

**UNIVERSIDAD HISPANOAMERICANA  
ENGLISH FACULTY**

**Thesis Project to opt out for the Licentiate  
Degree in English Teaching for I & II Cycles**

**The Management of Students with Special  
Educational Needs by English Teachers, in  
Relation to the Inclusive Educational Spaces of  
the Circuit 06, of the Regional of Cartago, during  
the First Semester 2021**

**Author: Iliana Maritza Valverde Peña**

**Tutor: Roy Alfaro Alfaro**

[roy.alfaro@uhispano.ac.cr](mailto:roy.alfaro@uhispano.ac.cr)

[alfbaker5@gmail.com](mailto:alfbaker5@gmail.com)

**May 2022**

## Table of contents

LIST OF TABLES .....	v
LIST OF GRAPHS .....	vi
DECLARATION UNDER OATH .....	vii
LETTER FROM THE TUTOR .....	viii
LETTER TFG .....	ix
LETTER FROM THE READER .....	x
AUTORIZATION LETTER (CENIT) .....	xi
DEDICATORY .....	xii
ACKNOWLEDGMENTS .....	xiii
ABBREVIATIONS .....	xiv
CHAPTER I .....	15
INTRODUCTION .....	15
1.1. PROBLEM STATEMENT .....	16
1.1.1 Background and Description .....	16
1.1.2 Problematization .....	18
1.1.3 Justification .....	19
1.2. PROBLEM FORMULATION .....	20
1.3. OBJECTIVES.....	20
1.3.1 General Objective.....	20
1.3.2 Specific Objectives .....	20
1.4. SCOPES AND LIMITATIONS .....	21
1.3.3 Scopes of the Research .....	21
1.3.4 Limitations of the Study .....	21
CHAPTER II .....	22
THEORETICAL FRAMEWORK.....	22
2.1. HISTORICAL CONTEXT OF DIRECCION REGIONAL CARTAGO, CIRCUIT 06 .....	23
2.1.1. History of Dirección Regional Cartago .....	23
2.1.2. Mission Institutional of Ministry of Education .....	23
2.1.3. Institutional Vision of the Ministry of Education .....	23
2.2. THEORETICAL CONTEXT .....	24
2.2.1. Special Educational Needs .....	25
2.2.2. Integrating.....	27
2.2.3. Inclusive Education .....	29
2.2.4. MEP Sceneries: .....	32
2.2.5. Principal's role.....	34
2.2.6. Family Support .....	38
2.2.7. Teacher's training: .....	40

2.3.	<b>HYPOTHESIS</b> .....	44
2.3.1.	Variables, definition .....	45
2.4.	<b>HYPOTHESIS OPERATIONALIZATION</b> .....	46
<b>CHAPTER III</b> .....		47
<b>METHODOLOGICAL FRAMEWORK</b> .....		47
3.1.	<b>TYPE OF RESEARCH</b> .....	48
3.1.1.	Purpose of the Research.....	48
3.1.2.	Project’s Delimitation .....	49
3.1.3.	The Scope of the Research .....	50
3.1.4.	Nature of the Research .....	51
3.1.5	Character of the Research (exploratory and descriptive).....	52
3.2.	<b>SUBJECTS AND SOURES OF INFORMATION</b> .....	53
3.2.1.	Units of Analysis (subjects=English teachers).....	53
3.2.2.	Primary Sources of Data .....	54
3.2.3.	Secondary Sources of Data .....	55
3.3.	<b>SAMPLING SELECTION</b> .....	56
3.3.1.	Population.....	56
3.3.2.	The sample.....	57
3.3.3.	Probability or Non-probability Research .....	58
3.4.	<b>TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION</b> .....	59
3.4.1.	Techniques (s) in Use for the Data Gathering.....	59
3.4.2.	Instrument(S) In Use for The Data Gathering.....	65
3.5.	<b>OPERATIONALIZATION OF VARIABLES:</b> .....	68
3.5.1.	Specific Objective No.1 .....	68
3.5.2.	Specific Objective No.2 .....	72
3.5.3.	Specific Objective No.3 .....	73
<b>CHAPTER IV</b> .....		74
<b>DATA ANALYSIS AND INTERPRETATION</b> .....		74
4.1	<b>RESULTS FROM THE ENGLISH TEACHER´ INSTRUMENT</b> .....	75
<b>CHAPTER V</b> .....		88
<b>CONCLUSIONS AND RECOMMENDATIONS</b> .....		88
5.1	<b>CONCLUSIONS</b> .....	89
a-	Regarding to the problem formulation of this thesis .....	89
c-	Regarding to the First Specific Objective: .....	89
d-	Regarding to the Second Specific Objective .....	89
e-	Regarding to the Third Specific Objective .....	90
f-	Regarding to the Hypothesis .....	90
5.2	<b>RECOMMENDATIONS</b> .....	91
<b>REFERENCIAS</b> .....		93
<b>ANNEXES</b> .....		98

<b>ANNEXE No.1.....</b>	<b>99</b>
<b>Data collection instrument.....</b>	<b>99</b>

## LIST OF TABLES

Table 1 Geographical circuit Distribute .....	24
Table 2 Hypothesis Operationalization .....	46
Table 3 Cartago demographic concentration of people with some type of disability .....	57

## LIST OF GRAPHS

Graph 1 Knowledge the term Disability by English Teacher .....	75
Graph 2 Knowledge of some documents by English Teacher .....	76
Graph 3 Working with students with disability .....	77
Graph 4 Knowledge any department from MEP that helps/empowers/instructs teachers on how to serve SSN.....	78
Graph 5 English Teacher receive courses to teach students with some type of disability .....	79
Graph 6 English Teacher receive some type of training to teach students with some type of disability .....	80
Graph 7 who provides you with information, guidance, or support to address the educational process of students with Special Educational Needs .....	81
Graph 8 Tthe institution in which you work has infrastructure suitable to serve this type of population .....	82
Graph 9 institution in which you work has any didactic and/or technological resources to serve the population with some type of disability in the teaching of English .....	83
Graph 10 the institution where you work have any educational supports to serve this type of population, specifically when it comes to English teaching .....	84
Graph 11 supports are present in the institution for which your work.....	85
Graph 12 supports are present in the institution for which your work.....	86

## DECLARATION UNDER OATH

### DECLARACIÓN JURADA

Yo Iliana Maritza Valverde Peña, mayor de edad, portador de la cédula de identidad número 7-0083-0980, egresado de la carrera de Enseñanza del Inglés Para I y II Ciclos de la Educación General Básica de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés para I y II ciclos de la Educación General Básica, juro solemnemente que mi trabajo de investigación titulado: The Management of Students with Special Educational Needs by English Teachers, in Relation to the Inclusive Educational Spaces of the Circuit 06, of the Regional of Cartago, during the First Semester 2021, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. en fe de lo anterior, firmo en la ciudad de San José, a los nueve días del mes de mayo del año dos mil veintidós.

ILIANA MARITZA VALVERDE PEÑA (FIRMA)  
Firmado digitalmente por  
ILIANA MARITZA VALVERDE  
PEÑA (FIRMA)  
Fecha: 2022.05.09 17:15:22  
-06'00'

Firma del estudiante

Cédula

## LETTER FROM THE TUTOR

### CARTA DEL TUTOR

San José, 6 de mayo, 2022

Universidad Hispanoamericana  
Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Ileana Maritza Valverde Peña, cedula de identidad número 700830980, me ha presentado para efectos de revisión a aprobación, el trabajo de investigación denominado: *The Management of Students with Special Educational Needs by English Teachers, in Relation to the Inclusive Educational Spaces of the Circuit 06, of the Regional of Cartago, during the First Semester 2021*", el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, He verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por el postulante se obtienen la siguiente calificación:

	<i>Descripción</i>	<i>%</i>	<i>% Obr</i>
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	20%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	28%
d	Relevancia de las conclusiones y recomendaciones	20%	20%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	98%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura

Firmado digitalmente por  
**Roy Alfaro Alfaro**  
 Fecha: 2022.05.06  
 15:30:24 -05'00'

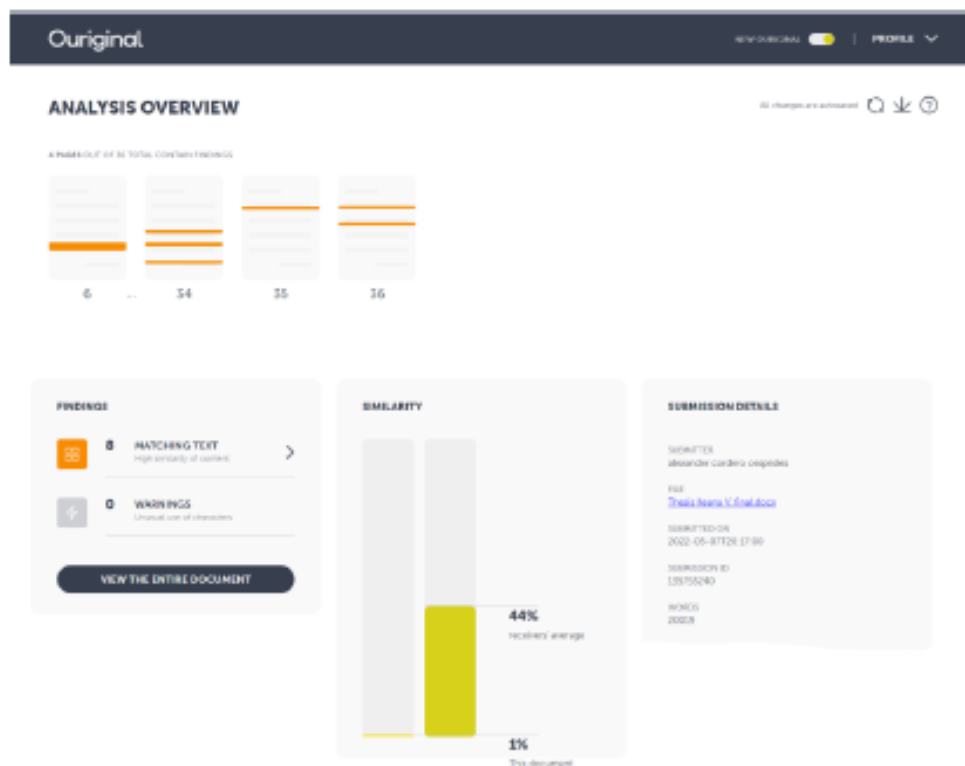
MSc. Roy Alfaro Alfaro

Cedula: 2-306-905

## LETTER TFG

### Informe de evaluación del del TFG previo a la sustentación

Revisión del documento en Ouriginal y en las bases de datos centrales de universidades, tanto públicas como privadas, a nivel nacional como internacional.



Como resultado del análisis del documento, se indica que la similitud es de menos de un 1% contra un 44% de trabajos que muestran similitudes en la misma área o idioma, se aprueba ya que las similitudes indicadas no son representativas del trabajo global total. Se adjunta prueba de la verificación realizada



Original Report -  
Thesis Ileana V. final

#### CONCLUSION DE REVISION EN OURIGINAL: CUMPLE

Alexander  
Cordero Cespedes

Firmado digitalmente por  
Alexander Cordero Cespedes  
Fecha: 2022.05.07 12:51:14  
-06'00'

**MBA. Alexander Cordero C. Lic,**

**Investigador orcid** (Open Researcher y Ccolaborador ID)

ORCID: <https://orcid.org/0000-0003-4374-3931>

## LETTER FROM THE READER

### CARTA DE LECTOR

San José,

Universidad Hispanoamericana  
Sede Llorente  
Carrera

Estimado señor

La estudiante Ileana Maritza Valverde Peña, cédula de identidad 700830980, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "The Management of Students with Special Educational Needs by English Teachers, in Relation to the Inclusive Educational Spaces of the Circuit 06, of the Regional of Cartago, during the First Semester 2021", el cual ha elaborado para obtener su grado de **Licentiate Degree in English Teaching for I & II Cycles**

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma  
Nombre  
Cédula  
Carné

ARIEL GUSTAVO  
VARGAS  
VINDAS (FIRMA)

Firmado digitalmente  
por ARIEL GUSTAVO  
VARGAS VINDAS  
(FIRMA)  
Fecha: 2022.05.21  
17:26:30 -05'00'

## AUTORIZATION LETTER (CENIT)

**UNIVERSIDAD HISPANOAMERICANA  
CENTRO DE INFORMACION TECNOLOGICO (CENIT)  
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA  
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA  
DE LOS TRABAJOS FINALES DE GRADUACION**

San José, 09 de mayo de 2022

Señores:  
Universidad Hispanoamericana  
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito(a) Iliana Maritza Valverde Peña con número de identificación 7-0083-0980 autor (a) del trabajo de graduación titulado The Management of Students with Special Educational Needs by English Teachers, in Relation to the Inclusive Educational Spaces of the Circuit 06, of the Regional of Cartago, during the First Semester 2021 presentado y aprobado en el año 2022 como requisito para optar por el título de Licenciatura en la Enseñanza del Inglés para I y II ciclos de la Educación General Básica; SI autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

ILIANA  
MARITZA  
VALVERDE  
PEÑA (FIRMA)

Firmado digitalmente  
por ILIANA MARITZA  
VALVERDE PEÑA  
(FIRMA)  
Fecha: 2022.05.09  
17:22:16 -06'00'

---

Firma y Documento de Identidad

## DEDICATORY

When research is carried out many things are sacrificed to achieve it. Although sacrifice does not exist it is only the road that must be traveled by the researcher, who at the end of the day enjoys what he is doing, therefore, for him is not a sacrifice without purpose.

But we did not see alone or isolated, there are people around us who are affected in my personal case my family, who have quietly caught me in front of the computer, for hours. they are my inspiration and I know they will be the first to give me a solidarity and sincere embrace.

I have in heaven two very important people who I know are happy, and they rejoice with my work and effort. My thanks to my family (Fabián, Sergio Andrés and my husband Sergio Martín).

To my family and to my angels I dedicate this research, Thank you!

## ACKNOWLEDGMENTS

My thanks first to God, for the health, the work, for helping me to finish this research and not giving up. Then to my family, who are always and will always be my reason for living and whom I love with all my heart.

Finally, I would like to mention that at the beginning of my career as an English teacher, the issue of disability was summarized as a physical and/or visual disability; but in 2019 I entered an institution where I met Zaith. He was in first grade, and it was a challenge to teach 34 more students to Zaith, a boy with degenerative Duchenne muscular dystrophy.

That is when I wondered: English teachers know how to attend for students with special needs? So, I am grateful with Zaith and all my students, who have helped me to be more empathetic with differences and have taught me that disability is in the mind more than the body. Teacher should teach with love and respect equally, regardless of differences physical and cognitive that are in the classroom.

## ABBREVIATIONS

<b>CEPAL</b>	Comisión Económica para América Latina y el Caribe
<b>INEC</b>	Instituto Nacional de Estadística y Censos de Costa Rica
<b>MEP</b>	Ministerio de Educación Pública
<b>UN</b>	United Nation
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>OMS</b>	Organización Mundial de la Salud
<b>SEN</b>	Special Education Needs
<b>SSN</b>	Student with Special Needs
<b>WHO</b>	World Health Organization

**CHAPTER I**  
**INTRODUCTION**

## **1.1. PROBLEM STATEMENT**

In this first chapter the reader is locked up with a description of the efforts that have been made worldwide to reduce the gap between students with some type of disability.

Also have an overview that has been done in Costa Rica now in an inclusive education relates, what steps Costa Rica has taken, to provide people with special educational needs the right to receive education and provide it in an environment where they have the same rights as the rest of the student population.

Finally, a description with which type of population the research is going to work, specifically with English primary school teachers.

### **1.1.1 Background and Description**

In Costa Rica, by decree law No. 21 of 11 June 1886 approves “Ley General de Educación Común” is adopted, which defines the dimensions of education for the school population. It is worth noting the progress that this law seeks in the field of education, but this law also highlights a degree of exclusion.

In its first chapter, article first points it makes clear the objective of primary school, which encompasses the intellectual development of the learner, as well as his moral and physical development, but at the same time he envisions a degree of exclusion by indicating that children who have an illness are exempt from attending school. (Ley General de Educación Común, 1886, Artículo 1, Artículo 13)

Despite this, education in Costa Rica seeks to make its way to special education, has gone through several scenarios initiated with the Children's Code of 1932, which establishes that for the well-being of children with disabilities must be created establishments for their education. (Código de la Infancia, 1932), that reveals the need for special education.

It is following the above that in 1940 the First Special School Fernando Centeno Güell was founded, in Guadalupe, Goicochea, during the government of President Rafael Angel Calderón Guardia, its purpose was to care for children in disability condition and thus respond to the need for access to education for these children. This is how in 1944 is made a breakthrough with Law Constitutive of No.61 in its article first declaring in the public interest education for children with some kind of mental retardation. (Ley Constitutiva de la Escuela de Enseñanza Especial, 1944)

To this very end in 1974, the first differential classrooms were created, as a specific service of special education, which come to make a space where the differences, needs and individual interests of the students are addressed. In these classrooms he came up with a 7–14 years-old student who had mental retardation, deafness, and multiple disability. Which in 1992 will be called integrated classrooms. (CENAREC, 2012)

Another very important development is in 1972, where the Ministry of Public Education created the Department of Special Education, which has understeered several changes and is directed to inclusive education. (CENAREC, 2012)

Costa Rica makes great strides with the approval of two laws, 7600 and 8661, in 1996, Law 7600 was enacted in Costa Rica. "Equal Opportunities for Persons with Disabilities Act", which defines special education as a set of supports to be received by the learner with any type of disability, regardless of whether these are temporary or permanently. (p. 44.). Also, in 2008 the "Convención sobre los Derechos de las Personas con discapacidad y su protocolo", la ley 8661.

