf](https://www.planeacion.sep.gob.mx/Doc/estadistica_e_indicadores/principales_cifras/principales_cifras_2021_2022_bolsillo.pdf)

- Secretaria de Educación Pública. (2002). Programa nacional de fortalecimiento de la educación especial y de la integración educativa.
- Secretaria de Educación Pública. (2021). *Visión y Misión de la SEP*. gob.mx. <https://www.gob.mx/sep/acciones-y-programas/vision-y-mision-de-la-sep#:~:text=La%20educaci%C3%B3n%20es%20el%20principal,y%20el%20desarrollo%20del%20pa%C3%ADs>.
- Secretaria de Gobernación. (2023). *Diario Oficial de la Federación*. Decreto que declara reformados los artículos 3o. y 31 fracción I, de la Constitución Política de los Estados Unidos Mexicanos. [https://dof.gob.mx/nota\\_detalle.php?codigo=4721720&fecha=05/03/1993#gsc.tab=0](https://dof.gob.mx/nota_detalle.php?codigo=4721720&fecha=05/03/1993#gsc.tab=0)
- Sevilla Santo, D. E., Martín Pavo, M. J., & Jenaro Rio, C. (2018). *Actitud del docente hacia la educación inclusiva y hacia los estudiantes con necesidades educativas especiales*. [https://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S1665-26732018000300115](https://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1665-26732018000300115)
- Shree, A., & Shukla, P. (2016). Intellectual Disability: Definition, classification, causes and characteristics. *Learning Community-An International Journal of Educational and Social Development*, 7(1), 9. <https://doi.org/10.5958/2231-458x.2016.00002.6>
- Soriano, V., Watkins, A., & Ebersold, S. (2017). Inclusive education for learners with disabilities. *European parliament*. [https://www.europarl.europa.eu/RegData/etudes/STUD/2017/596807/IPOL\\_STU\(2017\)596807\\_EN.pdf?fbclid=IwAR1QjDqaBDf54FrNUe1cYTfYCBvSzo3kR4OpKlcfjMMsnCgeax\\_ADQ9pNYo](https://www.europarl.europa.eu/RegData/etudes/STUD/2017/596807/IPOL_STU(2017)596807_EN.pdf?fbclid=IwAR1QjDqaBDf54FrNUe1cYTfYCBvSzo3kR4OpKlcfjMMsnCgeax_ADQ9pNYo)
- Stubbs, S. (2008). *Inclusive Education: Where There are Few Resources*.
- Tahir, K. (2019). *A Case Study on the Ecology of Inclusive Education in the United States*. <https://eric.ed.gov/?id=EJ1222244>
- The Un Convention on the Rights of Persons with Disabilities: First Report of Session 2008-09; Report, Together with Formal Minutes and Oral and Written Evidence*. (2009). The Stationery Office.
- Torado, M. P. (1975). *Education and Development: A New Look at Old Shibboleths* (2.a ed., Vol. 19). The University of Chicago Press. <https://www.jstor.org/stable/1187766>
- United Nations. (2023). *Committee on the Rights of Persons with Disabilities*. <https://www.ohchr.org/en/treaty-bodies/crpd#:~:text=The%20Committee%20on%20the%20Rights,one%20billion%20people%20with%20disabilities>.
- United Nations. (2023). *Education For All | United Nations*. <https://www.un.org/en/academic-impact/education-all>

- United Nations. (1948). *Universal Declaration of Human Rights* / United Nations. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- United Nations. (2017). *Inclusive Education*. <https://www.un.org/esa/socdev/documents/disability/Toolkit/Inclusive-Education.pdf>
- United Nations Educational Scientific and Cultural Organization(UNESCO). (2023). *What you need to know about the right to education*. <https://www.unesco.org/en/articles/what-you-need-know-about-right-education#:~:text=The%20Universal%20Declaration%20of%20Human,Convention%20a gainst%20Discrimination%20in%20Education.>
- United Nations Educational, Scientific and Cultural Organization. (2018). *SDG Resources for Educators - Quality Education*. UNESCO. <https://en.unesco.org/themes/education/sdgs/material/04>
- Warnock, M. (1978). Special educational needs: report of the Committee of Enquiry into the Education of Handicapped Children and Young People. En *H.M. Stationery Office eBooks*. <http://ci.nii.ac.jp/ncid/BA00722428>
- World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs : adopted by the World Conference on Education for All Meeting Basic Learning Needs ; Jomtien, Thailand, 5 - 9 March 1990*. (1994).
- World Declaration on the survival, protection, and development of children. (1991). In *The State of the world's children (Print)*. United Nations. <https://doi.org/10.18356/47ebe4f3-en>
- World Health Organization: WHO. (2022). Mental disorders. *www.who.int*. <https://www.who.int/news-room/fact-sheets/detail/mental-disorders>
- World Health Organization. (2001). *International Classification of Functioning, Disability and Health: ICF*. World Health Organization.
- World Health Organization. (2007). *International Classification of Functioning, Disability, and Health: Children & Youth Version: ICF-CY*. World Health Organization

