



“The perceptions of public teachers on the implementation of teaching strategies in current practices to strengthen their teaching process with a down syndrome child”

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Magister of Teaching English as a Foreign Language

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*“The perceptions of public teachers on the implementation of teaching strategies
in current practices to strengthen their teaching process with Down Syndrome children”*

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Abstract

This study aims to give an analysis of the appropriateness of a teaching guide (Toolbox) for Down Syndrome students through teachers' perceptions of their teaching practices. The Ministry of Education of Colombia has ordered the acquisition, implementation, and adaptation of inclusion policies to promote the integration of children with special education needs in regular schools even public or private. These laws have shown few effects considering that special children are not having difficulties in public schools depending on their disability and teachers' perception about teaching these children, is big a challenge without the necessary tools and spaces in public schools. Therefore, the intention of this study was to inquire about public teachers' perceptions on implementing a teaching strategies guide for regular and English teachers at public schools, to recognize and analyze its impact in their teaching process with a Down Syndrome student in a public institution in Cali, Colombia. This study reports that research carried out with 2 teachers from a private institute, 6 teachers from a public school and 2 English teachers from a public school, all of them in the city of Cali. Results signaled that teachers' perceptions on teaching a Down Syndrome child is a difficult process and this affects their teaching practices, student's learning, and inclusion process but the assumption of a training model like toolbox, seminars, and focus groups, guide a slow transformation of teachers' perceptions towards a better understanding and conception of teaching students with special education needs.

Key words: Down Syndrome, Special Education Needs, Teaching strategies, Inclusion Law, Toolbox, Teachers' perceptions.

DEDICATION

Firstly, I thank God for letting me achieve this important academic process for my personal and professional life because nothing would have been possible without his guidance and support.

To my lovely wife who supported me every day and night during the master's program and helped me with the design of the final product.

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And finally, I thank teachers from IE Carlos Holmes Trujillo, at Lisandro Franky branch who allowed me to apply my proposal to the student with Special Education Needs.

Carlos Andrés Vargas Orozco

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INTRODUCTION

This research takes place within the public school Institucion Educativa Oficial (IEO) Carlos Holmes Trujillo (IECHT) in Cali, Colombia with a ninth grader (9-2) who has Down syndrome. The purpose of this research is to analyze how some teaching and learning strategies can be used in class to work with students with special needs to improve their skills through teaching strategies based on written descriptions in regular classes throughout a toolbox.

The Colombian Constitution of 1991 affords special protection for children whose rights must be guaranteed in all circumstances and prevail over the rights of others. Article 44 of the Constitution stipulates those children must be protected against all forms of neglect, physical or moral violence, kidnapping, sexual abuse, labor, or economic exploitation, and forced labor. By way of Law 1098 of 2006, the Congress of Colombia approved the Children and Adolescents Code, through which the rights of minors are developed in the country. As for children with disabilities, in Article 36 of the Code, in addition to the rights contained in the Constitution and in international treaties and conventions, children and adolescents with disabilities are entitled to enjoy a full quality of life and it is established that the necessary conditions be provided by the state so that they can look after themselves and be included in society. In turn, the Code specifies certain obligations regarding health care, habilitation, rehabilitation, and education, among others

As an English teacher at the IECHT public school in Cali, Colombia, I have seen how students with special needs go to the regular class to study but teachers do not know what and how to teach this population. The IECHT students have accepted these children with Special Needs as important people who need to be taken care of and should feel confident inside and outside the classroom. Because of the lack of strategies, teachers give worksheets to these students to color and keep them concentrated without any particular purpose or goal to achieve in the class. These factors affect students' learning process because they are in a specific grade, but they do not achieve the competencies for that level.

As a result of that, this research is focused on constructing strategies for teaching children associated with Special Education Needs (SEN) at the public school IECHT, and analyzing how they can be implemented in different classes.

This implies that the teacher researcher uses a case-of-study methodology where he applies a variety of strategies and registers through class observation and pedagogical experiences, to recollect results to quantify and analyze how available the strategies are keeping in mind the disposition and kindness of the student and his family.

This research represents a challenge for English teachers at the school because it is an investigation that keeps in mind the social, ideological, and academic context of these children with SEN to help them in the process of learning any subject and the development of communicative and social competences which it allows them to get knowledge and wisdom to face real life problems independently.

1. RESEARCH PROBLEM

1.1. Justification

In Colombia, during the last decades, the national bets towards the implementation of inclusion programs, strengthening projects, and motivation towards a comprehensive and social school, have sought to increase the admission of students with Special Educational Needs (SEN) in regular classrooms and be accepted by the general population. These proposals intend to reduce social discrimination towards this population, which consists of the fact that most Colombians do not know how to accept their characteristics, how valuable they are, and how useful they can be in the community. In addition to being unique and valuable people as human beings. In such a way for the Nation it is unquestionable that the relation of the non-acceptance of SEN children is due to the low knowledge of the inclusion norm both by the schools and by the families themselves, where norms are proposed that benefit them and duties that must be fulfilled. It is assumed that SEN students should enter school, but it is not known what to do with them in the classroom as they are unaware of the individualization that is done with them. These government actions indicate that Colombia is aware of the implications at the development level of the lives of children as well as those of their families, a situation that has led the Ministry of National Education (MEN) to develop different activities that impact and manage to create awareness about this condition at the national level.

Regarding English teaching practice, several investigations and theories have focused on first language methodology among learners with special education needs. Specifically, with Down Syndrome (DS) learners (DSAWM 2010; Burgoyne et al. 2012) in which visual resources, repetition, and motivating activities are the most effective teaching strategies.

Currently, in the country, the sector and members of the educational communities are preparing to adequately care for children diagnosed with these syndromes, since as a public policy under decree 1421, they must be included in all educational levels and processes. at the school of your choice.

During the period 2008-2016, the enrollment of children and adolescents with disabilities increased by 72 percentage points, from 106,302 in 2008 to 183,203 in 2016.

The Secretary of Education of the Municipality of Santiago de Cali lists in the 2020 Educational Yearbook that a total of 124 children diagnosed with autism are enrolled, 60 children in the private sector, 52 in the public sector, and 12 cared for under the contracted modality, the information provided by the SIMAT.

Types of disabilities	Oficial	Hired	Private	Total
<i>Deep Deaf</i>	15	21	11	47
<i>Hyperacusis or Low Audition</i>	7	25	26	58
<i>Diagnosticated Low View</i>	145	61	82	288
<i>Blind People</i>	19	12	31	62
<i>Brain Paralysis</i>		9	11	20
<i>Injury Neuromuscular</i>		2	15	17
<i>Autism</i>	61	18	92	171
<i>Cognitive Disability</i>	980	712	597	2289
<i>Down Syndrome</i>	16	31	48	95
<i>Multiple Disability</i>	173	89	59	321
<i>Unknown</i>	25	45	16	86
General Data	1441	1025	988	3454

School Registration System (SIMAT) January 31st. 2022

Table 1: ¹School Registration for students with disabilities in Cali

Considering the data presented above, it is necessary to propose teaching strategies to improve the pedagogical practices of the high school teachers of the Carlos Holmes Trujillo Educational Institution (IECHT) Lisandro Franky headquarters, which serve as guidance to the teachers involved in working with the population with special educational needs, particularly Down Syndrome in their process of inclusion in the schooling stage.

As a teacher of the IECHT of the high school section, I have observed that there is an increase in the population of students with special needs who enter the regular classrooms of public institutions to start their educational process and have cognitive disabilities, visual disabilities, or physical disabilities. It is for this reason that the interest of this thesis is

¹ Translated to English by the author

focused on documenting the pedagogical strategies proposed by some authors for work at school with this population and thus benefits teachers with their pedagogical work with these students and turn, contributes to the process of including these children in regular schools. With this tool, it will also be possible to support the work of other teachers who are not trained in handling children with special educational needs and who are already included in their educational establishments. All the above leads to the research question of the thesis being the following:

“What are the perceptions of teachers of the Institución Educativa Carlos Holmes Trujillo (IECHT) about the implementation of strategies to teach a tenth grader with Down Syndrome?”

According to the problem I have mentioned I was wondering what kinds of strategies could be useful to teach him. Therefore, I set myself these objectives to find out and solve my question.

1.2. Objectives

1.2.1. General Objective

To analyze teachers' perceptions of the implementation and usefulness of the strategies to teach a tenth grader with Down Syndrome at IECHT.

1.2.2. Specific Objectives:

- To identify the teaching strategies used by teachers at IECHT to teach a child with Down Syndrome.
- To design a teaching strategy toolbox to teach a child with DS at IECHT.
- To train the teachers to use the toolbox when teaching the DS child.
- To describe the perceptions of some teachers about teaching strategies for DS children

2. THEORETICAL FRAMEWORK

This chapter initially presents broad concepts of what inclusive education is in Colombia and how public institutions are obliged to adopt this public policy, including the IEO in which this research was carried out. Following this, the concept of Special Educational Needs is analyzed, as to how these classify students with different disabilities. Afterward, it is analyzed what Down syndrome is and how it arises in children from its biological process to social development. Then, we move on to the school environment where the process of curricular adaptation is proposed to design methodological strategies that aim at the development of writing and oral skills in children with DS. And finally, it explains what a pedagogical practice is and how it is the fundamental unit analysis of this research.

2.1 Educational inclusion or inclusive education

The first document consulted deals with the dimensions that make up the teaching performance towards students with disabilities developed by Carmona, Mancero, Alcívar and Aguirre (2020). Based on what is stated in this research, the focus is on determining the teaching actions to work with students with intellectual disabilities (Down syndrome), and who fail to develop classes focused on the needs of students. By obtaining these data on the performance of teachers towards this student population, teaching strategies can be implemented and used and thus enable satisfactory pedagogical practices in the regular classroom, aimed at inclusion and acceptance, which are essential public policies and programs to favor the teaching process of children with Down syndrome. This, in turn, gives teachers a new vision regarding inclusive work with students and families to obtain significant progress that can improve the socio-emotional level of children. This document presents teaching attitudes and beliefs that are the gateway for the care of students with disabilities, where members of the educational community, teachers, peers, parents, and others are included as means for the achievement of the common goal, the inclusion of the child with Down syndrome.

In its beginnings, educational inclusion was addressed as the inclusion of children with special educational needs in regular classrooms, but it has evolved to achieve a change and search for educational scenarios that promote "education for all." Educational inclusion

respects and identifies the styles, learning rhythms, and diversity found in each of the educational classrooms, eliminating barriers, transforming education into a base that allows boys and girls to achieve socialization processes from their differences. “a school that not only accepts difference but learns from it” (Ainscow, 2001).

This is the denomination that has been assigned to the type of education where the fundamental purpose according to Echeita (2008) is to seek that students are included, regardless of the condition they have from the social, ethnic-racial, cultural point of view, which implies pedagogical and didactic practices that tend towards the establishment of flexible methodologies, which respond to their needs, which implies a recognition of their condition, at the same time some changes or adaptations are made in the curricular proposals of educational systems, so that, by doing so, access and permanence of those with a particular condition can be guaranteed.

A more specific definition of inclusive education is as follows:

Inclusive education is a process of strengthening the capacity of the education system to reach all learners; therefore, it can be understood as a key strategy to achieve the goal. As a general principle, it should guide all educational policies and practices since education is a basic human right and the foundation of a more just and egalitarian society. (UNESCO, 2009, p. 8)

According to Soto (2005), the creation of places for inclusion in the classroom requires teachers to implement specific teaching strategies and, in turn, be willing to generate the necessary changes. The inclusion of a child with a special educational need in the classroom is one of the challenges of current education, as it seeks to promote an educational model for all and to be aware that inclusion is a possible result for all people with needs, even for Children with Down syndrome.

Inclusive education is not simply a reform of special education and an inclusive school; it is not simply a school that educates some children with disabilities. Inclusive education means reducing all types of barriers to learning and developing mainstream schools capable of meeting the needs of all learners. It is, in truth, part of a broader movement for a more just society for all its citizens. (UNESCO, 2008, p.6).

Teacher education and training should be promoted to design and implement methodologies, which guarantees the attention of students with SEN in a competent and assertive manner when developing more inclusive pedagogical practices (Trejo and Llaven, 2014), hence therefore, developing this study at IECHT is relevant.

2.2 Special Educational Needs (SEN)

When we talk about special educational needs (SEN), teachers think of those that reflect what a student really needs, at least that is what is mentioned in informal conversations among teachers. However, the conceptualization is the result of a series of concepts where teachers were using other words to refer these children and this concept was changed by SEN (Parra, 2011; UNESCO, 2008; Fernández, 2003).

First and foremost, there is confusion about what is meant by special education needs, as noted by Norwich when he states, "... its definition and use are seriously problematic" (p. 100). The term is used in various ways, for example, to refer to inclusive schools or an inclusive society for students who have different learning conditions. Many sources (e.g., Department for Education and Employment, 1997) refer to advancing "inclusive education" as meaning increasing the numbers of Inclusive Education for Children with SEN in mainstream schools while maintaining special schools for those who need them. In contrast, other sources (e.g., Centre for Studies on Inclusive Education, 1989) use the term inclusion to describe a situation in which all children are educated in mainstream classes within mainstream schools with only temporary withdrawal from this situation envisaged.

Perhaps the most serious confusion is that caused by the conflation of social inclusion with inclusive education for children with SEN. The term social inclusion is typically used to refer to the goal of bringing about an inclusive society, one in which all individuals are valued and have important roles to play. Social inclusion in education refers to the inclusion in mainstream schools of children with a wide diversity of differences, difficulties and needs. This has a much broader focus than inclusive education for children with SEN but is often used by proponents of inclusion as if it meant the same.

In addition, many inclusionists speak of inclusion as a process for SEN students. This process involves whole school re-organization to develop inclusive schools. Implicit in this process, however, is the eventual goal of full inclusion. Therefore, since the word inclusion is used in so many ways, it is important, in order to avoid confusion, to be clear about what is meant by each specific use of the term. For example, while most people involved in education are in favor of inclusive schools that include most children with SEN, many have reservations about full inclusion that envisages all children with SEN being educated in mainstream classes.

2.3 Down Syndrome

According to the National Down Syndrome Society, the most common genetic disorder found in people is Down syndrome, also known as Trisomy 21. This disorder is caused because there is an extra copy of the chromosome 21, that is, individuals with DS have 47 chromosomes instead of the 46 presented in any human body. Within this condition, there are three different categories of Down syndrome (Ndss.org 2017a¹):

2.3.1 Trisomy 21

It is the most common case of Down syndrome (95% of cases). This results before or during the procreation in that the egg or the sperm cannot separate a pair of 21st chromosomes. Therefore, the extra chromosome is copied in every cell of the embryo.

2.3.2 Mosaicism

This type is the least common among Down syndrome people (only 1% of cases). It occurs when two types of cells are mixed in which there can be 46 chromosomes and 47 chromosomes in others.

2.3.3 Translocation

It is present in 4% of the cases. In this regard, the total number of chromosomes remains the same, that is, 46. Nevertheless, one extra copy, partial or total, of chromosome 21 is linked to chromosome 14.

This disability has some physical and cognitive characteristics common among DS people. It can be identified that they have a small and plain nose, slanted eyes, and their tongue is bigger than the oral cavity, among others. Moreover, another important characteristic is that the shape of their hands may pose difficulties when writing. Priosti et al. (2013, p. 279) highlight those DS individuals might encounter difficulties with their hands: “some authors mention small and thick hands, with short fingers and an arched little finger, which could cause some difficulties in manipulative activities”. These physical features might influence the learning process. For instance, Buckley (1993) acknowledges that they have some difficulties regarding intelligibility due to the physiognomy of their speech organs.

In relation to identity and group membership, DS children have been stereotyped, and some professionals have identified some of the misconceptions about people with down syndrome, as follows: “they are widely viewed as children who are not too bright but nevertheless happy and docile, who love music and are very affectionate, and who fit easily into family life” (Wishart 2001: p, 48).

Lázarus (1991) in his theory of cognitive appraisal, explains that individuals, faced with a new situation, follow two processes: a primary appraisal process in which they analyze the consequences that may arise from the situation, and a secondary appraisal process in which the person evaluates his capacity to face it.

When a teacher receives the news that a DS child is going to be enrolled in the classroom, student goes through moments of great confusion. The teacher is unaware of the implications that this fact will have in the daily life and like all human beings, student sets cognitive mechanisms that prepare him/her for this situation in motion. Student’s thoughts begin to flow quickly; student may have some previous experience equal or similar that guides him/her on what can happen and that is favorable or unfavorable depending on the success of said experience; student may know someone with Down syndrome who helps him/her getting an idea of what they are like or it may simply work with a set of assumptions or prejudices that trigger his anxiety or even his/her fear of the unknown and precisely, that is what the teachers of the Lisandro Franky branch of the IECHT have felt when we received in the 7th grade the student with Down Syndrome, a young kid with a noble and loving heart willing to learn but with fearful teachers but curious to know how to work with the student.

2.3.4 Common characteristics in the development of people with Down Syndrome

Considering the existence of common features typical of DS has some dangers. It can categorize children within a label that does not allow them to show their identity as persons, apart from the DS. It can also establish prejudices or stereotypes that are not always real and that determine the expectations of teachers, thus limiting the options they offer their students and justifying, based on the difficulties inherent to DS, the scarce performance of the student, thus reducing their learning possibilities.

Troncoso (1999), Chapman (2000), and Arranz (2002) show that there are common elements in the way of being or acting of the person with DS, who show up a specific learning profile with strong and soft aspects, always within a wide individual variation. Knowledge of this profile will allow us to adjust educational strategies to their needs, and thus increase the effectiveness of the teaching task. This is how it has been thought to individualize the work that this student that we have in the ICHET, to identify what is the profile that he has, recognizing his strengths and weaknesses that allow generating ties and links between student-teacher to be able to carry out a process of more effective teaching in the student's school trajectory.

The common characteristics do not guarantee us to hazard a forecast. Everyone evolves differently, and many contextual variables intervene. The teacher must maintain adjusted but positive expectations regarding the student with DS. If you prejudge the child's disability, you are not going to offer him the necessary conditions for him to experiment and learn and therefore he is not going to make it possible for him to develop all his capacity.

