Approaching Inclusive Education: Teachers' Training Sessions at a Colombian Language Institute

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Abstract

Title: Approaching Inclusive Education: Teachers' Training Sessions at a Colombian Language Institute*

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Key Words: Training sessions, Inclusive Education (IE), Special Educational Needs (SEN), Visual Disability, Attention Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD).

Description:

In this document, the authors present a description of three teachers' training sessions focused on pedagogical strategies with the aim of helping make classes more meaningful for students with Special Educational Needs (SEN) and raise awareness on this topic among the participants. These sessions were implemented in Bucaramanga, Colombia via Zoom due to the COVID-19 pandemic and the social distancing requirements. The participants were teachers from the Language Institute at Universidad Industrial de Santander (ILUIS). The instruments used to gather data were four Google Forms surveys, two interviews carried out with two ILUIS coordinators, and the recordings of the teachers' training sessions. After carrying out all the sessions twice, with the exception of the first one, it was possible to notice that most of the participants were very satisfied with the information and strategies discussed in each session. However, the vast majority mentioned their interest in learning more about the topics presented. Finally, a series of recommendations and future research were mentioned; this included other SEN that the participants mentioned in the diagnostic survey, teachers' group meetings to talk about their experiences with SEN students, a change in the infrastructure of the ILUIS building to make it more inclusive, and another training session for the other ILUIS workers that are not teachers.

Resumen

Título: Aproximación a la Educación Inclusiva: Talleres para Docentes en un Instituto de Lenguas Colombiano*

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Palabras Clave: Talleres, Educación Inclusiva, Necesidades Educativas Especiales (NEE), Discapacidad Visual, Trastorno de Déficit de Atención e Hiperactividad (TDAH), Trastorno del Espectro Autista (TEA).

Descripción:

En este documento, los autores presentan una descripción de tres talleres para docentes centrados en estrategias pedagógicas con el objetivo de ayudar a que las clases sean más significativas para los estudiantes con Necesidades Educativas Especiales (NEE) y promover de esta manera conciencia sobre este tema entre los participantes. Estas sesiones se implementaron en Bucaramanga, Colombia a través de Zoom debido a la pandemia COVID-19 y los requisitos de distanciamiento social. Los participantes fueron profesores del Instituto de Lenguas de la Universidad Industrial de Santander (ILUIS). Los instrumentos utilizados para la recolección de datos fueron cuatro encuestas de Google Forms, dos entrevistas realizadas a dos coordinadores del ILUIS y las grabaciones de los talleres. Después de realizar todas las sesiones dos veces, a excepción de la primera, se pudo notar que la mayoría de los participantes estaban muy satisfechos con la información y estrategias discutidas en cada sesión. Sin embargo, la gran mayoría mencionó estar interesado en conocer más sobre los temas presentados. Finalmente, se mencionaron una serie de recomendaciones e investigaciones futuras; esto incluye otras NEE que los participantes mencionaron en la encuesta de diagnóstico, reuniones de profesores para hablar sobre sus experiencias con los estudiantes que tengan alguna NEE, un cambio en la infraestructura del edificio del ILUIS para hacerlo más inclusivo, y otra sesión de capacitación para los demás trabajadores del ILUIS que no son profesores.

Introduction

The Language Institute at Universidad Industrial de Santander (ILUIS) is a public educational establishment in Colombia responsible for both the teaching of foreign languages, such as German, French, Portuguese, Italian, and English; and the management of different administrative operations that are carried out to achieve the institution's goals. The Language Institute was founded in 1990 under agreement of the Upper University Council No. 036 of April the 5th. It currently counts with its headquarters in Bucaramanga and five branches in Santander; its distribution guarantees that foreign language teaching and learning is supplied to a diverse population throughout the region. This institute follows the principles of the communicative approach, recognizing meaningful communication and proper pronunciation as a major objective to be achieved. All its programs count with experienced teachers who are constantly innovating and implementing didactic resources in their classrooms. As a result, the language institute is a widely recognized institution in Colombia's Western region (Instituto de Lenguas UIS, 2016).

In the interests of providing ILUIS teachers with a theoretical background to rely on in regards to meet students' diverse needs in the foreign language classroom, a workshop titled *Orientaciones teóricas normativas y didácticas, de la Enseñanza Lenguas Extranjeras para personas con discapacidad* was conducted at the ILUIS in the year 2018. This workshop was guided by two professors from UIS, named Yessenia Sandoval and Liseth Valencia Galván, and it was administered in two different sections. In this vein, the first section of the workshop addressed, among other topics, the definition of disability, its international and national legal framework, and its pedagogical strategies. On the other side, the second section of the workshop discussed the existent types of disabilities and its recognizable barriers. It is worth mentioning that a number of cases related with disabilities were reviewed and analyzed throughout the second part of this workshop.

Instructing ILUIS teachers regarding SEN is a step forward towards a more inclusive, and very much needed, educational process in Colombia. According to Lastre, Anaya and Martínez (2019), 15% of the Colombian population are people with disabilities who have encountered a number of barriers in their lives, being educational institutions one of them. The authors state that "out of the 10.3 people enrolled in the Colombian education system, only 1.34% are people with disabilities and the highest percentage of this population, that is, 37.9% only manages to finish primary school" (SIMAT, 2016, as cited in Lastre, Anaya & Martínez, 2019, para 2). Furthermore, there exists data that shows a high percentage of children with disabilities who are not even enrolled in the Colombian education system (DANE, 2010, as cited in Kamenopoulou, 2018). What is more, in Colombia, there is a noticeable lack of both research and teacher formation regarding Inclusive Education (IE) (Padilla, 2011; Hurtado Lozano and Agudelo Martínez, 2014; Vásquez-Orjuela, 2015, as cited in Kamenopoulou, 2018). However, even though there exists a statutory law 1618 (2013) which was enacted to guarantee the rights of people with disabilities to have access to high-quality education and continuance in the education system through the use of effective inclusive measures (art. 11), it is still evident the need of implementing more inclusive measures as well as providing educators with the proper knowledge and instruction concerning the wide variety of Colombian students with diverse characteristics, talents and needs in order to offer a more equal education.

Having this in mind, Frederickson and Cline (2015) states that the first step to address all students who have or may have Special Educational Needs (SEN) is to provide them with a high-quality learning process; nonetheless, there is a general perception of unpreparedness from classroom teachers regarding their ability to impart inclusive teaching (Florian, 2012). Since teachers have a fundamental role for the achievement and exercise of IE (Forlin & Lian, 2008, as cited in Forlin & Chambers, 2011), it is believed that educators should be trained on methodological and curricular diverse-centered elements in order to turn educational

institutions into more inclusive environments (González-Gil et al., 2013). In addition to this, several studies have noted the importance of positive attitudes towards diverse learning, together with knowledge and skills, as a prerequisite for successful inclusive teachers (Cook, 2002; Forlin, Loreman, Sharma, & Earle, 2007; Loreman, Forlin, & Sharma, 2007; Sharma, Forlin, Loreman, & Earle, 2006; Sharma, Loreman, & Forlin, 2007, as cited in Forlin & Chambers, 2011); in this fashion, teacher preparation courses which have emphasized a change of attitudes regarding inclusive learning have provided educators with a more supportive perception of learners with SEN (Carroll, Forlin, & Jobling, 2003; Lancaster & Bain, 2010; Shade & Stewart, 2001, as cited in Forlin & Chambers, 2011).

For the aforementioned reasons, three training sessions divided into 2-hour meetings focused on SEN were proposed to be conducted at the ILUIS via Zoom. The need to inform teachers about classroom management methods and teaching strategies for supporting SEN children in the classroom was addressed in these sessions. Furthermore, a virtual folder with useful didactic resources was created within the institution's materials virtual bank, so teachers were provided with meaningful activities that they can implement in their classes to enrich their students' learning process while ensuring that every child has an equal chance of success in the classroom. In this vein, it is expected that offering students a language course that takes into account diversity in the classroom would allow learners to better acquire the input and to provide improved outcomes. It is worth mentioning that this proposal did not attempt to instruct teachers to become experts in IE practices, but to increase their diversity awareness and to encourage further preparation for a more inclusive teaching.

1. Objectives

1.1 General Objective

To encourage awareness about the three most common disabilities and disorders encountered by ILUIS teachers in their classrooms through a series of three remote teachers' training sessions.

1.2 Specific Objectives

To offer teachers classroom management methods and teaching strategies for supporting learners with Visual Disability, Attention Deficit/Hyperactivity Disorder and Autism Spectrum Disorder in the classroom at the ILUIS.

To create a Google Drive folder with useful didactic resources for teachers to implement in their classes to enrich their SEN students' learning process at the ILUIS.

Moving on to the methodological process of this project, it is important to mention the manner in which it was carried out stage by stage. First, a diagnostic stage was implemented. Here, a virtual meeting was scheduled with two coordinators of the ILUIS with the aim of discussing aspects such as the total of teachers working at the ILUIS, the possible schedules to carry out the training sessions, the delivery of a certificate of participation, the most common disorders and disabilities they had encountered in the institute, and the general focus of the sessions. Then, a Google Forms survey was created to know ILUIS teachers' prior knowledge regarding SEN; this instrument will be explained and analysed more in depth in chapter 2 of this document.

The following stage was focused on planning and carrying out the training sessions. In this stage, the practitioners planned the contents of the sessions one week before each one of them took place. All the material was organized and displayed in different templates of Google Slides and at the end of each workshop a Google Forms satisfaction survey was sent to the teachers in the chat of the virtual meeting. The final stage addressed the conclusions and

assessment of the project. In this part, the general analysis of all the Google Forms executed in the first two stages was taken into account as well as an interview carried out with the two ILUIS coordinators (for more information on the interview questions, see Appendix A); this instrument allowed the practitioners to gather their opinions in order to have a more complete assessment in this stage. Furthermore, the personal insight of the practitioners was also discussed.

To conclude, the present document is divided into three main chapters. The first chapter regards the theoretical framework; here, aspects addressing the literature found and the Colombian Political Constitution on the human right to education as well as the legal framework, its laws and resolutions, will be discussed. In the second chapter, a detailed explanation of what was done during the project is mentioned; the execution of the different stages is also addressed along with the reports and feedback obtained from the participants and each teachers' training session. The third and final chapter regards what was learned by the practitioners throughout the implementation of the project, both skills acquired and overall knowledge on the different topics. In addition, possible future research on specific concepts is also discussed. Finally, some considerations regarding the ILUIS infrastructure are shared by the practitioners.

2. Theoretical Framework

2.1 Background

In order to achieve this project's objectives, it is of great importance to take into consideration various research studies that have been published regarding teacher training in IE and that have contributed significant findings to the field. To begin, regarding the research that has been conducted in Colombia, a limited number of publications were found.

Nonetheless, most of these publications can be seen as a call for action concerning teacher formation in IE. Firstly, in a study conducted by Kamenopoulou (2018), it was found that teachers were reluctant to work with SEN children since they did not receive any training in the field of IE; therefore, they attributed their unwillingness to support these students to their lack of knowledge and preparation. Likewise, Ochoa (2016) states that even though several policies regarding IE in Colombia have been created, this field continues to encounter a number of challenges due to the fact that educational establishments do not have enough resources and training to offer equal learning opportunities to SEN children. In addition, the author addresses this situation in the context of foreign language classrooms by stating the following:

> In foreign language classrooms, teachers are trained to use a wide range of strategies according to students' needs and interests. They regularly look for methods to enhance students' learning process and often update themselves on new trends in teaching. They even enroll postgraduate programs and professional development courses to strengthen their teaching pedagogies, but there are usually not many options to prepare them for teaching students with disabilities, which is why teachers often lack the knowledge to include strategies to serve disabled people in their teaching agenda. (pp. 81-82)

In the same vein, a research study conducted by Padilla (2011) found that the percentage of the teachers who felt capable of teaching SEN children ranged from 20% to 30% while the others did not feel prepared (as cited in Hurtado & Agudelo, 2014). Thus, the authors call for an intervention in the teachers' formation in order to decrease the difficulties that this situation brings. Another concern is stated by Villarreal (2018) when she concluded in her study that teachers' efficacy is significatively diminished every time they encounter SEN students in their classrooms. The author states that "this phenomena

was given by the lack of preparation in the special education field, being also taken as an

unknown field for EFL teachers" (p. 69). However, she could also identify that there were

instances in which teachers' exclusive or discriminatory behaviors were sometimes

unconscious. Furthermore, although there exists a lack of teacher instruction in the field

of IE, there are teachers who are willing to look for different ways of having a more

inclusive environment. A case in point is the case study of a student with Attention Deficit

Hyperactivity Disorder (ADHD) carried out by Gómez (n.d) in which it was found that

only one of the teachers, who participated in the study, planned the class according to the

student's needs, likes and learning styles. The teacher recognized that she started taking

those aspects into account due to the different spaces and discussions arranged by the

school (as cited in Taylor, 2017). Similarly, teachers might feel intimidated when it comes

to sharing their knowledge and teaching strategies regarding IE (Villarreal, 2018);

therefore, it is important to provide spaces where they feel motivated and free to share

their ideas and experiences.