## APENDIX A: QUESTIONNAIRE

### ENCUESTA SOBRE LA OPINIÓN DE LOS PROFESORES ACERCA DE LAS ESCUELAS INCLUSIVAS

Estimado (a) participante,

El presente cuestionario tiene como finalidad recabar información sobre la “opinión de los maestros acerca de las escuelas inclusivas en México”. La información que se recolecte tiene por objeto la realización de un trabajo de investigación relacionada con dichos aspectos. Por lo que solicitamos su participación, desarrollando cada pregunta de manera objetiva y veraz. Cabe mencionar que la información es de carácter confidencial y reservada, ya que los resultados serán manejados solo para la investigación. Agradezco anticipadamente su valiosa colaboración.

#### PARTE 1: INFORMACIÓN SOCIODEMOGRAFICA

EDAD: \_\_\_\_\_ SEXO: \_\_\_\_\_ ESTADO DONDE LABORA:  
\_\_\_\_\_

LOCALIDAD DE LA ESCUELA EN LA QUE LABORA ACTUALMENTE: RURAL \_\_\_\_\_ URBANA \_\_\_\_\_  
SUBURBANO \_\_\_\_\_

ESCUELA: PÚBLICA \_\_\_\_\_ PRIVADA \_\_\_\_\_

NIVELES EDUCATIVOS EN LOS QUE HA LABORADO Y NÚMERO DE AÑOS DE EXPERIENCIA

PREESCOLAR \_\_\_ PRIMARIA \_\_\_ SECUNDARIA \_\_\_ MEDIA SUPERIOR \_\_\_ SUPERIOR \_\_\_  
POSGRADO \_\_\_\_\_

AÑOS: \_\_\_\_\_  
TRABAJO ACTUAL EN EL QUE SE ENCUENTRA LABORANDO

DOCENTE DE CARRERA BÁSICA O GENERAL \_\_\_\_\_ DOCENTE DE ASIGNATURA: \_\_\_\_\_

EN CASO DE SER DOCENTE DE ASIGNATURA MENCIONE EL NOMBRE DE LAS MATERIAS QUE IMPARTE:

#### INSTRUCCIONES:

Marque la opción que más le convenga

En caso de las preguntas que no tengan opción escriba la respuesta.

#### PARTE 2: CUESTIONARIO

1. \_A lo largo de su experiencia docente ¿ha tenido alumnos con alguna capacidad diferente?

SI  NO

1a. En caso de que tu respuesta sea afirmativa elija una opción

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Discapacidad física   | <input type="checkbox"/> Discapacidad mental  | <input type="checkbox"/> Discapacidad intelectual                  |
| <ul style="list-style-type: none"> <li>• Parálisis corporal</li> <li>• Parálisis cerebral</li> <li>• Amputación</li> </ul> | <ul style="list-style-type: none"> <li>• Trastorno de ansiedad</li> <li>• Trastornos bipolares</li> <li>• Esquizofrenia</li> <li>• Depresión</li> <li>• Desorden de personalidad</li> </ul> | <ul style="list-style-type: none"> <li>• Retraso mental</li> </ul> |

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Discapacidad sensorial | <input type="checkbox"/> Discapacidad múltiple | <input type="checkbox"/> Alumnos con capacidades sobresalientes |
|---|--|---|

- Ceguera
- Sordo
- Sordo/mudo
- Visión baja

- Dos o mas discapacidades

Síndrome de Down

Trastornos del espectro del autismo

Otro

- Autismo
- Síndrome de Asperger
- Síndrome de Rett
- Síndrome de Heller
- 

Mencionalo:

1b.\_en caso de que su respuesta sea afirmativa. ¿Ha tomado algún curso de capacitación para

atender alumnos con capacidades diferentes?