2.3.5 Brain Alterations in Trisomy 21

Mas (2014) in her paper "*El cerebro en el Síndrome de Down*", state that the genetic imbalance of Down syndrome acts on neurodevelopment through complex mechanisms and produces intellectual disability. During the first stage (prenatal development), human brain produces a big number of neurons that are arranged in the different brain regions. The extra

genes on chromosome 21 decreases the production of neurons. This is the reason why the brain is smaller in Down syndrome children, with more involvement in certain regions.

In a second stage (postnatal development), the brain continues its process of growing, especially in the first 2-3 years of life, at this stage, the connections of neurons begin, and it allows the establishment of circuits that connect different areas and support the different brain functions. In Down syndrome, neuronal maturation is also affected, the neurons are smaller and with less capacity to connect between each other. It is because of this that children with Down syndrome have fewer cortical neurons and each of them forms fewer synapses with the others.

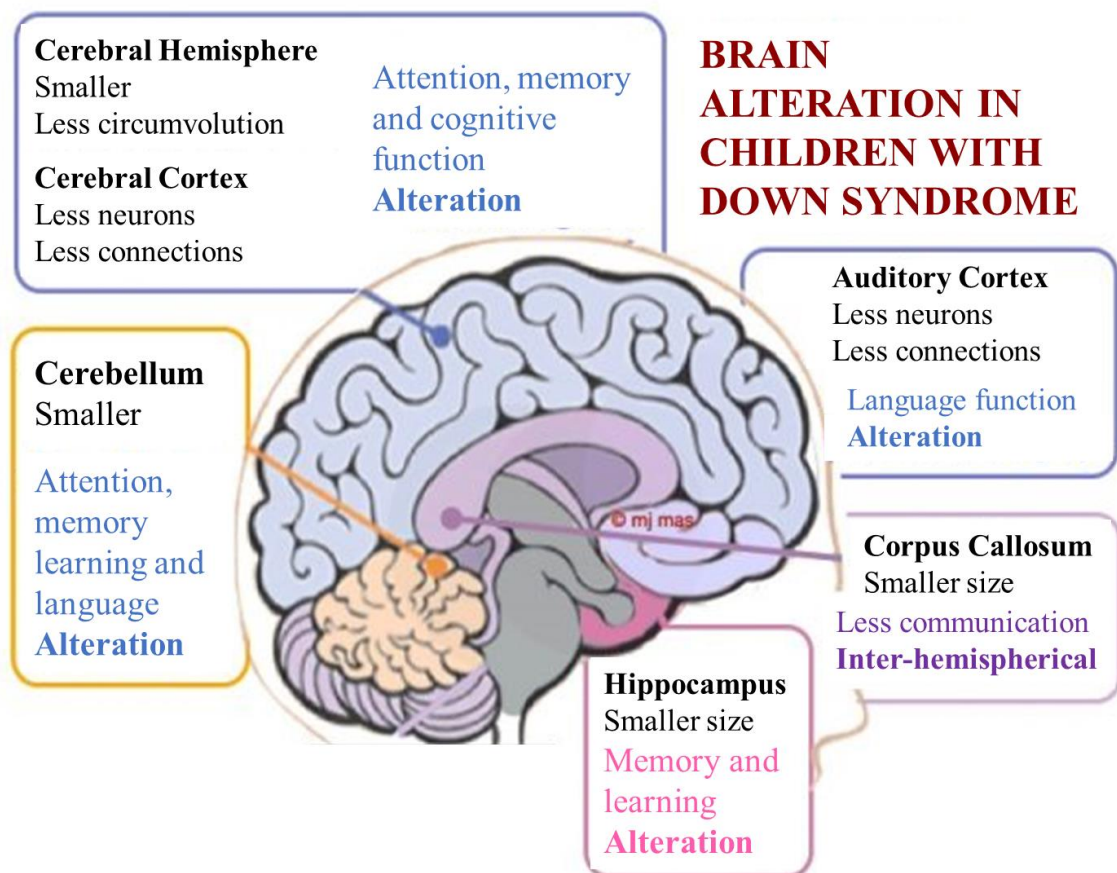


Figure N° 1: “Brain alterations in children with Down Syndrome”.
Author: María José Mas, Pediatrician and Neuropediatrician (2014).

According to Mas (2014), the first part of the brain, the hemispheres, and the cerebral cortex indicate that being smaller in children with DS directly affects cognitive

functions, attention, and memory. Thus, generating difficulties in their learning process from perception, attention, and memorization processes.

The second part, the auditory cortex, and the corpus callosum of the brain in these children have fewer neural connections, which is related to the low capacity for communicative exchange (language function) and the lack of expression and functional use of language with other subjects. This is where the need arises to establish parameters of imitation and visual aids for the process of adaptation and language learning in these children.

The third area refers to the size of the hippocampus, which is linked to the alteration of memory and learning, evidencing the little flexibility that the child has at a cognitive and behavioral level that is presented in everyday environments. With this, it is verified that there is a limited scheme of behaviors, limited learning, and few variable activities (Wing, 1996).

Finally, the cerebellum is found, which, due to its smaller size, shows that it affects part of attention, thus generating social and emotional interaction problems, limiting Self-regulation and self-control in the management of activities of daily living.

Considering the above, it can be concluded that the difficulties presented in children with Down syndrome are linked to the physical development of the brain, which shows significant differences in the social and communicative performance of the child in the classroom.

2.4 Curriculum Adaptation for Down Syndrome children

It is a set of decisions that are taken both at the school and class plan to respond to the specific needs of a student, as well as the adjustment of objectives and content so that the curriculum is adjusted to special need student's characteristics.

Adapting the curriculum implies prioritizing some objectives over others, eliminating some that cannot be addressed at that time due to their level of difficulty, and even including others corresponding to a previous stage. It also consists of defining some pedagogical strategies, specifying contents more adapted to the needs of the student, and making the evaluation criteria more flexible. These must be adjusted to what has been worked on, setting the point of reference in the child himself and not in his chronological age group, and

assessing whether his learning has progressed from a previous moment because of the educational intervention (Ruiz, 2012).

One of the main challenges for public teachers is the possibility of making curricular adaptations to individualized study plans for children with special needs. It is for this reason that in my research I designed a toolbox, which will guide teachers in the acquisition of teaching strategies (see page 14) for working with children with Down Syndrome proposed by Perpiñan (2018) and thus design and execute individual agreement plans, with reasonable adjustments precisely for them and in this way plan pedagogical practices that lead to a better inclusion of the child in the classroom.

2.5 Teaching Strategies to work with DS students

The methodological teaching and learning strategies are tools that contribute to obtaining results, they are tools that seek to turn teaching into different interactive actions, in support of the socio-didactic teaching experience. It is understood as the contribution of practical elements -pedagogical that are executed in the process of interaction between teachers and students to create meaningful teaching and learning environments in the educational field (Orozco, 2020).

From an objective view, it can be said that children with Down Syndrome are, for the most part, noble, innocent, and affectionate beings, this means that they understand more easily through love and understanding. Perpiñan (2018) proposes a series of teaching strategies to facilitate the teaching-learning process of a student with Down Syndrome in the classroom. It is a set of proposals ordered according to the different areas of development that can guide the complex task of the teacher. These proposals are defined in a general way, without considering a specific age or characteristics of a student with this special educational need. As teachers, we must be the ones who adapt the specific characteristics and needs of each of our students to these strategies.

These teaching strategies allow teachers to choose or try some of them and thus improve the quality of their educational response to the diversity of their students. The teacher must start from the specific learning profile of children with Down syndrome to be able to individualize the strategies to be used in the classroom.

According to Perpiñan (2018), the methodological strategies for working with children with Down Syndrome are defined based on the following development categories and subcategories that comprise it. It is necessary to specify that not all the strategies fit in all subjects, but teachers must make a check list according to their area's needs and select the most relevant strategies they can use to teach Down Syndrome students. Also, it is important to say that Down Syndrome children have different interests that could show different effects and reactions on the teaching strategies. Teachers must classify which strategies propose a better scenario for their academic purposes. The categories of the strategies are on next:

- a. How I learn (Cognitive functions: perception, attention, memory, and reasoning).
- b. How I express what I learn (Communication: verbal comprehension, verbal expression, and functional use).
- c. How I work with others (Social Interaction: Adult Dependence, Isolation, and Behavioral Problems).
- d. What can you teach me (Basic instrumental skills: literacy and mathematical logic)
- e. How I control myself (Emotional health: Self-regulation and Self-esteem).

Below is a table with all the teaching strategies proposed by Perpiñan, (2018):

TEACHING STRATEGIES		
AREA OF DEVELOPMENT	ELEMENTS	STRATEGIES
How do I learn? Cognitive functions	Perception	<ul style="list-style-type: none"> - Visual and manipulative support. - Multisensory presentation of stimuli. - Learning by observation or modeling.
	Attention	<ul style="list-style-type: none"> - Length of activities. - Periods of Resting. - Progressive increase in attention spans. - Ensure eye contact. - Eliminate distracting stimuli. - Workspace. - Sequenced presentation of stimuli. - Attention Care programs
		<ul style="list-style-type: none"> - Learning by practicing behaviors. - Messages. - Learning of oral texts.

	Memory	<ul style="list-style-type: none"> - Classifications. - Taglines, verbal schemes. - Rhythms. - Memory program.
	Reasoning	<ul style="list-style-type: none"> - Respect of time. - Ensure understanding. - From the manipulative to the conceptual. - Use of schemes. - Functional learning. - Generalization strategies. - Mediated learning
<p style="text-align: center;">How do I express what I learn?</p> <p style="text-align: center;">Communication</p>	Comprehension	<ul style="list-style-type: none"> - Visual supports. - Simplify messages. - Repetition of orders. - Ensure understanding. - Custom-made stories. - Explain the obvious.
	Expression	<ul style="list-style-type: none"> - Augmentative communication systems. - Gesture supports. - Complementary motor responses. - Vocabulary growth - Prolong the productions. - Explicit corrections.
	Functional use	<ul style="list-style-type: none"> - Creation of interactive routines. - Regulation of interaction guidelines. - Stimulate communicative functions. - Expand fields of interest.
<p style="text-align: center;">How do I work with others?</p> <p style="text-align: center;">Social Interaction</p>	Adult's dependency	<ul style="list-style-type: none"> - Define autonomy as a work objective. - Withdraw unnecessary help. - Plan moments of supervision. - Individual reinforcement activities.
	Isolation	<ul style="list-style-type: none"> - Explicit teaching of social skills. - Mediation between peers - Problem solving training - Climate of inclusion.
	Behavior problems	<ul style="list-style-type: none"> - Establish clear rules. - Guarantee firmness. - Ignore unwanted behavior. - Reinforce appropriate behaviors.
<p style="text-align: center;">What can you teach me?</p>	Literacy	<ul style="list-style-type: none"> - Global methods. - Early approach to reading skills. - Separate the learning of reading and writing. - Use of visual and manipulative supports. - Easy reading.
		<ul style="list-style-type: none"> - Use objects to manipulate. - Sequenced process.

Basic Instrumental Skills	Mathematical logic	- Work activities of daily life. - Strengthen numerical memory.
How do I control myself?	Emotion Self-regulation	- Emotional identification - Emotional self-control - Work on empathy
	Self esteem	- Ensure the affective bond. - Work on self-concept - Increase self-esteem
Emotional Health		

Table 3: Methodological Strategies for teaching children with Down Syndrome. Author: Sonsoles Perpiñan (2018)

When the teacher understands how a strategy influences the development of his students, he internalizes it more easily in his daily work, incorporating it transversally in the different activities of the classroom in an unconscious way without the need to discriminate that a child with Down Syndrome has Classroom. That is why this study aims to analyze from the different areas of knowledge including English, the implementation of some of these specific teaching strategies (teachers select a list of strategies according to their teaching subject) for teaching children with DS to create a tool that IECHT teachers can use as a guide in case of having a student in their classrooms with this special educational need.

2.6. Learning Approaches and Methodologies to teach English to DS students.

English teachers are qualified to teach English through different strategies depending on students who are in the classroom. Down syndrome students are not the same regular students that a teacher has in class. It is because of that teachers must be aware of which are the most beneficial and less useful strategies for these students. Horstmeier (2004) in her paper “*Teaching to people with Down syndrome and other hands-on learners: Basic survival skills*” describes the diverse methods through which Down Syndrome students might accomplish the contents in English and some that should be avoided. It is because of that some approaches and methodologies are proposed to teach English using the teaching strategies for down syndrome children.

2.6.1 Communicative Approach

Giving an exact definition about communicative approach is complex, but regarding the purpose of this project, the principle of the communicative approach that contributes to the development of DS students in class, is interaction. DS students are persuaded to participate into teamwork and cooperative learning to improve communication and not to lose the contextual setting of the content.

2.6.2 Grammar Translation Method

According to Richards & Rogers (2014, p.6), Grammar Translation lays its foundations in several characteristics. It is one of the first methods refers to language teaching and has been criticized through time because its implementation for a long period of time students felt overwhelmed because of the amount of memorization that this method implied. but due to the DS students' low level of English and their physical difficulties in producing the language orally, this principle of repetition fits perfectly in the process of teaching DS students and they will be to get the correct meaning of the word.

2.6.3 Habit Formation Theory

Based on Ur (2012) in his paper "*A Course in English Language Teaching*", this language theory assumes that language is learnt utterly. Beside with the theory, language is considered as a set of habits that students must memorize and use to be able to produce it accurately. Therefore, children will produce a mechanical output. The main teaching strategy is repetition and drilling; therefore, a habit is created by the repetitive production of words (language). This theory is considered in the present project, as it lays its foundations on repetition, a strategy that benefits DS students when learning a language (DSAWM 2010).

2.7 Pedagogical Practice

The daily activity that teachers develop in classrooms, laboratories, or other spaces, guided by a curriculum and whose purpose is the training of our students is pedagogical practice. This entity has several components that need to be identified: the teachers, the curriculum, the students, and the training process (Díaz, 2004). What the teacher does is

evidenced in the pedagogical practices that allow for creating a dynamic and timely learning space when there are sufficient resources for it or the specific strategies to be able to carry them out are the starting point for the study and analysis of the teaching experience.

Chevallard (2009) defines the pedagogical practice as the ability of the teacher to transform their scientific knowledge into common knowledge that can be taught. The teacher "depersonalizes" his knowledge and in this way, his students manage to access said knowledge and appropriate it.

Zaccagnini (2008) in turn states that pedagogical practices are "producers of subjects" (students) "from other subjects" (teachers). In the mediation of the teacher with his student, a relationship is established in which "complex educational situations" arise that require and need a pedagogy.

Finally, a sample of pedagogical practices from IECHT teachers will be made and the information obtained from each of the participating teachers will be collected to strengthen the toolbox that will allow the teaching work to be guided in a more orderly manner within the classroom when it has students with DS in their classroom. That is, to transform the teaching strategies that have been implemented so far without having a projection or clarity in the results. Once the teacher identifies the tools that give satisfactory results from their area, they can then make the adaptations and accommodations pertinent to each subject to use the information collected in a toolbox.

3. RESEARCH METHODS

This section presents the methodological elements that allowed the realization of the investigation, for which the type, method, stages are described. Also, it offers an overview of the type of research and how it is carried out among other issues such as the stages of the study and the participant who takes part in the investigation.

3.1 Socio-Academic Context

The current research was worked with a group of teachers and the mother of the student with DS of the Institucion Educativa Carlos Holmes Trujillo, Lisandro Franky branch, located in Antonio Nariño neighborhood, in Cali, Colombia. The main branch is in Republica de Israel neighborhood.

Based on the information provided in the Institutional Educative Project (IEP), the school was created 1989 because of families' need of educating their children near their houses in the same neighborhood. This is a public coeducational school that offers 5 levels of education: Preschool, Primary, Secondary, High School and Night School in four different branches (Lisandro Franky, Policarpa Salavarrieta, Cristo Maestro and Central). It has an emphasis in business administration management with a coterminal at the SENA (Sistema Nacional De Aprendizaje - Institution that offers technical degrees). It is opened for all people without exceptions including foreigners.

It has agreements with regional institutions to cooperate with the practice of learners of business project and with Carvajal Foundation for flexible methodology program for primary school and acceleration learning program for children with special needs called "Compass".

In 2022, IECHT had 2846 students divided in its four branches and 104 teachers from different subjects. The school does not have any native teacher for teaching foreign languages but 72% of teachers have a post graduate degree. Thus, it promotes high quality education for its learners to improve the educative program of the government.

That is why the IECHT is an open space to provide education to all children with or without disabilities to grant the right to an education that all children and young people must attend and receive pedagogical support in regular classrooms. For the 2021 school year, the IECHT had 2,846 students distributed in 4 school sites distributed as follows:

However, due to the demand for students with Special Educational Needs in the 4 branches, a single support tutor has not been enough to provide individualized support for each of the students, leading to a flaw in this educational proposal, for the Ministry of Education. Therefore, the work of the teachers has been the expertise that each teacher must investigate and design the activities that can be carried out with each of these students. The researcher and the support teacher created the PIAR for the student with Down Syndrome of the school.

3.2 Participants

In the current research, ten teachers from IECHT Lisandro Franky branch participated, as well as the mother of the student with DS. All of them have worked and have been involved with the student at school and at home and still work at the institution.

- Teacher N° 1 is the Spanish teacher who teaches students with cognitive disabilities (students aged among 11 to 17 years), she holds a bachelor's degree in literature, and she has 32 years of experience teaching (32 in private schools).
- Teacher N° 2 is the Daily Life Activities (DLA) teacher who teaches to 1°, 2°, and 3° graders (students aged among 4 to 10 years), she holds a bachelor's in special education, and she has 15 years of experience teaching (8 in private schools and 7 in institutes).
- Teacher N° 3 is the English teacher who teaches from 9° graders to 11° graders (students aged among 14 to 17 years), he holds a bachelor's degree in foreign languages, and he has 14 years of experience teaching English.
- Teacher N° 4 is the Math teacher who teaches from 8° graders to 11° graders (students aged among 13 to 17 years), she holds a master's in education with emphasis in mathematics, a bachelor's degree in mathematics and he has 6 years of experience teaching (3 in private schools and 3 in public schools).
- Teacher N° 5 is the Arts teacher who teaches from 6° graders to 11° graders (students aged among 11 to 17 years), she holds a specialization in the application of ICT for teaching, a bachelor's degree in graphic design and she has 4 years of experience teaching in public schools.