2.2 Theoretical Foundation

It is imperative to highlight different theoretical background aspects regarding IE; by

doing this, it will ease the understanding of this project and aid its realization. To begin, the

concept of Inclusive Pedagogy (IP) must be mentioned considering that this project will be

mostly set around this concept's principles. Florian (2015) describes IP as "a distinctive

approach to classroom teaching offering an alternative pedagogical approach that has the

potential to reduce educational inequality by enhancing learning opportunities for everyone"

(p. 5). Bearing this in mind, it sets a clear idea of what the project aims to do; however, in

order to carry it out successfully, it is of utter importance to consider other concepts that are

equally meaningful, for instance, Equity and Diversity inside a classroom.

For this matter, one should consider the equal and non-discriminatory constitutional

right to study; nevertheless, when addressing SEN students, the key word should not be equality but instead equity since "treating individuals equitably rather than equally provides the potential to counteract existing inequalities" (Ryan and Rottmann, 2007, as cited in Guðjónsdóttir and Óskarsdóttir, 2016). Similarly, Castelli et Al. (2012) regard equity in a classroom as a means of addressing different social issues that can go from racism to different types of discrimination. Likewise, they mention that:

> [...] the concept is associated with access to school and to resources, to the quality and to the diffusion of knowledge, but it may also refer to the institutional responsibility of governments and of the school to compensate for the inequalities that exist outside the scholastic environment, in such a way as to guarantee better opportunities for disadvantaged individuals or groups of individuals. (p. 2244)

Nonetheless, when referring to Diversity, educators are bound to have non homogeneous classrooms, and part of this diversity may also include students with disabilities and disorders. This aspect is worth mentioning since unconsciously the society may be increasing students' low self-esteem and making them have negative self-conceptions by stigmatizing people with special needs or sorting them out as different or incapables (Darling, 2019). Moreover, Goffman (2006) mentions how people tend to categorize and dehumanize, in some cases, others that cannot do what they can on a daily basis; he also addresses how the diversity may be confusing for many people or even seen as something fixed or general, stating that "some are hesitant to touch or guide the blind, while others generalize the perceived impairment as total disability, yelling at the blind as if they were deaf or trying to help them incorporate as if they were invalids" (p. 16). It is important to shed light on these aspects to have a better grasp on the topic that concerns the project, it is crucial to understand that every human being is different and that although everyone deserves the same opportunities, there are some people that need a different form of input in order to achieve their academic success.

2.3 Legal Framework

On the basis of the principles of the Colombian Political Constitution on the human right to education, the General Education Act (1994) was enacted. The present law regulates the parameters of education for the various educational levels in order to fulfill the needs and interests of the society (art.1). This law addresses, for the first time, people with disabilities, disorders and outstanding intellectual abilities. It requires educational establishments to develop pedagogical actions aimed at supporting the academic integration of learners and to foster teachers training programs to achieve learners' comprehensive education (art. 46:49).

In 2009, the Colombian Congress passed the Law 1346 whereby the Convention on the Rights of Persons with Disabilities and Optional Protocol (2006) was approved. It upholds the fundamental rights of all people with disabilities and it requires the State parties to adopt the appropriate measures to ensure equal access to human rights (United Nations [UN], 2006, art. 1:4). In the interest of safeguarding the full enjoyment of the fundamental right of education, it demands the State parties to promote and implement training programs for the educational community to acknowledge the capabilities of persons with disabilities and to support their learning process (UN, 2006, art. 24).

Four years later, the statutory law 1618 (2013) was enacted in Colombia in order to ensure the full realization of the rights of persons with disabilities through the adoption of inclusive measures; different from former laws, it assigns responsibilities to different actors. As a result, the law requires educational establishments to identify possible barriers that prevent having access to high-quality education for persons with SEN and to guarantee qualified teachers for the development of inclusive processes (art.11).

Later, Decree 1421 (2017) was passed to regulate IE as a means to safeguard that the population with disabilities in Colombia enjoy equal opportunities of access in the education system and their continued enrollment within it. For the purposes of the present decree, IE is

understood as an ongoing process that values and responds to the diverse characteristics of students through practices and policies aimed to remove barriers to education (art. 2.3.3.5.1.4). The decree requires all educational institutions to adopt an inclusive education approach and to monitor the development and learning process of students with SEN (art. 2.3.3.5.2.3.1).

3. Performed Activities

In this chapter, a detailed report regarding the implementation of the activities that were carried out with the ILUIS teachers will be presented in a descriptive manner. In the first section, which is the diagnostic stage of this project, an analysis of a Google Forms survey that was sent to the teachers in order to inquire about their previous knowledge and experiences regarding SEN will be introduced (for more information on the Google Forms survey, see Appendix B). Then, in the second section of this chapter, an analysis of each of the three training sessions implemented with the teachers will be explained in detail. The topics that were addressed in these meetings were: Visual Disability, Attention-Deficit/Hyperactivity Disorder, and Autism Spectrum Disorder.

3.1 Diagnostic Stage

In order to analyze more in depth and have a broader idea of the current knowledge that teachers from the ILUIS have regarding the topic of SEN, a Google Forms survey was created. This survey guided the practitioners in the realization of the teachers' training sessions and the Google Drive materials folder (for further details about the organization of the Google Drive materials folder, see Appendix C); likewise, it served as a tool to know the extent in which the participants have been in contact with these students, the strategies they have used and their perception towards SEN students in a classroom. In addition, it is important to pinpoint that a

total of 80 out of 128 teachers answered the survey. For the purpose of carrying out a proper analysis of the answers gathered by the Google Forms survey, it was necessary to do a coding analysis where the most repeated answers were grouped in different categories. Furthermore, some graphics and quotes were also taken from the original Google Forms survey to portray percentages and general information.

3.1.1 Demographic Questions

To begin, the first section regarded demographic questions; here, it was discovered that 66 of the teachers are between their twenties and thirties; after that age, different answers in low quantities were found, escalating up to the age of 77. Moreover, it was evidenced that 94% of the teachers count with at least one bachelor's degree and only 6% do not (see figure 1). These degrees vary since not all of them are related to education, teaching, or languages, as in the case of 3 teachers who are engineers (systems, chemical and industrial), there is also a psychologist and a publicist among others; however, 58 teachers have a degree in the field of language teaching. For instance, there are 51 with an English bachelor's degree and 7 with a bachelor's degree in languages. Furthermore, 6 undergraduate students will have a bachelor's degree in foreign languages in the coming years. Similarly, 65% of the teachers have been working at this language institute for over 7 years, 22% have worked between 4 and 6 years and only 12% have been working there for 2 years or less (see figure 2).

Figure 1

Teachers with a bachelor's degree.

¿Cuenta con algún título profesional?
80 respuestas
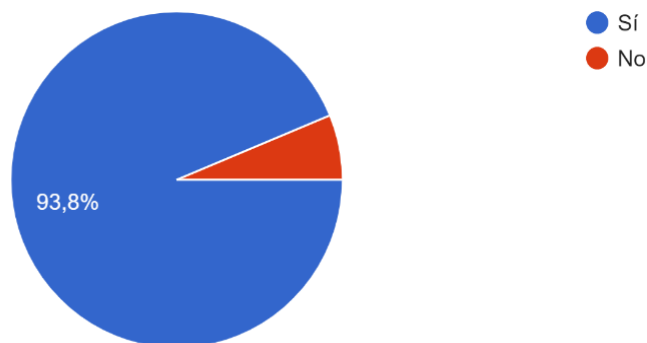
Figure 2

Time working as a teacher.

¿Cuánto tiempo lleva desempeñándose como docente?
80 respuestas
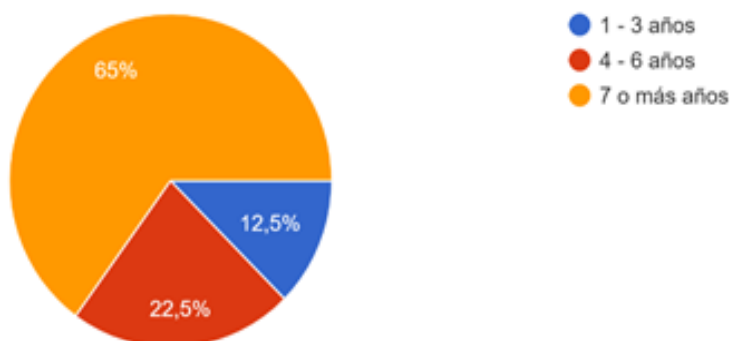
Following the same vein of ideas, over 97% of the participants teach English, and the remaining 3% are in charge of teaching French, Portuguese, German and Spanish, leaving Italian as the only language with no teacher according to the survey (see figure 3). Nonetheless, there are some participants that teach more than one language. Finally, the answers showed that 46% of the educators work with both curricular and extension courses, meaning that they teach undergraduate students at UIS but also people who wish to learn a new language and that are not students from this university. Likewise, 40% of the remaining teachers only have extension groups and the final 13% only work with curricular groups (see figure 4).

Figure 3

Languages taught.

¿Qué idioma enseña?
80 respuestas
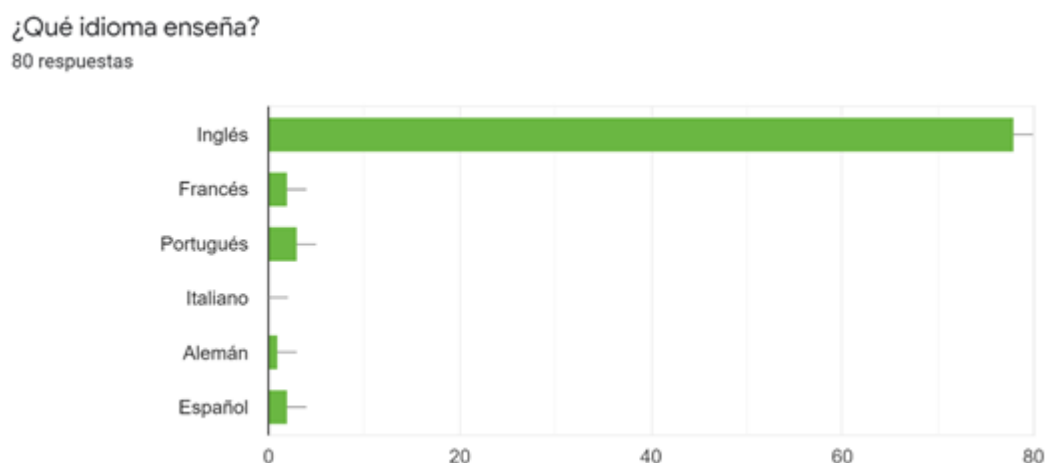
Figure 4

Teaching programs.