### 1.1.2 Problematization

In the past, children with special needs were rejected by society because of their condition, they were incapable, and they walked away, almost that they were hidden and considered to be ineducable people. All this changed when the United Nations enacted the Standard Rules on opportunity for people with disabilities, so as not to leave people with disabilities out. According with this organization the about 10% of the world's population has a degree of disability. (Naciones Unidas, 2015)

At the international level, with the Declaration of Salamanca, in 1994 in its first article indicates that it is recognized: "the need and urgency to provide education to all children, young people and adults with special educational needs within the common education system", this is of great importance because it is already talked about that it should be within the common education system.

According with World Health Organization, there are more than 1000 million people with disability globally, that is about 15% of the world's population or one in seven people. Of this number, between 110 million and 190 million adults experience significant difficulties in functioning. It is estimated that some 93 million children – or one in 20 of those under 15 years of age – live with a moderate or severe disability.

The number of people who experience disability will continue to increase as populations age, with the global increase in chronic health conditions. National patterns of disability are influenced by trends in health conditions and environmental and other factors, such as road traffic crashes, falls, violence, humanitarian emergencies including natural disasters and conflict, unhealthy diet, and substance abuse.

Defining the number of people who have a disability and need special education is very difficult, hence the important thing is that education systems design and implement programs in order to integrate the entire student body, considering that everyone has differences.

### **1.1.3 Justification**

The importance of this research is because it allows to know if the Costa Rican Educational System is prepared to serve students with disabilities, not only on its infrastructure, and resources but also to know if teachers are prepared to manager meet the necessities to this population.

Another important aspect is this research determines whether the MEP trains English teachers to serve students with special education needs. At the same time, it helps to determine that it is known as students with disabilities, what type of disability is covered by MEP programs or guidelines.

When a problem arises, the most important thing is to find a solution or find the cause to solve it. But the first step is to define what is a disability and inclusive education.

But now, there must be an evaluation of whether Costa Rican schools are prepared to serve this population, although it is true that in Costa Rica there is the Law 7600 that requires schools to have adequate infrastructure for students who have disability.

The development of this research tells the degree of inclusion of children with special educational needs to regular education in primary school, an inclusion on a physical, social and emotional level. As well as whether curriculum adaptations have been made and whether English teachers have been trained in the management of this type of population.

According to the results obtained, the level of achievement of inclusive education may be indicated in circuit 06 of Cartago. This research helps both teachers and school principals, who

according to the results of this research act on improvements to carry out a process that guarantees the inclusion to this student population.

## **1.2. PROBLEM FORMULATION**

What is the management of students with special educational needs by English teachers, in relation to the inclusive educational spaces of the "circuit 06, of the regional of Cartago, during the first semester 2021?

## **1.3. OBJECTIVES**

### **1.3.1 General Objective**

To determine the management of students with special education needs by English teacher in Circuit 06, Cartago.

### **1.3.2 Specific Objectives**

- To determine whether the MEP trains English teachers to serve students with special education needs.
  
- To examine whether primary school English teachers meet the technical management regulations established in the Law 7600
  
- To identify resources and infrastructure in different schools that serve students with cognitive disabilities.

## **1.4. SCOPES AND LIMITATIONS**

### **1.3.3 Scopes of the Research**

This research will be carried out in the “Circuito 06”, this department belongs to Dirección Regional de Cartago. It currently has approximately 20 English teachers. Circuit 06 This regional has schools of 6 cantons, five of which belong to the province of Cartago: Alvarado, Cartago, El Guarco, La Unión, Oreamuno y Paraíso.

### **1.3.4 Limitations of the Study**

The whole world is going through the COVID 19 pandemic, it is a health and social emergency, governments are looking for ways to minimize their transmission and therefore their impact on society. Inside the stockings that are being taken are to stay at home, and thus maintain minimal physical contact with others. The government of Costa Rica made the decision in March 2020 that the student receive his virtual classes and in May 2021 there was an interruption to the school year.

This limits this research as visits to schools are restricted, therefore field research is almost impossible to carry out.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## **2.1. HISTORICAL CONTEXT OF DIRECCION REGIONAL CARTAGO, CIRCUIT 06**

### **2.1.1. History of Dirección Regional Cartago**

In this part this research makes a description about the history of “Circuito 06”. This department belongs to Dirección Regional de Cartago. The first idea is to include a brief description of their history, but for an unknown reason this information is not available.

According to the information provided by the MSc. Gilberto Viquez Córdoba, English Regional Advisor of Cartago the mission and vision are the same of the Ministry of Education (MEP).

### **2.1.2. Mission Institutional of Ministry of Education**

The Ministry of Public Education, as the governing body of Costa Rica’s public education, seeks to build a prestigious and accessible education system, in order to promote equity and the healthy development of all people in Costa Rican society. (Dirección Regional Cartago, MEP, 2021)

### **2.1.3. Institutional Vision of the Ministry of Education**

The Ministry of Public Education aims at becoming a modern ministry at the service of the community, known for its efficiency and transparency that contributes to self-discovery, expression and development of people as citizens of our world. (Dirección Regional Cartago, MEP, 2021)

Currently there are 27 regional education directions, throughout the country, each of these addresses are divided into Educational Circuits, the number of circuits vary according to the need of each region and the number of schools in one of them. (Dirección Regional Cartago, MEP, 2021)

In the case of circuit 06 these are the schools that form it. There are approximately 21 English teachers in this geographical circuit distributed from the following schools:

Table 1 Geographical circuit Distribute

1726	CALLE MESEN	CARTAGO	06
1728	VILLAS DE AYARCO	CARTAGO	06
1738	SAN FRANCISCO	CARTAGO	06
1740	CALLE NARANJO	CARTAGO	06
1753	LA CIMA	CARTAGO	06
1767	SAN VICENTE	CARTAGO	06
1776	FERNANDO TERAN VALLS	CARTAGO	06
1783	YERBABUENA	CARTAGO	06
1787	MOISES COTO FERNANDEZ	CARTAGO	06
1866	RICARDO ANDRE STRAUSS	CARTAGO	06
1871	SAN DIEGO	CARTAGO	06
1880	MARIA AMELIA MONTEALEGRE	CARTAGO	06
1890	CAROLINA BELLELLI	CARTAGO	06
1891	DOMINGO FAUSTINO SARMIENTO	CARTAGO	06
1894	BARRIO EL CARMEN	CARTAGO	06
1900	SANTIAGO DEL MONTE	CARTAGO	06
1913	CENTRAL DE TRES RIOS	CARTAGO	06
1917	CALLE GIRALES	CARTAGO	06
1921	QUEBRADA DEL FIERRO	CARTAGO	06

Source taken from: <https://www.mep.go.cr/sites/default/files/cartago.pdf>

## 2.2. THEORETICAL CONTEXT

For the development and understanding of this research work, it is necessary to know the terminology and basic notions of the main aspects that affect the object of study. For this, different concepts associated, initially, with what is understood by special educational needs, are presented, since it is what will determine what the educational approaches will be in this regard, such as integration and inclusion. Likewise, the roles and / or participation of the principal of the educational institution, the teachers (including their academic training) and the family will be determined. Together, it offers a broad and general panorama, which serves as a starting point to know, in a deeper and more detailed degree, the implications and results of the research carried out.

Next, the following concepts that constitute the theoretical framework:

### **2.2.1. Special Educational Needs**

Special Educational Needs (SEN) are conceived in different ways around the world. In some cases, there is even some type of legal definition that determines how the educational branch should act. Despite the fact that there are numerous approaches in this regard, from the doctrinal point of view, there is a consensus when affirming that learners with different educational needs present some type of difficulty in the educational process due to the existence or combination of some of the following aspects: a) behavioral and social skill difficulties; b) communication, language, concentration, literacy , numeracy and / or language disabilities or difficulties; c) hearing, physical, visual or neurological impairments; d) mental health issues, etc. (Malbogot, 2017).

As can be seen, Special Educational Needs cover a wide spectrum, since they imply the existence of a condition, either physically or mentally, or both, which translates into some type of disability or difficulty when learning. In this sense, the Department for Education and Skills of the United Kingdom published in 2001, a Code of Practice addressed to local educational authorities, head teachers, governors of schools, early education practitioners, etc., in order to establish the ethical practices within the educational process of children with Special Educational Needs. For this reason, the aforementioned Department proposed the following definition:

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or

c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (p.1).

The definition proposed, then, by the Department for Education and Skills, assumes that Special Educational Needs exist insofar as this implies that some type of different provision must be considered by the teachers, to attend the educational process of the child and, therefore, contribute effectively to their education. This, coupled with some type of deficiency or difficulty in the cognitive process, at a physical or mental level, means that within the classrooms certain types of measures must be taken to satisfy these special needs, guaranteeing an effective teaching.

Similarly, the notion of Special Educational Needs has undergone a great process of evolution to reach a degree of rejection of pejorative and discriminatory conceptions. In this regard, González indicates the following:

The term Special Educational Needs that are currently used to refer to the group of subjects previously called Special Education is the result of an ideological, social and educational evolution. Social conceptions regarding certain marginal groups have been changing over time and becoming less pejorative. The progressive democratization of the collectivities fostered equal rights, including the right to non-discrimination based on sex, opinion, race, or physical and intellectual characteristics (González, p.334).

Complementing the above, González establishes that there are two dimensions closely related to the notion of Special Educational Needs: a) interactivity, in the sense that

these needs depend not only on the intrinsic factors of the individual, but on their interaction with the environment in which he or she develops; b) relativity, implying that special needs are not established in a definitive and invariable way, since they depend on the characteristics of the student and the help they receive within the educational process, based on the fact that these characteristics can be modified and / or empowered.

### **2.2.2. Integrating**

The notion of the integration of students with Special Educational Needs has been especially recurrent in the 21st century, since previously there was a policy or custom of referring this type of student to a school exclusively dedicated to treating special needs. Therefore, the educational trend introduced, mainly, at the beginning of the century supposes the integration of students with special needs to mainstream schools and classrooms. This results in the creation of internal provisions within educational institutions in order to support said learning process.

Christodoulidou (2012) proposes the following definition of “integration”, based on the postulate of the Department for Education and Skills of the United Kingdom of 1978:

Integration is distinguished according to its aims and how it is organized in to locational, social, and functional integration (DES: 1978). For the purpose of this study, the term ‘functional integration’, will be used which means that the children with ‘special needs’ spend time alongside their peers in the mainstream classroom, as well as attending ‘special’ units within or outside the mainstream schools, in order to receive extra support (p.38).

As can be seen, integration implies the presence of students with Special Educational Needs in mainstream schools. However, in many cases, the need to attend special care units is not ignored, according to the characteristics of each specific case. The "difficulty" of each

case will determine, then, how such school integration should be carried out. Whatever the scenario, it is evident that an effort is required on the part of the educational personnel of the mainstream schools, so that they can efficiently serve the needs of the students.

For this reason, there is another notion or approach to “integration” of an educational nature, implying the partial presence of students with Special Educational Needs in mainstream classrooms. Therefore, Seckington (2020) proposes the following definition with its respective advantages:

Integration refers to exceptional students being partially taught in a mainstream classroom. Activities are adapted so the student can “fit in” with their mainstream peers while learning skills that may be better practiced in a room with more age-appropriate peers.

Integration supports student outcomes that include:

- Improved social skills.
- Exposure to typical classroom structure and curriculum.
- Eased transition to a mainstream class placement.
- Exposure to educational content that is appropriately curated for interest and skill level.

Consequently, from this definition it can be extracted that educational integration allows students with special needs to become familiar with different social and educational factors that improve different skills, abilities, and aptitudes. This will allow comprehensive learning that would be, not only appropriate in terms of content, but also from an optimal approach that meets their respective special education needs to fully transition to a mainstream setting, if possible.

### **2.2.3. Inclusive Education**

Inclusive education has been understood from a scenario that respects human rights, equality, and social justice. This has implied the design of an educational approach that celebrates characteristic differences and diversity, nationalities, religions, backgrounds, etc. For this reason, such inclusion must be evidenced within the educational institutional values and the philosophy applied by the teaching staff. According to Hornby (2014), inclusive education has the following meaning:

Inclusive education is generally considered to be a multi-dimensional concept that includes the celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues, as well as of a social model of disability and a socio-political model of education. It also encompasses the process of school transformation and a focus on children's entitlement and access to education (p. 2).

Likewise, Salend (2011) has established four guiding principles that must be present in the implementation of inclusive teaching. These principles are: a) to establish a study program (curricula) that allows students to participate actively, while facing different challenges in the learning process; b) to celebrate individualism and diversity, creating an environment of mutual respect; c) to carry out reflective teaching practices and differentiated instructions; d) create a harmonized community in which educational personnel, teachers, students, families and any other type of professionals who can support from the pedagogical and educational point of view participate and collaborate. According to Salend (2011), these pillars contribute to the construction of an approach that favors the learning process for children with Special Educational Needs.

UNICEF, for its part, has been a great promoter of inclusive education, explaining on numerous occasions the advantages and benefits of implementing this type of philosophy in all schools. The justification for the aforementioned educational approach is the existence of

more than 93 million children, worldwide, who live with some type of disability that affects the cognitive learning process. Therefore, an education that is based on equity and equality is required so that these students can develop their full potential. According to the UNICEF, inclusive education allows the following:

Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive.

Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too.

Inclusive systems value the unique contributions students of all backgrounds bring to the classroom and allow diverse groups to grow side by side, to the benefit of all.

As can be seen, inclusive education covers a much broader spectrum than educational integration, since it implies a change in the community's mindset. Additionally, it requires the active participation of different sectors involved in the educational world, so that all the necessary approaches are considered to build an environment that favors diversity. Given the existence of a large percentage of children with disabilities who are not part of the education sector, UNICEF has advocated for the promotion of a progressive and systematic implementation of inclusive education, since structural changes are needed in society, training and training of teachers, physical facilities of schools and educational material that is available to students.

Castillo and Garro-Gil (2015) establish four stages in the development of special education systems. Firstly, the exclusion from all social context of the community with special needs or disabilities. Secondly, a sort of segregation was installed, understanding that children with Special Educational Needs should receive a proper education, but remaining

separated from the mainstream spaces. For the third and fourth stages, Castillo and Garro-Gil (2015) indicate:

(...) c) integration: in this stage, the public schools were required to create new spaces for the students with special needs so they could socialize with the other non-disabled students. Within those “spaces” were regular classrooms, special education classrooms and pull-out services (Franklin, 1996: 18); d) inclusive stage: social structures (classrooms, schools, communities) and socio-educational actions are designed from the outset considering the students with special needs (p.1324).

These types of considerations assume that inclusive education is a more evolved approach than the notion of integration since it is based on the fundamental and human right of access to education. According to UNESCO (1994), special education policies must start from inclusion so that the opportunity to achieve the goals of students with Special Educational Needs can be guaranteed. Therefore, educational systems must design and implement programs that involve and accept the diversity and special needs of students.

Likewise, they must rearrange their internal structure, centering on the child and their needs. The most important consequence of inclusive education systems is the fight against any form of discrimination, since it creates an environment of respect and celebration of the differences that exist in all communities, improving the effectiveness and efficiency of educational results.

However, the process of implementing inclusive education has not been easy or free of obstacles. According to an investigation carried out by Domínguez, López, Pino and Vásquez (2015), it was possible to determine that the dominant tendency is the integrated education, since there is a shortage of resources and attitudes aimed at inclusion. From this research, the classification of two types of educational centers was also obtained: those that

identify the special needs of the students to segregate them and those that identify them to attend them personally. Regarding these implications, the researchers agree that:

Obviously, if we continue to be unable to meet the great challenge that is inclusive education (Sanches, 2005), there is a serious risk that we will go down in history as the generation that allowed the end of a single teaching system for all students. Too much sacrifice for an educational system in a clear downward trend in levels of knowledge and regression in social consideration (p. 44)

#### **2.2.4. MEP Sceneries:**

In accordance with the applicable legislation on the matter, the Ministerio de Educación Pública (Ministry of Public Education) has developed the following scenarios, as strategies, for the integration of Special Educational Needs in public education programs in the country. Some of them are:

##### **a. Itinerant regional teams:**

It implies the support of the Ministry in relation to the Special Support committees in the following terms:

(...) the administration ... will create itinerant service teams with professionals related to the attention of students with special educational needs who will provide training and follow-up to the Educational Support Committees or educational institutions that for special reasons cannot have these Committees (Centro Nacional de Recursos para la Educación Inclusiva. 2012. p.18).

The foregoing implies that, institutionally, support will be provided to those educational centers that cannot have internal committees to meet the special educational needs of students who require it. Additionally, the MEP proposes a scenario in which a

multidisciplinary team composed of social workers, psychologists, teachers, special education teachers and regional special education advisers participate.

**b. Support Teachers:**

From an inclusive point of view, the MEP proposes two modalities of support teachers within schools, considering the following:

Currently, the attention to the educational needs of the students in regular classrooms is not focused on the student's deficit, but on the supports that both the teacher in charge and the student require so that they can carry out their educational process successfully. (Centro Nacional de Recursos para la Educación Inclusiva, 2012.p.19).