- Teacher N° 6 is the Ethics teacher who teaches from 6° graders to 11° graders (students aged among 11 to 17 years), he holds specialization in the application of ICT for teaching, a bachelor's in philosophy and he has 5 years of experience teaching (1 in private schools and 3 in public schools).
- Teacher N° 7 is the Social Studies teacher who teaches from 9° graders to 11° graders (students aged among 14 to 17 years), she holds a master's in education, a bachelor's in social studies and she has 16 years of experience teaching in public schools.
- Teacher N° 8 is the Information Communicative Technology (ICT) teacher who teaches from 6° graders to 11° graders (students aged among 11 to 17 years), he holds a specialization in the application of ICT for teaching, a bachelor's degree in computer engineer, and he has 23 years of experience teaching (19 in private schools and 4 in public schools).
- Teacher N° 9 is the English teacher who teaches from 6° graders to 8° graders (students aged among 11 to 14 years), she holds bachelor's in foreign languages, and she has 14 years of experience teaching (4 in private schools and 10 in public schools).
- Teacher N° 10 is the Physical education teacher who teaches from 6° graders to 11° graders (students aged among 11 to 17 years), he holds a bachelor's degree in physical education, and he has 23 years of experience teaching (18 in private schools and 5 in public schools).
- Child's Mother.

3.3 Type of research

The type of research methodology adopted was qualitative research. It focuses on different dimensions in context such as interaction and the teaching practice, which is the primary focus of the research. With this method, the researcher could be aware of what happens within the implementation of the strategies in class through teacher's comments.

Qualitative research is oriented to the production of descriptive data, such as the words and speeches of people, who express them in spoken and written form, in addition to observable behavior (Taylor, SJ and Bogdan R., 1986).

Accordingly, this research focuses on this type of research from an analytical-descriptive perspective, seeking to categorize methodological strategies within the pedagogical practices experienced by teachers, within the classroom with a student with Down syndrome who is in the IECHT, Lisandro Franky branch in the 10th grade.

3.4 Methodology

This current research was authorized by the headmaster of IECHT when he signed an official document giving the approval of participation of the researcher in the Master program at ICESI. This study involved five stages and each section has its instruments.

3.4.1 Stage I: Observations at Tobías Emanuel

This stage is organized in two steps and two instruments of collecting data were used, an observation format and an interview.

3.4.1.1 Getting to Knowing the School Setting

This first step was done at the beginning of the project when it was just constructing the theoretical framework. The first step consisted of me, as researcher, going to the institute Tobias Emanuel, a specialized institution at working with children with special education needs to observe teachers working with SEN students to collect data through an interview and writing their activities in an observation format which dealt with the teaching strategies proposed by Perpiñan (2018) and checked which of them are used in class. (See Annex 2). It was carried out in July 2021 at the Institute Tobias Emanuel. During this stage, 2 teachers from Institute Tobias Emanuel were observed while they were working with students with cognitive disabilities who allowed their classes to be observed and participated cordially.

3.4.1.2 Restriction Issues

It is known that mankind had to live at difficult moment because of the pandemic period, then Institute was restricted to access foreign people who did not work there. Request forms were filled to be accepted and institute was aware of its right to refuse but it finally agreed to do the observations twice.

3.4.2 Stage II: Interviews with teachers and child's mother

This stage is organized in two steps and one instrument of collecting data was used, an interview format (See Annex 3).

3.4.2.1 Teacher's Interview:

Firstly, this study involved 10 teachers who has worked with the student with DS in tenth (10^o) grade to be part of this project. These teachers have taught the child, but they consider the student as another student without individualizing any teaching strategy. Then, the researcher implemented a semi-structured interview with open questions (See Annex 3) to identify what they do with the child. After that, researcher mentioned what was the purpose of the research, the objectives, the goals, the procedure of the project to be implemented and how their personal data was going to be used. Later, a formal consent form was written to be given and signed by the participating public-school teachers (See Annex 5). The interviews were scheduled after classes to not interrupt their free time during classes.

3.4.2.2 Child's Mother Interview:

It was important to consider the child's background and that is why was necessary to interview the mother.

The child's mom accepted to talk about her kid and describe what she has done with her son through the academic life. She said that at early age when the kid was 7 years old, she was not ready to send the kid to school because she has lived in neighborhoods where people criticize others just because they are different. She did not feel ready to register the kid in a public school.

After answering questions, the kid was registered in a public school at the age of 12. The kid was moving from special institutions where they helped him to talk and socialize with other people but not academic programs from a regular school.

3.4.3 Stage III: Training the teachers on using the strategies

This stage is organized in two steps, and one instruments of collecting data was used, an observation format (See Annex 2) Also a group session was necessary to show and explain the toolbox guide (See Annex 7).

3.4.3.1 Teacher's Instructions:

After the first interview, the researcher recollected teacher's information about what they have done in class and organized the data in an excel file. Then, he told them that after reading about how to teach DS students and do some previous observations about how other teachers have worked with these students in a private institute, a toolbox guide was designed with teaching strategies divided by categories about what and how to work with special kids, it was given to teachers through a group session where it was mentioned that not all strategies should be used and not all strategies applied for their subjects. Then, they can use when they are planning their classes to tenth grade where the DS student is, individualizing activities for this special student.

This stage also allows responding to the specific objectives proposed in this research. It was intended to know teachers' perceptions about the use of teaching strategies which would help them to improve their pedagogical practice with a DS student. For the implementation of these proposed teaching strategies, a toolbox presented through a printed and illustrated booklet (See Annex 7) was designed so that the teacher could follow it as a guide on what aspects should be considered in their planning if there is a student with DS in their classroom. During the training section where the guide was explained step by step, some teachers were suspicious because they were afraid on dealing with the kid. A period of three months (An academic term) was given to apply the strategies with the DS student and give feedback of their process in a second individual interview.

3.4.3.2 Toolbox for Teaching Down Syndrome Students

The toolbox was designed and divided into 5 categories: How do I learn? How can you teach me? How do I work with others? What can you teach me? And how do I control myself? (See Annex 7). In the booklet teachers will find a brief description of what a child with DS is like, presenting himself as a student who tells his teacher what he/she must consider teaching him in the regular classroom during his inclusion process.



Figure 2: Toolbox for teachers with teaching strategies to teach DS children.

3.4.3.3 English Teacher procedure:



The researcher also implemented these teaching strategies proposed by Perpiñan (2018), to teach English to the kid to start developing oral skill by producing basic vocabulary in the second language through class activities, worksheet, and homework.

To achieve DS student acquisition of English vocabulary as a foreign language and provide instructors with some resources and teaching techniques for English vocabulary teaching to DS learners, 3 lesson plans were created (See Annex 6), 2 worksheets (See figure 4, 5, 6 and 7) and 2 homework (See figure 8 and 9) based on what was mentioned in the theoretical framework regarding the teaching practice directed to DS students. The activities were created by the author as the school class plan.

The activities were designed with a particular routine so that DS students could do and followed patterns and structure of the class, giving a more open structure DS student could repeat at home.

Lesson Plan:

The lesson plans were created with the idea of facilitating the implementation of class routines. Each lesson followed a structure (see Figure 3) which was used for every class. The model of lesson plan was chosen on the template proposed by school.

		INSTITUCIÓN EDUCATIVA CARLOS HOLMES TRUJILLO			
		PLAN DE AULA			
ALCALDIA DE SANTIAGO DE CALI		CODIGO: GACA.PLA.03	VERSION: 2	FECHA: 14/12/2020	

Nombre del Docente: _____ Sede: _____ Asignatura: _____ Grado: _____
 Año lectivo ____ Fecha ____ Período ____ Tiempo de ejecución ____
 Metodología por trabajar: Proyecto Pedagógico Ambiente de aprendizaje Trabajo colaborativo
 Secuencia didáctica __ Otro: _____ ¿Cuál? _____

Objetivos:

Apoyo pedagógico:

Metodología:

Tiempo:

Inicio:

Desarrollo:

Evaluación:

1. Observaciones:

_____ Firma del docente _____ Visto Bueno del Coordinador _____

Figure 3: Lesson Plan Template IECHT

In this lesson plan, each session varied in depending on the topic. For instance, each session had a particular aim or aims, skills and methodologies. This was on this way because every session entails new objectives, activities, and skills among others.

Nevertheless, the principal aspect of each class lies in that it always has an agenda at the beginning of class, there are communicative and learner-centered activities, and classes finish with positive feedback to increase motivation in DS students within the class.

Worksheets:

The worksheets give contents of the lesson plan and engage DS student into communicative activities with his classmates. The first worksheet concentrates on writing the L1 equivalent of the L2 terms when teacher shows flashcards with the L2 name of the vocabulary and, later the L1 one. In worksheet 2, the student tries to find out what is the

meaning of the complete text by observing the word in the context, that is to say that activities focused on learning by context.

Worksheet 1:

In this first exercise (See Figure 4), the teacher used a set of flashcards, so DS student can provide the L1 equivalent for the English words. The terms were elaborated in two different groups (Part of the House and House Objects) so that the student could observe and memorize the words into different groups. This type of activity is more teacher-centered, as the teacher was the one showing the cards and student was elicited the name of the words. The main methodology and technique behind this task are grammar translation and repetition. Besides, with the help of the flashcards, the student is receiving visual support to understand the words' meaning. Afterward, teacher worked the visual and hearing stimuli to get the kid to scaffold on memorization.

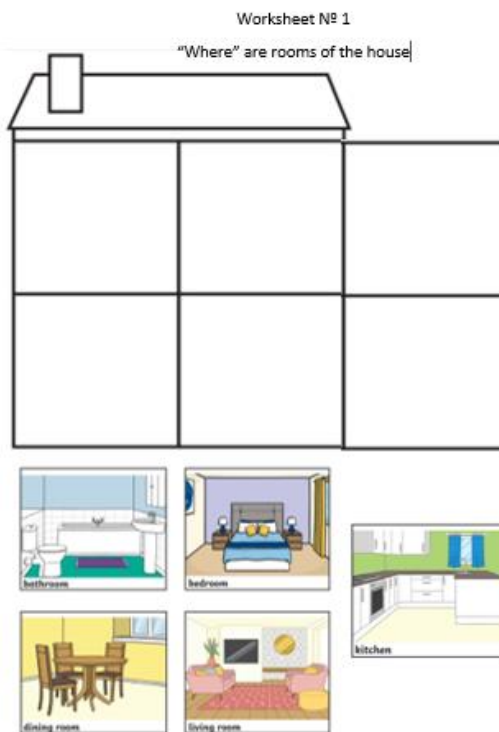


Figure 4: First exercise of Worksheet One

In the second activity of worksheet 1 (See Figure 5), DS student is mentioned on pointing at 10 items that he has on his house. The aim of this task is to enhance autonomy work and he has to complete the exercise by himself coloring the images as selecting the images, which serves as a consolidation of the first activity. The teacher is working as

facilitator and monitor, so the main approaches are learner-centered and communicative. Again, this exercise is divided into two categories to foster the visual learning of the student.



Figure 5: Second exercise of Worksheet One

Worksheet 2:

Getting the second paper, DS student and regular students deal with the topic of language in context. The students were told to bring a picture of their house (any room), which must be the room to the DS student not to the rest, so they had to paste the picture on the worksheet and write the meaning of the elements are there in their L1 by thinking about the kind of word that they could use in L2. This corresponds to the first exercise (See Figure 6) in which the presence of the teacher as a helper is necessary for the activity due to the lack of English knowledge the DS student has. In the same activity, the students think about two expressions that their mom would tell them when they are in the room of the picture they brought to class, which served as a follow up activity to the second one. Teacher help DS student to get his mom's expressions.

WORKSHEET N° 2

Paste a picture of a room in your house



Write to expressions, your mom would tell you in that room, then imagine that expression in English:

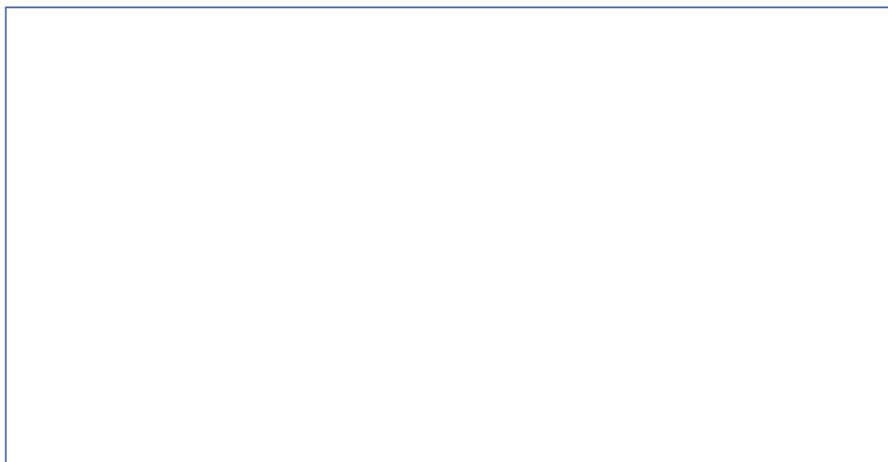
1. _____
2. _____

Figure 6: First exercise of Worksheet Two

On the second activity of the worksheet (See Figure 7), students were told to perform a role-play activity (DS student must be included in one of the groups), in which they decide who is representing a mother and a son using expressions written in the previous exercise. In this kind of task, the teacher does not intervene as for the exception to help the students with the words' pronunciation.

WORKSHEET N° 2

2. Perform a role-play activity in pairs using your mom's expressions in English



Make a drawing that represents the situation before acting on it.

Figure 7: Second exercise of Worksheet Two

Finally, the two activities had the quality that the students must activate L1 background knowledge and imagine themselves in the given context using L2. Therefore, the last activity deals with the fact of changing identities (role-play and teamwork) which is essential on working with DS students because it makes them see themselves in a foreign context talking in English.

Homework:

Besides, homework activities were used to complement the learning activity, I mean, these exercises focused on scaffolding and giving easily the wrapping up of the contents.

Homework 1 and 2:

These two activities were given and explained to the participants at the end of each class so that students can practice what they learned in session one. Each homework was targeted to the recognition process of how the words are spelt in a L2. The first task (See Figure 8), students looked for some words in a word search puzzle related to the vocabulary seen in class. This activity helps the students to identify and focus their attention on the terms written in L2. The second homework (See Figure 9) is like the first to reinforce word identification with the slight difference that the students must conclude and write some missing letters to complete the word. This activity makes easier the production of the words, as the student awares of the different letters that make the word.



Figure 8: First exercise of Homework 1

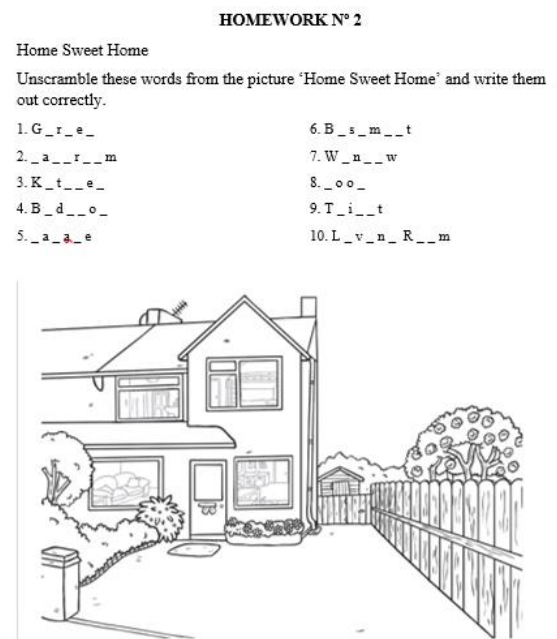


Figure 9: Second exercise of Homework 2

3.4.4 Stage IV: Follow-up interview on how the teachers felt using the strategies.

Later, individual interviews with open questions related to their experiences implementing teaching strategies for Down Syndrome Children, were scheduled with teachers among 1 class hour to collect data individually to finally gather all the information and classify results. During the interview teachers were able to express which of the strategies given were useful for them in their subject. The interview was in Spanish because most of the teachers are not bilingual either SD student. The researcher emphasized on which strategies they would continue using to help SD student working in class and which ones are not accurate for the students because of the context or the advanced academic grade.

3.4.5 Stage V: Organizing data and writing final report.

This stage is organized in one step, and it was considered data analysis procedure.

As this project was focused on perceptions towards implementing teaching strategies and English language teaching to a SEN student, an idea about perception was necessary to give a theoretical concept for this project. According to, Lindsay and Norman (2013) "Perception is the process by which we interpret the world around us, forming a mental representation of the environment" (P. 17). The interviews were audio-recorded, and the relevant information was transcribed and translated. Likewise, based on Braun and Clarke (2012), the initial stage for a thematic analysis includes reading and re-reading textual data and listening to audio-recordings. While reading and listening, notes were registered in notebooks to be able to get data organized and easy to understand for future research, highlighted potentially important data, and wrote comments. This stage helped to know what the data was collected, and to start detailing relevant information aspects.

Furthermore, coding process started based on Braun and Clarke (2012) quotation "Codes identify and provide a label for a feature of the data that is potentially relevant to the research question" (p.7). Codification was made by hand, some Microsoft programs such as word and excel were used to organize the information gathered.

These processes allowed me to analyze and organized teacher's perceptions into a toolbox to be presented for the rest of teacher's community.

3.5 Data Collection Instruments

For this research work, the semi-structured interview with open questions which were about teacher's background and what strategies they use to teach children with special education needs (See Annex 1) while the class observation dealt with the identification of teaching strategies proposed by Perpiñan (2018) in teacher's practice (See Annex 2) and it was used as a tool for data collection in a class in the Institute Tobias Emanuel that is a place where students with special education needs are carried to work with them.