¿En qué programa del Instituto de Lenguas se encuentra laborando actualmente?
80 respuestas
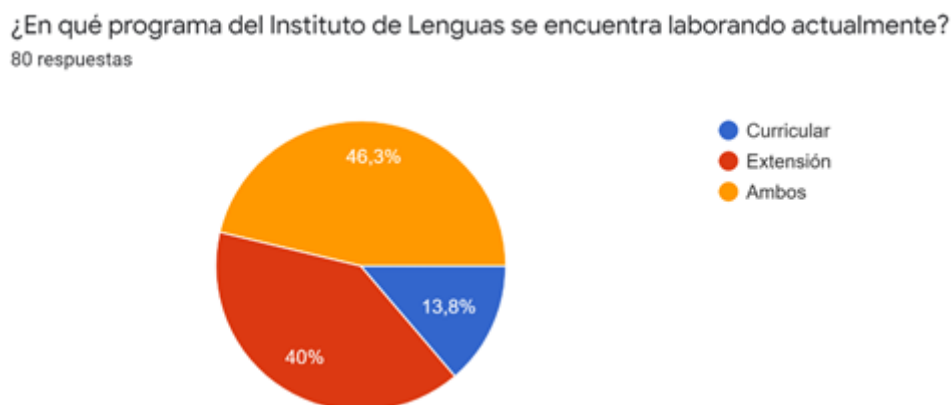
3.1.2 Disability in the classroom

The following section named "Disability in the classroom", aimed to uncover potential training needs that ILUIS teachers could have regarding two different aspects. The first aspect referred to the previous training programs on SEN that the teachers might have taken; the second one alluded to the different disabilities and disorders they might have encountered in their classrooms.

Considering the first aspect, it was found that the vast majority of the respondents, that is 64%, have not taken any studies on SEN. The reasons behind this result are unknown for the practitioners since the survey did not require for further explanation. Nonetheless, language teachers who affirmed having received some sort of training mentioned aspects as classroom management, teaching strategies, and curricular adaptations. The aforementioned aspects frequently addressed the particular needs of people with sensory disabilities, such as blindness and deafness, as well as different disorders like Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). It is worth mentioning that Specific Language Impairment (SLI), Down Syndrome, and Oppositional Defiant Disorder (ODD) were also mentioned by one teacher. Similarly, it should be noted that some teachers indicated that the programs or workshops they attended were offered by the ILUIS, UIS, or the Ministry of Education (MEN).

Regarding the second aspect, on the one hand, the survey revealed that a small number of teachers have not experienced teaching students with any disability or disorder. Nonetheless, it drew the practitioners' attention the fact that a teacher clearly stated to be uncertain over this matter since she/ he has never been informed by the institutions or the students' parents over a child with a disability or disorder. In this respect, departing from the answer provided by this teacher, it should be mentioned that, in order to diagnose a child with a disability or disorder, it is necessary to consult health professionals, for a teacher might be able to identify particular tendencies or features but not diagnose.

On the other hand, it was evidenced that the resulting teachers recognized different SEN in their classrooms. In this sense, 46% of the respondents agreed having encountered students with ADHD; placing this disorder as the most common to be present in the foreign language classroom. Likewise, Visual Disability was acknowledged as the most frequent disability, with a percentage of 28%. Subsequent disorders or disabilities include Asperger Syndrome (AS),

which is considered to be within the ASD, Motor Disability, and Auditory Disability; the three of these disabilities and disorders ranged between 18% and 15% according to the answers provided by the teachers. It is noteworthy that 6% of the participants asserted to have had students with disabilities and disorders that were not initially contemplated in the survey, such as ODD, Depression, Bipolar Disorder, and Developmental Delay.

Consequently, teachers were asked to briefly describe the strategies and adaptations they generally implement in their classrooms as a means to meet students' educational needs and to promote a teaching environment that allows learning and participation to take place. In this respect, teachers' strategies will be listed below considering, first, the ones that were noted to be applied to any diverse group of students and, second, the ones considered to be useful regarding a specific type of disability or disorder identified by the teachers.

There were some strategies provided by the participants which might be suitable to apply within all the different scenarios that involve students with SEN. First, teachers' most employed adaptation was selecting a strategic location for the students inside the classroom. Next, teachers agreed on dedicating a larger amount of time and attention to the students in the form of regular checks throughout the classes; furthermore, educators believed that classes require to be carried out using different resources to facilitate and evidence students' learning; for instance, the employment of sensory, visual, and auditory material. Finally, some participants considered it highly important to have curricular flexibility, to conduct autonomous and guided training related to SEN, and to consult with specialists from different areas of the field.

Regarding auditory disability, a common strategy encompassed by teachers was to modulate their spoken production while facing the students, for this gave the learners the possibility to understand the teachers by reading their lips; similarly, the use of a higher tone of voice and the employment of visual material was also taken as beneficial. Some teachers

also mentioned that they replaced the listening exams with dictations, and whenever it was necessary to play audios in class, they allowed students to wear headphones. Lastly, a number of teachers indicated that sending students the audios that were employed in class was a good way to provide them with further practice at home.

Following with visual disability, the most common strategy used by educators was to have the material either printed with large letters or with textures and sound stimuli, so students were able to understand the activity and carry it out effectively. In a similar way, employing red and black colored board markers and vocalizing the speech more than usual, helped learners to follow the notes of the class and the instructions of the teachers. The participants also mentioned the benefit of technology when working with students who had this kind of SEN since it allowed them to modify the size of the text and receive support by a reading application. Finally, a teacher asserted receiving help from other students into guiding the learners with visual disabilities during group activities.

Concerning motor disability, there were four main strategies that were employed by the educators. First, the majority of teachers believed in the importance of assigning exercises where students were able to participate through oral means; likewise, and as a second strategy, the same kind of modifications were applied to the exams in order to give these students an appropriate form of grading. In addition, as strategies number three and number four, the educators mentioned that the use of printed material and interactive websites reduced students' struggles related to physical effort by sparing them from activities like taking notes.

ADHD was found to be one of the disabilities in which teachers made use of several kinds of classroom strategies. According to the participants, the most useful strategy to apply was to assign students roles within the classroom such as class monitors or teachers' assistants, so that they were given extra work in the form of handing out and collecting worksheets, organizing books, cleaning the board, and so on. Additionally, the employment of activities

that require short application times was also a highly regarded strategy by teachers when addressing students with ADHD. At the same time, educators mentioned the usefulness of preparing extra activities for the students in case they finished with the normal workload faster than their classmates; moreover, it was asserted the importance of designing tasks that involve teamwork and make use of peer tutoring. Lastly, teachers advised on the use of active pauses and positive stimuli after the activities as a way to keep students with ADHD engaged.

Apart from the different aforementioned strategies employed by teachers when addressing students with a particular disability or disorder, there were a number of comments and suggestions which are worth mentioning. First, a teacher remarked the use of reasonable adjustments guided by the Universal Design for Learning (UDL), and taking into consideration students' Derechos Básicos de Aprendizaje (DBA); in the same fashion, it was suggested by educators to conduct the implementation of the Plan Individual de Ajustes Razonables (PIAR) while incorporating the recommended strategies provided by learners' psychologists and therapists. Teachers also advised on trying to analyze students' personal traits and to approach them taking into account their interests, so that they can feel comfortable with their classroom environment and encouraged to take part in their learning process. Finally, it is important to highlight that among the participants who declared not to implement different learning strategies in a classroom with SEN students, there was one who asserted not doing so due to the lack of knowledge in the topic.

3.1.3 Perceptions about SEN

Moving on to the section called "Perceptions about SEN", the teachers were asked in the first question whether they agreed that SEN students should be included into mainstream classrooms or not. On the one hand, it was found that 71 teachers out of 80 answered in favor due to many different reasons (see figure 5). First, most of them stated that the right to education should be guaranteed to everyone and that nobody should feel excluded since it is

imperative to work towards an inclusive education as well as an educational equity. Second, it was mentioned that all citizens should be treated as equals; therefore, they should be granted the same opportunities. Third, some teachers highlighted that it was vital for SEN students to learn to interact with other people and feel that they are in a real and safe environment. Another reason found is that some teachers believe that it does not only encourage empathy and solidarity among all the students, but it also has a positive impact on SEN students' self-esteem as well as on their self-confidence.

Nonetheless, even though several teachers showed themselves supportive of having SEN students in mainstream classrooms, they stated that they agreed only if the following aspects were taken into account: (a) teachers have to be trained in IE and SEN, (b) institutions have to provide teachers with trained assistants, (c) students with cognitive disability or hearing impairment should not be in mainstream classrooms, (d) SEN students should only study with other SEN students and a trained teacher, (e) it depends on how "advanced" the disability is.

On the other hand, 9 teachers did not agree to have SEN students in mainstream classrooms due to the following reasons (see figure 5). First, they mentioned that there is an existing concern not only about having SEN students feeling frustrated or even rejected by their classmates, but also about the lack of teacher training in IE and SEN as stated in the following comment "Considero que debería tenerse en cuenta que muchos de nosotros no tenemos el entrenamiento necesario para manejar este tipo de casos, cuando ni siquiera dentro del pensum de muchas carreras de docencia se encuentra una materia al respecto" (Practitioners' artifact, Google Forms 1, Participant 33, 2021). Second, it was pointed out that there would be certain disadvantages for these students regarding their learning process, materials, methodologies and infrastructure. Third, it was highlighted that there would be an awkward classroom environment and that teachers' workload would increase. Finally, some other teachers said that they did not agree since there are specific institutions in charge of teaching SEN students as

evidenced in the following comment "Porque hay instituciones especiales para esta clase de niños, donde ellos se pueden sentir mucho mejor y se evita, así, que en un momento dado lleguen a ser discriminados por sus compañeros" (Practitioners' artifact, Google Forms 1, Participant 76, 2021).

Figure 5

Teachers who agree or disagree with having SEN students in mainstream classrooms.

Regarding the second question of this section, the teachers were asked if they considered it necessary to adapt the class material for SEN students. Here, it was found that 79 participants out of 80 agreed due to a variety of reasons (see figure 6). To begin, most of the teachers expressed that adapting and creating new material, as well as adapting themselves and their teaching methodologies is of great importance in order to facilitate the learning process of the students and provide them with equal opportunities. Similarly, a considerable number of teachers mentioned that knowledge has to be available for all and that diversity, equity, inclusion and interaction among all the students should be promoted as stated by one of the teachers "El conocimiento que se imparte debe llegar a todos y nosotros los mediadores, tenemos que hacerlo posible" (Practitioners' artifact, Google Forms 1, Participant 45, 2021) . Moreover, other relevant answers pointed out that there should already be material available to be adapted and that editorials should also provide it since "En muchos casos, los materiales

están hechos para las masas y las editoriales no publican para estudiantes con NE" and "Porque, básicamente, el material es insuficiente para cubrir las NEE más comunes. En consecuencia, no existen protocolos claros y contundentes que evidencien que el estudiante va a tener un progreso acorde a sus condiciones específicas de aprendizaje" (Practitioners' artifact, Google Forms 1, Participants 36 and 20, 2021).

What is more, several teachers stated that there is always the need to adapt the class material even if there are not SEN students in the classroom since educators should always take into account the needs and learning styles of each student. Nonetheless, various answers highlighted that this task should only be carried out by professionals in the field of IE and that teachers should receive proper training as well, as it was stated in the following comments "Debería haber una persona especializada diferente del docente encargada de elaborar material adicional para personas con discapacidad. Debería haber un consejero por salón acompañando a esta persona si el caso existiese" and "Si bien estamos de acuerdo con que debemos integrar a los estudiantes con NEE, la capacitación que recibimos al respecto es precaria" (Practitioners' artifact, Google Forms 1, Participants 66 and 61, 2021). In the same vein, the only teacher who disagreed with adapting materials for SEN students mentioned that "El docente, siendo alguien que ama la profesión, hace ese ajuste con ayuda de las coordinaciones" (Practitioners' artifact, Google Forms 1, Participant 64, 2021).

Figure 6

Teachers who agree or disagree with adapting the class material for SEN students.