Therefore, the MEP proposes the following scenarios: a) Permanent support teachers, that is, who are part of the educational center and who attend to students of different grades, in topics such as learning problems, language therapy, speech or hearing problems, etc.; b) Itinerant support teachers, offering support to different students with special needs from different classrooms and educational institutions.

Likewise, the Ministry of Public Education, after having evolved from conservative and traditional models, has maintained in recent years a trend or approach to the social model, based on the international guidelines offered by the United Nations in the International Convention of the Rights of Persons with Disabilities of 2006. According to the Centro Nacional de Recursos para la Educación Inclusiva (2012):

In relation to the social model, it can be considered as the most recent trend, because it breaks with the approaches focused on pity, assistance, dependency, and subordination, since people with disabilities are the ones who decide and take the direction of their own lives. The social problem is no longer made up of the person

with disabilities, but rather accentuates the environment - physical and social - as the main barrier to the enjoyment of human rights (p. 48-49).

In accordance, then, with the social model, it has been possible to promote an inclusive education culture for the acknowledgment and celebration of differences within the classrooms. The inclusive education movement arises from different international backgrounds, such as: a) a different notion of special education; b) a new understanding of what is known as “disability”; c) the emergence of multicultural education; d) recognition of the notion of diversity; e) the need for a renewal of special education; etc. Finally, the basis of the current trend or scenario promoted and defended by the MEP is the following:

Inclusion involves special attention to groups of students who are considered to be at risk of marginalization, exclusion, or underperforming. This points to the moral responsibility of guaranteeing the observation of those groups that are statistically in a higher risk position and, if necessary, measures should be taken to ensure their presence, participation, and results in the educational system (Centro Nacional de Recursos para la Educación Inclusiva, 2012.p. 60-61).

Regarding this, the practices focused on improving the implementation of inclusive culture in classrooms are a) cooperative teaching; b) cooperative learning; c) cooperative problem solving; d) heterogeneous clusters; e) effective teaching; etc. (Centro Nacional de Recursos para la Educación Inclusiva, 2012). Said practices are promoted by the Ministry so that educational centers are facilitated the transition to this inclusive modality.

#### **2.2.5. Principal's role**

The active participation of the director of educational centers is imperative for the success of inclusive education programs in relation to attending to the special educational

needs of students. In this sense, the United Nations (1977) has defended the need for the director to know and internalize the objectives of the teaching process and their purposes. Rodríguez Arroyo (2014), in this regard, points out the following:

The administrative processes of the schools and those of educational integration are based on laws, public policies, regulations, manuals and other documents. Some of these processes intersect to demand the intervention of the school principal in some of the processes of educational integration: an increasing involvement that leaves little space to avoid continuing poor administrative habits by not acting ... for the solution of a problem when it arises, pretending ... that a problem will disappear if it is ignored (Wiles, 2006, p.63). However, a problem arises when trying to make the school principal fulfill the functions that are required of him/her in the educational integration process: he/she has not been trained to carry them out (p. 124).

As can be seen, the role of the school's principal is not passive, as it requires his/her constant participation and understanding of the objectives and goals for the success of the special education program. For this reason, it is necessary that they have the proper training in the matter, since the implementation of these programs and the allocation of the resources required for this will depend on the degree of understanding and dimensioning that the director has in this regard.

Likewise, it has been determined that, despite the leading role that the teacher may have, impeccable leadership is also required from the school's principal. Given that he/she has the responsibility of the educational administration, that is, of the execution of the organizational and legal provisions of the educational center (Lemus, 1975), it is vital to attend special education programs, trainings, and other types of technical assistance. Regarding the "educational administration", Rodríguez Arroyo (2014) indicates the following:

(...) the educational administration generally has a legal-political character connected to educational policies and refers mainly to the actions that the same policies concern it: anticipation of educational needs, distribution of resources, the realization of the objectives defined by educational policy, coordination and control of the actions of the subjects, the planning of grades, contents and teaching levels, the promotion of actions that can contribute to improving the quality of the system, among other tasks (p. 129).

As can be seen, the position of the principal of a school must start from a motivating and integrating leadership for the rest of the educational center staff, so that a culture of respect and inclusion is built regarding students with special educational needs. Likewise, the principal should be the promoter of the system and the implementation of new practices and activities, to stay at the forefront of the most efficient and effective special education modalities.

As mentioned above, it is essential that the principal participates in academic training programs in this area, so that his/her actions are informed regarding the policies, concepts, definitions, practices, etc., that should govern special education. However, a high degree of knowledge in the matter is not the only thing that is required of this figure. According to Torres Estrella (2001), there are three types of skills that the principal of an educational center must have: a) Technical Skills, that is, procedures, processes, regulations, normative provisions, etc.; b) Humanistic Skills, which refers to social attitudes and aptitudes, that is, sensitivity, communication, trust, conflict resolution management, command behavior, group integration, etc.; c) Conceptual Skills, which implies, for example, planning, organization, understanding of problems and their causes, etc.

According to Bateman & Bateman (2014), there are nine (9) types of responsibilities that lays within the role of the principal: 1) to take responsibility for the education of all

students in the school; 2) to become familiar with the concept and practice of special education; 3) to ensure that all staff know how to provide special education services; 4) to verify that all personnel are implementing said services appropriately; 5) to collect information, data and statistics; 6) to validate that all staff know how to identify students with special educational needs; 7) to prepare meetings and events related to special education services; 8) to make sure to know all the students; 9) to know how to prevent discipline problems.

Regarding responsibility number two, Bateman & Bateman (2014) indicate the following:

For families, each school representative is a very important part of their child's education. For some parents, the main point of contact is the only school employee they see, the school bus driver. Because families see every school representative as a very important part of their child's education, every staff member in the school must understand the need to look out for children with disabilities and report to others when they see problems. It is also vitally important that principals train staff so that children with disabilities are included—not only for academic instruction, but also in the extracurricular components of a school. A principal should continually communicate with staff to make sure these students' needs are being met and that they know their responsibilities towards students with disabilities—and ensure that all staff members are carrying out those responsibilities (p.5).

Finally, it can be concluded that the role of the principal of a school is major since it sets the tone for the rest of the staff. Likewise, a comprehensive personality is required, knowing the technical procedures but also with skills and aptitudes to raise awareness and good communication. This will allow generating a sense of trust with students and their families, since it projects a notion of understanding, care, and respect towards those students

with special educational needs, thus ensuring a quality education, effective, efficient, and respectful of differences.

### **2.2.6. Family Support**

Family is a fundamental aspect in the education of any child. Therefore, in terms of special educational needs, the support of family members is of particular relevance. From the family, values, norms, and standards are taught and passed on, defining the behavior of children from an early age. Now, the concept of "family" has varied over time, evolving from the traditional hetero-conjugal structure to different blended, adoptive structures or, even, having grandparents or any other family member, etc., as pillars, instead of parents. In this sense, Barnes (1995) proposes a broader definition of "family", as follows:

Those who have loved us may be parents, siblings, grandparents, other relatives, teachers, or peers. Although other groups and social factors affect socialization, the family is typically seen as the most influential agency in the socialization of the child. It is the context within which the most direct and intimate relationships are forged. Our concept of family is greatly influenced by our personal experiences and our culture (p.84).

The foregoing, according to Barnes (1995) assumes that the term "family" should encompass all those people who love and are present in the lives of children. Therefore, those who comply with the aforementioned premises, even if they are not "immediate family", will be referred to "family". Bronfenbrenner (1979) also proposes a four-level division regarding family structures: 1) microsystem, including all family members; 2) mesosystem, extending beyond the home and provider; 3) ecosystem, including family social networks; 4) macrosystem, including educational, economic and welfare systems.

Understanding what is meant by “family” will be vital to understand and measure the supportive relationship that exists, both with children with special educational needs and with the school itself. For the learning process in special education to be successful, the family cannot be considered as an alien entity since it is not the responsibility of the teachers and / or the principal exclusively. Knoblauch (n.d) proposes a series of family responsibilities regarding to the special education process, that any member should follow:

Develop a partnership with the school and share relevant information about your child's education and development.

- Ask for clarification of any aspect of the program that is unclear to you.  
(...)
- Consider and discuss with your child's teacher how your child might be included in the regular school activities program. Do not forget areas such as lunch, recess, art, music, and physical education.
- Monitor your child's progress and periodically ask for a report. If your child is not progressing, discuss this with the teacher and determine whether the program should be modified.
- Discuss with the school any problems that occur with your child's assessment, placement, or educational program. If you are uncertain about how to resolve a problem, you can turn to the advocacy agencies found in most states for the guidance you need to pursue your case.
- Keep records. There may be many questions and comments about your child that you will want to discuss, as well as meetings and phone conversations you will want to remember.

- Join a parent organization. In addition to giving parents an opportunity to share knowledge and gain support, a parent group can be an effective force on behalf of your child. (p.1).

The foregoing supposes, as can be seen, that the support of the family must be constant and permanent. Periodic monitoring of the results obtained by the child is promoted, so that a consensus can be reached with the teacher in case the results are not as expected. Feedback from the family environment may allow the teacher to adopt the most convenient measures and practices for that student. Likewise, family support may be favorable for learning from other people's experiences and creating a collaborative environment between family and children.

#### **2.2.7. Teacher's training:**

The teacher is the leader in the classroom and is the figure that is most closely related to the students. Many university careers contemplate a module related to training in special educational needs issues. However, teachers must go further and stay ahead of trends and best practices in the field. González-Gil, Martín-Pastor, Flores, Jenaro, Poy and Gómez Vela (2013) perform an analysis of how the success of inclusive education depends, among other factors, on the proper training of teachers in a mainstream school:

Inclusive education is opposed to any form of segregation and to any argument justifying separation by defending the rights to education for all (Arnaiz, 2000; Stainback and Stainback, 1999; Vlachou, 1999). Therefore, if schools want to be more inclusive and move towards an educational response according to students' heterogeneous and diverse characteristics it is necessary to reflect on aspects such as the organization and operation, the existence or not of coordination and collaborative work among teachers, the participation of the entire community, the use

of resources and the educational practices (Arnaiz, 2003; Casanova, 2011). It is essential for teachers to be committed to inclusive education, to reject exclusion processes and to engage in the full inclusion of all students as full members of their classrooms (Rouse, 2010). In-service teachers' training is one of the ways to address the presence of students with very different needs in the classrooms (p.784).

In this sense, it is observed how it is vital that teachers are properly trained in the practices related to special educational needs, since they will not only understand which the most appropriate approaches are to teach a certain subject, but they will also be able to correctly address the social situations that may occur in the classroom with the rest of the students. In addition to the cognitive aspects, it is necessary for teachers to be highly committed to the implementation of a special education system or process, since only in this way can positive results be achieved within the framework of efficiency and effectiveness.

It has also been understood that the skills and abilities that are required of a teacher in an inclusive education system are largely different from traditional or classical teachings. Teachers, then, must be trained in issues of promoting personal, social and cultural development. According to Da Silva, Jardim & De Sousa (2021): "The pedagogical differentiation appears as a path in the respect for difference by providing everyone with the same opportunities. To be able to differentiate, it is necessary not to be indifferent to differences" (p.3). That is, there must be an understanding of what the learning process of each student is like, since although everyone can learn, the times and the ways may vary. The teacher must also be trained in the attention and identification of the individual differences of each student and make the study program more flexible to be aligned with their own characteristics. The authors also indicate that the differentiation, adaptation and individualization must be assumed by the teachers, which is highly instructed in the corresponding trainings.

Along the same line of thought, the European Agency for Development in Special Needs Education (EADSNE) (2012) proposes four core values that every teacher of inclusive education must be trained in:

Four core values relating to teaching and learning have been identified as the basis for the work of all teachers in inclusive education. These four core values are:

1. Valuing learner diversity – learner difference is considered as a resource and an asset to education;
2. Supporting all learners – teachers have high expectations for all learners' achievements;
3. Working with others – collaboration and teamwork are essential approaches for all teachers;
4. Continuing personal professional development – teaching is a learning activity and teachers take responsibility for their own lifelong learning (p.11).

Regarding the valuation of the diversity of the learner, the European Agency for Development in Special Needs Education (EADSNE) (2012) considers that the identification of this difference is an invaluable resource for education. Therefore, teachers should promote by example that diversity should be respected and celebrated. Likewise, they must achieve an environment of respect for all opinions, thus promoting that all students must be heard and valued. Additionally, the teacher must avoid any type of labeling or categorization of students, since it is an inclusive assessment, and this could lead to counterproductive segregations.

Now, regarding the support of all students, there are different practices or skills that teachers can acquire in special trainings to carry them out in the classroom. Some of them are: a) to understand that the learning process is a social activity; b) to involve family

members as a resource in the teaching and learning process; c) to implement different learning models; d) to support students' communication skills; e) to promote independence and autonomy in students; f) to strength collective work; g) to create scenarios where students can take risks in a safe environment, which will help to resolve conflicts and create opportunities; etc.

For the third core value, the European Agency for Development in Special Needs Education (EADSNE) (2012) implies two scenarios for teachers: a) to promote teamwork among students; b) to work together with other professionals. The first can be achieved if the teacher is properly trained to create activities that promote interpersonal skills, so that the group value in achieving results and goals can be appreciated. The second will imply that the teacher is constantly learning from his colleagues, exchanging opinions and methodologies whose main objective is to offer special education services aimed at meeting the needs of all students.

Finally, according to personal professional development, the European Agency for Development in Special Needs Education (EADSNE) (2012) states the following:

The attitudes and beliefs underpinning this area of competence include ...

... teachers have a responsibility for their own continuous professional development;

... initial teacher education is the first step in teachers' professional lifelong learning;

... teaching is a learning activity; being open to learning new skills and actively asking for information and advice is a good thing, not a weakness;

... a teacher cannot be an expert in all questions related to inclusive education. Basic knowledge for those beginning in inclusive education is crucial, but continuous learning is essential;

... change and development is constant in inclusive education and teachers need the skills to manage and respond to changing needs and demands throughout their career (p.17).

To conclude, the teacher's training must be continuous and permanent since the success of special education will depend on it. There is basic knowledge that teachers must obtain to be able to carry out activities and practices according to the proper guidelines, but an attitudinal and skills training inherent in the teaching process is also required, which will allow it to be efficient and effective, thus achieving compliance with the individual needs of each student.

### **2.3. HYPOTHESIS**

According to Anupama (2018), hypothesis is defined as it follows:

A hypothesis is a prediction, almost always a prediction about the relationship between variables. A hypothesis is a specific statement of prediction.

A hypothesis is a statement of the researcher's expectation or prediction about relationship among study variables. The researcher question identifies the study concepts and asks how the concepts might be related a hypothesis is the predicted answer. (p.78)

As can be seen, the main problem under investigation will determine the hypothesis to be tested throughout the different research activities. According to Anupama (2018), the hypothesis must be clear, precise, verifiable, and coherent according to the facts that have been detected in the formulation of the problem. For this reason, in the present investigation the following hypothesis was made:

The better knowledge the English teachers of circuit 06 of the Carthage Regional have about the regulations related to the teaching of children with special educational needs, the more able they will be to apply them into inclusive educational spaces.

### **2.3.1. Variables, definition**

Abiodun-Oyebanji (2017) proposes the following definition of variables:

A variable is a property that takes on different values as circumstances and situations change. A variable can be considered as an operationalized construct or a particular property in which the researcher is interested. Variable refers to a property whereby the members of a group being studied are different from each or one another. The primary focus of the operationalization process is the creation of variables and the subsequent development of a measurement instrument to assess those variables. Inadequate operationalizing of the dependent variable is a threat to external validity in experimental research. (p.44-45)

In this sense, given that the variables will depend on the context of the research, for this work the following variables are proposed, which, together with the health contingency that the country is going through, directly affect the results of the research:

- a) The Covid-19 pandemic has greatly affected presence-based attendance at school facilities; therefore, it represents a variable regarding to the period under study and investigation (first semester of 2021).
- b) The type of subject is also constituted as a variable, since the percentage of practical and theoretical components could affect the application or not of certain parameters related to teaching children with special educational needs.

- c) Type of teaching methodology, that is, if teachers apply a participatory teaching method involving the active participation of students or if, on the contrary, it is centered solely on the figure of the teacher.
- d) Availability of psychological assistance and special attention due to the health contingency of Covid-19.

## 2.4. HYPOTHESIS OPERATIONALIZATION

*Table 2 Hypothesis Operationalization*

<b>Hypothesis</b>	<b>Concepts</b>	<b>Variables</b>	<b>Indicators</b>
The more knowledge the English's teachers of circuit 06 of the Carthage Regional have about the regulations related to the teaching of children with special educational needs,	Knowledge English's teacher Regulations SEN	Knowledge	MEP workshop Booklet Attendance to the workshop
The better able they will be to apply them into inclusive educational spaces.	Inclusive Education spaces	Able Apply	Able to apply

**CHAPTER III**  
**METHODOLOGICAL FRAMEWORK**

### **3.1. TYPE OF RESEARCH**

#### **3.1.1. Purpose of the Research**

For this work, a descriptive investigation carried out, since an analysis is carried out regarding the reality associated with a verifiable fact. In this sense, Villero Castilla (2010) indicates the following:

According to Tamayo and Tamayo (2006), the type of descriptive research includes the description, registration, analysis and interpretation of the current nature and the composition or processes of the phenomena; the focus is on dominant conclusions or on how a person, group, thing works in the present; Descriptive research works on factual realities, fundamentally characterized by presenting us with a correct interpretation. (p.136)

Similarly, Bernal (2006) indicates that descriptive research is characterized by narrating a series of facts or situations regarding the object of the research, without proceeding to the presentation of explanations about their causes; instead, it is guided by the questions that the researcher elaborates based on the central problem and the hypotheses raised. As can be seen, for the specific case, descriptive research is the most suitable to give an answer to the central problem, which is positive or negative, depending on the results, without giving explanations of such situations, limiting then to carrying out a descriptive analysis of the facts and results. Villero Castilla (2010) also explains how a descriptive study is carried out in relation to the variables that affect the results and hypotheses:

According to Grande and Abascal (2005), statistical measures of central tendency or position, also of dispersion, are used to make a descriptive study. In the frequency distribution procedure for the analysis of quantitative variables, if the variable does not

take many different values, its frequency distribution can be discretized and calculated, each value with its frequency; If, on the contrary, as usual, it has numerous values, the values are distributed in classes and the frequency of each class is obtained (frequency, percentage, accumulated percentage, etc.).