Considering that teaching strategies are the pillar of this research, the Tobias Emanuel Institute for Attention to Children with Cognitive Disabilities was taken as a reference because it is a center specialized in working with children who have physical, motor, and cognitive difficulties and who have not been included in the regular classroom. During the two observations in the Institute through this teaching-learning moment, some techniques and strategies were used by teachers to relax students when they were losing control or were doing tantrums, strategies such as fondling their hair, rubbing their hands, singing relaxing songs or lullabies, thus attracting children's attention. One of the tools used by teachers in this observation, was the use of teaching strategies as a fundamental part of the teaching process in children with Down syndrome, among others.

Some of the teaching strategies looked for have been used by some of the teachers at the Tobias Emmanuel Institute to generate learning in children with cognitive disabilities. In this way, ideas came up and can be implemented in the regular classroom to carry out the inclusion process with children who have SEN and who are not enrolled in schools because parents are afraid of rejection to their children in public institutions.

The observation was one of the instruments used to collect data. With this instrument, teachers who work with students with cognitive disabilities were observed and it was evidenced that these children are not high-functioning and in whom language is highly limited. Therefore, it was observed which strategies were used in class management, acceptance of the other, and the teacher-student relationship, and not so much in what was taught to the children. The contribution of these observations to this research is the analysis

of the different strategies (See Chapter 4) that can be implemented in the regular classroom with children with cognitive and physical disabilities, among others, to fully carry out a good inclusion process. It also analyzes the different processes of cognitive development of young people with disabilities and how they influence the development, treatment, and inclusion of children in their academic process.

The teaching process for students with Special needs in the educational field must be conceived from different fields of action. On the one hand, teachers must appreciate this population as regular students who require to be treated with special conditions and be taught slower than other students. Teachers must design and create environments where students build their own knowledge to be useful in life. On the other, teachers need to conceive new teaching strategies as instruments to access knowledge in different areas of context; for example, students with special needs must learn and understand who they are in a society, economic aspect such as buying and selling stuff, and cultural facts that belong to their family tradition, but it is not part of the curriculum scenario. Second, in some schools do not consider these strategies because they focus their attention on developing students' proficiency in academic standardize tests, decoding examinations and understanding topics without noticing that children with special needs comprehend differently.

Furthermore, moving on to IECHT, an interview was directed to teachers to inquire about the teaching strategies that they are using with the student with SEN and then another interview after the intervention of the strategies to verify what was stated in this project. The design of the questions was based on the 6 categories agreed upon in the theoretical framework that will be verified for their functionality, effectiveness, and practicality.

The interview seeks to summarize the experiences of pedagogical practices of teachers with the child with DS in the 10th grade after implementing what was proposed. Each question was analyzed based on the categories proposed for the investigation.

In the same way, an additional interview with the student's mother was developed. She provided insights of the joint work she did with the child at home, supporting both the child and the participating teachers.

The instrument used was a questionnaire with open questions (see Annex 3 and 4), which was carried out individually. The interviews were recorded and then transcribed. Also, notes were taken during the interviews. With all this information, the data regarding

each category was underlined using colors per category. Then the responses that corresponded to the same category were put together and then analyzed.

3.6 Toolbox Design

After interviewing and observing classes with teacher, the strategies were selected by categories and mentioned which were useful in different subjects of teaching. Five categories were designed to help teachers to understand the toolbox and to have it. It was upload in a platform called www.booklet.com to read it virtually and free access.

4. RESEARCH FINDINGS AND ANALYSIS

This chapter shows the study involved in different stages in which a total of 12 teachers from a public school and a private institute in Cali approved to participate in observations, individual and group interviews, and theoretical explanation. These stages include an initial perception of how teachers teach SEN students in a private institute, another stage included questions related to the teachers' perceptions according to what to do as teachers when having a DS student in regular schools, teachers' perceptions of teaching their subject using teaching strategies for DS students and the perception of two English teachers teaching English to a DS student with some EFL's aspects.

During the interview, she said:

³I rather my son stays home and I take care of him than my son is humiliated there

That is why, when observing this work routine of the teachers, it was found that the strategies that they used with SEN children were not the same as those that the teachers at regular schools practiced with the regular students and hence the relevance of working in the classroom with pedagogical practices that aim to enable the development of communication skills in this group of children with disabilities.

4.1 Stage I - Perception on teaching SEN students in a private institution

During the interviews and class observation at Tobias Emanuel Institute, teachers were asked to tell their professional background and it was interesting to know that both teachers graduated from bachelor's degree in special education from Universidad Pedagógica Nacional (UPN) Cali branch located in Normal Superior School. Also, they were the teachers in charge on working with children with cognitive disabilities such as Down Syndrome, Autism, among others.

When they described what they did with these special kids, it was notable the list of characteristics a teacher must have. They are dedicated, innovative, creative, enthusiastic,

³ Text translated by the author

perfectionist and one of the most important is that they have continuous training and researching to be update according to new guidelines of inclusion programs. One of the teachers' answers was:

⁴We update according to new education policies...

These children leave this institute and directly go their houses because in schools... they do not want to keep them

Apart of the previous answer, 90% of the comments and observations about teaching at Tobias Emanuel were positive regarding what they do there.

When they were asked about which strategies, they used to plan and teach class to SEN students, they said that they have learned how to control them in class through the time. It is not necessary to read about what to do but it is necessary to know and understand how the student is. They have received students from different ages, and it is difficult to follow an academic program but what they did really worry about, was to teach them how to be independent and useful in life context. And according to Perpiñán (2018) the strategies for teaching DS children are taken from real experiences teachers use in their daily life experiences and are useful, so other teachers can apply them but considering they can fit in their context or not.

Furthermore, when class was observed, teachers where teaching students how to get dressed, brush their teeth, tie their shoes, comb their hair but it was interesting that they were teaching them supporting their process through visual aids on the board. They had done flashcards about daily routine activities and pasted sequence of charts where the teacher was showing what was the next step and they were congratulating when students did a good job. While I was observing them, as researcher, I noticed that those activities they were doing with students are described as communicative and cognitive functions on Perpiñán (2018) book about strategies to work with DS students.

One of the 2 teachers from Institute Tobias Emanuel made a comment:

⁴ Translated by the author

⁵We have to repeat these activities eeevvveerrry day, because this is what we need they learn here. To be able themselves to do everything when they are not here anymore...

Despite as mentioned in the theoretical framework the fact that teaching SEN students requires training and knowledge about how to teach, this process is disadvantageous for the rest of teachers how are not specialized in special education or inclusion programs, because the Colombia model of inclusion which was established in our country many years ago, has shown progress towards acceptance and progress of SEN students in regular schools but teachers are having difficulties in the process. In that regards, other strategies should be explored, studied, and built up from.

To conclude, the collected information in the interview and class observation at Tobias Emanuel show that, all teachers are asked to teach SEN students by the government and institutions, recognizing some important characteristics teacher should have for doing this such as dedication, innovation, flexibility, creativity, and enthusiasm; however, it is a process not easy to achieve. I believe that teachers can create a better future for these children improving their daily life competences.

4.2 Stage II - Teaching practices perceived from teachers with a DS student at IECHT

4.2.1 They perceive that specialized training is imperative for teaching to DS students in public schools.

During the group interview, teachers who teach 10^o grade from IECHT, were asked about to tell what their background was, and it was found that most of the teachers are professional in their areas and have studied postgraduate degrees in their work fields, but any of them has done or studied something related to inclusion programs.

Many comments and opinions about being a teacher in a public school teaching a DS student were that it is not an easy task which demonstrate how most of them, particularly high level teachers do not know how to deal with the DS student in class and spend time thinking about what they can teach to the kid in their subject, if they are not specialized in it.

⁵ Translated by the author

They do not feel qualified or trained and consider they are being forced to teach a student for which they do not have the knowledge or the training. During the first interview, one word was used most of the time, it was “resourceful”. One more time, this shows two important facts to be considered, first that teachers are doing what they can with what they have and second that they are not well-trained, and their teaching practice could be affecting the rest of students if they just concentrate in DS student.

⁶I do what I can having this kid in the classroom. I tried to look for... I do not know... to be recursive ... short worksheets to color about my subject but I do not pay attention to him for the rest of the class because I do not how to work with him...

Even though interview looked like to turn into a negative atmosphere and attitude of teachers towards being trained to work DS students, at the end teachers showed a good attitude to improve their professional background about inclusion and they said that a teacher should have to be able to learn, plan, prepare and design classes and courses for all kind of student who are sitting in the classroom. Acceptance is a first step to help teachers through a “transformative learning program” like what was proposed by Christopher et al. (2001) to create a set of skills and qualities that renovate them as teachers and their pedagogical practices.

While the interview was being conducted, there was an important aspect talked by a teacher that was the student’ lack of competences of his subject and he asked about what would happen when he faces standardized examinations such as ICFES Test in 11th grade.

⁷For example, if students find difficult learning math and they have previous knowledge, the kid will be mortifying what he must learn if he does not understand anything, because he does not have previous knowledge. Besides, when he presents the ICFES test next year... What then?

It was mentioned to the teacher that inclusion program is not to teach students curricular program, teachers can adapt their curriculum to teach DS students a special

⁶ Translated by the author

⁷ Translated by the author

program which is not evaluated the same way ICFES test evaluates the rest of the students, but it is necessary to include these students in class activities where they can participate according to their capacity or skills.

During the group interview, one teacher reported that he has had difficulties even getting close to the DS student because he has never been with a person with a special condition:

⁸I know that “these kids” are affectionate children, but I am afraid of getting closer to him and I do not know how to handle him. When I give my hand to greet him, he leaves ... I do not even know how to tell him to do what his classmates must do

According to Perpiñan (2018), DS children tend to look for help in known people (such as family members or relatives) and its approval and they expect to be guided by them. Hence, teachers must be more flexible with social interaction to establish limits and autonomy, believing on DS children’s abilities and skills like other students do in class. This process consists in following a previous routine to get DS student confident to interact in class.

Afterward, teachers affirmed that their classes are prepared with simple strategies because school lack of technology and tools to get materials and dynamic classes. For example, one of the teachers said:

⁹I do plenary sessions and debates, but I do not have visual aids such as video beam or internet connection to show videos to the kid so that he understands what we are talking about ... I try to print paper and printer machine damaged ... I want to get copies and the coordinator who gets them, is not in the school ... So what do I do with this kid?

Many authors have discussed about having resources at public school, but government investments are few and low. According to Ojeda et al. (2012), the Information Communication Technology (ICT) has made some changes in Education system and society

⁸ Translated by the author

⁹ Translated by the author

because students are coming to school with new ways of learning and teachers are still using paper and pencil. Today, based on MEN (2006) literacy is not only Reading and Writing but it is about teaching technology and science (investigation) to develop scientific and tech skills necessary to face the globalized world. It is because Perpiñan (2018) proposes that there is a cognitive function category to work with DS student where technology is not fundamental, but it requires that teacher design new material to catch student's attention through different material that teacher can create by his own such as flashcards, maps, pictures, among others.

Participant teachers perceived that their methodology, their attitude and knowledge about teaching affect and impact students directly, positively, or negatively, but they consider that if they try to learn new teaching strategies, their class could improve. What teachers thought were that the development of a well-structured guide towards teaching DS students in local schools following inclusion policies will have a positive impact in students and their learning process because these kids will have access properly to educative system.

4.2.2 English teachers perceive that teaching to DS students is more difficult if they do not know how to use L1.

At the beginning of the group interview, English teachers were thinking about where they should start teaching a DS student if the kid has language difficulties even in L1, most thoughts expressed by teachers were assumptions since DS student do not speak well his mother tongue.

As mentioned before by the mother's child, the student has not had a total immersion in school since he was a young child because of different factors and student's oral skill has struggled in L1, so L2 contact is reduced to the minimum expression because his mother does not speak English. Also, one of the English teachers who was with him previous year said that the family social condition is not good, and the kid's mother quitted her job to take care of him at home, so the only person who works in that family group is the father. Teachers mentioned that they have tried to communicate with the kid in L2 but firstly they were rejected because the kid did not accept people who he did not recognize. After a long period of time, DS student started answering with a smile in her face as acceptance of interaction when teachers continue greeting him everywhere.

¹⁰I said: Hello ____ (Name of the student), how are you today? And he started to smile... I think that is a progress

English teachers also agreed that regular students study English because it is part of their school plan but do not get any purpose for it. Even though they consider this DS student should not be discriminated and this kid deserve to start an academic process in L2 at least finishing his academic life at school. However, they emphasized on receiving training about how to start working with this kid and they do their job teaching English. Teachers did say and consider that English is important for any student because in the working world it is necessary to speak a L2 but at least with DS student, they will teach him basic words and short expressions.

*¹¹He will not learn the verb to be, **not even 11^o graders learn it [low voice tone]** ... but at least that he learns some basic words such as Hello, thanks and how are you...*

Nonetheless, English teachers “try to” teach according to the national standards for teaching English established by the Ministry of Education, but teachers were affirming that they can adapt their planning to have an appropriate context which fits in DS student profile. During the first interviews, teachers considered that many academic aspects are obvious for DS students and do not really require an explanation such as basic instructions (stand up, sit down), that they understand them by themselves, but they noticed that this is not the way DS children learn. According to Ruiz (2012), teachers must create a “explicit teaching” which consists of explaining things that beforehand, can be unnecessary. It is very important to be sure on comprehension, not just the oral message but the concept of the words in context to facilitate the kid’s answers from what teacher is asking for.

¹⁰ Translated by the author

¹¹ Translated by the author

4.3 Stage III - Teachers' perception using a guide for DS students

During the second part of this project, the researcher intervention and some observations to teachers showed different teaching practices that were identified and later established in what the teachers expressed during individual interviews.

Afterward, in a second individual interview, all subjects' teachers from IECHT affirmed that their classes were aligned with their class plan and teaching strategies were included. In the observations, it was observed and confirmed that teachers were working using some of the strategies because they mentioned that not all strategies fit in their subject. Teachers showed a positive attitude when giving the answers to the results obtained after using the teaching strategies aimed at teaching children with DS. All were willing to collaborate by sharing their experiences and providing the necessary information, transmitting the desire to improve their pedagogical practices and explore new teaching techniques, always expressing the need to continue enriching their learning around the characteristics and needs those children with DS face every day in the classroom.

Regarding the questions that teachers answered in the interview according to teaching strategies proposed by Perpiñan (2018) on teaching DS students, these are the teachers' perception according to their answers.

Firstly, based on the first question: *How useful were the proposed strategies to attend the perception, capture attention, use of memory and apply reasoning with the 10th grade child with DS?* 8 teachers out of 10 agreed that some of the strategies were useful because their subject was easy to apply but 2 teachers disagree on capturing the memory and reasoning of the student.

The teacher who teaches accounting at school said:

¹²Teacher, what I teach is calculations about giving and receiving. It was difficult for me to plan a class where accounting methods that I teach in 10th grade fit about what he knows. That child has never used money in his life...

Moreover, the teacher who teaches physics at school said:

¹² Translated by the author

¹³*Workmate, I really love to (name of the student) but physics is theory and full of equations, I did an experiment with him in class, he laughed but when I tried to make him to repeat it, he could not, in that aspect, I think I could not apply what you told me...*

As the paper written by Perpiñan (2018), teaching strategies does not pretend to be more than a reflection of what people consider useful working with DS students, but it is interesting to know that more than 70% of the teachers found useful most of the strategies. For example, the social studies teachers said an appealing fact:

¹⁴*Look that I took a fake skeleton to the classroom to work the skeletal system and the class worked really good with (name of the student), I told him the name of some bones and he touched them and repeated them, at the end I do not know if he learned them all, I just know that I caught his attention and he was by my side listening to me and looking at me...*

According to teacher answers, it can be considered that high school teachers found useful some of the teaching strategies proposed to work with DS students because they had the chance to follow a guide where it said the way they could do their class to teach him, and they just had to include the topic they needed to include in their planning.

During the individual interview teachers' answers were few assortments on the second question which was related: *to what extent did the comprehension, verbal expression, and functional use of language of the child with DS improve or remain the same after the implementation of methodological strategies regarding the teaching of these skills?* because in the communication category of Perpiñan (2018) teaching strategies list, there were some subcategories which presented difficulties for some teachers who are aged more than 50 years and in class observation was noticed the same.

A perception of a teacher was that:

¹³ Translated by the author

¹⁴ Translated by the author

¹⁵Teacher, I am a little old to show different faces and mimes because the kid understands what I say, I cooperate with images and other things but do not tell me to become into a clown...

The idea of rejection to new proposals or between pairs' suggestions is more than a characteristic of some people that must be understood because of different factors such as age, time, context. Many of the situations of rejection as is pointed by García, et al (2010), have its origin when it is mentioned by their fellowmen. As stated by García and Alonso (1985), a series of methodological strategies are proposed to facilitate the teaching-learning process of a student with DS in the classroom. This was based on a set of proposals ordered according to the different areas of development that can guide the complex task of the teacher. These proposals were specifically defined, without considering a specific age of the student or characteristics of a student so that it can be used at other times by other teachers who receive children with DS in early grades. It was the teachers who adapted to the specific characteristics and needs of our student.

As Soto Builes (2005) puts it, it is necessary for teachers to be willing to implement methodological strategies specific to the area that the teacher guides to create spaces that allow the inclusion of children with DS in the classroom. The accommodations are the result of the staging of various strategies used by teachers.

The teacher N° 8, ICT teacher reported that he felt tired adapting his class materials and visual aids to help the DS student understand his class better and this was one of his comments:

¹⁶During classes with 10^o grade, I did some adjustments to my power point slides, I added animations, sounds and I designed a routine to get in the computer room and I was surprised with (name of the kid) because he repeated what everyone did and in class, he learned how to use a computer. So, I looked for online worksheets that he could work in class, and it worked.