¿Considera necesario adaptar el material de clase para estudiantes con NEE?
80 respuestas
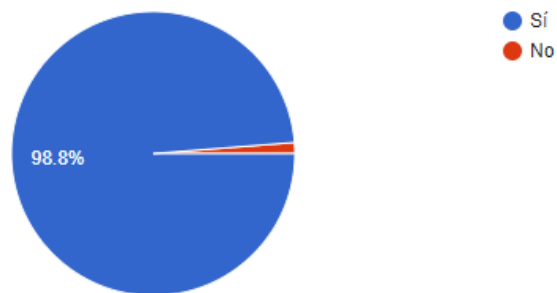
The third question of this section addressed the teachers' feelings towards working with students that have SEN. Three main categories were easily identified after analyzing the teachers' responses: negative, positive, and worrying feelings. In the first place, a series of negative aspects were mentioned by the participants; however, the most repeated answers, with a count above 30, were anxiety, challenging, frustration and nervousness. Many teachers consider that they would have these feelings when working with SEN students mostly because of their lack of expertise on this topic, as stated by one of the teachers "Preocupación, ansiedad. Porque no siempre sabemos cómo proceder ante este tipo de aprendizaje, no estamos capacitados y el material tampoco se adecúa" (Practitioners' artifact, Google Forms 1, Participant 25, 2021). Similarly, another reason provided by the teachers was the limited amount of resources that different institutions and the government give them, making their job more challenging and leading, overtime, to frustration as exemplified in the following quote "[…] un reto, no porque se trabaje con estudiantes con NEE, sino porque los gobiernos o instituciones no ofrecen recursos para trabajar con estas personas y me angustiaría no tener con qué poder ofrecerles educación normal, de calidad" (Practitioners' artifact, Google Forms 1, Participant 65, 2021). Therefore, it is possible to notice that most of the participants' negative feelings do not come directly from working with SEN students but rather from a lack of

knowledge on SEN. However, it is important to highlight that a minority also mentioned aspects like distress, sadness, self-distrust, and fear but they did not elaborate on their answers.

The second category regarding the positive feelings was similar to the negative one in the sense that there were a series of aspects that were mentioned in higher quantities than others, these were: motivation, pride and curiosity. Nonetheless, there were more feelings but they were not mentioned repeatedly, as in the case of: solidarity, empathy, respect, happiness, gratitude, among others. In this category, the teachers expressed how working with SEN students would motivate them to become better teachers and to learn how to adapt classes to the students' needs, as portrayed in the following answers "Me siento motivada, desafiada a salir de mi zona de comodidad" and "Es interesante, ya que nos obliga a indagar sobre nuevas estrategias para enseñar" (Practitioners' artifact, Google Forms 1, Participants 16 and 74, 2021). Likewise, one teacher mentioned how it would help her reflect on her job as a teacher, "Exploro posibilidades que no había visto antes y termino notando en qué momento me hago rígida para luego replantearme como ser humano y profesional que está al servicio de humanos no de un currículo fijo" (Practitioners' artifact, Google Forms 1, Participant 38, 2021). These positive answers have a common point of view which is the teachers' willingness to work with students that learn in a different way. Although they know that it would not be an easy task, they are excited to do their best to provide the SEN students with the best quality education they can offer.

The last category addresses the worrying feelings expressed by the teachers. In this category, the educators had only one general aspect that would lead them, in most cases, to consider teaching SEN students as something difficult or negative: the lack of preparation, both from their part but also from the institutions where they work at. A total of 17 different responses regarding this topic were mentioned in the survey, for instance the following ones: "Es un reto porque uno no está preparado para eso", "Ansiedad, la universidad no cuenta con

el material necesario para asistirlos, no hay objetivos claros definidos para evaluarlos", "A veces es un poco difícil puesto que no tenemos la suficiente preparación para lidiar con los diversos tipos de discapacidad que se puedan presentar en el aula de clase" (Practitioners' artifact, Google Forms 1, Participants 52, 77, and 58, 2021). In brief, a group of teachers feel worried that they do not count with enough knowledge and training to carry out proper classes with SEN students; however, they also recognize the need for institutions and the government to shed light on this population of students in order to enhance their classes and make their learning more significant.

The fourth and final question considered the teachers' thoughts on their workload when working with SEN students. After analyzing the answers, it was possible to notice that 85% of the educators consider that their workload would increase and only 5% think that it will maintain the same (see figure 7). The remaining 10% expressed different opinions, for instance, that at first it would increase but after some time it would normalize. Another answer addressed this question regarding the time paid by the institution "La asignación laboral sigue siendo la misma que la institución educativa da en términos de pago y horas dictadas" (Practitioners' artifact, Google Forms 1, Participant 38, 2021); however, this answer does not consider the time that teachers work outside the classroom, as expressed by a participant in the following quote "Tal vez aumente un poco si las instituciones no están preparadas para la inclusión, y el docente deba encargarse de todo" (Practitioners' artifact, Google Forms 1, Participant 65, 2021). To sum up, most of the educators consider that they would have to work more and spend more time planning and adapting classes if they had SEN students.

Figure 7

Teachers' perception of their workload with SEN students.

Considera que tener estudiantes con NEE en el aula hace que su carga laboral:
80 respuestas

- Aumente
- Se mantenga
- Disminuya
- Depende de muchas variables
- Puede que aumente la carga pero ta…
- Depende de que discapacidades teng…
- Creo que se diversifica. El resto de es…
- La asignación laboral sigue siendo la…

1/2
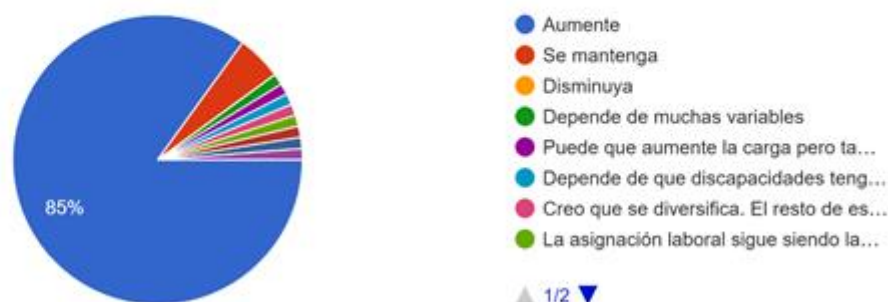
To conclude, despite the fact that the vast majority of the participants have not taken any training programs or studies on SEN, most of them recognized the presence of approximately 10 different types of disorders and disabilities in their classrooms throughout their teaching paths. In addition, the participants encompass negative feelings and perceptions towards SEN students in their classrooms due to the lack of resources and training sessions; therefore, they feel underprepared when facing the challenges that this situation might represent while perceiving an increase in their general workload. In this sense, considering the participants' answers, the practitioners planned a total of three training sessions for teachers addressing the most repeated disorders and disabilities, namely Visual Disability, ADHD, and ASD. Similarly, a Google Drive folder with resources and materials regarding the previously mentioned topics was created and shared with the ILUIS coordinators and teachers in order to complement each training session, aid teachers with SEN students, and help to reduce their workload when searching for these tools.

3.2 Teachers' Training Sessions

The teachers' training sessions were conducted between the months of May and June, 2021, in an institutional virtual room within the platform Zoom, which was scheduled by the thesis advisor. Moreover, with the assistance of the ILUIS coordinators, the links providing automatic access to the sessions were sent to all the teachers from the language institute via

Email one week before each training session took place. With the purpose of introducing the three teachers' training sessions to the educators at the ILUIS, as well as inviting them to take part of the sessions, four different infographics in PNG format were designed. These visuals were created by the practitioners, revised by the thesis advisor, and approved by the ILUIS coordinators. In this sense, if any of the infographics did not meet the expectations of any of the reviewers, they would have been modified and improved according to the suggestions provided. A case in point was the Visual Disability infographic, which underwent considerable changes with respect to its pictograms, font color and size.

The first infographic extended an invitation to all teachers to attend the three teachers' training sessions. It included information regarding the general content of the sessions, it named the disabilities and disorders aimed to be discussed, and it displayed the established order in which they would be implemented. Likewise, the infographic contained a brief clarification of the modality in which the sessions would be carried out, that is, a virtual and synchronous space through the Zoom platform, and the estimated duration of the sessions. In addition, in order to provide an incentive to the teachers, the first visual described the certificate of participation that the attendees would get for participating in the meetings. The three remaining infographics corresponded to each planned training session. Similar to the first visual, the content of the sessions was presented; however, each of them made an emphasis on the disability or disorder that would be discussed per session while displaying the schedules in which the meetings would be held. Lastly, the visuals reminded potential attendees the opportunity of obtaining the sessions proceedings and the participation certificate if attending.

The three training sessions were expected to be repeated twice in a week in the interest of providing teachers with alternative options to attend; nonetheless, one of the sessions had to be carried only once due to unexpected schedule constraints regarding the National Strike that was taking place in Colombia. In view of this, the sessions were implemented on weekdays,

either on Monday, Wednesday or Friday, bearing in mind any public holidays in the country and scheduled institutional events. As indicated in the diagnostic stage, the teachers' training sessions aimed to address the most recurrent disorders and disabilities, which are Visual Disability, ADHD and ASD. The aforementioned SEN were approached following the order previously stated. In addition, the information intended to be delivered in the sessions was first analyzed and assessed by the thesis advisor in order to guarantee the reliability and meaningfulness of the data. What is more, in the initial meeting, the practitioners and the ILUIS coordinators agreed to carry out the training sessions in their mother tongue, that is Spanish, for this was the language shared among the speakers as well as the participants who were teachers of other languages different from English.

All of the teachers' training sessions had a duration of approximately two hours and followed a similar organizational pattern to deliver the information. In this vein, at the beginning of each session, enough time was allocated to discuss teachers' previous experiences with SEN students. Following the participants' interventions, generalities concerning the SEN of the sessions were introduced; these included aspects such as the definitions of the disabilities and disorders, their implications in the learning environment and their perceptible characteristics. Subsequent to the introduction and definition of the disabilities and disorders, multiple strategies for supporting SEN learners in the classroom were presented; some of the strategies embraced different accommodations regarding classroom instruction, seating arrangement and teaching materials.

In order to bring closure to the presentations, a short task that required the active participation of the attendees was planned to be undertaken by the end of each session; nevertheless, one of the presentations had a considerably extensive topic content which impeded the administration of the closure activity at risk of surpassing the estimated time of the session. Finally, all of the teachers' training sessions closed with a questions-and-answers

section, which was assisted by the thesis advisor that sought to clarify the possible doubts that

the attendees may have had concerning the reviewed SEN. It should be noted that preceding

the presentations led by the practitioners, participants were asked for consent to record the

sessions.

On average, 17 ILUIS teachers participated in the three training sessions. As a means

to keep a record of their attendance and monitor their satisfaction concerning the information

delivered in the sessions, participants were asked to fill in a Google Forms satisfaction survey

that included three rating scale close-ended questions and one open-ended question where the

attendees had the possibility to write further suggestions or comments regarding any aspect of

the sessions. As soon as the training sessions were conducted and the satisfaction surveys were

examined, the practitioners organized the sessions proceedings which consisted of three videos,

correspondent to the recorded sessions, four PDF documents containing extra resources and

materials for each of the SEN, such as mobile applications, webpages, web applications and

blogs, and the PDF slides that were used during the sessions.

Each of the slides employed in the training sessions went through a process of careful

selection and design taking into consideration the psychological effects that colors can have on

individuals. In this sense, colors bearing positive associations such as yellow, pink, and blue

were predominant; on the other hand, colors with negative associations such as gray and brown

were avoided. Black, despite being considered a negative color, was set in the font, for the

preceding combinations of background and text are easy to read. The psychology of color was

used in the elaboration of the slides as a recommendation given by the thesis advisor, who met

with the practitioners for approximately two hours and provided them with information

regarding the subject, as well as a variety of examples and pedagogical situations under which

this strategy could be employed. An example of the aforementioned technique is clearly

represented in Figure 8.