Finally, it can be concluded that descriptive research is limited to exposing what is the state of the situation under study, associating itself with the central problem and the hypotheses raised. Therefore, the present research aims to detail each of the characteristics associated with the situation and the research techniques executed to test the hypothesis, so that the general and specific objectives of the researcher can be met.

### **3.1.2. Project´s Delimitation**

According to the considerations described in the previous section, cross-sectional studies are associated with descriptive research. Cherry (2019) indicates the following:

Cross-sectional studies are observational in nature and are known as descriptive research, not causal or relational, meaning that you can't use them to determine the cause of something, such as a disease. Researchers record the information that is present in a population, but they do not manipulate variables.

This type of research can be used to describe characteristics that exist in a community, but not to determine cause-and-effect relationships between different variables. This method is often used to make inferences about possible relationships or to gather preliminary data to support further research and experimentation (p.1).

As can be seen, cross-sectional studies do not analyze the causes or relations of the facts under investigation but are characterized by resorting to observation as the main method of obtaining results. In this sense, this type of research is carried out at a single

point in time and does not involve the manipulation of variables. Therefore, researchers are able to observe different characteristics at the same time, including those with more importance or incidence in the situation under study.

Cherry (2019) also states that the cross-sectional studies might be understood as:

(...) a snapshot of a particular group of people at a given point in time. Unlike longitudinal studies, which look at a group of people over an extended period, cross-sectional studies are used to describe what is happening at the present moment.

This type of research is frequently used to determine the prevailing characteristics in a population at a certain point in time. For example, a cross-sectional study might be used to determine if exposure to specific risk factors might correlate with particular outcomes (p.2).

The present investigation, then, is of a cross-sectional nature because it involves the analysis of a specific situation, regarding a clearly delimited and controlled population, within a time framework in which the manipulation of the variables that affect the results will not be carried out. It will focus on determining whether or not a certain group of teachers of the Cartago Regional Circuit 6 comply with the measures and regulations applicable to special education. The main objective will be to offer an overview of that particular group, without explaining the causes of such behavior.

### **3.1.3. The Scope of the Research**

The present research work has its scope the study of the English teachers of the Cartago Regional Circuit 06 during the first semester of the year 2021, so that it can be determined in a certain and determined environment, what is the degree of compliance

regarding the provisions related to the special educational needs of the educative population present there.

#### **3.1.4. Nature of the Research**

The nature of this research is quantitative in nature since it seeks to obtain and analyze quantitative data regarding a specific population and the variables that affected it.

Fernández & Pértegas (2002) indicate the following:

Quantitative research is one in which quantitative data is collected and analyzed on variables (...). Quantitative research tries to determine the strength of association or correlation between variables, the generalization and objectification of the results through a sample to make inference to a population from which every sample comes. After studying the association or correlation, it intends, in turn, to make a causal inference that explains why things happen or not in a certain way. (p.1).

Based on the premise, the purpose of this research is to be able to quantitatively determine the results of the hypothesis that has been raised as a result of the central problem. Therefore, it is a controlled and particularistic environment. Likewise, it may allow obtaining objective results, since it is determined whether the teachers object of the study population comply or not with the measures and regulations applicable to special education. The results obtained will be solid, confirmatory, inferential, and deductive based on previously established study parameters.

Similarly, Hernández, Fernández & Baptista (2014) list a series of characteristics that define research with a quantitative approach, which are applicable to the specific case:

“The researcher poses a delimited and specific study problem on the phenomenon, although it is evolving. Your research questions are about specific questions.”

“In the process, it is about having the greatest control to ensure that other possible explanations, different or “rivals” to the study proposal (hypothesis), are discarded and uncertainty is excluded, and error minimized. Therefore, experimentation or causality tests are relied upon.”

Quantitative research should be as “objective” as possible.<sup>4</sup> The phenomena that are observed or measured should not be affected by the researcher, who should avoid as much as possible that their fears, beliefs, desires and tendencies influence the results. study results or interfere with the processes and are not altered by the tendencies of other. (p. 5-6).

As can be seen, this type of research is based on analyzing the behavior of a certain and controlled group of teachers, on which the central problem raised in this work will be studied to objectively analyze the results obtained. Therefore, the researcher will only limit himself to observe what happens from the point of view of the hypothesis, without influencing, impacting, or affecting the sample in any way.

### **3.1.5 Character of the Research (exploratory and descriptive)**

This research will be exploratory in nature, since it implies knowing what the current situation of the problem is, and the statements or considerations of the object of the research. Thus, Morales (n.d.) defines exploratory research as follows:

“Exploratory research consists of providing a general reference to the topic, often unknown, present in the research to be carried out.”

“Among its purposes we can cite the possibility of formulating the research problem, to extract data and terms that allow us to generate the necessary

questions. Likewise, it provides the formulation of hypotheses on the topic to be explored, supporting descriptive research.”

It is distinguished from the other investigations by the flexibility in the applied methodology. Within its possibilities it tries to discover all the existing affirmations or proofs of the phenomenon under study. As a consequence, it involves some risk, patience and predisposition on the part of the researcher (p.1-2).

Exploratory research allows descriptive research to be carried out, since it offers a complete panorama of the situation without offering results or conclusions, allowing a descriptive analysis of what happens there to be carried out and thus extracting the relevant results and conclusions to provide an answer to the hypothesis raised. According to Morales (n.d.), the exploratory research has the following methodology: a) identification of the problem; b) determination of the hypothesis; c) establishing the foundations for further investigations.

## **3.2. SUBJECTS AND SOURCES OF INFORMATION**

### **3.2.1. Units of Analysis (subjects=English teachers)**

In this research, the English teachers of Circuit 06 of the Cartago Regional is taken as the unit of analysis. Currently, there is a deficit of literature, research or studies applied to the fulfillment of the provisions of special educational needs within the environment of English teachers, both in the country and internationally. That is why this group of professionals who teach English as a foreign language in Costa Rica will be taken as the unit of analysis, since this requires a series of requirements that are not present during the subjects taught in Spanish.

In the same way, it is of great importance to know what the level of compliance is, by English teachers regarding to the existing regulations regarding special educational needs in Costa Rica. In this regard, Stough (2003) comments the following:

What is notable about special education in Costa Rica is not only that it takes place in an economically adverse setting, but that this country has developed educational service models that serve to distribute the expertise of special educators. These models suggest how disability services might be delivered in other locations where the number of trained personnel is limited. In addition, Costa Rica has developed progressive and inclusive laws that affect the education and adult lives of individuals with disabilities. (p.7).

Additionally, given that the unit of analysis is studied during the first semester of 2021, the pandemic of the Covid-19 virus is taken into consideration, which generates a particular and unique scenario that had not existed in the past and that, therefore, will test the effectiveness of the special education models present and in force in the country.

### **3.2.2. Primary Sources of Data**

Before making an explanation regarding the sources of this research work, it is important to establish what is meant by “primary sources of information”. Regarding this, Rani (2012) indicates the following:

Primary Data: It is a term for data collected at source. This type of information is obtained directly from firsthand sources by means of surveys, observations and experimentation and not subjected to any processing or manipulation and also called primary data. Primary data means original data that has been collected

specially for the purpose in mind. It means someone collected the data from the original source firsthand.

Primary data has not been published yet and is more reliable, authentic, and objective. (p.1).

As a result, this research has as primary sources, interviews with teachers and members of the educational community, so that it can be known first-hand, what have been the measures adopted in Circuit 06 of the Cartago Regional, so that English teachers, especially, comply with the regulations and recommendations regarding special educational needs.

Finally, observation is vital to understand the symbiosis and relationship between teachers and students inside and outside the classroom, such as: how conflicts and requests are resolved, evaluation methodologies, class participation, questionnaires, questions, etc. Therefore, as information is collected directly from the original source, without being manipulated and / or influenced by the researcher, it is considered the primary source of research, on which other research activities and methodologies will be carried out.

### **3.2.3. Secondary Sources of Data**

Now, according to secondary sources of information, Silva, Araujo & Ribeiro (2018) indicate the following:

In simple terms, secondary data is every dataset not obtained by the author, or “the analysis of data gathered by someone else” (Boslaugh, 2007: IX) to be more specific. Secondary data may include data that has been previously gathered and

is under consideration to be reused for new questions, for which the data gathered was not originally intended (Vartanian, 2010).

For this research work, the following is taken as secondary sources of information:

- a) studies and research work carried out at the national and international level, so that it is possible to know what the evolution has been and acquire knowledge regarding the experience and results obtained by other researchers.
- b) national and international regulations regarding the application of provisions related to special educational needs;
- c) national statistics regarding the student population with special needs that warrant a special variation in the teaching methodology;
- d) The results obtained from the primary sources will be analyzed and, if applicable, will be deepened through other research methods that require a deepening of the information to achieve results and answer the hypothesis raised.

### **3.3. SAMPLING SELECTION**

#### **3.3.1. Population**

It is of great importance to know what the characteristics of the resident population of the Cartago Province of Costa Rica are, especially in relation to special needs. The Institute of Social Development of Costa Rica (2016) has issued a statement in this regard and indicates the following:

Information on the territory's population with disabilities is provided at the cantonal level. The following table summarizes information extracted from the National Institute of Statistics and Censuses 2011, for the cantons of Cartago-Oreamuno-El Guarco-La Unión, with the cantons of Cartago and La Unión showing the highest

percentage of the population with disabilities, which ranges between 8.5 and 9.9%, respectively. In the case of La Unión, it has the highest percentage of the population with disabilities. (p.17).

Thus, it can be seen that the INEC carried out a national census regarding the demographic concentration of people with some type of disability, with the Province of Cartago having one of the highest percentage values, as listed below:

Table 3 Cartago demographic concentration of people with some type of disability

Total Population	CARTAGO		EL GUARCO		OREAMUNO		LA UNION	
	Men	Women	Men	Women	Men	Women	Men	Women
With some type of disability	8.5	8.7	8.2	8.0	8.2	8.4	8.9	9.9

Source: INEC Censo Nacional de Población y VI de Vivienda 2011.

Being, then, one of the provinces with the highest rate of people with disabilities, the need to determine whether special educational needs are adequately addressed by English teachers inside and outside the classrooms increases, both in teaching per se and in the subject as well as how to interact with students and resolve their requests and needs.

### 3.3.2. The sample

The determination of a sample within any type of experimental and / or descriptive research is of great importance, since it will determine the results of the research activities and the verification of the hypothesis raised. In accordance with the Education Centre of The Hillington Hospital from the United Kingdom (2006), the sampling in research has the following characteristics and considerations:

In research terms a sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole.

To draw conclusions about populations from samples, we must use inferential statistics, to enable us to determine a population's characteristics by directly observing only a portion (or sample) of the population. We obtain a sample of the population for many reasons as it is usually not practical and almost never economical. (p.16).

In this sense, it is important that the sample is representative, so that results and conclusions are obtained that demonstrate a realistic impact with respect to the geographical area under study. For this reason, this research is focuses on the specific study of the English teachers of Circuit 06 of the Cartago Regional. This sample comprises to all teachers in this circuit (22) in other words 100%of the English teachers in the area and, therefore, will offer a generalized and reliable result regarding the conduct or behavior of the other educational circuits of the province.

### **3.3.3. Probability or Non-probability Research**

This research has a probability nature, since the mass or sample under study is representative of the Costa Rican population. Showkat & Parveen (2017) offer the following description in this regard:

In probability sampling, each sample has an equal probability of being chosen. It can say a probability sample is one in which each element of the population has a known non-zero probability of selection. This method of sampling gives the probability that a sample is representative of a population.

Some probability sampling methods are as follows: simple random sampling, stratified random sampling, systematic random sampling, cluster sampling and multi-stage systematic sampling. (p.2-3)

As can be seen, the English teachers of Circuit 06 of the Cartago Regional are in a geographical area where the index of people with special needs is high, although it maintains an important similarity with respect to other circuit. Therefore, the results obtained in this research, may be generalized and its conclusions may be replicated in other latitudes as opportunities for improvement and early diagnosis.

### **3.4. TECHNIQUES AND INSTRUMENTS TO COLLECT INFORMATION**

#### **3.4.1. Techniques (s) in Use for the Data Gathering**

##### **a. Surveys:**

The survey is one of the main research techniques for the primary obtaining of relevant information for the execution of the research object. In this sense, Isaac & Michael (1997) indicate that this type of methodology is used to:

(...) answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context (p.136).

For these reasons, this research uses the survey to find out the perception of the English teachers of Circuit 06 of the Cartago Regional regarding the consideration of the special educational needs of the students and, therefore, the applicable regulations and provisions on the matter.

In the same way, this technique is used to determine the level of knowledge of English teachers regarding the models and methodologies promoted at the national and international level to apply both outside and inside the classroom and thus serve students with needs. educational programs in an effective, efficient, and timely manner. This offers an overview that gives a forceful answer to the hypothesis raised.

**b. Interviews:**

Likewise, the interview technique used to obtain preliminary information regarding the state of the art applied to the specific case of Circuit 06 of the Cartago Regional. This will allow English teachers, and administrative staff of the educational unit to offer their considerations regarding the treatment of the special educational needs of children. Fox (2000) indicates the following in this regard:

The interview is an important data gathering technique involving verbal communication between the researcher and the subject. Interviews are commonly used in survey designs and in exploratory and descriptive studies. There is a range of approaches to interviewing, from completely unstructured in which the subject is allowed to talk freely about whatever they wish, to highly structured in which the subject responses are limited to answering direct questions.

The quality of the data collected in an interview will depend on both the interview design and on the skill of the interviewer. For example, a poorly designed interview may include leading questions or questions that are not understood by the subject. A poor interviewer may consciously or unconsciously influence the responses that the subject makes. In either circumstance, the research findings will be influenced detrimentally. (p.1).

Since there are two main types of interviews, for the specific case both are used, depending on who will act as the interviewee. That is, in the administrative staff of the educational unit, the unstructured interview technique is used, since it is necessary to obtain the greatest detail of their experiences as passive subjects or collaborators of the learning and learning process. teaching. For this reason, it is required that they have a relaxed atmosphere that invites them to freely explain their experiences, knowledge, information, and anecdotes. In this sense, Fox (2000) defines the unstructured interview as follows:

Unstructured or in-depth interviews (also sometimes referred to as qualitative interviews) are so called because they have very little structure at all. The interviewer approaches the interview with the aim of discussing a limited number of topics, sometimes as few as one or two, and frames successive questions according to the interviewee's previous response. Although only one or two topics are discussed, they are covered in great detail. (p.4).

In the case of English teachers, on the other hand, the semi-structured interview technique used, since the topics on which a statement is required by the interviewees are selected, but not closed questions that limit them to one answer. punctual. It is important to know the experience of English teachers in a freely way but considering that they must have a more precise level of knowledge regarding the provisions related to the special educational needs of their students, it is necessary to establish the grade with precision. compliance inside and outside the classroom. Fox (2000) supports the following definition of a semi-structured interview:

Semi-structured interviews are similar to structured interviews in that the topics or questions to be asked are planned in advance, but instead of using closed questions, semi-structured interviews are based on open-ended questions.

Semi-structured interviews are useful when collecting attitudinal information on a large scale, or when it is not possible to draw up a list of possible pre-codes because little is known about the subject area. However semi-structured interviews are much more time-consuming than structured interviews, because of the requirement to draw up coding frames and carry out content analysis on a large number of interviews. Responses can either be tape-recorded or written down by the interviewer. (p.3).

Finally, it can be concluded that the interviews offer a broad panorama of what is the current situation in Circuit 06 of the Cartago Regional District in terms of compliance with the provisions related to the attention of the special educational needs of students. English teachers. Likewise, said interviews must have the informed consent of each of the interviewees.

**c. Observation:**

Observation is another of the information gathering techniques in this research work. It is one of the primary sources of information and allow to obtain a first-hand notion of what is happening inside and outside the classroom with respect to the effective, efficient, and timely attention of the special educational needs of students by of the English teachers of Circuit 06 of the Cartago Regional. Kawulich (2012) establishes the following regarding the observation technique:

Observation is used in the social sciences as a method for collecting data about people, processes, and cultures. Observation, particularly participant observation,

has been the hallmark of much of the research conducted in anthropological and sociological studies and is a typical methodological approach of ethnography. It is also a tool used regularly to collect data by teacher researchers in their classrooms, by social workers in community settings, and by psychologists recording human behavior.