That is why, if all teachers were willing to generate alternatives and innovative teaching strategies in their classrooms with a view to the inclusion of DS children, the

¹⁵ Translated by the author

¹⁶ Translated by the author

Colombian educational system would reduce the leaving early rate in schools from this vulnerable population. However, if only one teacher thinks differently from the others, that is where the change in regular teaching begins.

The following analysis is based on the question, which was answered by teachers with short words so, the graphic shows a sample of the interview:

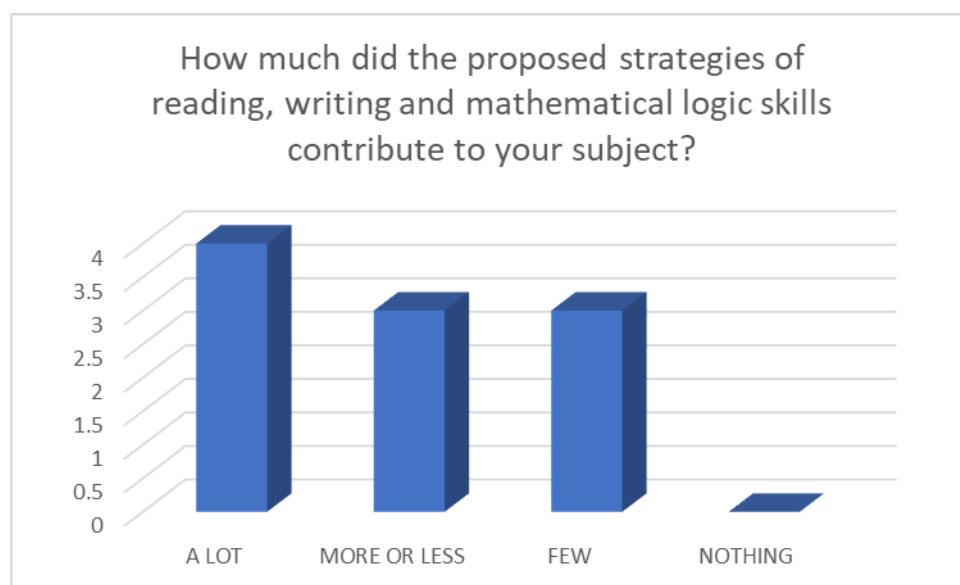


Figure 11: Answers given by teachers during the interview

As it is shown in the graphic that math, Spanish, social studies, science, physical education, accounting teachers used the teaching strategies in their classes but according to some of teachers' comments, it is not necessary to use all of them in the same class. Some teachers mentioned that it is necessary to have the strategies printed to be able to check which strategies they can use, or they can include them when they are planning activities.

¹⁷It was easier for me to be able to observe the strategies on paper and divided by categories when I was planning. That way, I was checking the strategies which were useful for me, and I was writing at side in what activities I could use them later...

Later, in one of the last questions that teachers answered: *To what extent could you classify the progress you noticed in the child with DS with respect to the methodological*

¹⁷ Translated by the author

strategies proposed to improve dependency on the adult, isolation, and certain behavior problems, all teachers responded this with positive nouns for the student. They said that the DS student earned independence, inclusion, friendship, happiness, and motivation to go to school. One teacher expressed:

¹⁸I am glad to know that the boy's happiness to come to school now is because he is learning something and everything happened because I did something different, thanks to help us to help this child...

Finally, when teachers were asked if they would do all over again (Revising theory, planning, designing and executing activities for DS students), their answer was:

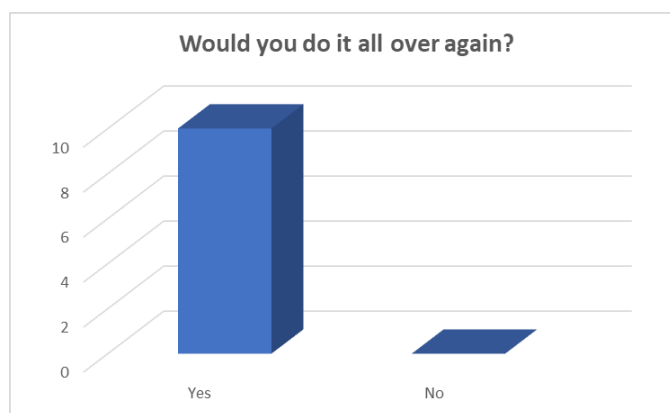


Figure 11: Answers given by teachers during the interview

Teachers considered that public teachers must assume the role of being teachers for all students, it does not matter their condition, their economic situation, guiding the processes of these students especially SEN students because as they had a DS student, there are plenty of students in public with different condition who require different strategies and the main characteristic of the teacher is to accept this condition and look for tools and ideas about how to work with them.

4.4 Stage IV - English Teacher's perceptions on Teaching English to a DS student

Taking into account the interviews and the observations to English teachers, teachers affirmed that their classes were according to their school planning and teaching

¹⁸ Translated by the author

strategies proposed previously. The activities proposed were focused on the segment established for Beginners, A1 considering the lack of previous knowledge and immersion in L2 of the SD student. Moreover, teachers presented 3 classes to initiate with common commands and greetings. In one of the classes observed, teacher used YouTube videos with kids' songs to catch SD student's attention and practice vocabulary as an initial moment of the class. The videos had a neutral English and not a marked or specific variety was identified.

¹⁹I used young children's chants to capture his attention, perception and gets his attention too. I considered that songs were not long and varied because ... "paila", he got distracted...

English teachers also mentioned that due to lack of resources (Tv. computer, tape recorders, video beams), they did not use videos or songs in their classes, instead they use printed texts, flashcards, and worksheets as tools, to do the previous activity described in class, a special room had to be booked one week before to be able to have this class with all the characteristics necessary for learning a language.

Afterward, when English teachers talked about the process of teaching a DS student, it is said that there are some issues teaching vocabulary and pronunciation to this kid because it has a particular pronunciation of his mother tongue.

²⁰students pronounce weird is one thing, but this child has issues even to talk in Spanish, it is difficult for him to pronounce well English words... he says - eo- when he tries to say Hello...

As mentioned before in the literature review, Richard and Rodgers (2011), assures that the focus of communicative approach from learning a language, is to teach students and give them tools to negotiate communication, organizing themselves linguistically to other speaker, and depicting linguistic solidarity in addition to look for non-linguistic resources, to communicate effectively in English with other speakers. One English teacher expressed that sometimes she focused and emphasizes on pronunciation in her classes, to help the child on acquiring some vocabulary in L2. I particularly highlight that English teacher used body

¹⁹ Translated by the author

²⁰ Translated by the author

movements and gestures to communicate with the DS student. That is in concordance on what is part of the teaching strategies list to DS students in the category of perception in visual and manipulative supports.

When English teachers were asked about if they thought that a DS student his mother tongue is not English, could learn a L2, opinions were different because one of them felt that previous knowledge or strong basis in elementary school are necessary when a student is in a high group, and the DS student has not had contact with L2 previously. So, she considers that DS student has to strengthen first his L1 to learn a L2 because for her the accent and pronunciation is acquired by the person and they do affect what a person is trying to say, in this case if DS student can speak well Spanish, English will be incomprehensible. This is clear evidence of the misunderstood idea of Native-Speakers are the only people with “perfect English speakers”.

²¹If that child has issues to be understood in Spanish, I doubt that with his condition can learn a second language...

On the other hand, the other English teacher said even though if a teacher has a particular accent, that will not interfere in the teaching of the language to the DS student, so this student can learn it. He also said that speaking as Native-Speaker does not mean speaking well, so if the DS student has the ability to talk, he can learn a L2 being patient and understanding the way they learn from the teaching strategies list.

²²I do think the boy can learn, he has not had much interaction with people, but when I got his attention in class and I could have close contact to him, at least he tried to pronounce what I said... for example, when I told -house- in English, he could repeat -aus-...

In conclusion, English can be taught to everyone, no matter the conditions. Down Syndrome student can learn a L2 if teachers focus on the real use of the language in the worldwide context starting from the basic knowledge, allowing students to develop the

²¹ Translated by the author

²² Translated by the author

communicative skills through different tools that they can need in the future to talk in English with other English speakers.

4.5. Stage V – Toolbox design

As final product, the toolbox turned into an online booklet to be uploaded by teachers. It became into a useful tool for teacher when they were planning their classes for working with this special student. The math teacher considered that literacy strategies for him were not useful because it referred to language and his subject was not about it. Hence, it is necessary to analyze that toolbox is a tool teachers can use but it takes time analyzing which strategies can be used in it.

5. CONCLUSION

Many years have passed since inclusion law was presented by National Ministry of Education, it is understood that all school must adopt it and accept it to allow SEN students access formal education in Colombia. As observed during this study, public teachers perceive that they are not ready to work with SEN students and due to those beliefs, teaching to these population is being affected.

Even though this study occurred in a short period of time and in a small group of teachers of just one public school, the information supplied in here provide general data about teachers' perceptions towards teaching to DS students in a public school, finding and results were related to what other people have done with DS students in different scenarios around the world. Exist similarities in teachers' perceptions about inclusion and teaching SEN students but they are not totally clear. Findings shows that teachers feel they are not ready to work with this population, but when training is given, they consider it as extra duty. Also, it is important to mention that interinstitutional practices facilitate a lot of learnings for teachers because visiting another institution offered me a wide point of view about teaching SEN students and there, I checked which strategies I could include in the toolbox.

It is necessary to mention that thinking about special education teachers are coming to public schools to work with SEN students, is a false thought because it would be opposite with the already stablished inclusion policy in our Colombian policies which refers that regular teachers must teach special need students in regular classrooms. One of the challenges public teachers have, is to get conscious about the role they have in the inclusion process of these SEN students. As a suggestion, teachers' qualification should be considered part of the annual training to know how to work with these children, no matter which disability they carry. During school year, government plans teacher's training to know how to work with SEN students according to inclusive education policies and teachers who receive this training can reply to this process in their institutions in pedagogical journeys as this study helped regular teachers of a public school to work with a DS student.

The perceptions mentioned by teachers in this paper show the positive attitude teachers could have towards new knowledge about teaching strategies for SEN children. At the beginning, teachers did not feel well-trained or capable to work with SEN students especially Down Syndrome and it caused negative effects in student's progress. Therefore, the low progress of the student turned evident, and some teachers perceived themselves useless in this process. Fortunately, their self-concept of being good teachers guided them to receive training and feedback of what they could do with this special kid. That is something could be promoted in other schools in order to have trained teacher for DS population.

Something unexpected was that 2 teachers out of 8 showed low tolerance on using the strategies to work with a DS student, thus as it was observed in class, the child was not included in class activities. It is because of that the importance of committed teachers on improving their pedagogical practices because as it is mentioned on the Decree-law 1421 in its article 1, the school must guarantee the access to SEN people to the regular education system, near to the place they live and similar age. Then, public and private teachers are compelled to learn process about teaching SEN people as what was proposed in this study.

Nonetheless, even training public teachers seems a difficult task because of their perceptions about their ages, reduce of time and extra work, I think that when teachers received the opportunity to reflect the different teaching aspects that include working with SEN students, there is a hope because they think about their teaching practices on what advantages and disadvantages comes with it and also it allows to share new experiences that can be useful for other teachers in other scenarios similar to their school. In one of the interviews a teacher said:

“Gracias profe por preocuparse por ese niño, la verdad sabía que debía tenerlo en clase y pasarlo, pero con este trabajo que hicimos, vi que esa población de niños con discapacidad que vienen en futuros años merece que también les enseñemos, empiezo hoy con un nuevo panorama de lo que hago en clase...”

In fact, I, as member of a public school, was also important to know how to work with a Down Syndrome because I understood that they are people who learn differently but at least, they learn. What I needed to do was to use the specific strategies to teach this

student and my English class improved and he acquired some vocabulary related to his personal objects at home. This study had a positive and meaningful impact as a teacher because it helped me to understand that education process is never completed. As much as I study, I will never learn all, but it is necessary to consider that training about new education policies improve my pedagogical practice with my students, no matter their conditions.

I consider that this study proposed new contributions on teaching DS students in public schools because as researcher I saw the changes and new perceptions teachers had after using the toolbox and it allowed me as English teacher to get closer to this kid teaching a second language because it is not the same teaching regular students and activity in pairs that teaching this DS students in groups and giving him a main role in his learning process. Currently, it is a challenge to talk about working with DS children in the classroom, it is not only observing and working on their special needs, but also facing the social perception and paradigms that teachers have when are involved in something that they do not know how to work with. Furthermore, the challenge is changing the perspective some teachers have about children with special needs. This study was focused to allow teachers to become agents of change and facilitators of the teaching-learning processes to have these children as active members of the school. Thus, changing this ideology will lead to inclusion comes naturally and benefits this vulnerable population.

If we teach children to accept diversity as something normal, it will not be
necessary to talk about INCLUSION but about Coexistence
World Down Syndrome Day (March 21, 2018)

Recommendations

The next recommendations come from my personal reflection, and they are the result of the careful study of the toolbox results and the framework provided.

- The teacher must take the time to determine and identify each of the students in an integral way, and thus reach all the children who may present difficulties, turning them into successful students.

- Understand that SEN children are human beings with equal rights, in equal conditions and opportunities and we as teachers are the adults who do their education and their learning process meaningful.
- Use the best teaching strategies, described in the Toolbox, and try to put them into practice. Challenge your students to go beyond their usual limit. For this it is important to know each student very well.
- Another aspect that can be added to this research may be the work with parents and external support specialists. This would offer much more information and widen the variety of strategies collected.

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7. APPENDIXES

Appendix 1: First Interview

Entrevista a docentes del Instituto Tobías Emanuel.

1. Mencione su nombre, profesión y proceso que orienta en el Instituto.

2. ¿Cuáles son las características con las que ustedes definen a los niños que ingresan al instituto?

3. ¿Qué estrategias de enseñanza utilizan en clase para enseñar a niños con discapacidad cognitiva, particularmente Síndrome de Down?

4. ¿Qué has hecho con el niño con SD para ayudarlo a crear un vínculo contigo como docente?

5. ¿Qué has hecho en el aula para ayudar al niño a incluirse en el grupo con los demás estudiantes?

6. ¿Has realizado alguna modificación curricular para planear las actividades que vas a implementar con el niño con SD?

7. ¿Te has apoyado en algún autor o texto en la búsqueda de estrategias para el trabajo con el niño con SD?

8. Si tuvieras un guía con estrategias de enseñanza focalizadas en la enseñanza a niños con SD, ¿la aplicarías? ¿Sí?, ¿No? ¿Por qué?

9. ¿Qué medio encuentras más útil y práctico para ti, el acceder a una guía con estrategias metodológicas para la enseñanza a niños con SD?

Appendix 2: Class Observation

OBSERVATION FORMAT		
Name of the teacher:	Date:	Level:
Subject:	Topic:	
Previous information about the group:		
LIST OF ASPECTS TO BE CONSIDERED DURING THE CLASS		
AREA OF DEVELOPMENT	ELEMENTS	What does the teacher do?
How does DS student learn? Cognitive functions	Perception	
	Attention	
	Memory	
	Reasoning	
How does DS student express what he learns? Communication	Comprehension	
	Expression	
	Functional use	
How does DS student work with others? Social Interaction	Adult's dependency	
	Isolation	
	Behavior problems	
What can you teach to DS student? Basic Instrumental Skills	Literacy	
	Mathematical logic	
How does DS student control himself? Emotional health	Emotion Self-regulation	
	Self-esteem	
General observations of the group respecting DS student:		
Notes about special cases:		

Appendix 3: First Interview at Carlos Holmes Trujillo School

²³First interview with high school teachers from the Carlos Holmes Trujillo Educational Institution (IECHT) Lisandro Franky headquarters who have been working in the classroom with a child with Down syndrome. (*Entrevista inicial a docentes de bachillerato de la Institucion Educativa Carlos Holmes Trujillo (IECHT) sede Lisandro Franky que han estado trabajando en el aula con un niño con síndrome de Down*).

1. **Mention your name, profession, and subject you guide at the IECHT.**
Mencione su nombre, profesión y asignatura que orienta en la IECHT.
2. **What is the average time you spend planning a class?**
¿Cuál es el tiempo promedio que destina a planear una clase?
3. **What strategies have you used so far with the child who has Down syndrome to help him in his process of inclusion both academically and socially?**
¿Qué estrategias ha utilizado hasta el momento con el niño que tiene síndrome de Down para ayudarlo en su proceso de inclusión tanto en lo académico como en lo social?
4. **What have you done with the child with DS to help him create a bond with you as a teacher?**
¿Qué has hecho con el niño con SD para ayudarlo a crear un vínculo contigo como docente?
5. **What have you done in the classroom to help the child fit in with the other students?**
¿Qué has hecho en el aula para ayudar al niño a incluirse en el grupo con los demás estudiantes?
6. **Have you made any curricular modification to plan the activities that you are going to implement with the child with DS?**
¿Has realizado alguna modificación curricular para planear las actividades que vas a implementar con el niño con SD?
7. **Have you relied on any author or text in the search for strategies for working with children with DS?**

²³ The survey was intentionally asked in Spanish because teachers are not bilingual.

¿Te has apoyado en algún autor o texto en la búsqueda de estrategias para el trabajo con el niño con SD?

8. To what extent are you willing to make annexes to your plans to teach the child with DS?

Hasta qué punto estas dispuesto(a) en hacer anexos a tus planeaciones para enseñarle al niño con SD.

9. If you had a guide with methodological strategies focused on teaching children with DS, would you apply it? If not? Why?

Si tuvieras un guía con estrategias metodológicas focalizadas en la enseñanza a niños con SD, ¿la aplicarías? ¿Sí?, ¿No? ¿Por qué?

10. What aspect do you find more useful and practical for you, accessing the guide with methodological strategies for teaching children with DS?

¿Qué medio encuentras más útil y práctico para ti, el acceder a la guía con estrategias metodológicas para la enseñanza a niños con SD?

Appendix 4: Second Interview (List of questions)

Final interview with high school teachers of the Carlos Holmes Trujillo Educational Institution (IECHT) Lisandro Franky branch after implementing the methodological strategies proposed for this research.