Figure 8

Third teachers' training session slide.
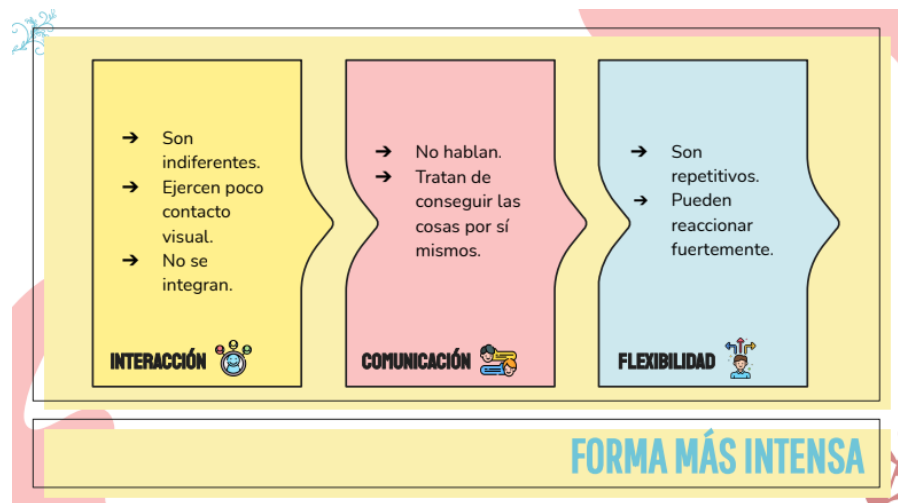
Note. The figure demonstrates the use of the psychology of color in the creation of the slides used to carry speakers' presentations.

Furthermore, it is well known that the adoption of teaching techniques that facilitate learning for SEN students inside a mainstream classroom is a growing phenomenon. This is due to the increase of educational institutions that are willing to provide SEN learners with an adequate learning environment that promotes their academic development while considering students' needs. In spite of this, problems may arise inside the classroom as students sometimes struggle to make sense of their SEN classmates' behavior; in this vein, considering that the importance of raising awareness of diversity in the classroom was a common topic discussed throughout the sessions, practitioners decided to create a PDF document containing different activities that aimed to promote diversity and inclusion while fostering solidarity among students in the classroom.

The activities included in the PDF document were selected from a document titled "Programa de Sensibilización", created by the Vice Presidency of Ecuador and its Ministry of Education in 2011. The focus of the activities is the development of students' empathy towards SEN learners, in a way in which disabilities and disorders can be known and embraced while

recognizing the learning opportunities that they offer. The PDF document provided by the practitioners divides the activities into four different categories that comprise students' educational levels and ages, namely initial education (3-5 years old), elementary education (6-10 years old), elementary education (11-15 years old) and secondary education (15-18 years old). It is worth noting that the PDF document states the objective of each activity, the place it should be carried out, the allocated time, the materials that are required, and the step-by-step of the activity.

3.2.1 Visual Disability Training Session

The first training session that was carried out with the ILUIS teachers was regarding Visual Disability. This topic was chosen considering that 29% of the participants answered in the Google Forms survey of the diagnostic stage that it was one of the most common disabilities to find in mainstream classrooms. At first, it was planned to conduct two sessions during the same week, one that would serve as the first insight of the topic and the other one with the purpose of providing a second opportunity for those teachers who could not attend the first one because of schedule interference or other personal reasons; it is important to pinpoint that these dates were chosen based on the teachers' answers in the Google Forms survey of the diagnostic stage since the practitioners had created a different section in that survey asking for the possible days and schedule that worked best for them. However, considering the situation of the country regarding the National Strike, it was possible to carry out only one of them since the date for the second meeting was the same for a national demonstration. Therefore, only a total of 15 participants attended the session.

To begin, the practitioners started by greeting the participants and clarifying that the training session was not intended to teach them how to diagnose or treat students with visual disability, rather to show them possible pedagogical strategies to implement in their classrooms. In addition, it was asked if any of the participants had had any experience working

with students who had this impairment; two of the teachers shared their personal experiences. The first teacher highlighted two interesting aspects, (1) the fact that although his student was visually impaired, she was a very intelligent and proficient student that was able to read using the Braille system and (2) that the manner in which her input was received was through recordings and conversational classes. Similarly, a second teacher mentioned how she had to learn the Braille system in order to help her student in class "[…] yo aprendí a escribir Braille por él, para ayudarle, para leer, para revisarle los escritos" (Practitioners' artifact, Taller 1: Discapacidad Visual, 14:54 - 15:01, 2021). Finally, she concluded by mentioning how challenging it was to teach her student considering that classes were being carried out in a remote learning setting; likewise, she asked whether there would be functional strategies to teach students with visual disability virtually. To answer her inquiry, a practitioner asserted that they were going to shed light on different strategies that she could adapt for her virtual classes.

After those interventions, the agenda for that meeting was discussed. First, a brief definition between total blindness and reduced vision was shared by one of the presenters, in order to clarify and set a clear differentiation between them. Likewise, a series of hints and specific aspects that would help in the detection of these students was also provided. The second topic of the training session regarded the students with reduced vision. In this section, it was explained how to interact with these students, how to address them and the best place to locate them inside the classroom. Similarly, it was also mentioned some important features to consider when adapting the class material; for instance, how to present images and the proper set of colors that should be used when presenting a text or any other reading material. To conclude this section, one of the presenters shared a game that would serve as a form to integrate every student in the classroom and highlighted different strategies that were used worldwide by other educators who had students with reduced vision.

The third section regarded blindness and the layout was similar to the previous one in the sense that it started by addressing how to interact with blind students and what their optimal location inside the classroom was. Following these aspects, the adaptation of material was mentioned, shedding light on the importance of using different textures to teach, adapting text to the Braille system, the use of multisensorial activities and moving to a real environment was suggested in order to provide the students with a more meaningful class. The fourth and last section was dedicated to questions and answers, with the participation of the thesis advisor. Here, a participant inquired if the body language and the colors used on their clothes would have any effect and impact with reduced vision students. For this set of questions, the thesis advisor answered that it depended on the level of reduced vision that the student had, and that it also was necessary to ask this person if the patterns and different colors that the teacher was wearing for her classes resulted in visual fatigue or any sort of discomfort. Similarly, to answer the other question regarding body language, the thesis advisor recalled one of the strategies mentioned by the practitioners in the session, which stressed on the importance of knowing where to locate the students with reduced vision or blindness, pinpointing the benefits that it had, both for the teacher and the student, to sit his/her close to the whiteboard and nearby the educator, reminding the learner that this was done with the mere reason of centralizing their attention and visual range.

A second intervention was done by another participant who asked if there were any English books available and adapted to the Braille system while explaining that she was a Portuguese teacher and that she had never found any text in Braille in this language. For this question, the thesis advisor clarified that Braille was not a language but rather a code system that allowed the creation of numbers, letters and words throughout a combination of said codes; she added that there were few or no texts that were created in Braille system to teach a foreign language, but instead that it was possible to find book adaptations on the internet that were

created by using a especial printer; she then mentioned different places in Colombia that owned this type of printers.

As a complement for the training session, a Google Forms satisfaction survey was sent at the end of the session (see Appendix D). This survey was created with the intention of gathering the names of the participants for a future delivery of the certificate of participation and to have a broader knowledge of the participants' satisfaction with the training session and the topics presented. Therefore, the survey was divided in two sections: in the first one, the attendants had to write down their full names. In the second section, there were four questions that regarded their satisfaction towards the session. The first question inquired on the usefulness of the strategies presented in the session; for this, the possible answers were: very useful, useful, not very useful and not at all useful; here, 67% of attendees answered that they had found it very useful and the remaining 33% useful (see figure 9).

Figure 9

Teachers' answers regarding the usefulness of the strategies shared in the Visual Disability session.

¿Qué tan útil encuentra las estrategias pedagógicas compartidas en esta sesión?
15 respuestas

- Muy útil
- Útil
- Poco útil
- Nada Útil

33,3%

66,7%
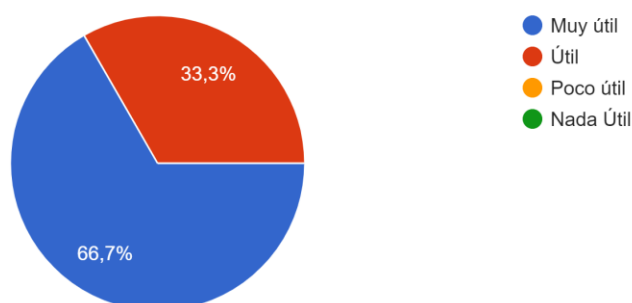
In the second question, their level of satisfaction with the session was asked; the possible answers were: very satisfied, satisfied, not very satisfied and not at all satisfied. In this question, 73% of teachers answered that they were very satisfied with the topics presented and the remaining 27% chose the satisfied answer (see figure 10). For the third question, the

practitioners asked if the participants considered it necessary to receive more information regarding Visual Disability and its strategies in the classroom; the possible answers were yes or no. Here, 80% of participants answered positively and only 20% answered negatively (see figure 11).

Figure 10

Teachers' answers regarding their level of satisfaction with the first teachers' training session.
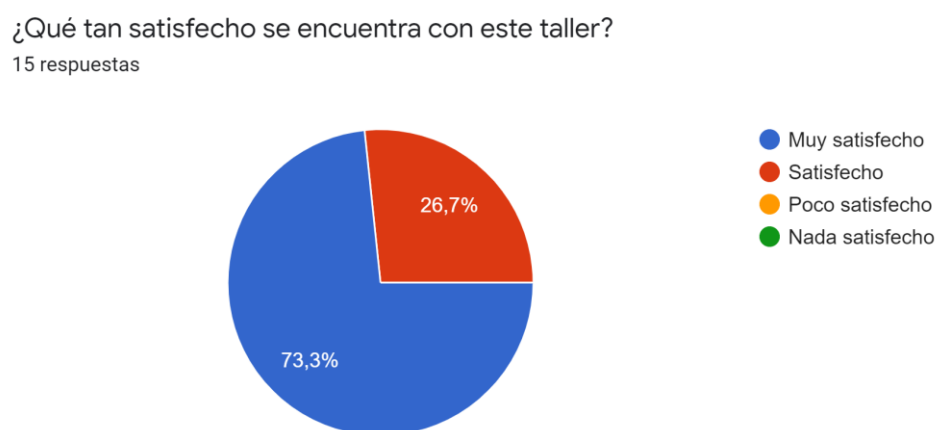
Figure 11

Teachers' answers on receiving more information regarding Visual Disability and classroom strategies.

The last question was intended to know if there were any suggestions, comments or observations regarding the training session. The answers for this final question were mainly

people saying that everything was clear and well-organized, as in the case of the following participants who stated that "Estuvo muy bien organizada la información, muy pertinente y adecuada", "No, la información fue clara y dinámica. ¡Gracias!", "Felicitaciones. La información estuvo muy clara, útil y completa" (Practitioners' artifact, Google Forms 2, Participants 10, 11, and 15, 2021). Similarly, there was a person who praised the design of the slides and mentioned that it was favorable to have the presence of the thesis advisor to answer more specific questions, as evidenced in the following quote: "Diapositivas muy bien diseñadas. Es bueno contar con la presencia y el conocimiento de la profe para comentar su punto de vista y responder dudas mayores" (Practitioners' artifact, Google Forms 2, Participant 12, 2021).

In addition, a Google Drive materials folder link was shared to the participants via Email at the end of all three training sessions; this folder contained the video recording of each session, for the people who could not attend but were interested in the topic, and a PDF with different resources regarding each disability and disorder. For instance, regarding the visual disability there are different mobile applications that help people find specific objects that are nearby, as in the case of *Supersense*, that not only allows the user to find items, but it also helps him/her to label objects, read different texts and documents and explore a vast variety of surroundings and environments. Likewise, another mobile application is *Brailliac: Braille Tutor*, here, the user can learn different things about Braille; for instance, how to use this system to write and read texts. This is one of the most useful resources for those teachers who are interested in learning at least the basics of the Braille system. Furthermore, the participants will also find different guides on how to change the size of the icons on their computer, aiding the people with reduced vision, making them feel more comfortable; these guides are available for both Windows and Mac. Finally, the participants can find a guide that shows how to download

and use *JAWS*, a computer application that is in charge of reading the screen and icons that are hovered by its owner.