(...) Observations have proved to be useful to research beyond the field of anthropology and are used frequently in sociology, psychology, education, and other social science disciplines. (p. 1-2).

As can be seen, for the specific case it is not only important to resort to this type of technique, but also essential for the verification of the hypothesis raised. There are different types of research methodologies and for this research direct observation is used, since the interaction between the actors in the process will be observed, without the researcher interacting in it. In this regard, Ciesielska & Wolanik (2018) state the following:

This type of observation is particularly popular in organizational studies. By applying a direct non-participating observation, a research has opportunity to get closer to the field of research while retaining the position of an outsider or a guest (Kostera, 2007). This separation clearly defines researcher's identity and role but leaves plenty of possibilities to implement the role. Some researchers prefer to stay in the background and minimize the interference, allowing people to almost forget about them and let the organizational life to have its established rhythm, thus designing good conditions for standing aside and taking notes. Others prefer to act as a nosy but friendly cousin from abroad, a role that allows you to ask questions, even gathering narratives and gossips about a group or organization and facilitates access to otherwise silent knowledge. (p.44).

In the specific case, the researcher does not actively participate in the observation of the normal course of an English class in Circuit 06 of the Cartago Regional, since he does not wish to influence the development of a class under any circumstances. The main objective is to obtain a real and truthful notion of what normally happens, without there being any kind of disruption in this regard.

**d. Existing data research:**

Analyzing existing information on similar studies allow for an even better understanding of how the current study approach needs to be improved and refined. Technology has allowed instant access to national or international information and from any period, so the researcher will have knowledge regarding the evolution of the object of study and the current state of the art. Johnston (2014) maintains the following in this regard:

The use of existing data sets can accelerate the pace of research because some of the most time-consuming steps of a typical research project, such as measurement, development and data collection are eliminated (Dooling & Froelicher, 2009). In LIS research areas, such as information and technology that are constantly changing, utilizing existing data allows projects to be completed and findings to be produced much faster, and therefore the development and contribution of new knowledge occurs in a timely manner before they are considered dated by the field. Additionally, In the area of information policy, utilizing existing data can allow the researcher to answer important time-sensitive policy related questions quicker. (p.624).

The knowledge of the studies carried out in the past, allow to know what the adjustments of the present investigation should be, so that an important contribution to the matter can be made. Thus, they will also offer an input of information of great importance,

by understanding how the evolution of the application of different techniques of attention to special educational needs has been, from the perspective of teaching English as a foreign language.

**e. Applicable regulation research:**

It is of vital importance to know what the current trends are, of mandatory and non-mandatory compliance, for the staff of teachers of the educational units with respect to the special educational needs of students. These allow a complete notion of what the focus of the different research techniques and methodologies should be, such as interviews, surveys and direct observation. Only in this way is possible to obtain all the information necessary to obtain results and conclusions that give an answer to the hypothesis based on the central problem detected at the beginning of the investigation.

**3.4.2. Instrument(S) In Use for The Data Gathering**

The investigation and data collection techniques that were indicated in the previous point, must be executed through certain instruments or tools that can only guarantee the integrity of the information collected, but also leave a record or evidence of it, for later consultation and researcher analysis. In this sense, Sajjad Kabir (2016) points out the following:

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, etc. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that then translates to rich data analysis and allows the building of a convincing and credible answer to questions

that have been posed. Regardless of the field of study or preference for defining data (quantitative, qualitative), accurate data collection is essential to maintaining the integrity of research. Both the selection of appropriate data collection instruments (existing, modified, or newly developed) and clearly delineated instructions for their correct use reduce the likelihood of errors occurring (p.202).

Taking the foregoing into consideration, it can be affirmed that the preservation of the integrity of the information collected is essential for the success of the investigation, together with the structuring of a complete instrument that allows obtaining comprehensive information regarding what is sought to be obtained and / or checked. In this sense, in this work, the following research instruments will be designed along with their respective aims and purposes:

**a. Surveys:**

The surveys are structured through a digital form, through which the respondents (teachers and community member of the educational institution) can register their names and surnames, positions or functions they perform, areas, etc., in a way that a full traceability of their role within the school can be obtained. Likewise, the survey is structured with open and closed questions, with the intention of determining with accuracy, in the first place, if there is knowledge of what the provisions are, related to special educational needs that must be implemented and fulfilled within the institution. Second, to determine whether these provisions are effectively carried out by teachers and members of the board. To obtain an accurate answer, practical cases or situations will be designed, requiring an analysis by the respondents and an indication regarding what their specific reaction would be. This will allow the answers to correspond to reality and not be surveyed with the existing bias to give an appearance of compliance.

**b. Interviews:**

The interviews, likewise, are semi-structured, so that complete information can be obtained regarding the functions and tasks performed by teachers and directors in a setting where they must apply the provisions related to educational needs specials. For this reason, an informed consent authorization instrument is designed, through which the interviewee must indicate whether he/she authorizes the execution of an interview and its respective audiovisual record. Likewise, the corresponding video graphic record of each interview carried out is made, so that the integrity of the information provided by the interviewees can be guaranteed and, likewise, that it serves as a source for subsequent analysis. Finally, an interview record is designed, in which the most important aspect of the interview is transcribed, which is serve as an indication or relevant input for the investigation process.

**c. Observation:**

The process of observing the dynamics and interaction between students and teachers and / or school directors will be carried out through the instrument of "field notes" or record annotations of the findings/situations of interest evidenced within said process. Likewise, the recording instrument of the interviewer's observations are used, so that they can be transcribed in the aforementioned field notes, as an additional or complementary input to the physical annotations made in the field visit.

**d. Existing data research:**

The instrument designed to compile the studies carried out in previous years related to the application of the provisions of special educational needs, will deal with the indexing of said information, through the classification of authors, countries, research topics, results, and recommendations. This will allow to know what the academic and

research evolution in the matter and the advances has been evidenced in recent years. Likewise, said collection of information will be carried out under temporary parameters that will not exceed the last ten (10) years.

**e. Applicable regulation research:**

For the execution of this research methodology, a data indexing table will be made, indicating what type of regulation it is, whether it is national or international, mandatory or optional, year of expedition and regulation topic. This will make possible to know what teachers and directors of educational institutions are obliged to do and, in turn, to determine what the current trends are regarding compliance with and approach to the provisions of special educational needs.

**3.5. OPERATIONALIZATION OF VARIABLES:**

Within the research process, those variables that directly affect the results of the same must be taken into consideration. For this reason, it is important to define, for the specific case, which are the variables present in the research carried out regarding the compliance of Special Educational Needs within the English teachers of Circuit 06 of the Cartago Regional, these being the following:

**3.5.1. Specific Objective No.1**

**OBJECTIVE:** To determine whether the MEP trains English teachers to serve students with special education needs.

**VARIABLE 1.** Type of teaching methodology, that is, if teachers apply a participatory teaching method involving the active participation of students or if, on the contrary, it is centered solely on the figure of the teacher.

**VARIABLE 2.** The Covid-19 pandemic has greatly affected presence-based attendance at school facilities; therefore, it represents a variable regarding to the period under study and investigation (first semester of 2021).

**CONCEPTUAL DEFINITION:**

According to Villasis-Keever & Miranda-Novales (2016), the conceptual variables have the following definition:

Therefore, in any research project it is a fundamental requirement that each of the variables to be studied be defined and that two main aspects be considered: the conceptual definition and the operational definition. The first refers to how this variable is conceived; often this definition corresponds to the meaning closest to that described in a dictionary or textbook (p. 305).

As can be seen, in the same research topic there may be different definitions regarding the basic concepts that must be taken into consideration for the fulfillment and validation of the provisions related to special educational needs. For this reason, a thorough and judicious research process must be carried out regarding the concepts handled in the different sources of information. That is, when obtaining direct information, through interviews and surveys, from English teachers and other members of the educational community, one must inquire about what is understood, for example, of concepts such as: special education, special educational needs, inclusive education, integration, etc.

The same occurs in cases in which information is obtained from indirect sources, since it is important to understand whether the results and recommendations evidenced in previous studies and research work are in correspondence with the nationally and internationally accepted definitions in the matter. Finally, at the time of compiling and indexing the applicable regulations, the legal concepts used in said instruments must be

determined, since this will condition the type of obligation that falls on the teachers and directives of the schools.

**OPERATIONAL DEFINITION:**

Likewise, Villasis-Keever & Miranda-Novales (2016), define what is understood by operational variables, keeping in mind that it will allow to determine the exact effect or incidence that a variable might have within the results of an investigation and the validation of the raised hypothesis:

(...) the operational definition (also called operational or working) defines the way in which a given variable will actually be measured. To achieve this, the researcher must formulate it in terms of objectively observable facts, sufficiently clear and explicit to avoid ambiguities or different interpretations (p. 305).

In this sense, it can be seen that the operations variables allow a quantitative evaluation of the results obtained, taking into consideration clear and express objective aspects. For these reasons, in this research, different variables will be taken into consideration that, in one way or another, directly or indirectly affect the results obtained.

Due to the variable associated with the Covid-19 pandemic, it will be necessary to define what percentage or number of students attend presential and virtual classes, as well as the regularity in which these classes are held. This, with the intention of establishing the percentage present, per session, of students with special educational needs in the English classes of Circuit 06 of the Cartago Regional. Similarly, the percentage of the practical and theoretical components of English classes will be taken into consideration, since this will mean a different approach by teachers to meet the special educational needs of students effectively and efficiently.

The measurement of operational variables are the investigation and data collection instruments to be properly planned. Likewise, it will offer an understanding path for the analysis of results, evidence and findings, interpretation of results, preparation of

conclusions and recommendations for improvement. For this reason, it is constituted as an indispensable work within the process prior to the execution of the research activities themselves.

**INSTRUMENTAL DEFINITION:**

According to Brooks, Chrischilles, Scott & Chen-Hardee (2003), an instrumental variable is defined as it follows:

Instrumental variables (IVs) are used to control for confounding and measurement error in observational studies. They allow for the possibility of making causal inferences with observational data. Like propensity scores, IVs can adjust for both observed and unobserved confounding effects. Other methods of adjusting for confounding effects, which include stratification, matching and multiple regression methods, can only adjust for observed confounders. IVs have primarily been used in economics research but have recently begun to appear in epidemiological studies.

(...) Although IVs can control for confounding and measurement error in observational studies, they have some limitations. We must be careful when dealing with many confounders and if the correlation between the IV and the exposure variables is small. Both weak instruments and confounders produce large standard error which results in imprecise and biased results (p. 1-2).

For this reason, with regards to the variables that involve the analysis or consideration of subjective factors, they should be subject to their instrumentalization, in order to correct or understand the level or percentage of margin of error existing in the calculations and in the results obtained. It is imperative to be able to count on the determination of the approach of the two types of variables mentioned above, so that accurate and quantitative information can be obtained that allows the execution of an instrumentalization with respect to them.

### 3.5.2. Specific Objective No.2

**OBJECTIVE:** To examine whether primary school English teachers meet the technical management regulations established in the Law 7600

**VARIABLE:** The type of subject is also constituted as a variable, since the percentage of practical and theoretical components could affect the application or not of certain parameters related to teaching children with special educational needs.

**CONCEPTUAL DEFINITION:**

Regarding the analysis of the Law 7600, it will be imperative to determine what are definitions established in it, its background and furthermore dispositions that will affect the effective implementation or compliance of strategies and standards to fulfill the requirements of special educational needs, especially with regards to the different approaches of teachers at the moment of carrying out a lesson.

**OPERATIONAL DEFINITION:**

The number of English teachers will be taken into consideration, as well as the percentage of the theoretical and practical component with which the teaching methodology is characterized. This will make it possible to carry out an objective comparative exercise with what is stipulated in Law 7600 and, in this way, to understand from a specific point of view whether or not there is compliance with its provisions.

**INSTRUMENTAL DEFINITION:**

Since the variable mentioned above requires the analysis of objectives factors, its instrumentalization will be according to the obtained results, establishing the starting point that allows a comparative analysis adjusted to reality and the MEP considerations.

### **3.5.3. Specific Objective No.3**

**OBJECTIVE:** To identify resources and infrastructure in different schools that serve students with cognitive disabilities.

**VARIABLE:** Availability of psychological assistance and special attention due to the health contingency of Covid-19.

#### **CONCEPTUAL DEFINITION:**

It will be of vital importance to determine which are the physical spaces of the school that are in tune with the provisions of Law 7600, so that it can be concretely determined whether or not the parameters associated with meeting special educational needs are met. Likewise, it will be vitally important to take into consideration whether, due to the health contingency derived from Covid-19, there were virtual or face-to-face spaces for psychological care to meet these needs.

#### **OPERATIONAL DEFINITION:**

A study is carried out regarding the physical spaces of the school in which the opportunity is presented for them to effectively have the necessary considerations to comply with the provisions of special educational needs. The foregoing will serve to determine what is the percentage of effective compliance within the universe of existing possibilities.

#### **INSTRUMENTAL DEFINITION:**

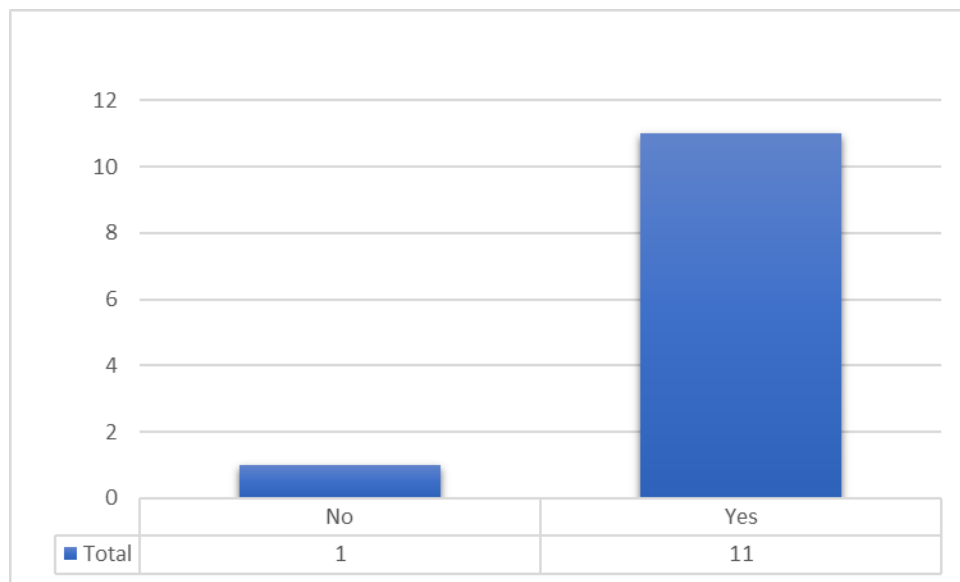
It is an objective and a variable that meet clearly objective criteria, so that the instrumentalization of the results will allow us to understand in a more concrete way what is the level of compliance of the educational authorities of the school and, in addition, to determine which are the existing failures that will allow to establish the opportunities for improvement and development.

**CHAPTER IV**  
**DATA ANALYSIS AND INTERPRETATION**

#### 4.1 RESULTS FROM THE ENGLISH TEACHER´ INSTRUMENT

As an instrument for collecting information, the survey was used, which was carried out on a teaching population of 12 people and consisted of 11 questions. the results obtained were the following:

Graph 1 Knowledge the term Disability by English Teacher

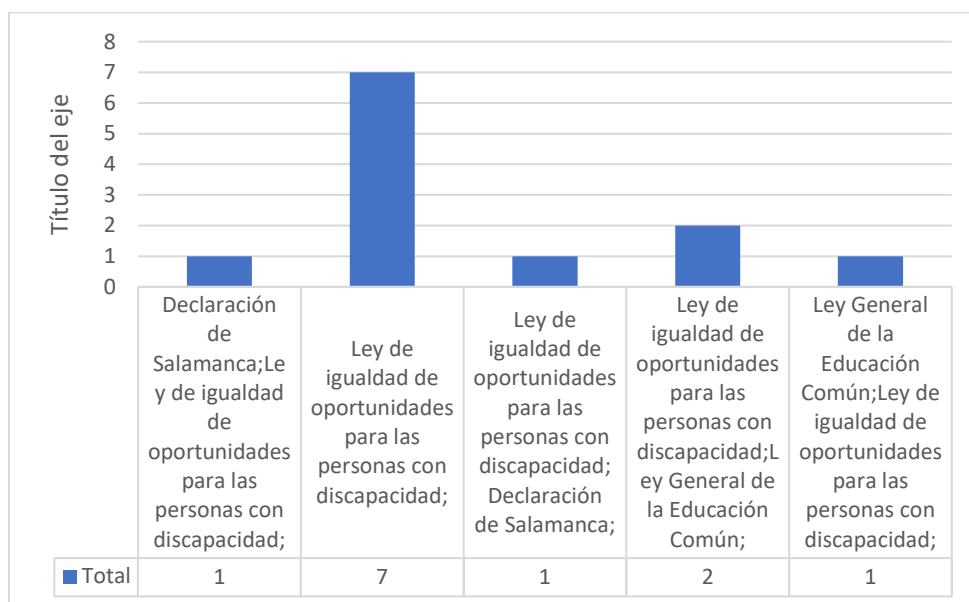


Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

#### **“Do you know the term "Disability"?”**

As it can be seen from the graph 92% of the interviewees say they know the term disability, in opposition there is an 8% who indicate that they do not know what their concept is.