Entrevista final a docentes de bachillerato de la Institucion Educativa Carlos Holmes Trujillo (IECHT) sede Lisandro Franky después de implementar las estrategias metodológicas planteadas para esta investigación.

1. Mention your name and subject that worked with the child with DS in the implementation of the methodological strategies.

Mencione su nombre y asignatura que trabajó con el niño con SD en la implementación de las estrategias metodológicas.

According to the categories proposed for the work of methodological strategies with children with DS, answer the following questions:

De acuerdo con las categorías planteadas para el trabajo de estrategias metodológicas con niños con SD, responda las siguientes preguntas:

2. Cognitive Function:

Función Cognitiva:

2.1. How useful were the proposed strategies to attend to perception, capture attention, use memory and apply reasoning with the 10th grade child with DS?

¿Qué tan útiles fueron las estrategias propuestas para atender la percepción, captar la atención, usar la memoria y aplicar el razonamiento con el niño con SD de grado 10º?

2.2. How many difficulties were presented in the implementation of these strategies in the classroom for working with the child with DS?

¿Qué tantas dificultades se presentaron en la implementación de estas estrategias en el aula de clase para el trabajo con el niño con SD?

3. Comunicación:

Communication:

3.1. To what extent did the comprehension, verbal expression and functional use of language of the child with DS improve or remain the same after the implementation of methodological strategies regarding the teaching of these skills?

¿Hasta qué punto mejoró o siguió igual la comprensión, expresión verbal y uso funcional del lenguaje del niño con SD después de la implementación de estrategias metodológicas con respecto a la enseñanza de estas habilidades?

3.2. Do you think that your classes promoted the work of children with DS in the classroom?

¿Crees que tus clases impulsaron el trabajo del niño con SD en el aula de clases?

4. Basic Instrumental Skills:

Habilidades Instrumentales Básicas:

4.1. How much did the proposed strategies of reading, writing and mathematical logic skills contribute to your subject?

¿Qué tanto contribuyeron las estrategias planteadas de las habilidades de lecto escritura y lógico matemáticas en tu asignatura?

4.2. Considering the limitation of physical resources with the account of the educational establishment where the child with DS studies, to what extent are you willing to design the necessary didactic material for the class you teach?

Teniendo en cuenta la limitación de recursos físicos con la cuenta el plantel educativo donde estudia el niño con SD, ¿hasta qué punto estas dispuesto a diseñar el material didáctico necesario para la clase que orientas?

5. Emotional health:

Salud Emocional:

5.1. To what extent could you classify the progress you noticed in the child with DS with respect to the methodological strategies proposed to improve dependency on the adult, isolation, and certain behavior problems?

¿En qué medida podrías clasificar el avance que notaste en el niño con SD con respecto a las estrategias metodológicas propuestas para mejorar la dependencia hacia el adulto, el aislamiento y ciertos problemas de conducta?

5.2. Would you do it all over again? Yes? Nope? Why?

¿Lo harías todo de nuevo? ¿Sí? ¿No? ¿Por qué?

Appendix 5: Consentimiento informado

Investigador Principal: Carlos Andrés Vargas Orozco

Título de la investigación: “The perceptions of public teachers on the implementation of methodological strategies in current practices to strengthen their teaching process with Down Syndrome children”

Tutor: Diana Margarita Díaz

Introducción: Usted ha sido invitado a participar en un estudio para implementar una serie de estrategias metodológicas para la enseñanza a niños con síndrome de Down a través de las prácticas pedagógicas que se llevan a cabo en la Institución Educativa Carlos Holmes Trujillo (IECHT) sede Lisandro Franky. Este es un documento de consentimiento informado que le indicará lo que puede esperar de la investigación.

Sitio de investigación: La investigación se llevará a cabo en las instalaciones de la IECHT sede Lisandro Franky de la ciudad de Cali.

¿Por qué razón se está haciendo este estudio? Esta investigación se está realizando como proyecto de investigación requisito para grado de la Maestría en la Enseñanza del Inglés como lengua Extranjera en la Universidad Icesi.

¿Cuáles son los procedimientos de este estudio? ¿Qué me van a pedir que haga? En este estudio se le pedirá que participe de unos grupos focales o entrevistas, las cuales serán grabadas para el uso exclusivo del investigador. Éstas serán transcritas y sus comentarios serán analizados para identificar cuáles son las estrategias útiles que encuentre en las prácticas pedagógicas exitosas con el niño con SD. Serán dos entrevistas con preguntas abiertas. Una al inicio del proceso y otra al cierre para análisis de los resultados.

¿Cuáles son los riesgos o inconvenientes del estudio? Se considera que no hay riesgos ni inconvenientes por participar en esta investigación debido a que implica solamente la reflexión sobre la implementación de estrategias metodológicas exitosas que benefician el proceso de enseñanza de los docentes y el proceso de aprendizaje de los niños con SD. Sin embargo, un posible inconveniente para usted puede ser el tiempo que debe dedicarle a este estudio.

¿Cuáles son los beneficios de este estudio? Su participación es muy importante en este estudio. Una vez se hayan terminado de recolectar los datos, se le invitará a una reflexión sobre sus propios estilos y estrategias de enseñanza en el aula y se socializará la información encontrada con los docentes de la IECHT que tengan niños con necesidades educativas especiales – síndrome de Down para su aplicación inmediata.

¿Recibiré algún pago por mi participación? No recibirá pago alguno por su participación

¿Existen costos por participar en este estudio? No hay costos para usted por participar en esta investigación.

¿Puedo dejar de participar en el estudio y cuáles son mis derechos? Usted no tiene que hacer parte de este estudio si no quiere. Si está de acuerdo con participar en este estudio, pero luego cambia de opinión, se podrá retirar en cualquier momento. No hay ninguna penalidad o consecuencia si usted decide que no quiere participar o no quiere continuar participando.

Usted no tiene que contestar las preguntas que no quiera contestar.

¿A quién puedo contactar en caso de tener preguntas? Puede contactar a Carlos Andrés Vargas Orozco si tiene preguntas adicionales sobre su participación en este estudio; también puede escribir al correo d.cht.carlos.vargas@cali.edu.co o al Celular (What's App): 316 575 87 12.

¿Qué uso harán de la información que yo brinde? La información recolectada en la presente investigación será usada con fin exclusivo de identificar cuáles son las estrategias metodológicas útiles que a través de las prácticas de aula sean efectivas para el desarrollo de competencias y habilidades en niños con SD. No se publicarán nombres ni datos propios en los informes que se produzcan en el proceso de la investigación.

El uso de la información será confidencial y con propósitos académicos únicamente.

Le agradezco mucho su participación en esta investigación. Le pido firme si desea participar.

Documentación de consentimiento

Yo he leído este documento y decidí participar en el proyecto de investigación descrito arriba. El objetivo general, el tipo de participación que tendré, y los posibles riesgos e inconvenientes han sido explicados de manera satisfactoria. Declaro entender que puedo retirarme en cualquier momento. Al escribir mi nombre yo certifico que he leído este documento de consentimiento y que estoy de acuerdo con participar en esta investigación.

Nombre del Participante

Fecha

Nombre de la persona que obtiene el consentimiento

Fecha

Appendix 6: Lesson Plans Activities

Lesson Plan No.1 Visual stimulation of vocabulary

➤ Objective:

- Pronounce simple sounds about the home at first.
- Sensitize the student's ear with the sound of the words house, kitchen, room.

➤ Pedagogical support needs of students with Intellectual Disabilities (high school)

- To continue to strengthen the student's concentration skills, so that he can stay in activities of various kinds, for long periods, without being dispersed.
- To continue work on higher level reading and creative writing skills.
- To promote the autonomous and independent use of the school agenda, as a tool that contributes to self-regulation. (Ministry of National Education MEN, 2017)

➤ Methodology

The methodological process focuses on guiding the activity gradually, understanding the needs of the student with Dow Syndrome and their own cognitive abilities. In this sense, the following are considered:

- Individualized monitoring, process activities controlled by the teacher, teamwork.

➤ Timing:

The stimulation will last for 20 minutes.

➤ Begining

Explain in detail the activity that takes place in the classroom.

Images are shown on the representation of:



➤ Development

The teacher speaks clearly and slowly so that the student pays attention to both the sound and the image that is being represented.

➤ Self-Stimulation

To exercise the comprehension and recognition of words, they are given images so that they can place them in the corresponding place.

House	Bedroom	kitchen

➤ **Evaluation**

The evaluation is carried out in accordance with the established objectives:

Grade Scale (G = Good, VG = Very Good, O = Outstanding, E = Excellent)

Objetives	Estimulation	Grade Scale			
		G	VG	O	E
Pronounce at first simple sounds about the home.	The student is able to pronounce every single word				
	The student seeks to make the gesticulation of the words				
Sensitize the student's ear with the sound of the words house, kitchen, room.	The student pays attention to the English words pronounced by the teacher				
	The student recognizes the relationship between sound and image				

Descriptive evaluation of the teacher

Indicator	Difficulty	Strength
Image recognition	¿How?	¿How?
	¿Why?	¿Why?
Oral expression	¿How?	¿How?
	¿Why?	¿Why?
Concentration or memory level	¿How?	¿How?
	¿Why?	¿Why?

Activity No.2 Language stimulation

➤ **Objective**

- To pronounce simple sounds about the home at first.
- To sensitize the student's ear with the sound of the words house, kitchen, room.

➤ **Pedagogical support needs of students with Intellectual Disabilities (high school)**

- ✚ To continue strengthening student's concentration skills, so that he can stay in activities of various kinds, for long periods, without being dispersed.
- ✚ To continue working on higher level reading and creative writing skills.

- ✚ To promote the autonomous and independent use of the school agenda, as a tool that contributes to self-regulation. (Ministry of National Education MEN, 2017)

- **Methodology**

The methodological process focuses on guiding the activity gradually, understanding the needs of the student with Dow Syndrome and their own cognitive abilities. In this sense, the following are considered:

- Individualized monitoring, process activities controlled by the teacher, team work.

- **Timing:**

The stimulation will last 30 minutes.

- **Beginning**

Explain in detail the activity that takes place in the classroom.

A welcome is performed with the song called "In my House (Parts of the house)" the song aims to strengthen social skills which the boy or girl can recognize information to establish social relationships.

Images are shown on the representation of:

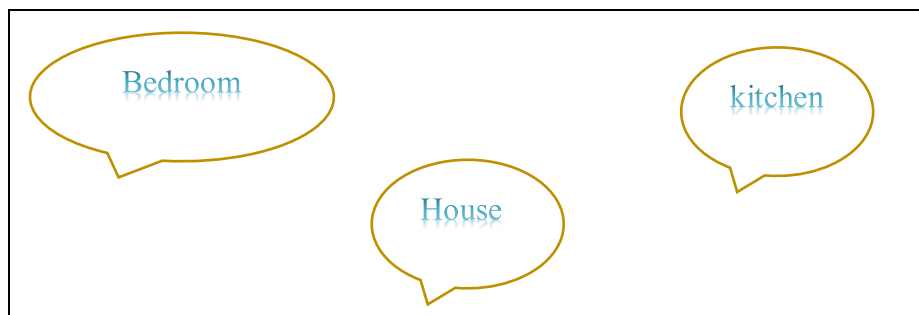


- **Development**

The teacher speaks clearly and slowly so that the student pays attention to both the sound and the image that is being represented.

- **Language Stimulation**

The teacher approaches and performs repetition exercises of the intonation of each word in English as a group.



➤ **Evaluation**

The evaluation is carried out in accordance with the established objectives:

Grade Scale (G = Good, VG = Very Good, O = Outstanding, E = Excellent)

Objetivos	Estimulation	Grade Scale			
		G	VG	O	E
Pronunciar en un primer momento sonidos simples sobre el hogar.	The student is able to pronounce every single word				
	The student seeks to make the gesticulation of the words				
Sensibilizar el oído del estudiante con el sonido de las palabras casa, cocina, pieza.	The student pays attention to the English words pronounced by the teacher				
	The student recognizes the relationship between sound and image				

Descriptive evaluation of the teacher

Indicator	Difficulty	Strength
Image recognition	¿How?	¿How?
	¿Why?	¿Why?
Oral expression	¿How?	¿How?
	¿Why?	¿Why?
Concentration or memory level	¿How?	¿How?
	¿Why?	¿Why?

Activity No. 3 Vocabulary grouping “My Home”

➤ **Objective**

- To pronounce simple sounds about the home at first.
- To sensitize the student's ear with the sound of the words developed in class.

➤ **Pedagogical support needs of students with Intellectual Disabilities (high school)**

- ✚ To continue strengthening the student's concentration skills, so that he can stay in activities of various kinds, for long periods, without being dispersed.
- ✚ To continue working on higher level reading and creative writing skills.
- ✚ To promote the autonomous and independent use of the school agenda, as a tool that contributes to self-regulation. (Ministry of National Education, 2017)

➤ **Methodology**

The methodological process focuses on guiding the activity gradually, understanding the needs of the student with Dow Syndrome and their own cognitive abilities. In this sense, the following are taken into account:

- Individualized monitoring, Process activities controlled by the teacher, teamwork.

The first stimulation will last 10 minutes.

The second stimulation will have a maximum duration of 20 minutes.

➤ **Beginning**

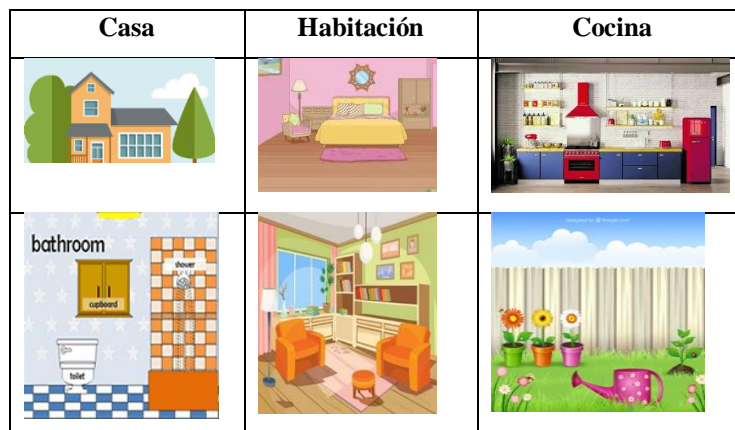
A welcome is performed with the song called "In my House (Parts of the house)" the song aims to strengthen social skills which the boy or girl can recognize information to establish social relationships.

➤ **Development**

The teacher speaks clearly and slowly so that the student pays attention to both the sound and the image that is being represented.

➤ **Memory Stimulation**

The game allows students to strengthen their concentration skills by relating the sound of the words with the images.



➤ **Evaluation**

The evaluation is carried out in accordance with the established objectives:

Grade Scale (G = Good, VG = Very Good, O = Outstanding, E = Excellent)

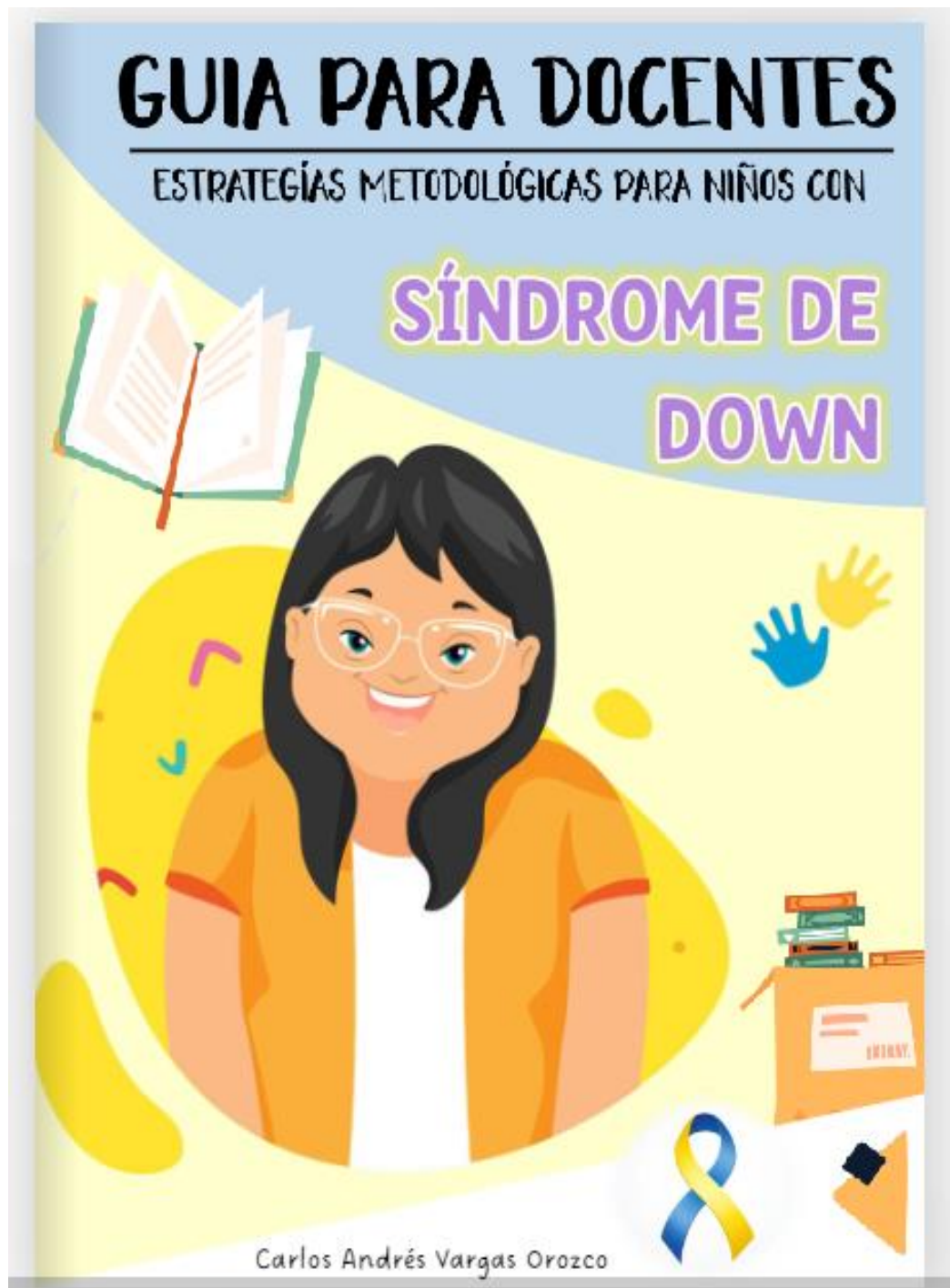
Objetives	Estimulation	Grade Scale			
		<i>G</i>	<i>VG</i>	<i>O</i>	<i>E</i>
Pronunciar en un primer momento sonidos simples sobre el hogar.	The student is able to pronounce every single word				
	The student seeks to make the gesticulation of the words				
Sensibilizar el oído del estudiante con el sonido de las palabras casa, cocina, pieza.	The student pays attention to the English words pronounced by the teacher				
	The student recognizes the relationship between sound and image				

Descriptive evaluation of the teacher

Indicator	Difficulty	Strength
Image recognition	¿How?	¿How?
	¿Why?	¿Why?
Oral expression	¿How?	¿How?
	¿Why?	¿Why?
Concentration or memory level	¿How?	¿How?
	¿Why?	¿Why?