Si  No ¿Cuántas horas ha durado su capacitación?

5-10 horas  10-20 horas  20-30 horas  30-40 horas  40-50 horas

Otra: \_\_\_\_\_

1c. ¿Cómo se ha sentido emocionalmente ante esta situación?

Feliz y emocionado  Triste y frustrado  Enojado y desesperado  Indiferente

Otro: \_\_\_\_\_

1d ¿En caso de que su respuesta sea negativa considera que tiene el conocimiento o la capacidad de reconocer estas capacidades diferentes en caso de que se presenten en sus aulas?

Sí  No

¿Porqué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

2. \_ ¿Para usted que significa la inclusividad?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

3. \_ ¿Considera que la inclusividad educativa se da de manera adecuada en su entorno laboral?

Si  No

¿Porqué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

4. \_ ¿Considera que la inclusión educativa es beneficiosa para todos los alumnos, profesores y personal administrativo? Si  No  ¿Por qué?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

5. \_ ¿Podría mencionar algunas estrategias prácticas de inclusividad en el entorno escolar? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

---

6.\_ ¿Adecuas tus estrategias o metodología de acuerdo a la diversidad de alumnos que tienes? \_\_\_\_\_

---

7.\_ ¿Considera que las instituciones educativas cuentan con las instalaciones adecuadas para atender a estudiantes con capacidades diferentes?

Si  No  ¿Por qué?

---

8.\_ ¿Considera que las autoridades escolares tienen un compromiso real por atender a los alumnos con capacidades diferentes?

Si  No  ¿Por qué?

---

9.\_ ¿Se considera preparado para atender alumnos con capacidades diferentes?

- Académicamente Si  No  ¿Por qué? \_\_\_\_\_
- Emocionalmente Si  No  ¿Por qué? \_\_\_\_\_
- Metodológicamente Si  No  ¿Por qué? \_\_\_\_\_
- Profesionalmente Si  No  ¿Por qué? \_\_\_\_\_

10.\_ A título personal ¿considera que la inclusión de estos alumnos es responsabilidad de todos los docentes o debe ser atendida por profesores específicos? \_\_\_\_\_

---

---



---



---



---

11.\_ Considera ¿que la política de inclusividad está funcionando de manera adecuada? \_\_\_\_\_

---



---



---



---

\_\_\_\_\_. 12.\_ ¿En caso de tener o haber tenido alumnos con alguna capacidad diferente considera que ellos son capaces de lograr los mismos aprendizajes que sus compañeros? -

---



---



---



---



---



---

12a.\_ Si su respuesta fue No ¿cómo plantea los alcances de aprendizaje de estos alumnos? \_\_\_\_\_

---



---



---

13.\_ Consideras que los padres de familia son una barrera de aprendizaje para los alumnos con capacidades diferentes:

Si  No ¿Por qué?

---



---



---



---

- ❖ En caso de que la información que nos ha proporcionado sea utilizada para publicar algún reporte de investigación aceptaría responder a una entrevista.

SI No

Si su respuesta es afirmativa por favor proporcione su correo electrónico y nombre completo

Si su respuesta es negativa deje los espacios en blanco

## APPENDIX B TABULATION

### Table B1

#### *Inclusion definition*

---

Inclusion definition

---

Integration

Consideration

Opportunities

Right

Adequacy

Equality

Accessibility

Participation

respect

Acceptance

---

### Table B2

#### *Living strategies*

---

Living strategies

---

Thoughtful activities

Inclusive games

Team work

---

**Table B3***Learning scope*


---

Learning scope
----------------

---

According to professionals and family orientation
They cannot learn in the same way as their peers
According to their achievements

---

According to their capabilities
------------------------------------

---

**Table B4***Teaching strategies*


---

Teaching strategies
---------------------

---

Personalized teaching
Personalized strategies
Cooperative learning
Personalized materials
Personalized activities

---