Graph 2 Knowledge of some documents by English Teacher



Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

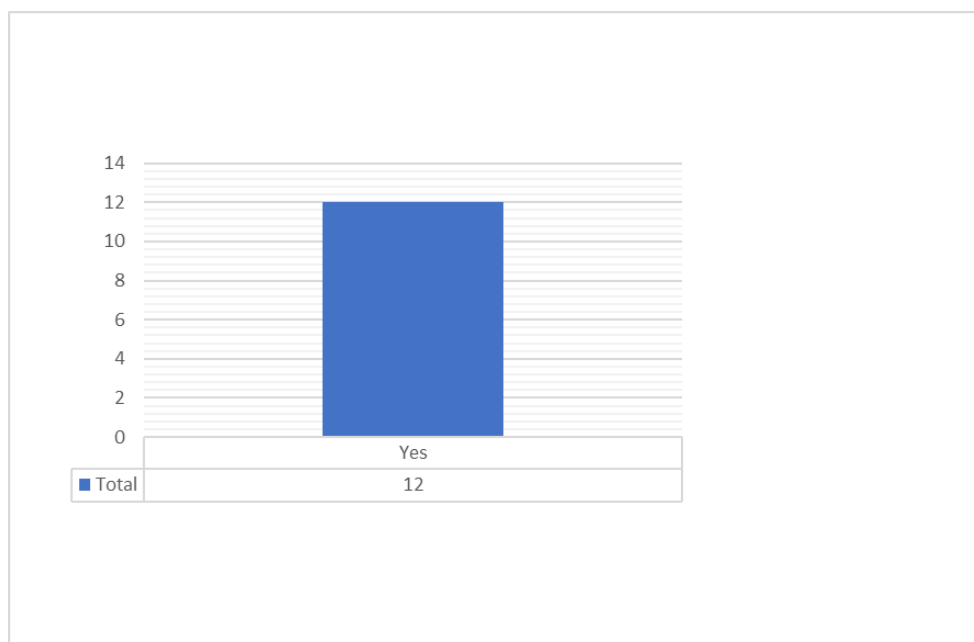
**“Do you know or have heard about any of the following documents? You can select more than one”:**

As can be seen, the 58% of interviewees stated that they know the Law of Equal Opportunities for People with Disabilities, which implies that they have knowledge about the social inclusion that is promoted by the state so that people with disabilities you will duly enjoy your rights, while eliminating any form of discrimination based on said disability. Likewise, it can also be affirmed that people state that they know the law, are aware of the active participation of society to guarantee respect for the rights of people with disabilities through the valuation of that human diversity, which is translate into development for the progress of the country.

On the contrary, it can be evidenced from the results obtained in the survey that few interviewees are aware of the General Law of common education and the Salamanca declaration. However, it is considered a positive result that the law that establishes

standards on equal opportunities and social inclusion of people with disabilities is better known by the teaching staff, since this implies knowledge regarding principles and values such as "independent life", "Universal accessibility", "intersect orality", "participation and social dialogue", etc.

Graph 3 Working with students with disability



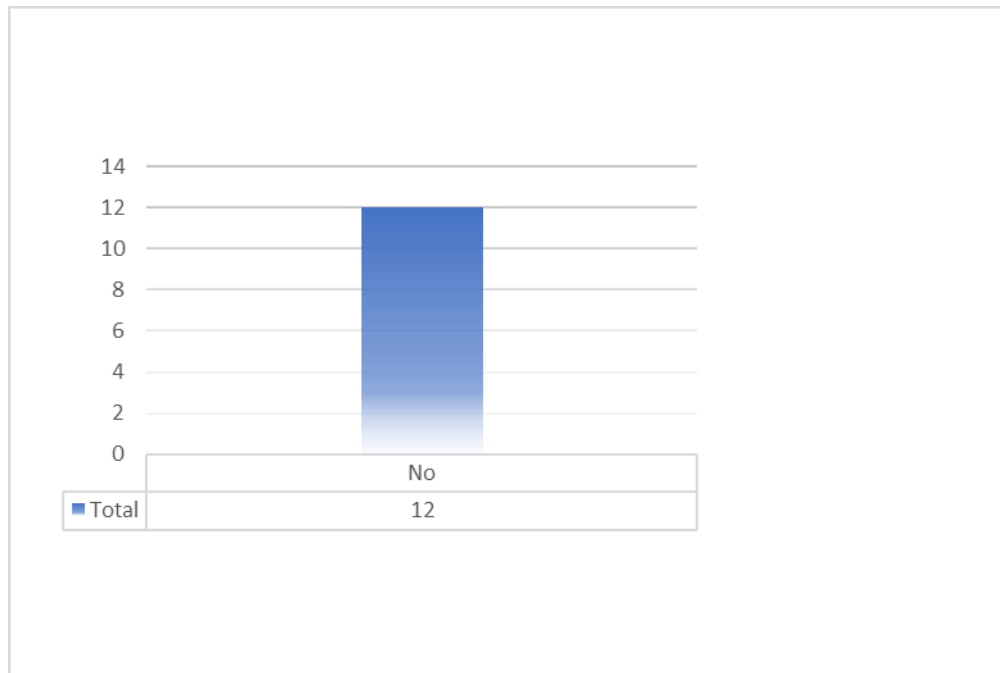
Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**“Have you been working with students with disability (physical/cognitive) in your English classes?”:**

Regarding the seventh question of the survey, it can be seen that 100% of the respondents work with students who have some type of physical or cognitive disability in the classroom. This answer, together with the fifth question of the questionnaire, would imply that most of the teachers know the applicable law for the treatment and inclusion of people with disabilities in the classroom. Likewise, the fact that 100% of teachers have had some type of experience with people with disabilities, unquestionably implies that they

have had to use or consider using some type of specific methodology for timely teaching to this type of population.

Graph 4 Knowledge any department from MEP that helps/empowers/instructs teachers on how to serve SSN

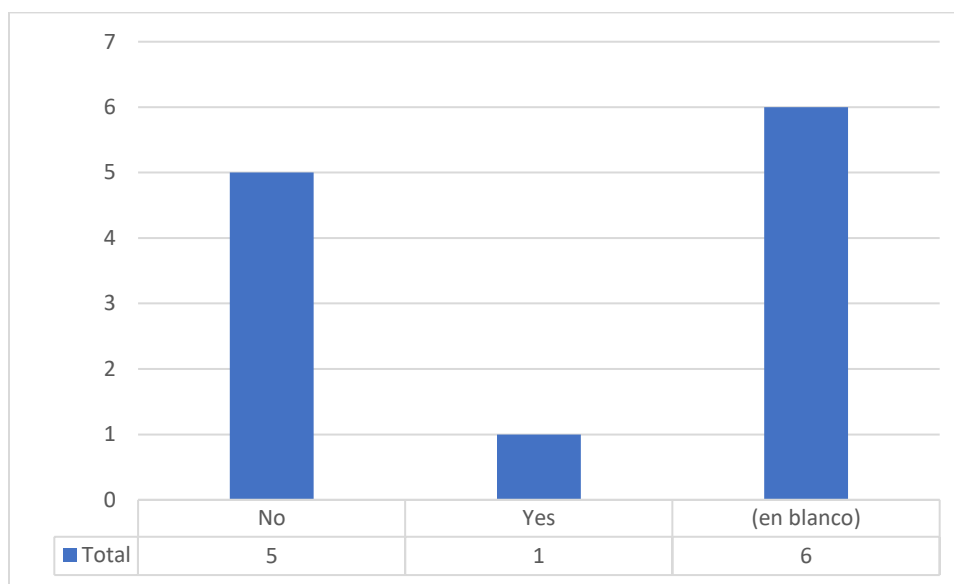


Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**“Do you know any department from MEP that helps/empowers/instructs teachers on how to serve this type of population”:**

In contrast to the answers given in questions 5 and 7 of the questionnaire, it is observed that 100% of the teachers interviewed are unaware of some type of department of the Ministry of Education that contributes to the training of teachers for the treatment and appropriate care of the disabled population. This would imply recognizing that although the applicable legislation on the matter is known and there is direct experience with students with disabilities, teachers do not receive the appropriate training and support from the State in order to guarantee the provision of the best educational service possible.

Graph 5 English Teacher receive courses to teach students with some type of disability

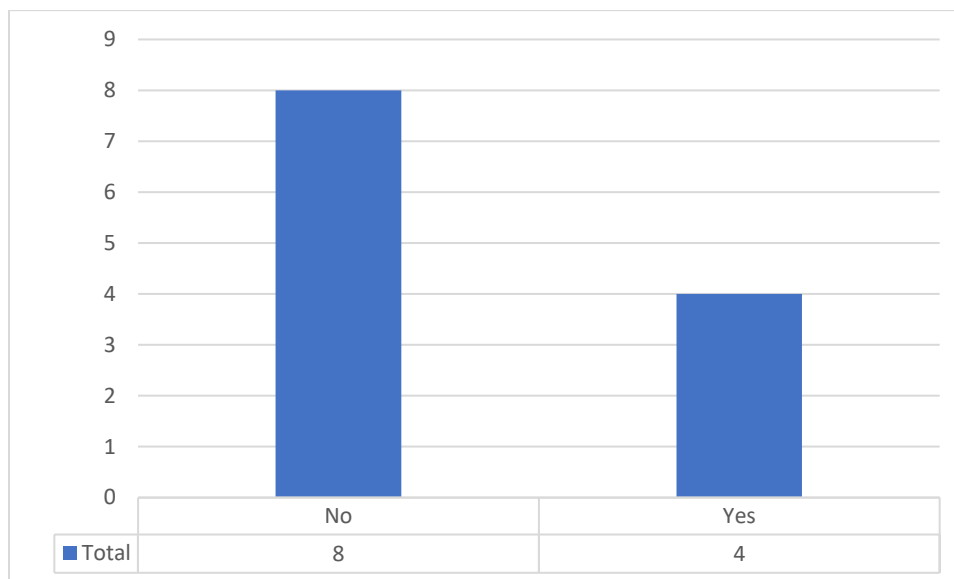


Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**“During your university education, for the process of teaching English, did you receive courses to teach students with some type of disability?”:**

The results obtained in the ninth interview and the questionnaire show that 50% of the teachers interviewed did not answer the question, however 41.6% answered that at the time of studying the university career they did not receive some type of special course to understand what the best pedagogical methodology or strategy is to teach, properly, students with some type of disability. 8.3% that if they had received some type of education or training in this sense. These results show how, from the university career, some kind of suspicion is generated when teaching or considering as part of the academic program, the teaching methodology regarding people with disabilities. This implies that there is a significant deficit in the training of teachers to be able to cover this type of English language teaching.

Graph 6 English Teacher receive some type of training to teach students with some type of disability

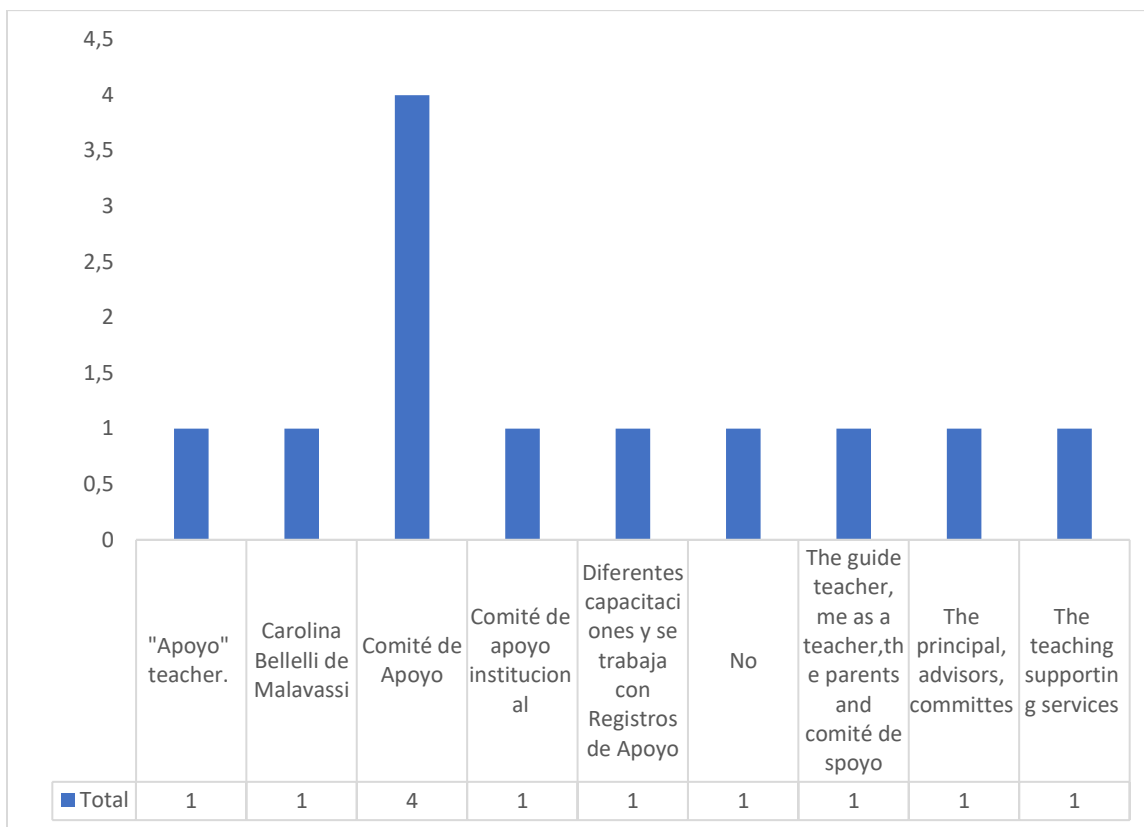


Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**“During your work experience, for the process of teaching English, did you receive some type of training to teach students with some type of disability?”:**

The results obtained in this item show that 66.6% of the teachers interviewed have not received at any time in their professional career, some type of training regarding the pedagogical methodology and strategy to teach English to a population with disabilities. For their part, 33.33% of those surveyed claims to have received some type of training in this regard. The previous results allow us to conclude that most of the teachers of the English language are not academically prepared to be able to teach students with some type of physical or cognitive disability.

Graph 7 who provides you with information, guidance, or support to address the educational process of students with Special Educational Needs



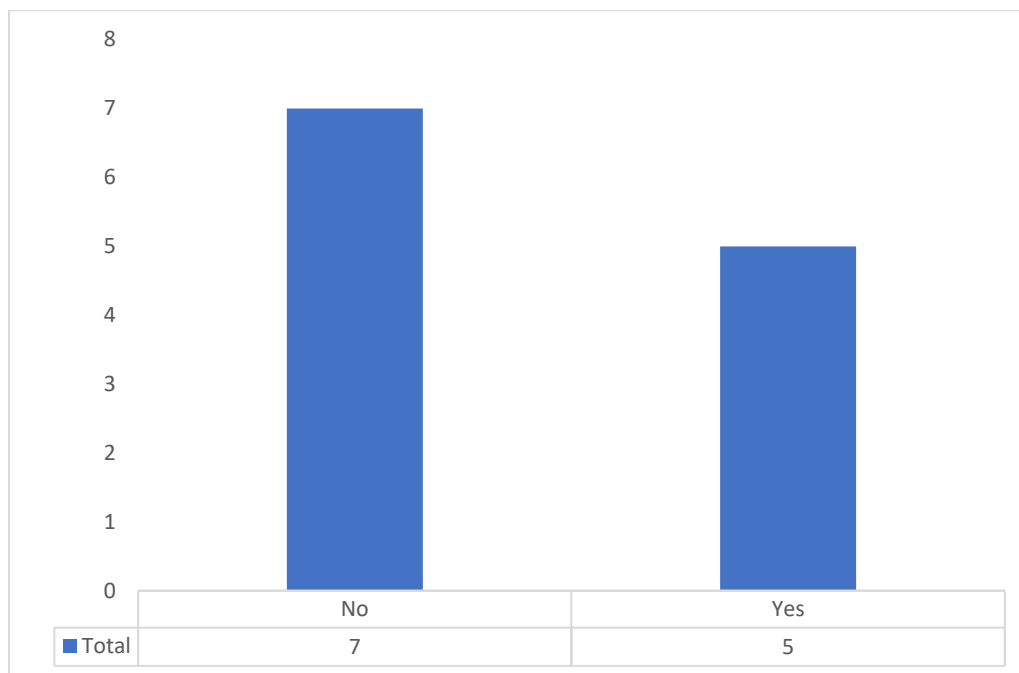
Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**“Within the institution for which you work, who provides you with information, guidance, or support to address the educational process of students with Special Educational Needs? Please specify”:**

33.33% of the teachers interviewed stated that they received some type of support or guidance regarding the treatment of students with some type of disability within the English language teaching process, by a so-called “support committee”. However, the other respondents expressed varied responses that do not allow establishing a common standard or parameter regarding the person or body in charge of carrying out this type of training and training. In other words, the answers given by teachers imply that there are

different people in different operational positions within educational institutions that generate this type of guidelines, without the majority of a pedagogical department in charge of accompanying teachers and instructing them on how to be the best educational approach for teaching students with physical or cognitive disabilities.