Appendix 7: Toolbox

²⁴<https://heyzine.com/flip-book/c9017403ff.html>



²⁴ The toolbox was intentionally designed in Spanish because most of the teachers who will read it and use it, are not English speakers.

Hola, soy Juan, tengo 15 años y tengo síndrome de Down y no, no estoy enfermo, simplemente es un cromosoma extra.

Te voy a contar un poco de mí para que sepas cómo soy y puedas entenderme, cómo aprendo y puedas enseñarme y quién soy, para que puedas aceptarme.

Puedo ir a la escuela pero los maestros no saben que hacer conmigo en el aula. Es por eso que te contaré lo que puedes hacer para que me enseñes. Acompañame en esta tarea...



Te voy a explicar brevemente que es exactamente el Syndrome de Down...



Es un desorden genético. Hay 47 pares de cromosomas, en vez de 46. Fue estudiado por el británico Dr. John Langdon Down



Tanto los hombres como las mujeres tienen 24 pares de cromosomas. 21 pares contiene un cromosoma extra.
15% Hombres
85% Mujeres



Cada 1 de 700 niños nace con síndrome de down en el mundo y tiende a ser mayor la cifra si la madre tiene al hijo en edad adulta.

(Pueschel, 1997)

Existen 3 tipos de Síndrome de Down.

El primero es el más común, se llama...



El segundo se llama...



TRISOMÍA 21:

95% de los casos. Con este tipo de síndrome de Down, cada célula del cuerpo tiene tres copias separadas del cromosoma 21 en lugar de las 2 usuales.



TRANSLOCACIÓN:

Este está presente en el 4% de los casos. Esto ocurre cuando hay un cromosoma 21 entero extra presente, pero ligado a un cromosoma distinto en lugar de estar en un cromosoma 21 separado.

Y el tercero que es el menos común, se llama...



Estas son nuestras características físicas...



MOSAICISMO:

Sólo el 1% de los casos. Mosaico significa mezcla o combinación. Para los niños con síndrome de Down con mosaicismo, algunas de las células tienen 3 copias del cromosoma 21, pero otras tienen las típicas dos copias del cromosoma 21. Los niños con síndrome de Down con mosaicismo pueden tener las mismas características que otros niños con síndrome de Down. Sin embargo, pueden tener menos características de la afección debido a la presencia de algunas (o muchas) células con la cantidad normal de cromosomas.

Forma de ojos tipo almendras

Nariz pequeña

Dedos cortos



Cabeza pequeña

Orejas pequeñas

Cuello corto

Estómago diferente (A veces con hernias)



¿Cómo aprendo?

Propuestas de acción en el aula



Categoría

FUNCIONES COGNITIVAS

- Percepción
- Atención
- Memoria
- Razonamiento

Estrategias Metodológicas



Apoyos visuales y manipulativos.

Presentación multisensorial de los estímulos

Aprendizaje por observación o modelado

Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi percepción...

Propuestas de acción en el aula

- Apoyos Visuales y Manipulativos
- Presentación multisensorial de los estímulos
- Aprendizaje por observación o modelado


Implementa información auditiva con elementos visuales que me favorezcan la comprensión a través de gestos, imágenes, objetos reales, esquemas gráficos o signos pictográficos, ubicación en el aula y TICs.

Refuerza un estímulo presentado a través de diferentes vías sensoriales donde presentes el material de forma que pueda percibirlo a través del oído, la vista y el tacto.

Copia secuencias de acción para facilitarme la comprensión e instauración de un hábito en mi rutina que será clave para construir mi desarrollo. Debes considerar que la imitación desde mi perspectiva es diferente a la de los otros.

- Duración de las actividades
- Períodos de descanso
- Aumento progresivo de los periodos de atención
- Garantizar contacto ocular
- Eliminar estímulos distractores
- Espacio de trabajo
- Presentación secuenciada de estímulos
- Programas de atención

Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captés mi atención...

Duración de las actividades	Prepara muchas actividades de corta duración para irme presentando la clase poco a poco y poder ir captando mi atención y mi motivación ya que si planeas actividades muy prolongadas harán que en un momento pierda la atención.	Garantizar contacto ocular	Garantiza mi atención con el contacto visual  con objetos con imágenes y con las personas. Haz juegos de sonidos \ni Llamame y cuando te mire haz un ruido gracioso que me guste y repite la secuencia \ni o juegos de gestos \ni Cuando te mire haz un gesto gracioso y repítelo tratando de disfrutar de esta situación de juego \ni o modula mucho la voz con cambios de tono para mantener mi mirada.
Períodos de descanso	Incluye entre las actividades periodos de descanso que garanticen mi interés ante nuevas tareas tales como levantarme un momento, repartir un material hacer un pequeño recado o dejarme que me distraiga con una actividad de mi gusto.	Eliminar estímulos distractores	<ul style="list-style-type: none"> ✓ Debo estar situado en un lugar en el que tenga acceso a la información: cerca del profesor, de frente a la pizarra y que pueda ver los materiales en un ángulo adecuado. ✓ Elimina objetos o materiales a mi alcance que me puedan distraer \ni Cartuchera pinturas, cuadernos, libros o juguetes \ni. ✓ Ubicame próximo a otro alumno que facilite y me ayude con mis conductas de atención. ✓ Crea un hábito postural adecuado que garantice una posición equilibrada de sentado para que no me disperse con posturas poco compatibles con la tarea o con movimientos distractores.
Aumento progresivo de los periodos de atención	Haz que los periodos de descanso o que los refuerzos que se me ofrezcan sean realmente motivadores para mí. Así poco a poco me puedes ir aumentando la exigencia de trabajo para poder lograr esos refuerzos.	Espacio de trabajo	Dame un espacio de trabajo o un lugar del aula que solo este destinado específicamente para mí para que realice algunas tareas, bien sea individualmente con un compañero mediador, o en pequeños grupos.

Presentación secuenciada de estímulos

- Preséntame las tareas y los estímulos poco a poco asegurándote que entendi. Si una tarea implica una secuencia de acciones me le planteas de una en una y de forma organizada. Para presentarme los estímulos tienes que potenciar mi motivación para ello es conveniente proponer los materiales o las tareas creando expectativa en mi se pueden emplear elementos curiosos y cautivantes de mi gusto y jugar con la novedad como elemento que facilite mi atención.

Programas de atención

Hay tres programas de atención que debes prestar atención:

1. Atención al entorno potencia la capacidad de observación del entorno que me rodea:
 - ✓ Plantea juegos de continuidad en donde yo deba permanecer atento para continuar una actividad que pasa de unos a otros. La actividad se puede plantear en situación de dos o en grupo.
 - ✓ Identifica que cambios hay en mi entorno.
 - ✓ Busca soluciones si tengo problemas: En situaciones de enseñanza incidental aprovecha los momentos que vayan surgiendo en la dinámica cotidiana para que plantees para mis pequeñas dificultades para que tenga que fijarme en qué ha pasado y busque alternativas de respuesta para resolverlas.



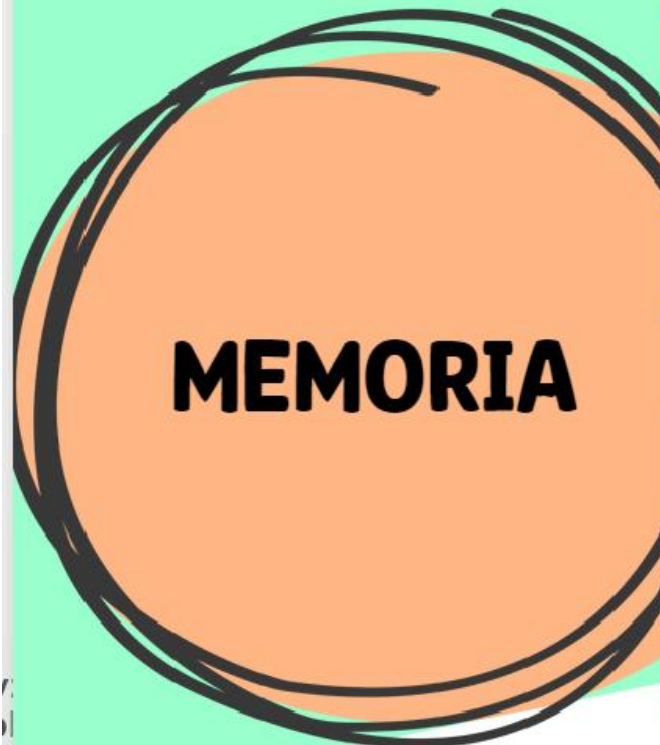
2. Atención visual:

- ✓ Colócame a buscar objetos o imágenes.
- ✓ Colócame a buscar objetos o imágenes que desaparecen.
- ✓ Déjame emparejar objetos o imágenes iguales.
- ✓ Colócame a dibujar figura-fondo en donde tenga que identificar un dibujo concreto sobre un fondo con otros dibujos.

3. Atención auditiva:

- ✓ Enséñame a respetar el turno de los demás con ayuda de algún elemento físico \ni Una tarjeta un muñeco... \ni o de un gesto se regulará el turno de palabra.
- ✓ Ayúdame con mi discriminación auditiva: ¿Qué suena? Haz juegos en los que vaya identificando diferentes sonidos del cuerpo, de los animales, del entorno etc.

Propuestas de acción en el aula



Aprendizaje por práctica de conductas

Recados

Aprendizaje de textos orales

Clasificaciones

Coletillas, esquemas verbales

Ritmos

Programa de memoria

Aprendizaje por práctica de conductas.

Recados

Aprendizaje de textos orales

Hola, Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi memoria...



Repite las tareas para que así aumente mi capacidad de ejecución. No suelo rechazar la práctica sobre todo si me proporciona éxito. Sin embargo, también puedo aburrirme de hacer las mismas cosas muchas veces.

Dame instrucciones sencillas para que realice tareas concretas. Puede ser repartir un material, ordenar un espacio, transmitir un mensaje a otra persona, llevar un objeto a algún lugar, etc.

Déjame memorizar una canción, una poesía, una adivinanza. Si soy muy pequeño y aún no he accedido a la expresión oral, esta actividad puede consistir en aprender gestos asociados a las canciones o esquemas de juego interactivo.

Clasificaciones	<p>Almaceno la información siguiendo esquemas lógicos y ordeno los juguetes, la ropa, los materiales de trabajo, láminas de imágenes, bloques lógicos, cuentos, materiales de desecho, letras, números o cualquier cosa siguiendo unos criterios que me ayudarán a estructurar la información y me facilitará mi almacenamiento.</p>	<p>2. Para la memoria auditiva:</p> <ul style="list-style-type: none"> ✓ Puedo recordar palabras: Repito una secuencia de palabras o una frase aumentando progresivamente el número de elementos a recordar. ✓ Puedo memorizar dígitos: Repito unos números que dice el adulto u otro niño. ✓ Puedo recordar partes de un cuento: Cuéntame un cuento y después me preguntas sobre él y me puedes pedir que recuerde una parte. ✓ Puedo hacer un cierre gramatical: Deja una palabra sin terminar para que yo la termine. Lo puedo hacer con canciones, poesías o retahílas que conozco.
Coletillas, esquemas verbales.	<p>Asocio una acción con una frase, una canción o una pequeña poesía o unos gestos concretos. Por ejemplo:</p> <p>"Ojos abiertos, boca cerrada y orejas preparadas..."</p> <p>"Cola en el asiento, espalda derecha, cabeza levantada que vamos a empezar..."</p> <p>"A recoger, a colocar, cada cosa en su lugar"</p>	
Ritmos	<p>Repito secuencias de sonidos o de gestos que se irán ampliando en cuanto al tipo de sonido o gesto, el número, la duración, la intensidad, etc. para anticipar tareas, como una transición entre dos actividades o como una rutina.</p>	
Programa de memoria	<p>1. Para la memoria visual:</p> <ul style="list-style-type: none"> ✓ Identifico objetos o imágenes que han sido presentadas antes y que han desaparecido entre otras nuevas que se aparecen. ✓ Coloco en el mismo orden una secuencia de imágenes. 	

Propuestas de acción en el aula



- Respeto del tiempo
- Asegurar la comprensión
- De lo manipulativo a lo conceptual
- Uso de esquemas
- Aprendizaje funcional
- Estrategias de generalización
- Aprendizaje mediado



- Respeto del tiempo

Dame tiempo para que elabore mis respuestas sin atosigarme será suficiente para que mejoren mis procesos de razonamiento y evita lanzarme preguntas ininterrumpidas o adelantarte a responder por mí.
- Asegurar la comprensión

Individualizo las instrucciones, sobre todo cuando se trata de órdenes complejas que incluyen muchos elementos que me pueden hacer perder.
- De lo manipulativo a lo conceptual

Utilizo más la experimentación que la reflexión a partir de una explicación verbal. Compruebo relaciones de causa-efecto, clasifico objetos o imágenes siguiendo un criterio, y manipulo los objetos para observar sus características y deduzco relaciones que permitirán manejar cognitivamente la realidad y acceder mejor a la abstracción.

Uso de esquemas	<p>Empleo esquemas que representen visualmente las relaciones entre los objetos o las realidades aprovechando mi potencial visual. Puedo usar diagramas o mapas conceptuales en los que sitúo imágenes u objetos en espacios delimitados siguiendo un criterio que puede resultar una estrategia útil en la que yo experimento.</p>		<h1>¿Cómo entiendo a mi maestro?</h1>
Aprendizaje funcional	<p>Relaciono el aprendizaje con las necesidades de mi vida cotidiana o con mis centros de interés ya que eso aumentará mi motivación y resultará más práctico para lograr mayor adaptación social.</p>		<h2>Categoría COMUNICACIÓN</h2>
Estrategias de generalización	<p>Repito con frecuencia las conductas adquiridas en distintas situaciones. Trabajo individual en grupo con diferentes tutores, o en casa. es necesario para lograr la generalización.</p>		
Aprendizaje mediado	<p>Proponme alternativas ante una situación para que elija ayudarme a pensar el "porqué" he dado una u otra respuesta ayúdame a planificar o secuenciar una tarea recuérdame la relación de unos aprendizajes con otros. instigarme a buscar más de una solución y sobre todo motivarme para aprender, reforzar mis progresos y valorar el proceso que está siguiendo por encima del resultado.</p>		<ul style="list-style-type: none"> - Comprensión - Expresión verbal - Uso funcional

Propuestas de acción en el aula



COMPRENSIÓN

Apoyos visuales

Simplificar los mensajes

Repetición de órdenes

Asegurar la comprensión

Cuentos personalizados

Explicar lo evidente

Apoyos visuales

Simplificar los mensajes

Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi comprensión.



Añade más información al mensaje verbal para hacerlo más comprensible para mí: usa gestos, imágenes, palabras clave escritas en carteles o en la pizarra.

- ✓ Emplea frases breves y sencillas. Si usas frases complejas encadenadas entre sí es posible que pierda mucha información. Si percibo que el mensaje es complejo, se desvanece mi interés y dejo de prestar atención.
- ✓ Evita dobles sentidos o ironías que dificultan mi comprensión y hacen aún más complejo el mensaje para nosotros introduciendo contradicciones que no son capaces de interpretar.

Propuestas de acción en el aula

Repetición de órdenes	Repíteme las instrucciones. es una forma de individualización al principio de una tarea o a lo largo de la ejecución de esta cuando necesite recordar cuál es el objetivo o los pasos que tengo que seguir.
Asegurar la comprensión	Individualiza las instrucciones con la posibilidad de preguntarme qué me han dicho o qué tengo que hacer para cerciorarte del grado de comprensión del mensaje.
Cuentos personalizados	Mi capacidad de simbolización e imaginación es inferior a lo que cabría esperar para mi edad, en general me gustan los cuentos, por lo que utilizarlos puede ser una estrategia que aumente mi motivación.
Explicar lo evidente	Explicame incluso lo que parece obvio para ti porque puede ocurrir que no lo entienda y si das por supuesto que lo hice, estas creando lagunas sobre las que mi aprendizaje se hace muy inestable.

- Sistemas aumentativos de comunicación
- Apoyos gestuales
- Respuestas motoras complementarias
- Aumento de vocabulario
- Prolongar sus producciones
- Correcciones explícitas



Sistemas
aumentativos
de
comunicación

Emplea un código gestual o pictográfico de forma complementaria al lenguaje oral con objeto de aumentar la capacidad de comunicación mutua. Eso resulta muy eficaz, sobre todo en mis primeros momentos, cuando aún no empleo palabras.

Apoyos
gestuales

Haz gestos que se utilizan de forma espontánea acompañando al lenguaje oral. Usualmente se trata de gestos naturales o señalizaciones que implementan el significado de las palabras y las entiendo mejor.

Respuestas
motoras
complementarias

Pídemme respuestas motoras además de las verbales. Tales como señalar, mostrar, ordenar, clasificar o realizar un gesto de modo que implemente mis posibilidades de darte una respuesta correcta.