3.2.2 Attention-Deficit/Hyperactivity Disorder Training Session

The disorder that was addressed in the second training session with the teachers from the ILUIS was ADHD. It was decided to include this disorder in the sessions since 46 % of the teachers who answered the Google Forms survey of the diagnostic stage agreed that it was the most common one to be found in the classroom. This session was carried out twice during the same week in order to ensure as much participation from the teachers as possible; however, only a total of 20 participants attended this second training session.

It is of great importance to mention the structure of the sessions and how they were carried out. First of all, after greeting the participants, it was stated that the practitioners were not going to address any therapeutic strategies since the focus of each meeting was to provide pedagogical strategies to be implemented in a foreign language classroom. Then, the teachers were asked about their knowledge and previous experiences regarding ADHD. They did not mention if they had any general knowledge about this disorder, but they stated that they had had some students in the past that were either restless or hyperactive. It was also mentioned that these students would often throw themselves on the floor or annoy their classmates. In addition, the teachers expressed that they were not sure if those students had this type of disorder and they also felt incapable of handling that behavior.

After listening to the teachers' interventions, the contents of the presentation of the second training session were introduced. First, a contextualization about ADHD was presented. In this section, the teachers were taught about the definition, the three different levels of the disorder and its characteristics. Second, information about where to sit the students in the classroom and some useful objects that the teachers could utilize in their classes was addressed. Third, a set of both general and intervention strategies regarding activities, rules, colors, social

skills, feedback, among others was also mentioned; these strategies were aimed at remote learning as well as face-to-face learning. Moreover, the teachers were provided with some other strategies that they could take into account when planning the classes. Fourth, a number of basic principles to implement at the beginning, during and at the end of the lesson were introduced. In addition, the practitioners had a constant interaction with the participants throughout the meetings with the aim of keeping an active environment as well as listening to the teachers' ideas and contributions which would complement the information presented.

Lastly, in order to conclude the presentation, a final activity was carried out so that the teachers could realize how challenging some activities can be for ADHD students and how important it is to understand them and adapt the teaching methodologies to provide a good learning environment for the student with ADHD. After that activity, the teachers were asked if they had any questions or comments regarding the information that had been presented. It is worth mentioning that this questions-and-answers space was carried out by the practitioners as well as the thesis advisor with the aim of having professional guidance and support. In this space, one of the teachers stated that even though the strategies were mostly directed to young learners, they could also be adapted to adults. Furthermore, another teacher mentioned that she had found all of the strategies useful since nowadays students tend to get distracted easily; she added that these strategies were appropriate to implement with any student despite having ADHD or not. One final question was if ADHD was the same as ASD or if there was any relationship between these two disorders; here, the thesis advisor explained briefly the reasons why these disorders were completely different. Moreover, taking that comment into account, the practitioners created a section in the ASD training session, which was the last one, in order to talk about the differences of those two disorders.

At the end of the meeting, a Google Forms satisfaction survey was sent to the teachers in order to take attendance and have them answer four questions related to the information

given; this instrument allowed the practitioners to measure the level of satisfaction of the teachers regarding the second session (see Appendix E). In the first question, the participants had to answer how useful they had found the strategies shared in the session on a rating scale of very useful, useful, not very useful, or not at all useful. Here, 85% of the teachers found them very useful and the other 15% found them useful (see figure 12). In the second question, they were asked about how satisfied they were with the session on a rating scale of very satisfied, satisfied, not very satisfied, or not at all satisfied. In this part, 85% of the teachers answered that they were very satisfied and 15% of them were satisfied (see figure 13). In the third question, the participants were asked if they considered it necessary to receive more information regarding ADHD and classroom strategies. Here, 75% of the teachers answered positively and the other 25% answered negatively (see figure 14).

Figure 12

Teachers' answers regarding the usefulness of the strategies shared in the ADHD session.

¿Qué tan útil encuentra las estrategias pedagógicas compartidas en esta sesión?
20 respuestas

- Muy útil
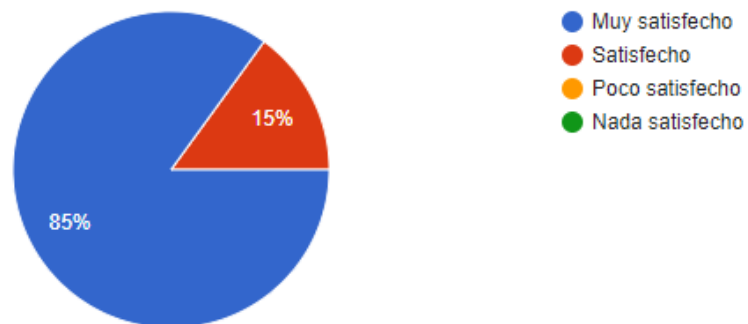- Útil
- Poco útil
- Nada Útil

15%

85%

Figure 13

Teachers' answers regarding their level of satisfaction with the second teachers' training session.

¿Qué tan satisfecho se encuentra con este taller?

20 respuestas

● Muy satisfecho
● Satisfecho
● Poco satisfecho
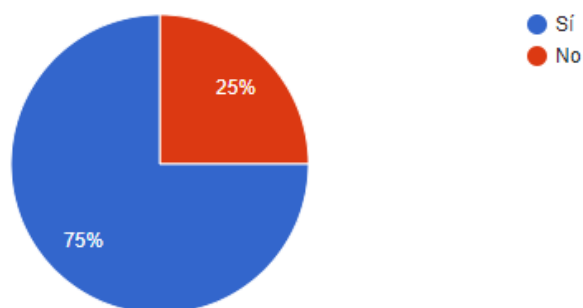● Nada satisfecho

15%

85%

Figure 14

Teachers' answers on receiving more information regarding ADHD and classroom strategies.

¿Considera necesario recibir mayor información respecto al TDAH y sus estrategias en el aula?

20 respuestas

● Sí
● No

25%

75%

Finally, in the fourth question, the teachers were asked if they had any suggestions, comments, or observations regarding the training session about ADHD. On the one hand, a number of teachers expressed not to have any comments or suggestions as in the following "Me encantó! Sin sugerencia . Felicitaciones!" (Practitioners' artifact, Google Forms 3, Participant 9, 2021). Moreover, almost half of the comments were focused on congratulating the practitioners and thanking them for the information presented as it can be evidenced in the following comments "La información fue clara. La presentación estuvo muy ordenada, se complementó cada parte de la información con ejemplos que acercaban las estrategias al ámbito de clase lo que facilitaba su comprensión", "Los aspectos y la forma en que fueron abordados

fueron muy provechosos, muchas gracias" and "Excelente taller, muy buenas estrategias para utilizar en el aula" (Practitioners' artifact, Google Forms 3, Participants 8, 20, and 14, 2021). On the other hand, two teachers suggested that more information should be presented regarding pedagogical strategies for adults; they stated that "hace falta un enfoque para la enseñanza en adultos con esas dificultades presentes en el aula" and "Estrategias dirigidas a adultos" (Practitioners' artifact, Google Forms 3, Participants 19 and 2, 2021). Other suggestion was focused on sharing more information related to grammar games: "Compartir más juegos para cada tema gramatical" (Practitioners' artifact, Google Forms 3, Participant 13, 2021).

It should also be noted that a PDF with different resources was created so that teachers could make use of it when planning their classes. In this document, they can find several web pages such as *Puzzle.org, Myfreebingocards, Simon Says* and *Dibujos.net* where they can design or carry out activities such as puzzles, word searches, crosswords, bingos, memory games, mandalas, among others. In addition, they can find a platform called *GoNoodle* that offers different interactive activities which engage students as they channel their energy in various physical exercises. Another useful resource that can be found in this document is a link to a video about brain gym which has 50 exercises that both teachers and students can learn in order to exercise their right and left brain hemispheres; this releases tension and stress and improves the person's concentration. All of these resources are available for teachers so that they can adapt them and implement them in their classes taking into account the strategies and information presented in the training session about ADHD. It is worth highlighting that this PDF, the slides of the presentation and a recording of one of the ADHD sessions were sent to the teachers in a Google Drive materials folder.

3.2.3 Autism Spectrum Disorder Training Session

The last session concerned ASD which, according to the results obtained from the diagnostic stage, was the third more common disorder to be found in the language classroom.

This session was implemented twice in a week as planned, and it had a total number of 15 attendees. The delivery of the training on ASD was divided into four different parts: teachers' previous experiences regarding ASD, session content, closure activity, and questions-and-answers.

During the first part of the session, one of the participant teachers voluntarily shared her previous experience with a student who had ASD. The participant mentioned the lack of information which was provided to her by the student's parents and the educational institution regarding the learner's life condition; moreover, she expressed her amusement concerning the student's language skills which, according to the teacher, were better than those of the students with no disorders. Lastly, it should be considered that although the participant teacher mentioned not having any knowledge about ASD classroom strategies, she took advantage of the learner's particular interests to facilitate learning, that is, one of the main strategies to be implemented under the present condition.

Moving on to the second part of the session, practitioners delivered thorough information about four different aspects to consider when teaching students with ASD. In this behalf, the first content topic reviewed the concept of the present disorder and the three main areas where people with ASD present difficulty. The theoretical approach on which the practitioners relied to present this information was the triad of impairment, a theory devised in the 1970s by Lorna Wing and Judith Gould which sustains that the core issues related to ASD are impaired communication, impaired social skills, and impaired behavioral flexibility (Cashin & Barker, 2009). Additionally, taking into account a suggestion made by a participant teacher in the previous session, practitioners conceived appropriate to devote time to clarify or dispel the most predominant myths and misunderstandings with respect to people with ASD. In this vein, the aforementioned disorder was contrasted with ADHD since some of its characteristics might apparently look similar when the individual concepts are unclear.

The second content topic revised numerous classroom strategies, including behavior management, to ease students' learning. Some of the considerations included environment adaptations, effective instructions, proper praising, and positive feedback. In the interest of providing attendees with a more precise idea on how to implement the strategies, the presentation included examples, most of them in the form of visual aids. In addition, it should be noted that a common demand in the satisfaction surveys from former sessions referred to the introduction of procedures oriented to support adults; therefore, this category was divided into strategies addressed to children and strategies directed to adult learners.

The third content topic discussed a variety of techniques for adapting materials. It primarily encouraged teachers to add visual cues, namely pictograms, to the resources so that students with ASD could benefit from their principal means to perceive the world, their visual channel. As a case in point, visual schedules allow students to revise the information as much as needed while making use of its images to understand the data; moreover, the schedules serve the learner as a method of organizing, planning, and anticipating upcoming activities, which helps to prevent behavioral issues that might be caused due to the student's inflexibility and preference to maintain the same activity for an extended period of time. It should be noted that the implementation of visual cues might also be applied to classroom rules, for the use of images will enable the student to grasp the rules more easily.

Before moving into the questions-and-answers section, a closure activity was conducted. In this sense, attendees were asked to voluntarily mention the different forms in which they would teach a lesson considering the particular interest of a student with ASD. As a result, some of the teachers relied on their previous experiences; for instance, an English teacher who took advantage of the student's enthusiasm for architecture to teach countable and uncountable nouns. Other participants provided similar examples to the ones given in the presentation.

Lastly, the training session on ASD encompassed a questions-and-answers section aimed to address any possible doubts and inquiries that the participant teachers may have had regarding the presented topic. Here, the practitioners had their thesis advisor help in order to provide the attendees with clear and concise answers. Nonetheless, the teachers' involvement in this section was particularly low as there were no specific questions directed to the practitioners nor to the thesis advisor; therefore, the session closed after a participant's intervention who suggested the development of a training session advising on how to redistribute time with SEN students with respect to other students who do not have them.