*Graph 8 The institution in which you work has infrastructure suitable to serve this type of population*



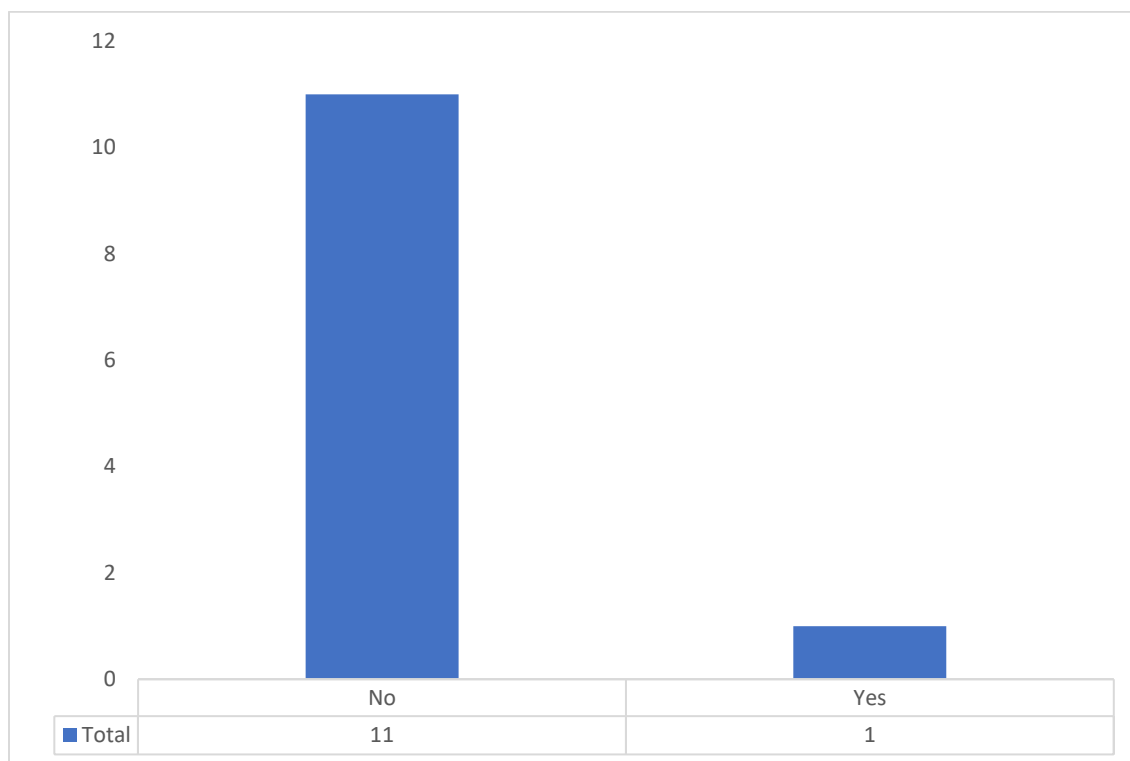
Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**“Does the institution in which you work has infrastructure suitable to serve this type of population?”:**

The results obtained show that 58.3% of the teachers surveyed state that within the educational institution for which there is now no adequate infrastructure for the student population with some type of physical disability. For their part, 41.6% stated that if there is any type of adequate infrastructure adaptation for this type of population. The foregoing shows that most of the educational centers are not equipped to serve the population with

physical disabilities. Therefore, in addition to the fact that teachers do not receive support from the Ministry of Education or from the internal committees of educational centers to carry out the best pedagogical strategy and better deal with the learning process of students with disabilities, shows that there is a significant and considerable deficit in meeting the specific needs of students with disabilities.

Graph 9 institution in which you work has any didactic and/or technological resources to serve the population with some type of disability in the teaching of English



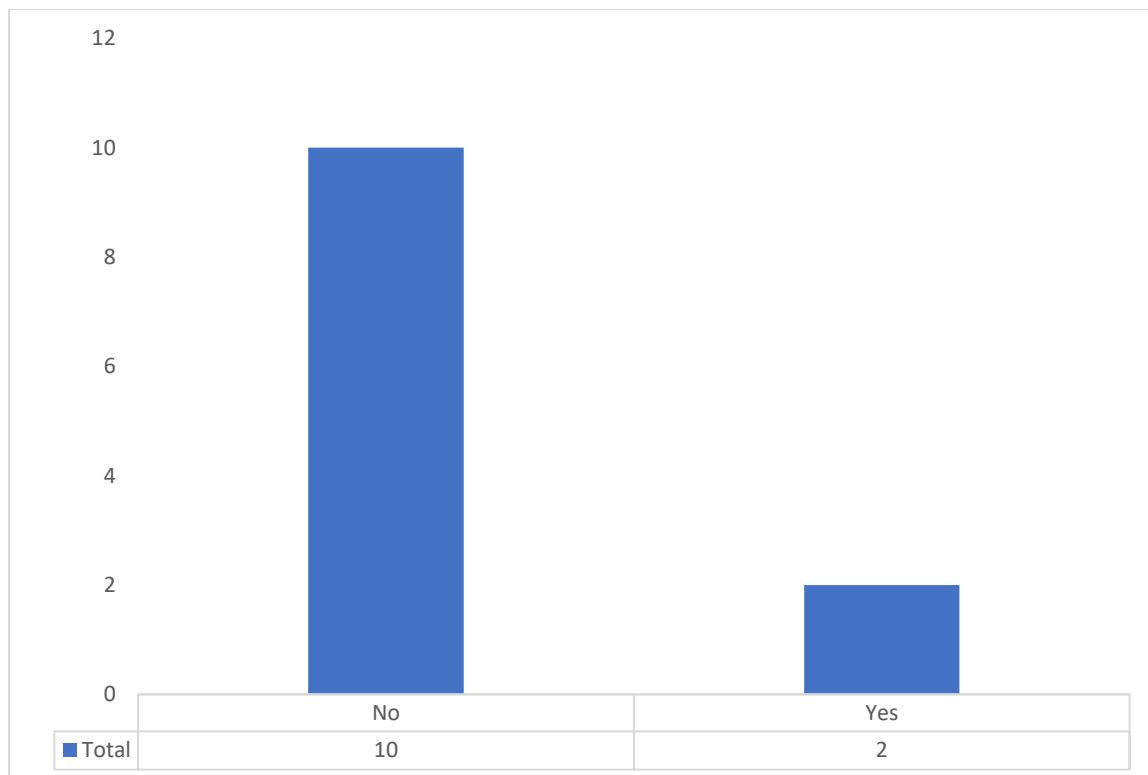
Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**Does the institution in which you work has any didactic and/or technological resources to serve the population with some type of disability in the teaching of English?**

From the results obtained in the twelfth question of the questionnaire, it can be established that 91.6% of the teachers interviewed state that within their educational

institutions there are no didactic technological resources aimed at serving the population with some type of disability. 8.3% stated that this type of resource did exist within their educational centers. The foregoing shows that the majority trend regarding the resources of an educational institution is not aimed at meeting the needs of the population with some type of cognitive or physical disability. Therefore, the results of this question, together with the results obtained in the seventh question, that is, in the majority trend that educational centers do not have appropriate infrastructure to meet the needs of the population with physical disabilities, show that Most of the educational centers are not prepared, from any type of field, to offer the best educational service regarding teaching to students with some type of disability.

Graph 10 the institution where you work have any educational supports to serve this type of population, specifically when it comes to English teaching

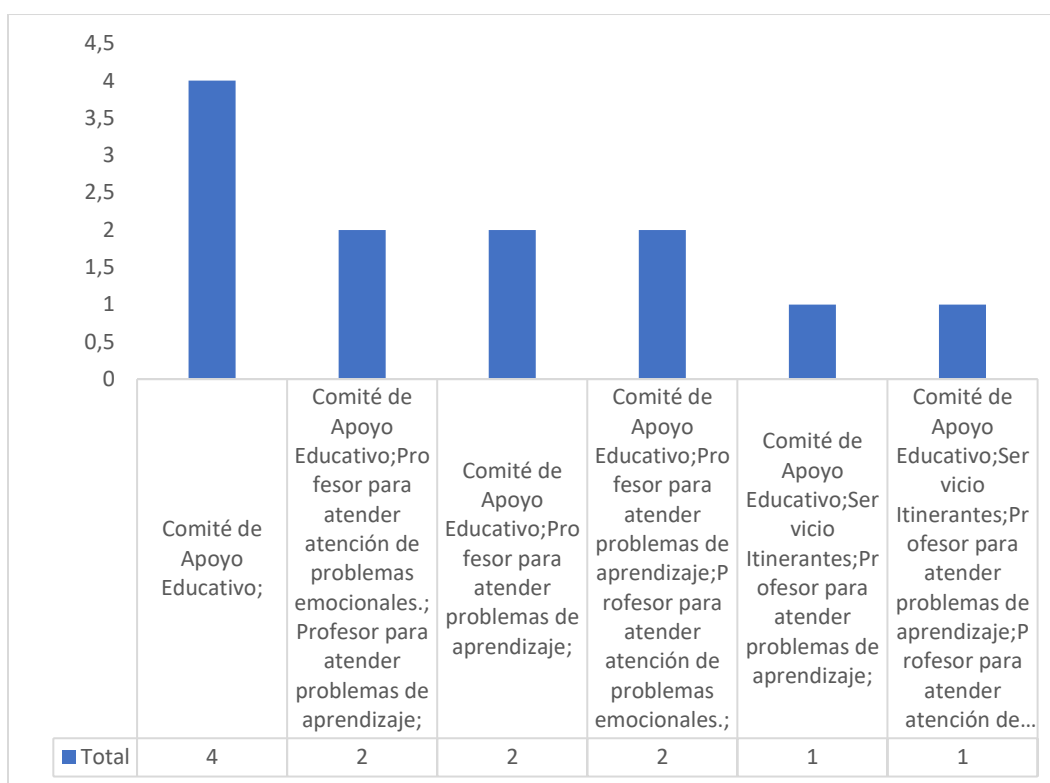


Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**“Does the institution where you work have any educational supports to serve this type of population, specifically when it comes to English teaching?”:**

Results obtained in the 13th question of the survey show that 83.3% of the teachers surveyed do not receive some type of educational support to adapt their teaching activities to appropriately serve students with some type of disability. 16.6%, for their part, answered affirmatively to this question. The foregoing strengthens the negative trend that teachers do not receive the necessary support to guarantee a teaching process appropriate to the needs of students with some type of physical or cognitive disability.

Graph 11 supports are present in the institution for which your work

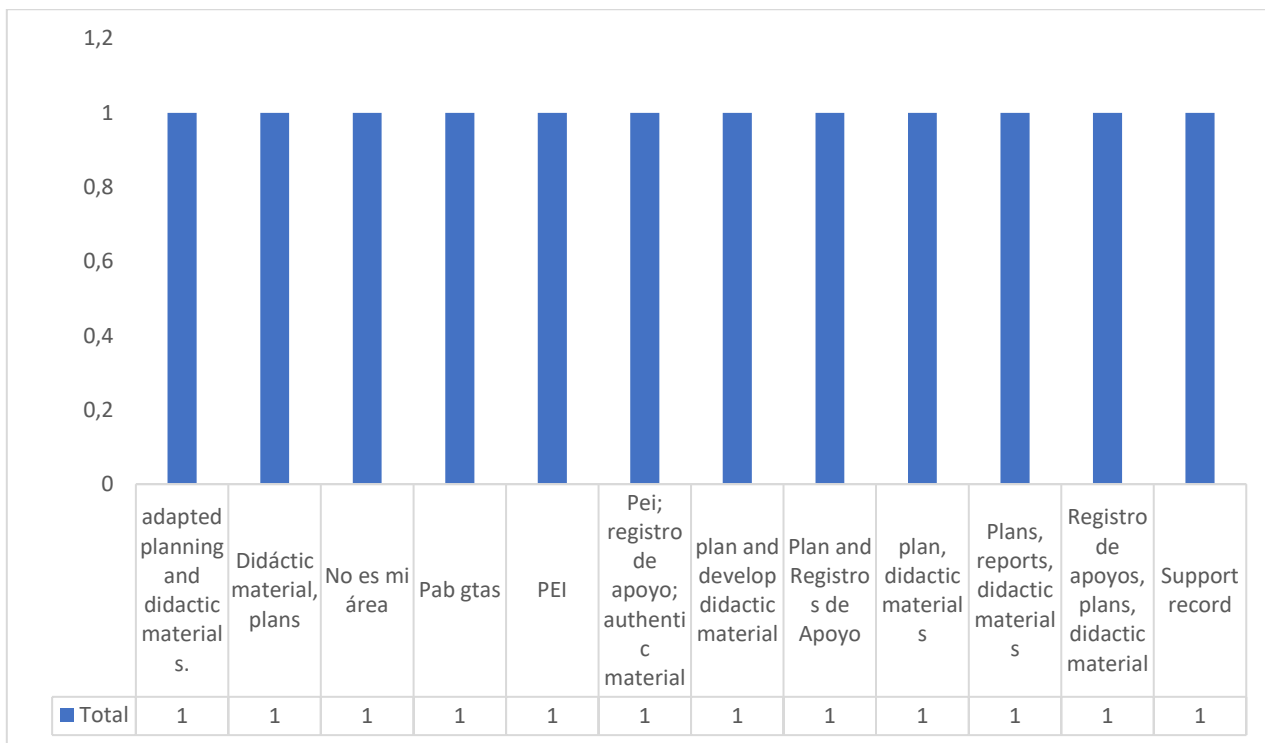


Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**Which of the following supports are present in the institution for which your work? You can select more than one”:**

Most of the responses regarding the 15th question of the questionnaire agree that the support comes from the Educational Support Committee. However, in this response it shows that despite the existence of this type of department within educational institutions, according to the answer to the previous questions, said department does not offer the required support regarding teaching to students with physical disabilities and cognitive. This also shows a deficit in the functional focus of this type of area within educational centers. Some of the most common responses by the teachers interviewed are about some teachers specialized in the care of emotional problems, itinerant services, or teachers specialized in the care of learning problems. In the same way as with regard to the Educational Support Committee, I know that the support of this type of people fails to accompany and train teachers in the process of teaching the English language to students with some type of disability.

Graph 12 supports are present in the institution for which your work



Source: Questionnaire applied to English Teacher, Circuit 06, Cartago, 2021

**“What resources you use to inform (plan, develop didactic material and other inputs) the educational population with Special Educational Needs?”:**

The answers obtained to the in the 16th question of the questionnaire show that there is no type of consensus or common factor in the responses of teachers from different educational institutions. The responses of the teachers surveyed involve supporting records, reports, teaching materials, authentic materials, etc. This shows that there is no type of national parameter or standard related to the treatment of students with special educational needs. The responses obtained month questions that show that despite the fact that most teachers know the applicable one in the matter, they do not receive state or institutional support regarding the best teaching practices aimed at students or the population against some type of physical disability or cognitive, thus generating a space of uncertainty regarding the methodology of teaching the English language.

**CHAPTER V**  
**CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 CONCLUSIONS

### a- Regarding to the problem formulation of this thesis

The formulation of the problem is answered in this work, since if English teachers know about the regulations related to the teaching of children with special educational needs, this knowledge will be reflected in the ability to apply them in the spaces where these students develop.

### b- Regarding to the General Objective:

To determine the management of students with special education needs by English teacher in Circuit 06, Cartago.

It is concluded that all the interviewees are aware of the applicable regulations regarding the teaching of people with disabilities; however, this does not translate into the methodologies and principles that must be applied within the classroom, as demonstrated in the consecutive questions of the questionnaire.

### c- Regarding to the First Specific Objective:

To determine whether the MEP trains English teachers to serve students with special education needs.

It is concluded that all the interviewees are unaware that there is an exclusive department in the Ministry of Education dedicated to offering guidelines regarding the process and methodology of teaching people with disabilities, which hinders the process of innovation and implementation of good practices in this matter.

### d- Regarding to the Second Specific Objective

To examine whether primary school English teachers meet the technical management regulations established in the Law 7600

It is evident that when a law is enacted and given the necessary disclosure it

reaches all parties involved.

The 58% of the interviewees say they know the law 7600, but despite knowing this law they do not know that there is a department in the MEP which can help them with materials to be able to comply with what the law indicates.

**e- Regarding to the Third Specific Objective**

To identify resources and infrastructure in different schools that serve students with cognitive disabilities.

It is concluded that, from the institutional point of view, the schools lack collegiate bodies dedicated to offering guides and accompaniment of teachers regarding how the teaching methodology for people with disabilities should be.

It is concluded that many school institutions lack the human and financial resources to be able to properly meet the needs of students with disabilities. According to the data, even though in the institutions they have a Comité de Apoyo Educativo, these do not have enough resources to attend to students with disabilities.

**f- Regarding to the Hypothesis**

Because of what has been said, this permits the researcher to approve the hypothesis proposed, because the better knowledge the English teachers of circuit 06 of the Cartago Regional have about the regulations related to the teaching of children with special educational needs, the more able they will be to apply them into inclusive educational spaces.

## 5.2 RECOMMENDATIONS

- a- An active participation of all entities involved in the educational process of the students is recommended. When working with students with special educational needs, the role of the director is imperative, therefore it is suggested to be in constant coordination with the existing committees in the institution as well as with the teachers who serve this population so that everyone knows and gets involved in the educational process of this population.
- b- The family is the key, a mayor key in the formation of the students, they must be the constant and tireless piece, they are recommended to continue supporting their children with values, norms, and structures of behavior, which will allow a greater adaptation to these students in society.
- c- It is considered convenient that private or state universities include in their academic mesh, one or more courses that guide future professionals in the management of students with some type of disability.
- d- English´s Teachers are the leaders in the classroom, the closest figure than the students, therefore they are recommended to continue training regardless of whether the MEP provides them with training. It is vital that English teachers are academically trained in practices related to special educational needs, because this will allow them to know which practices or approaches are most suitable for their students when they teach their subject.
- e- Teachers could use the "Toolbox" to find material for the support of their classes and why not if there is no material, they are suggested to create them and share them with other teachers, and thus turn a support network between English teachers working with students with educational needs.