Aumento de
vocabulario

Los niños amplían progresivamente el conocimiento de nuevas palabras a partir de situaciones cotidianas y así van construyendo su vocabulario, pero yo como consecuencia de mis dificultades de memoria a largo plazo, almaceno y utilizo menos palabras de las que puedo decir para mi edad. Se consciente de ese aspecto.

Prolongar sus
producciones

Ayúdame a ir ampliando mis enunciados de forma progresiva realizando expansiones, sustituciones y encadenamientos.

Por ejemplo, el adulto sustituye un elemento formal de la frase del niño por otro, un nombre por un pronombre, o utiliza un sinónimo. Si yo digo "Mamá me lleva", el adulto sustituye: "ella te lleva."

Correcciones
explícitas

Estas conductas verbales y no verbales del adulto tienen por objeto hacerme consciente del uso que hago del lenguaje, reforzando mis producciones correctas mediante un gesto, una sonrisa o expresiones del tipo "claro", "muy bien" - y proporcionándome un modelo adecuado en caso de que cometa un error, bien sea fonético, semántico o morfosintáctico.



Propuestas de acción en el aula



USO FUNCIONAL

Creación de
rutinas
interactivas

Regulación de
las pautas de
interacción

Estimular
funciones
comunicativas

Ampliar campos
de interés

Creación de
rutinas
interactivas

Regulación de
las pautas de
interacción

Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi uso funcional.



A lo largo de la jornada escolar hay algunas rutinas claramente definidas que me pueden ayudar: el saludo cuando llego o la despedida cuando me voy, la asamblea el momento del cuento o de la lectura. También hay algunas rutinas a lo largo del día que pueden cumplir esta función: Repartir un material, corregir una tarea, un momento de descanso, al cambiar de actividad...É.

Muestro menos iniciativa para participar, tiendo a esperar a que me regule el adulto y no siempre manejo adecuadamente la alternancia de la comunicación. Por eso, garantiza el contacto ocular y ayúdame en la toma de turnos para hablar, dame la palabra.

Estimular funciones comunicativas

Ampliar campos de interés

Animame a pedir mis necesidades y deseos a través de palabras, cuando sea capaz de hacerlo, en lugar de entender mis señalizaciones o mi lenguaje gestual para favorecer la función imperativa. No dejes que me quede apuntando con mi dedo lo que quiero.

Parte de mis intereses para lograr mi motivación inicial e ir dirigiéndome hacia nuevas materias que amplien mis posibilidades de comunicación.



¿Cómo interactúo con otros?

Categoría
INTERACCIÓN SOCIAL

- Dependencia del adulto
- Aislamiento
- Problemas de conducta

Estrategias Metodológicas



Propuestas de acción en el aula



DEPENDENCIA DEL ADULTO

Definir la
autonomía
como un
objetivo de
trabajo

Retirar ayuda
innecesaria

Planificar
momentos de
supervisión

Actividades
individuales de
refuerzo

Definir la
autonomía
como un
objetivo de
trabajo

Retirar ayuda
innecesaria

Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi dependencia al adulto.



Debes tener claro que hay que priorizar mi autonomía en la realización de mis tareas por encima del resultado, sobre todo en mis primeras etapas educativas donde se instaura el estilo de aprendizaje. Por ejemplo, es importante que yo sea capaz de hacer solo las tareas de pregrafismo sin que tú me estes instigando o dirigiendo, aunque eso repercute negativamente en mi precisión.

Llevarme de la mano cuando puedo subir solo las escaleras, ponerme el abrigo cuando se hacerlo, ayudarme a recoger mis materiales o hacerme un recado, son algunos ejemplos de conductas sobreprotectoras que tu realizas sin darte cuenta y que lejos de ayudarme, limitan mis posibilidades. Cree en mis capacidades, es una actitud que marca la cultura del aula.

Propuestas de acción en el aula



Planificar momentos de supervisión

Debes ayudarme a evaluar mis comportamientos, sugerirme alternativas y construir aprendizaje a partir de la práctica. Para ello es útil tener previstos momentos, a lo largo de la jornada escolar, en los que tu como profesor me ayudes a evaluar mis acciones. De ese modo adquiero un hábito que me facilita el aprendizaje y me aseguro el refuerzo de mis logros y el aumento de mi motivación.

Actividades individuales de refuerzo

Busca estrategias válidas que eviten mi aburrimiento y aprovecha el momento como una oportunidad para adquirir autonomía. Para hacer esto posible puedes emplear el espacio de trabajo donde puedo ir con otro niño o en pequeño grupo a practicar alguna habilidad concreta. También puede ser útil que el docente tenga preparados unos materiales para trabajar de forma autónoma, bien sea en mi sitio habitual o en mi espacio de trabajo.

ASLAMIENTO

Enseñanza explícita de habilidades sociales

Mediación entre iguales

Entrenamiento en resolución de problemas

Clima de inclusión

Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi aislamiento.

Enseñanza explícita de habilidades sociales	Incluye como objetivos de trabajo habilidades como saludar, dar las gracias, solicitar la participación en un juego, pedir ayuda, pedir un material, escuchar lo que dice otro, mostrar un trabajo o un logro, etc. todo ello aprovechando situaciones de la vida cotidiana. Tal vez estos aprendizajes van a ser más funcionales para mí que otros más abstractos, por lo que deberías dárselos mayor prioridad.	Entrenamiento en resolución de problemas	Permiteme percibir distintos puntos de vista, interpretar situaciones sociales y desarrollar la capacidad para buscar soluciones. Enfrentarme a las pequeñas dificultades cotidianas me ayuda a evitar el aislamiento.
Mediación entre iguales	Debes poner a otro niño que se convierte en mi compañero de juego durante un periodo de tiempo concreto sirviendo de modelo y de mediador. Puede ayudarme a comprender algunas claves verbales, no verbales y contextuales e introducirme en el complejo mundo social.	Clima de inclusión	Tus actitudes serán la clave. Si crees en mis capacidades, respetas mis diferencias, te relacionas bien conmigo y buscas estrategias para facilitar mi aprendizaje, los demás niños dispondrán de un modelo adecuado al que imitar y yo con necesidades educativas especiales me sentiré más seguro para interactuar.

Propuestas de acción en el aula



PROBLEMAS DE CONDUCTA

- Instaurar normas claras
- Garantizar la firmeza
- Ignorar conductas indeseadas
- Reforzar conductas adecuadas

- Instaurar normas claras
- Garantizar la firmeza



Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mis problemas de conducta.



Las normas son el referente que marca lo que debo o no debo hacer, lo que está bien y lo que está mal. Necesito aprender con claridad que conductas son apropiadas y cuales no. Las normas del aula me ayudarán en el proceso de adquisición de una moral autónoma que me permita un adecuado funcionamiento social.

Si prometes un premio, debes cumplirlo y si me amenazas con un castigo también de este modo mi conducta es predecible y me siento seguro. La firmeza permite que pueda anticipar con facilidad cuál será la reacción del profesor y cuáles serán las consecuencias de mi comportamiento.

¿Qué me puedes enseñar?

Ignorar conductas indeseadas

Si me ignoras debes ser capaz de tolerar una conducta negativa porque puede ocurrir que me provoque ansiedad y mediante gestos, miradas u otras conductas no verbales, logre el efecto contrario que es ofrecer más atención.

Reforzar conductas adecuadas

Por mis características, capto con facilidad la implicación emocional del docente y soy especialmente permeable a los sentimientos de satisfacción que éste me transmite, por esta razón las técnicas de refuerzo son muy eficaces conmigo. Sin embargo, las recompensas deben ir variando porque si no pierden el efecto reforzador.

Categoría

HABILIDADES INSTRUMENTALES BÁSICAS

- Lecto escritura
- Lógica matemática

Estrategias Metodológicas

Propuestas de acción en el aula



LECTO- ESCRITURA

Métodos
globales

Abordaje
temprano de
habilidades
lectoras

Separar el
aprendizaje de
lectura y
escritura

Uso de apoyo
visuales y
manipulativos

Lectura fácil

Métodos
globales

Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi lecto-escritura.



✓ Presento dificultades de memoria secuencial auditiva de expresión oral y de metalenguaje que limitan mi conciencia fonológica por todo ello el acceso a la lectura por vía indirecta presento dificultades. Puedo ir aprendiendo las palabras frecuentes por asociación entre la palabra y la imagen y las voy memorizando. No me pongas a analizar los elementos de las palabras ⇒ Silabas, letras ⇒ sino un reconocimiento global de la palabra.

✓ Trabajo con palabras:

1. Asociar imagen con la palabra correspondiente.
2. Asociación de palabras iguales.
3. Construcción de frases con las palabras conocidas.

Abordaje temprano de habilidades lectoras

Para poder iniciar mi aprendizaje del proceso lector, primero debo reunir los siguientes requisitos:

1. Debo disponer de un nivel básico de lenguaje comprensivo. Comprender que las cosas tienen un nombre ¿Personas, objetos, acciones...?
2. Debo realizar seguimiento de órdenes simples: dame, ven, señala, mira, coge...
3. Debo identificar imágenes nombradas, aunque aún no sea capaz de nombrarlas.
4. Debo dominar habilidades manipulativas sencillas como coger, soltar, meter...
5. Debo asociar objetos o imágenes iguales.

Debo participar activamente en los aprendizajes manteniendo un tiempo, la atención y la postura.

Separar el aprendizaje de lectura y escritura

El método de lectura plantea que debo iniciar el reconocimiento visual de palabras, incluso de fragmentos de palabras, aunque no sea capaz de producirlas gráficamente. El acceso al dibujo resulta difícil porque mi capacidad de simbolización está desfasada con respecto a mi edad y también por la falta de precisión en los trazos que hago. Como profesor podrás ir planteando sencillos dibujos dándome el modelo para que a través de la imitación pueda empezar a simbolizar.

Uso de apoyo visuales y manipulativos

Usa materiales que pueda manipular como imágenes y tarjetas con las palabras escritas. Estas tarjetas tendrán el mismo tamaño todas y deben estar plastificadas para evitar que se deterioren y en las primeras etapas seguirán un código de colores que faciliten la identificación. Los sujetos pueden ir en color azul los verbos en rojo y los complementos en verde.

Lectura fácil

Hay documentos, libros, páginas web, etc. que están diseñados especialmente para personas con dificultades para la comprensión y la lectura. Debes buscarlos en internet ya que se caracterizan por su sencillez tanto en el diseño del texto como en redacción o uso sencillo de la lengua para facilitar mi comprensión y poder empezar mi proceso lector.



Propuestas de acción en el aula



LÓGICA MATEMÁTICA

Proceso
secuenciado

Trabajar
actividades
de la vida
diaria

Reforzar la
memoria
numérica

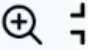
Proceso
secuenciado



Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi lógica matemática.

Este proceso incluye las siguientes etapas que debes tener en cuenta:

1. **Propiedades de los objetos:** Debes trabajar los conceptos básicos relacionados con los colores, las formas, los tamaños u otras características que me permitan el análisis de los objetos.
2. **Agrupación:** Clasificación: una vez que conozca las propiedades de los objetos me animaré a realizar tareas de comparación entre los objetos para agruparlos o clasificarlos siguiendo distintos criterios.
3. **Conceptos de cantidad:** \exists No-muchos, más-menos, mayor-menor, primero-último, ordinales, etc. \exists Me permiten también realizar operaciones de comparación y de orden.



4. **Acceso al número:** Puedo trabajar simultáneamente la identificación del número y la asociación del número a la cantidad manipulando objetos y asociando grupos de objetos al número correspondiente.
5. **Conteo:** Cuando pueda contar objetos implica un proceso complejo de asociación del número a la cantidad. Cuando empiezo, cuento de forma memorística pero debes asegurarte de que señale el objeto numerado con el ritmo necesario para que el conteo sea correcto.
6. **Seriaciones:** Esto consiste en elegir y situar unos elementos respecto a otros siguiendo un criterio o varios. Al principio requeriré de un modelo para copiar, e incluso la indicación verbal de mi profesor hasta que vaya descubriendo la relación y pueda ser más autónomo.
7. **Ordenamientos:** Pueden ser historietas con dibujos para colocar lo que va antes y después, u objetos a ordenar por su tamaño, números siguiendo un orden determinado o conjuntos de objetos a ordenar según la cantidad.
8. **Composición-descomposición del número:** Puedes hacer actividades que consistan en componer o descomponer un conjunto de objetos para comprender la cantidad. Es conveniente que use elementos reales tipo regletas o fichas equiparables que me permitan visualizar las partes y así comprender mejor el proceso.
9. **Operaciones matemáticas:** Una vez que maneje cantidades sencillas, puedo iniciar el acceso a la suma empleando objetos reales y también mis dedos.

Trabajar actividades de la vida diaria

Puedes aprovechar cualquier situación a lo largo del día para ayudarme a contar. ¿calcetines que nos tenemos que poner, platos que hay que situar en la mesa para comer, cuadernos que hay que llevar, o número de golosinas que quiere, etc.¿. Tienes que insistirme para que usen adecuadamente los conceptos espaciales, temporales o de cantidad. ¿dónde estoy?, ¿cuántos hay?, ¿qué pasó antes?, ¿qué va a pasar después?.

Puedes ayudarme de los siguientes elementos que puedo usar:

1. Las nuevas tecnologías. ¿Computador, Tablet, Dispositivos electrónicos¿
2. El dinero
3. El teléfono
4. La calculadora
5. El calendario
6. El reloj

Reforzar la memoria numérica

Puedes animarme a aprender números de teléfono importantes para mi direcciones, fechas especiales. ¿Cumpleaños, días de fiesta...¿ matrículas de motos o carros, etc. Estos datos me resultarán útiles para localizar mis pertenencias, definir mi propia identidad y sobre todo estimulará mi memoria secuencial auditiva.



¿Qué me controlas?

Categoría SALUD EMOCIONAL

- Autorregulación
- Autoestima

Estrategias Metodológicas



Propuestas de acción en el aula



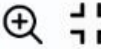
Identificación emocional

Autocontrol emocional

Trabajar empatía



Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi autoregulación.



Identificación emocional

Las emociones están siempre presentes en el aula nosotros experimentamos alegría tristeza enfado sorpresa miedo, etc. El docente puede aprovechar cualquier situación para ayudarme a observar las reacciones de mi cuerpo y a etiquetar mis emociones. Me puedes preguntar como me siento y ayudarme a poner un nombre a ese estado.

Autocontrol emocional

Cuando sea capaz de identificar mis emociones y la causa de estas será conveniente ayudarme a buscar alternativas de afrontamiento para que mis reacciones sean ajustadas a la situación y no me conduzcan al descontrol. Las técnicas como la respiración la relajación la distracción pueden ser adecuadas para regular mi ira mi ansiedad o mi tristeza.

The poster is divided into several sections. At the top right, a green banner contains the title 'Propuestas de acción en el aula' in a handwritten font, next to a ribbon icon with a magnifying glass. Below this is a yellow banner with a black wavy line. The main background is pink, featuring a large cyan circle with the word 'AUTOESTIMA' in bold black letters. To the left of this circle is a blue vertical bar with an orange box containing the text 'Trabajar empatía'. To the right of the circle are three stacked boxes: blue ('Asegurar el vínculo afectivo'), green ('Trabajar el autoconcepto'), and orange ('Aumentar la autoestima'). A dashed box in the center-left contains text about dramatization and a list of three questions.

Propuestas de acción en el aula

Trabajar empatía

Usa la dramatización para que representen distintos papeles o simplemente indicarme que me fije en otros niños o adultos y analice:

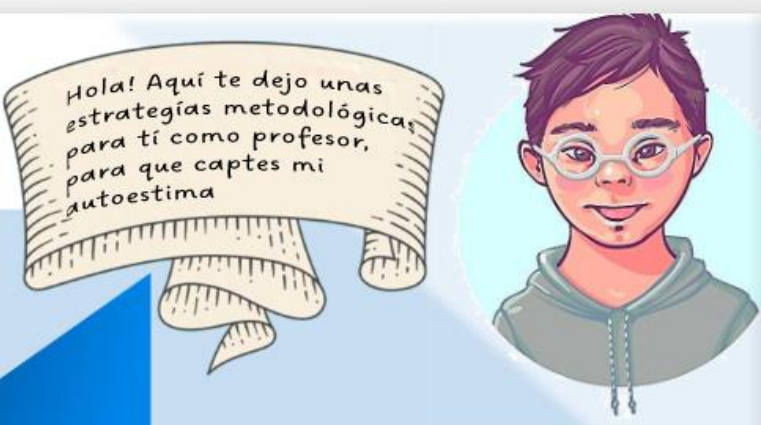
- ✓ ¿Qué les pasa?
- ✓ ¿Por qué están así?
- ✓ ¿Qué puedo hacer yo por ellos?

AUTOESTIMA

Asegurar el vínculo afectivo

Trabajar el autoconcepto

Aumentar la autoestima



Hola! Aquí te dejo unas estrategias metodológicas para ti como profesor, para que captes mi autoestima

Asegurar el vínculo afectivo

Resulta fácil vincularse emocionalmente conmigo dado que suelo tener una respuesta muy positiva al afecto, pero también soy muy sensible al rechazo tanto explícito como implícito, y cuando lo percibo puedo poner en marcha conductas disruptivas o de obcecación. Cree en mis capacidades para progresar y resolver mis dificultades.

Trabajar el autoconcepto

Soy consciente de mis diferencias respecto a mis compañeros desde que soy muy pequeño y necesito comprender mi condición de persona con SD. Para lograrlo tu como profesor, no debes convertir el SD en un tabú más bien ayudarme a conocer qué es ese término. Nosotros construimos nuestro autoconcepto basándonos sobre todo en la información que nos ofrecen nuestras figuras de apego, por eso es muy importante que los padres y los docentes, cuiden los comentarios que realizan sobre nosotros, tanto si se dirigen a mí como si están hablando con otros adultos.

Aumentar la autoestima

Si me siento querido y si creo una idea de mí mismo positiva seré capaz de afrontar los retos de mi vida cotidiana.



“El amor no cuenta cromosomas”



2022