Concerning the satisfaction survey delivered to the attendees (see Appendix F), the majority of participants, that is 87%, agreed that the pedagogical strategies provided in the ASD session were very useful. The 13% missing considered that the information provided was useful (see figure 15). In the same manner, 87% of the population stated to be very satisfied with the content discussed in the present session, leaving the remaining percentage just satisfied (see figure 16). Furthermore, as Figure 17 shows, a significant percentage of teachers (80%) considered it necessary to get more information about functional classroom strategies. In view of this, the results from the data collected indicate that despite the fact that teachers are considerably satisfied with the different content topics reviewed in the ASD session, additional information is still believed to be required and useful.

Figure 15

Teachers' answers regarding the usefulness of the strategies shared in the ASD session.
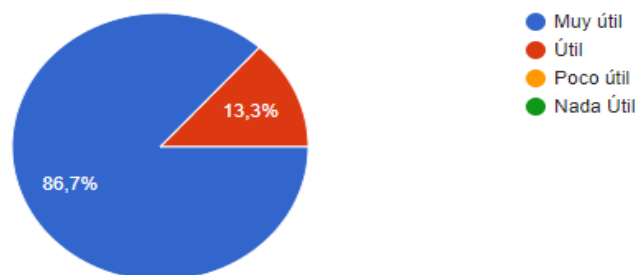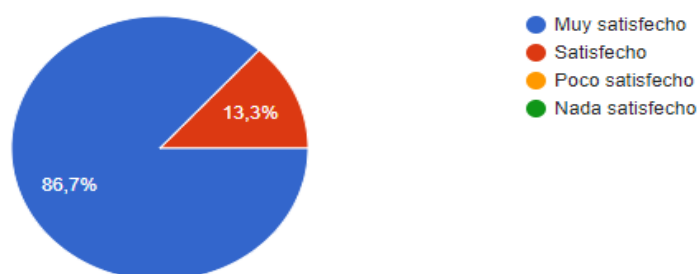
Figure 16

Teachers' answers regarding their level of satisfaction with the third teachers' training session.

Figure 17
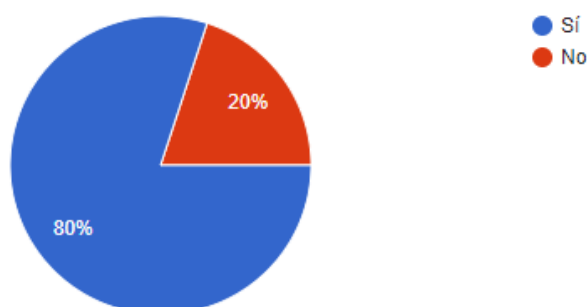
Teachers' answers on receiving more information regarding ASD and classroom strategies.

The last part of the satisfaction survey was an open space for the participant teachers to write further comments and suggestions regarding the contents of the training sessions and the way in which they were delivered. Here, it was possible to confirm that the majority of

attendees considered the sessions valuable and enriching for their continuous development as teachers since most of the comments referred to the importance of the topics that were discussed, together with a sign of gratitude towards the practitioners for having provided the information about SEN. The preceding conclusion is clearly portrayed in the following comments "Excelente presentación, conocía muy poco respecto a este trastorno y ahora tengo más herramientas para identificar y manejar clases con alumnos con TEA", "Gracias por este tipo de espacios que nos permiten mejorar nuestra labor como Docentes" (Practitioners' artifact, Google Forms 4, Participants 5, and 9, 2021).

Similarly, there were two comments that are worth highlighting. First, an attendee expressed, beyond her gratitude, that this was her first time taking part of a SEN's training session even though she has related with different educational institutions throughout her development as a teacher; furthermore, she stated that the government entities and the MEN do not pay due attention to these topics, as important as they are. Second, a participant teacher suggested the development of a training session focused on the Bipolar Disorder. This comment raised the practitioners interest given that the attendee, far from making a suggestion regarding the implementation of the ASD sessions, mentioned a different disorder to the one exposed. As a result, it was considered important to refer the proposal to the ILUIS coordinators in order to have the opportunity to implement a future session focused on pedagogical strategies to address this mental disorder.

Besides the various teaching strategies and techniques discussed with the ILUIS teachers in the ASD session, a PDF document was prepared and submitted. The present instrument compiled a total of six different resources, which included: four webpages, named *Soy Visual, Aprendices Visuales, Pictoaplicaciones* and *Doctor TEA*, that offer varied photographs, illustrations, games and stories to assist children with ASD in regards to their communicational needs; one weblog called *Atendiendo Necesidades* that displays several

visual resources such as flashcards and classroom tags to accommodate the learning environment and materials; and one web application - *Pictotraductor* - that generates digital pictograms to support communication through images.

Apart from the aforementioned PDF document, a folder containing 6 different cards in PNG format aiming to address the immediate echolalia was created. Each card includes one close-ended question based on a common situation in the classroom, two pictograms that visually represent the question and a yes/no section for the student to point and answer the question. An example of a card to approach immediate echolalia is portrayed in Figure 18. In addition to these cards, two templates for teachers to download and edit according to their necessities are available, as well as a manual on how to use the templates.

Figure 18

Cards to address immediate echolalia.

Note. The figure demonstrates two of the six cards available in the Google Drive materials folder to approach the immediate echolalia in the classroom.

4. Assessment and Conclusions

Moving on to the assessment and conclusions part of this document, it is important to mention and evaluate the aspects that were learned and enhanced by the practitioners during

their process of creating and presenting the different teachers' training sessions. To begin, due to the exhaustive review, analysis and synthesis of the body of knowledge related to SEN, such as concepts, strategies and adaptations, the practitioners now have a broader knowledge regarding Visual Disability, ADHD and ASD. However, it is worth mentioning that the acquisition of knowledge and updating of information is a volatile matter and a continuous process.

Following the same vein of ideas, the practitioners learned how to synthesize information in order to deliver it to the audience in the most suitable manner possible. This was necessary considering that the amount of information found while doing research on the topic was vast, making it complex to address each concept separately. Another useful and interesting aspect learned by the practitioners was the color theory; considering this theory, each slide, infographic, and visual aid was created, implementing the proper set of colors in order to catch the audience's attention and avoiding visual fatigue and discomfort. In addition, the practitioners also learned technical words and expanded their concepts related to the field of SEN with the purpose of offering correct definitions and being able to answer different questions with the most assertive vocabulary; the following ones were used or defined frequently: Disorder, Disability, ASD, ADHD, Visual Disability, among others.

Likewise, they learned how to edit images, texts, and pictograms and choose the proper size and background color for each one of them; this was done considering the recommendations on material adaptations encountered in the different literature, thus putting the theory into practice. Moreover, they used a vast variety of visual aids since they noticed that it was helping the participants have a clearer idea of what was being addressed, helping them better understand each topic and also providing a follow-up to the speakers' speech. Similarly, the practitioners also learned how to address an audience and involve them in different activities, allowing them enough time to participate, asking the proper questions in

order to get the audience focused and interested in the topics presented and keeping a suitable oratory through the entire presentation.

In order to have the assessment and opinions of the two ILUIS coordinators who helped and guided the practitioners throughout the whole implementation of the project, an interview was carried out. First, they were asked about their perception regarding the content of the three training sessions. One of them mentioned that it helped not only ILUIS teachers understand the diversity of the SEN that might be present in a classroom, but it also raised awareness and provided new tools and strategies to help them respond to the learning needs of their students. The other coordinator added that the content had been relevant and that it also responded to the different concerns of the teachers; thus, paving the way for an early detection of SEN students in the classrooms; she pointed out that this allowed the institution to act more assertively and precisely. In the same vein, this can be evidenced in the comments section of the Google Forms satisfaction surveys that were sent at the end of each training session and that were analyzed in chapter 2 of this document. According to that analysis, the vast majority of the ILUIS teachers expressed satisfaction with the content and topics addressed in the sessions.

Second, the coordinators were asked about the suggestions they had regarding the execution of these types of training sessions. On the one hand, one coordinator highlighted that the initial suggestions that had been given to the practitioners and the thesis advisor before implementing the project were all considered, and he added that the most important suggestion was to understand that in the Colombian teaching context there is still much work to do when it comes to SEN. On the other hand, the other coordinator suggested that the activities presented in the training sessions should have been adaptable for both, remote and face-to-face learning, since the teaching modality has changed due to the pandemic situation.

The last question they were asked in the interview was about what contributions they considered that the training sessions provided to the language institute. Here, both of them

expressed that this project helped to raise awareness, and one of them added that it also helped to address SEN not as a problem, but as an opportunity for professional, institutional and personal growth. Furthermore, they mentioned the following: (a) the sessions also helped to understand that special needs are often present in every classroom and that there are different ways to address them, (b) the strategies presented will help many teachers to be more confident in their abilities and provide better educational experiences and opportunities for their students, (c) these sessions contributed to the early detection of SEN students in the classroom; thus, the teacher can be much more precise when choosing the class activities and planning the classes, (d) it might make teachers much more versatile, and this can contribute to strengthening equality in society.

Following the same pattern of ideas, it is worth mentioning that this project addressed one of the main concerns of the teachers which was the lack of preparation regarding SEN. It can be stated that another meaningful contribution is that this project might have a positive impact regarding this aspect since three different SEN were addressed in detail, as explained in chapter 2 of this document, and it might also increase teachers' confidence and knowledge when facing this educational context. What is more, the ILUIS has at their disposal the Google Drive materials folder with the recordings of each session, the slides in PDF format, and other PDFs with different resources and activities useful for teachers. This folder can be significant for future new ILUIS teachers as well as for the ones who could not attend the training sessions.

Finally, it should be noted that there are four aspects that could be developed and explored in future training sessions or any other type of activities similar to the ones that were carried out in this project. First, the analysis of the Google Forms survey of the diagnostic stage showed that between 18% and 15% of the teachers who answered the survey had encountered students with Asperger Syndrome, Motor Disability, and Auditory Disability in their classrooms. Furthermore, 6% of the teachers had encountered students with Oppositional

Defiant Disorder, Depression, Bipolar Disorder, and Developmental Delay. Therefore, it would be meaningful and helpful for teachers if these SEN, and many others, were addressed in constant workshops or educational activities at the ILUIS since it has been evidenced that there exists a great variety of SEN that an educator can encounter in the educational field, as the ones exposed in the previous Google Forms.

Secondly, it is recommended that for future training sessions, the presenters consider adding different practical activities throughout the workshop, since this will enhance the participants' attention and interest in the topics. It was noticed that teachers were more inclined to participate in the sessions when involving them in activities related to the topics presented rather than asking them direct questions. However, due to the current situation of COVID-19, every session had to be done virtually, thus, limiting the possibility of creating practical activities where each attendee could participate, socialize, and share in a face-to-face context.

The third aspect regards a statement made by one of the coordinators and one of the participants; this was to create teaching communities that addressed experiences with SEN students, allowing teachers to gather in a meeting to share different strategies, useful resources and materials and offer support for new teachers or teachers who have never encountered a SEN student in their classroom before. Bearing this in mind, this initiative could pave the way for future practitioners to focus their thesis on this matter or it could lead to further research and then be presented as a proposal to the ILUIS director.

The fourth and final aspect addresses a group of people who are not directly related to teaching SEN students but who also interact with them on a daily basis, these are the other workers at the ILUIS; for instance, the secretaries, cleaning staff, coordinators, administrators, among others. For them, it is also important to create a training session that raises awareness on how to address SEN students and how to offer them help when needed. In addition, changes regarding the infrastructure at ILUIS should also be discussed, considering the concept of the

universal design which makes it possible for everyone to have access to the building and different stories. Nonetheless, in order to do this, it is necessary to do future research on areas that do not concern education directly and consider the viability of a project of this magnitude.

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Appendix

Appendix A. Coordinators' interview.