- f-** Finally, I would recommend to the MEP that if there is the Department, CENAREC, make a greater promulgation of its existence, since in the surveys the ignorance of this department is evident.

## REFERENCIAS

- Bateman, D. & Bateman. C.F. (2014). *A Principal's Guide to Special Education*. Council for Exceptional Children. [Archivo PDF].  
<https://files.eric.ed.gov/fulltext/ED455624.pdf>
- Bronfenbrenner, U. (1979). *The ecology of human development: experiments in nature and design*. Cambridge, MA: Harvard University Press. [Archivo PDF].  
<https://khoerulanwarbk.files.wordpress.com/2015/08/urie-bronfenbrenner-the-ecology-of-human-developbokos-z1.pdf>
- Castillo, C., & Garro-Gil, N. (2014). *Inclusion and Integration on Special Education*. Procedia – Social and Behavioral Sciences. [Archivo PDF].  
[https://www.researchgate.net/publication/282536095\\_Inclusion\\_and\\_Integration\\_on\\_Special\\_Education](https://www.researchgate.net/publication/282536095_Inclusion_and_Integration_on_Special_Education)
- CENAREC (2012). *La educación especial en Costa Rica: antecedentes, evolución, nuevas tendencias y desafíos*. [Archivo PDF].  
[https://www.drea.co.cr/sites/default/files/Contenido/educacion\\_especial\\_en\\_costa\\_rica\\_cenarec.pdf](https://www.drea.co.cr/sites/default/files/Contenido/educacion_especial_en_costa_rica_cenarec.pdf)
- Centro Nacional De Recursos Para La Educación Inclusiva. (2012) *La Educación Especial en Costa Rica: antecedentes, evolución, nuevas tendencias y desafíos*. [Archivo PDF].  
[https://www.drea.co.cr/sites/default/files/Contenido/educacion\\_especial\\_en\\_costa\\_rica\\_cenarec.pdf](https://www.drea.co.cr/sites/default/files/Contenido/educacion_especial_en_costa_rica_cenarec.pdf)
- Christodoulidou, P. (2012). *Inclusion, Integration and Special Needs Education: Listen the Teachers' and Students' Voices Towards Inclusion*. University College London. [Archivo PDF].  
[https://www.researchgate.net/publication/318866541\\_INCLUSION\\_INTEGRATION\\_AND\\_SPECIAL\\_NEEDS\\_EDUCATION\\_LISTEN\\_THE\\_TEACHERS\\_AND\\_STUDENTS\\_VOICES\\_TOWARDS\\_INCLUSION](https://www.researchgate.net/publication/318866541_INCLUSION_INTEGRATION_AND_SPECIAL_NEEDS_EDUCATION_LISTEN_THE_TEACHERS_AND_STUDENTS_VOICES_TOWARDS_INCLUSION)
- Código de la Infancia. 1932.  
[http://www.pgrweb.go.cr/scii/Busqueda/Normativa/Normas/nrm\\_texto\\_completo.aspx?param2=NRTC&nValor1=1&nValor2=37743&strTipM=TC](http://www.pgrweb.go.cr/scii/Busqueda/Normativa/Normas/nrm_texto_completo.aspx?param2=NRTC&nValor1=1&nValor2=37743&strTipM=TC)
- Da Silva, P., Jardim, J. & De Sousa, M. (2021). *The Soft Skills of Special Education Teachers: Evidence from the Literature*. Education Sciences. [Archivo PDF].  
<https://www.mdpi.com/2227-7102/11/3/125>
- Declaración de Salamanca (1994). CONFERENCIA MUNDIAL SOBRE NECESIDADES EDUCATIVAS ESPECIALES: ACCESO Y CALIDAD. [Archivo PDF]. <https://www.uniovi.es/ONEO/wp-content/uploads/2017/09/Declaraci%C3%B3n-Salamanca.pdf>
- Deliyore M. (2018). Costa Rica, de la educación especial a la educación inclusiva. Una mirada histórica. *Revista Historia de la Educación Latinoamericana* 20(31).  
<https://www.redalyc.org/jatsRepo/869/86958798010/html/index.html#:~:text=En%20Costa%20Rica%2C%20propiamente%2C%20explica,ni%C3%B1os%20con%20retardo%20mental%2275>.

- Department For Education and Skills. (2001). Special Educational Needs: Code of Practice. [Archivo PDF].  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/273877/special\\_educational\\_needs\\_code\\_of\\_practice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/273877/special_educational_needs_code_of_practice.pdf)
- Domínguez, J., López, A., Pino, M., & Vázquez, E. (2015). *Integración o inclusión: el dilema educativo en la atención a la diversidad*. Revista Portuguesa de Educação. [Archivo PDF]. <https://www.redalyc.org/pdf/374/37443385003.pdf>
- European Agency for Development In Special Needs Education. (2012). *Teacher Education for Inclusion. Profile of Inclusive Teachers*. <https://www.european-agency.org/projects/te4i/profile-inclusive-teachers>
- Fernandez, P. & Pertegas, S. (2002). *Investigación cuantitativa y cualitativa*. Unidad de Epidemiología Clínica y Bioestadística. Complejo Hospitalario-Universitario Juan Canalejo. A Coruña, España.
- González-Gil, F., Martín-Pastor, E., Flores, N., Jenaro, C., Poy, R., & Gómez-Vela, M. (2013). *Teaching, Learning and inclusive education: the challenge of teachers' training for inclusion*. Procedia. *Social and Behavioral Sciences*.  
[https://www.researchgate.net/publication/273538150\\_Teaching\\_Learning\\_and\\_Inclusive\\_Education\\_The\\_Challenge\\_of\\_Teachers'\\_Training\\_for\\_Inclusion](https://www.researchgate.net/publication/273538150_Teaching_Learning_and_Inclusive_Education_The_Challenge_of_Teachers'_Training_for_Inclusion)
- Hornby, G. (2014). *From Inclusion and Special Education to Inclusive Especial Education*. University of Plymouth.  
[https://www.researchgate.net/publication/312724641\\_From\\_Inclusion\\_and\\_Special\\_Education\\_to\\_Inclusive\\_Special\\_Education](https://www.researchgate.net/publication/312724641_From_Inclusion_and_Special_Education_to_Inclusive_Special_Education)
- Knoblauch, B. (n.d.). *Rights and Responsibilities of Parents of Children with Disabilities*. <https://www.ericdigests.org/1999-1/rights.html>
- Ley 7600 de 1996. *Ley de igualdad de oportunidades para las personas con discapacidad*. 29 de mayo de 1996. D.O. No.102
- Ley General de la Educación Común del 11 de junio de 1886.  
[http://www.pgrweb.go.cr/scij/busqueda/normativa/normas/nrm\\_texto\\_completo.aspx?param1=NRA&nValor1=1&nValor2=35307&nValor3=85629&nValor4=0&nValor5=214840&nValor6=31/07/1918&strTipM=FA](http://www.pgrweb.go.cr/scij/busqueda/normativa/normas/nrm_texto_completo.aspx?param1=NRA&nValor1=1&nValor2=35307&nValor3=85629&nValor4=0&nValor5=214840&nValor6=31/07/1918&strTipM=FA)
- Logsdon, A. (2020). *The Important Role of Parents in Special Education*. *Revista Very Well Family. (Dotdash)*. <https://www.verywellfamily.com/parental-importance-special-education-2162701>
- Malbogot, L. (2017). *Special Educational Needs*. Cambridge Assessment. International Education. [Archivo PDF].  
<https://www.cambridgeinternational.org/images/271195-special-educational-needs.pdf>
- Ministerio de Educación Pública (2005) *ESTRUCTURA Y ORGANIZACIÓN TÉCNICO-ADMINISTRATIVA DE LA EDUCACIÓN ESPECIAL EN COSTA RICA* [Archivo PDF].  
<https://www.drea.co.cr/sites/default/files/Contenido/Estructura%20y%20organiz>

[aci%C3%B3n%20T%C3%A9cnico-administrativa%20de%20la%20Educaci%C3%B3n%20Especial%20en%20Costa%20Rica\\_0.pdf](#)

- Ministerio de Educación Pública (2012) *Gestión de la implementación del Plan de Educación Especial en Aulas Integradas y Centro de Enseñanza Especial*. [Archivo PDF]. [https://www.mep.go.cr/sites/default/files/educacion\\_especial.pdf](https://www.mep.go.cr/sites/default/files/educacion_especial.pdf)
- Ministerio de Educación Pública (2020) *Orientaciones para el apoyo del Sistema educativo a distancia*. [Archivo PDF]. [https://www.mep.go.cr/sites/default/files/orientaciones-proceso-educativo-distancia\\_0.pdf](https://www.mep.go.cr/sites/default/files/orientaciones-proceso-educativo-distancia_0.pdf)
- Molina A. (2019). *Propuesta de guía didáctica con estrategias pedagógicas para fortalecer las competencias de empleabilidad en los estudiantes con necesidades educativas especiales (NEE) del Colegio Técnico Profesional (CTP) San Agustín, Ciudad de los Niños de Cartago* [Tesis Maestría, TEC]. [https://repositoriotec.tec.ac.cr/bitstream/handle/2238/11182/propuesta\\_%E2%80%8Dguia\\_didactica\\_estrategias\\_pedagogicas.pdf?sequence=1&isAllowed=y](https://repositoriotec.tec.ac.cr/bitstream/handle/2238/11182/propuesta_%E2%80%8Dguia_didactica_estrategias_pedagogicas.pdf?sequence=1&isAllowed=y)
- Organización De Las Naciones Unidas (1977). *Administración Escolar*. París, Francia. [Archivo PDF]. <https://www.issn.org/wp-content/uploads/2017/02/Statuts-du-Centre-brut-v-ES.pdf>
- Organización Mundial para la Salud (2013). *El desarrollo del niño en la primera infancia y la discapacidad: Un documento de debate*. [Archivo PDF]. [http://apps.who.int/iris/bitstream/handle/10665/78590/9789243504063\\_spa.pdf;jsessionid=15E21A9D9BB535B86EEF5E5BF2516AE6?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/78590/9789243504063_spa.pdf;jsessionid=15E21A9D9BB535B86EEF5E5BF2516AE6?sequence=1)
- Ossa, C. (2014). *Integración escolar: ¿cambio para el alumno o cambio para la escuela?* [Archivo PDF]. [http://riberdis.cedd.net/bitstream/handle/11181/4382/Integracion\\_escolar\\_Cambio\\_para\\_el\\_alumno.pdf?sequence=1&rd=0031513021836030](http://riberdis.cedd.net/bitstream/handle/11181/4382/Integracion_escolar_Cambio_para_el_alumno.pdf?sequence=1&rd=0031513021836030)
- Presidencia de la República de Costa Rica (2019). *Mayoría de personas con discapacidad en Costa Rica son mujeres y viven en situación de pobreza*. Desarrollado por el Ministerio de Comunicación. <https://www.presidencia.go.cr/comunicados/2019/05/mayoria-de-personas-con-discapacidad-en-costa-rica-son-mujeres-y-viven-en-situacion-de-pobreza/>
- Quijano, Gr. (2008). *La inclusión: un reto para el sistema educativo costarricense*. *Revista Educación*, 32(1), 139-155. <https://revistas.ucr.ac.cr/index.php/educacion/article/download/528/561>
- Rodríguez Arroyo, J. (2014). *The school principal role in special education: one dichotomy, three contexts*. Tecnológico de Monterrey, México. <https://www.businessperspectives.org/journals/problems-and-perspectives-in-management/issue-365/the-school-principal-s-role-as-a-leader-in-teachers-professional-development-the-case-of-public-secondary-education-in-athens>

- Salend, S. J. (2011). *Creating Inclusive Classrooms: effective and reflective practices*. Boston, MA: Paerson. <https://www.pearson.com/us/higher-education/product/Salend-Creating-Inclusive-Classrooms-Effective-and-Reflective-Practices-7th-Edition/9780137030743.html>
- Seckington, L. (2020). *Integration and Inclusion: 6 Steps to Student Success*. Crisis Prevention Institute. <https://www.crisisprevention.com/Blog/Integration-and-Inclusion-in-Classrooms>
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. World Conference on Special Needs Education: Access and Quality. Salamanca, Spain, 7-10 June. [Archivo PDF]. <https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf>
- UNICEF. (2017). *Inclusive Education: Every child has the right to quality education and learning*. [https://www.unicef.org/eca/sites/unicef.org.eca/files/IE\\_summary\\_accessible\\_20917\\_brief.pdf](https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_20917_brief.pdf)
- Vega, V. (Director). (1970). *La mancha de grasa* [Película]. Podcast
- Villero Castilla, V. (2010). *Gestión de Auditoría para la Obtención de Evidencia e Indicadores de Gestión de Plantas Procesadoras Lácteas del Municipio de Valledupar*. Universidad Rafael Belloso Chacín.
- Vindas, O. (2012). *Gestión de la implementación del Plan de Educación Especial en Aulas Integradas y Centro de Enseñanza Especial*. [Archivo PDF]. MEP. [https://www.mep.go.cr/sites/default/files/educacion\\_especial.pdf](https://www.mep.go.cr/sites/default/files/educacion_especial.pdf)
- World Health Organization (2015). *WHO global disability action plan 2014-2021. Better health for all people with disability*. [Archivo PDF]. [http://apps.who.int/iris/bitstream/handle/10665/199544/9789241509619\\_eng.pdf?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/199544/9789241509619_eng.pdf?sequence=1)

# **ANNEXES**

**ANNEXE No.1****Data collection instrument**

This instrument is part of a study being conducted by a student from the English career of the Universidad Hispanoamericana, to opt out for the Licentiate Degree in English Teaching for I & II Cycles. It consists of 17 questions. It is confidential, and you have the right to refuse to collaborate or to withdraw at any time. However, your assistance is invaluable in helping to understand the management of students with special educational needs by English teachers, in relation to the inclusive educational spaces.

Thank you for your collaboration!

1. Do you belong to Circuit 06, of the Regional of Cartago?
  - a) Yes
  - b) No
  
2. Which school do you belong to?
  - a) Calle Mesén
  - b) Villas de Ayarco
  - c) San Francisco
  - d) Calle Naranjo
  - e) La Cima
  - f) San Vicente de Paúl
  - g) Yerbabuena
  - h) Moisés Coto Fernández
  - i) Ricardo André Strauss
  - j) U.P. San Diego
  - k) María Amelia Montealegre
  - l) Carolina Bellelli
  - m) Domingo Faustino Sarmiento
  - n) Barrio El Carmen
  - o) Santiago del Monte
  - p) Central de Tres Ríos
  - q) Quebrada del Fierro

3. Years of Service with the MEP
  - a) 1 to 5 years
  - b) 6 to 10 years
  - c) 11 to 15 years
  - d) 16 to 20 years
  - e) 21 to 25 years
  - f) 26 to 30 years
  - g) 31 or more
  
4. The school for which you work is qualified as:
  - a) Unidocente Menos de 30 estudiantes
  - b) Dirección 1 31-90 estudiantes
  - c) Dirección 2 91-200 estudiantes
  - d) Dirección 3 201-400 estudiantes
  - e) Dirección 4 401-800
  - f) Dirección 5 Más de 800 estudiantes
  
5. Do you know the term "Disability"?
  - a) Yes
  - b) No
  
6. Do you know or have heard about any of the following documents? You can select more than one.
  - a) Ley de igualdad de oportunidades para las personas con discapacidad
  - b) Ley General de la Educación Común
  - c) Declaración de Salamanca
  
7. Have you been working with students with disabilities (physical/cognitive) in your English classes?
  - a) Yes
  - b) No
  
8. Do you know any department from MEP that helps/empowers/instructs teachers on how to serve this type of population?
  - a) Yes
  - b) No

9. During your university education, for the process of teaching English, did you receive courses to teach students with some type of disability?

- a) Yes
- b) No

If yes, please indicate which:

---

---

---

10. During your work experience, for the process of teaching English, did you receive some type of training to teach students with some type of disability?

- a) Yes
- b) No

If yes, please indicate which:

---

---

---

11. Within the institution for which you work, who provides you with information, guidance, or support to address the educational process of students with Special Educational Needs?

Please specify:

---

---

---

12. Does the institution in which you work has infrastructure suitable to serve this type of population?

- a) Yes
- b) No

If yes, please indicate which:

---

---

---

13. Does the institution in which you work has any didactic and / or technological resources to serve the population with some type of disability in the teaching of English?

- a) Yes
- b) No

If yes, please indicate which:

---

---

---

14. Does The institution where you work have any educational supports to serve this type of population, specifically when it comes to English teaching?

- a) Si
- b) No

If yes, please indicate which:

---

---

---

15. Which of the following supports are present in the institution for which you work? You can select more than one.

- a) Comité de Apoyo Educativo
- b) Servicio Intinerantes
- c) Profesor para atender problemas de aprendizaje
- d) Profesor para atender atención de problemas emocionales.

16. What resources you use to inform, (plan, develop didactic material and other inputs) the educational population with Special Educational Needs.

---

---

---

17. In your experience, where do you think more modifications should be made to serve students with Special Educational Needs?

- a. Objectives
- b. Didactic material
- c. Evaluation