Buen día, coordinadores. Espero que se encuentren muy bien. Dando continuidad con nuestro análisis, nos gustaría contar con su percepción respecto a los talleres realizados. En este sentido, les agradecemos si pudieran darnos respuesta a través de audios o una corta entrevista de máximo 15 minutos a las siguientes preguntas:

1. ¿Qué percepción han recibido ustedes del contenido trabajado en los talleres?
2. ¿Qué consideraciones sugieren ustedes para la realización de este tipo de talleres?
3. Finalmente, ¿Cuáles aportes consideran que los talleres brindaron al Instituto de Lenguas?

Sería de nuestro agrado contar con sus respuestas antes del día sábado 26 de junio. De antemano, muchísimas gracias por su colaboración y disponibilidad.

Appendix B. Google Forms survey from the diagnostic stage.

Formulario Capacitación Docente

En el presente formulario, usted encontrará una serie de preguntas que direccionarán una futura capacitación docente, la cual tendrá como objetivo brindar estrategias pedagógicas funcionales en el aula con estudiantes con Necesidades Educativas Especiales (NEE). Es pertinente aclarar que todos los datos obtenidos serán usados únicamente para propósitos académicos. De igual forma, se les garantizará su confidencialidad, lo que denota que sólo los practicantes tendrán acceso a la información brindada.

Agradecemos su tiempo y participación. En caso de tener alguna pregunta o inquietud, por favor comunicarse al siguiente correo: damorcal@correo.uis.edu.co

Correo: _____

Nombre completo: _____

Edad: _____

¿Cuenta con algún título profesional?

( ) Sí

( ) No

Escriba el nombre de su título profesional. Si aún no ha culminado sus estudios de pregrado, haga mención del título que obtendría. _____

¿Cuánto tiempo lleva desempeñándose como docente?

( )1-3 años

( ) 4-6 años

( ) 7 o más

¿Qué idioma enseña?

[ ] Inglés

[ ] Francés

[ ] Portugués

[ ] Italiano

[ ] Alemán

[ ] Español

¿En qué programa del Instituto de Lenguas se encuentra laborando actualmente?

( ) Curricular

( ) Extensión

( ) Ambos

Discapacidad en el aula

¿Ha participado en alguna capacitación, taller, diplomado, entre otros, referente a discapacidad o NEE? Nombre los temas expuestos.

_____

¿Cuáles discapacidades y trastornos ha encontrado en el aula de clase?

[ ] Trastorno por déficit de atención con hiperactividad (TDAH)

[ ] Autismo

[ ] Asperger

[ ] Discapacidad auditiva

[ ] Discapacidad visual

[ ] Discapacidad auditiva y visual

[ ] Discapacidad motora

[ ] Otra: _____

Teniendo en cuenta sus respuestas anteriores ¿Ha empleado alguna estrategia para suplir las necesidades educativas del estudiante ? Descríbalas brevemente.

_____

Percepciones acerca de NEE

¿Está de acuerdo con que dentro del aula se encuentren niños con NEE?

( ) Sí

( ) No

De acuerdo a su respuesta anterior, mencione brevemente el porqué.

¿Considera necesario adaptar el material de clase para estudiantes con NEE?

( ) Sí

( ) No

De acuerdo a su respuesta anterior, mencione brevemente el porqué.

¿Qué sentimientos le genera trabajar con estudiantes que tienen alguna NEE?

Considera que tener estudiantes con NEE en el aula hace que su carga laboral:
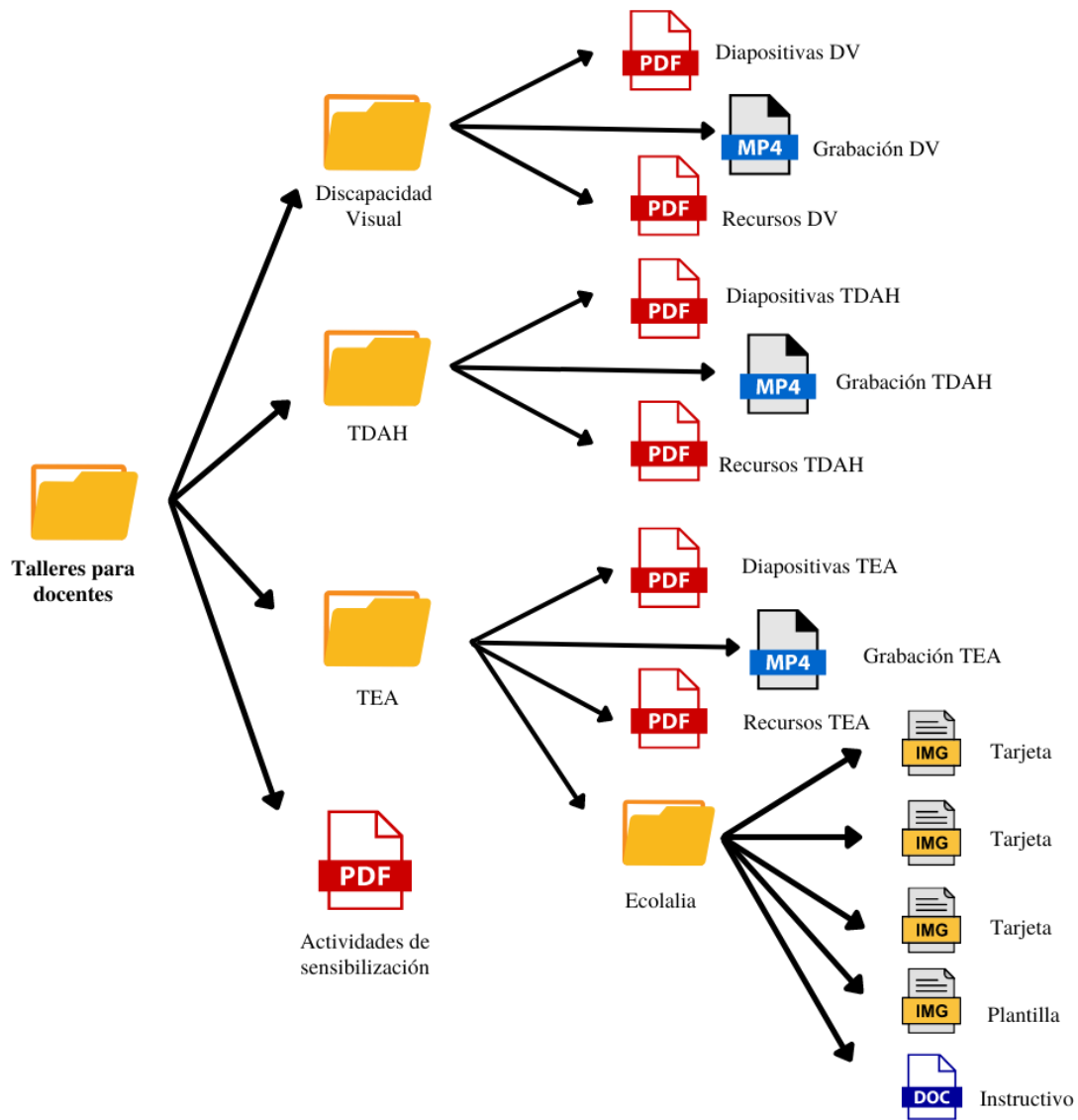
( ) Aumente

( ) Se mantenga

( ) Disminuya

Horarios

¿En cuál de los siguientes horarios podría asistir a una capacitación docente sobre estrategias funcionales en el aula con estudiantes con NEE?

[ ] Los días lunes. Hora: 10 a.m. - 12 p.m.

[ ] Los días miércoles. Hora: 5 p.m. - 7 p.m.

[ ] Los días viernes. Hora: 4 p.m. - 6 p.m.

Appendix C. Google Drive materials folder organization.

Appendix D. Google Forms satisfaction survey from the Visual Disability session.

Estrategias en el Aula: Discapacidad Visual

Estimado docente, registre su nombre para confirmar su asistencia a la sesión y responda las siguientes preguntas, por favor.

Nombre completo: _____

¿Qué tan útil encuentra las estrategias pedagógicas compartidas en esta sesión?

( ) Muy útil

( ) Útil

( ) Poco útil

( ) Nada útil

¿Qué tan satisfecho se encuentra con este taller?

( ) Muy satisfecho

( ) Satisfecho

( ) Poco satisfecho

( ) Nada satisfecho

¿Considera necesario recibir mayor información respecto a la Discapacidad Visual y sus estrategias en el aula?

( ) Sí

( ) No

¿Tiene alguna sugerencia, comentario u observación respecto al taller de Discapacidad Visual?

_____

Appendix E. Google Forms satisfaction survey from the ADHD session.

Estrategias en el Aula: Trastorno por Déficit de Atención e Hiperactividad (TDAH)

Estimado docente, registre su nombre para confirmar su asistencia a la sesión y responda las siguientes preguntas, por favor.

Nombre completo: _____

¿Qué tan útil encuentra las estrategias pedagógicas compartidas en esta sesión?

( ) Muy útil

( ) Útil

( ) Poco útil

( ) Nada útil

¿Qué tan satisfecho se encuentra con este taller?

( ) Muy satisfecho

( ) Satisfecho

( ) Poco satisfecho

( ) Nada satisfecho

¿Considera necesario recibir mayor información respecto al TDAH y sus estrategias en el aula?

( ) Sí

( ) No

¿Tiene alguna sugerencia, comentario u observación respecto al taller de TDAH?

_____

Appendix F. Google Forms satisfaction survey from the ASD session.

Estrategias en el Aula: Trastorno del Espectro Autista (TEA)

Estimado docente, registre su nombre para confirmar su asistencia a la sesión y responda las siguientes preguntas, por favor.

Nombre completo: _____

¿Qué tan útil encuentra las estrategias pedagógicas compartidas en esta sesión?

( ) Muy útil

( ) Útil

( ) Poco útil

( ) Nada útil

¿Qué tan satisfecho se encuentra con este taller?

( ) Muy satisfecho

( ) Satisfecho

( ) Poco satisfecho

( ) Nada satisfecho

¿Considera necesario recibir mayor información respecto al TEA y sus estrategias en el aula?

( ) Sí

( ) No

¿Tiene alguna sugerencia, comentario u observación respecto al taller de TEA?

_____

Appendix G. Language institute's certificate to the practitioner Marianella Durán.

Universidad Industrial de Santander

Nit. 890201213-4

El Instituto de Lenguas hace constar que

Marianella Durán Estévez, identificada con cédula de ciudadanía No.1098817495, se encuentra a paz y salvo con esta unidad por todo concepto.

La estudiante en formación ejecutó las actividades de la práctica empresarial de manera satisfactoria.

Se expide en Bucaramanga a los 5 días del mes de agosto de 2021

Atentamente,

Laura Cristina Dueñas Angulo
Directora
Instituto de Lenguas UIS

Appendix H. Language institute's certificate to the practitioner Daniela Moreno.

Universidad Industrial de Santander

Nit. 890201213-4

El Instituto de Lenguas hace constar que

Daniela Alexandra Moreno calderón, identificada con cédula de ciudadanía No.1098815164, se encuentra a paz y salvo con esta unidad por todo concepto.

La estudiante en formación ejecutó las actividades de la práctica empresarial de manera satisfactoria.

Se expide en Bucaramanga a los 5 días del mes de agosto de 2021

Atentamente,

Laura Cristina Dueñas Angulo
Directora
Instituto de Lenguas UIS

Appendix I. Language institute's certificate to the practitioner Iván Medina.

Universidad Industrial de Santander

Nit. 890201213-4

El Instituto de Lenguas hace constar que

El señor Iván David Medina García, identificado con cédula de ciudadanía No. 1095942010, se encuentra a paz y salvo con esta unidad por todo concepto.

El estudiante en formación ejecutó las actividades de la práctica empresarial de manera satisfactoria.

Se expide en Bucaramanga a los 5 días del mes de agosto de 2021

Atentamente,

Laura Cristina Dueñas Angulo
Directora
Instituto de Lenguas UIS