

***Teachers' perceptions towards Curriculum
Adaptations for students with special
needs at Amarilis Fuentes Alcívar High
School
of Guayaquil city***



EXPOSITORES



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INTRODUCCIÓN



*Are teachers prepared
to work with students
with special needs?*

Article 47
LOEI (Organic Law of Intercultural
Education).
Education for people with disabilities



OBJETIVO DEL ESTUDIO

- ✓ Describe the Teachers' perceptions towards Curriculum Adaptations for students with special needs at Amarilis Fuentes Alcívar High School.



- ✓ Design accommodation to adapt the curricular elements like objectives, content blocks, teaching and learning activities, assessment, and methodology employed, in their plans

METODOLOGÍA

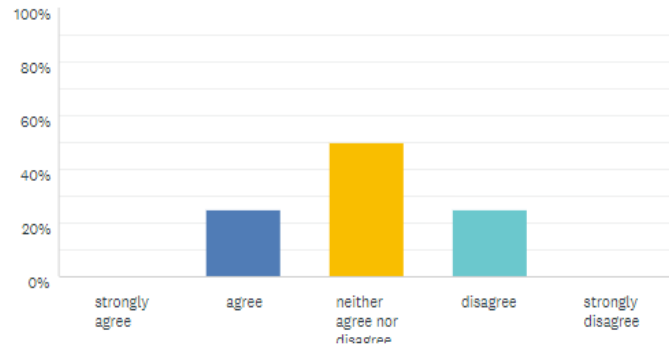


The online survey consisted of 10 statements with a 5 point Likert scale consisting of the following responses: strongly agree, agree, neither agree nor disagree, disagree, disagree, strongly disagree. The items of the survey were adapted from the original survey applied by Carmen Celestine Wiggins in 2012.

RESULTADOS DISCUSIONES

As a result of my training, I feel comfortable teaching students with disabilities in an inclusive classroom

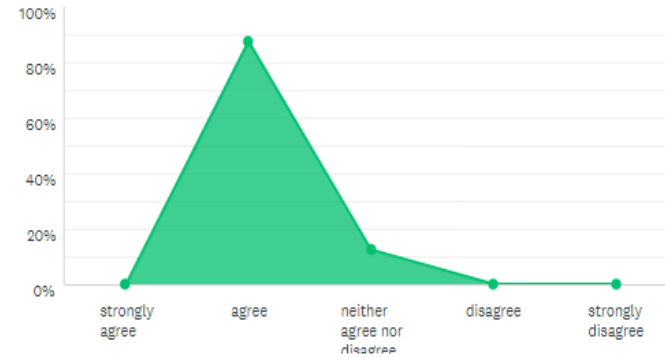
Respondidas: 8 Omitidas: 0



OPCIONES DE RESPUESTA	RESPUESTAS
strongly agree	0,00% 0
agree	25,00% 2
neither agree nor disagree	50,00% 4
disagree	25,00% 2
strongly disagree	0,00% 0
TOTAL	8

I am open to changing my teaching methods and adapting new objectives, activities, and assessments to meet the needs of students with disabilities.

Respondidas: 8 Omitidas: 0



OPCIONES DE RESPUESTA	RESPUESTAS
strongly agree	0,00% 0
agree	87,50% 7
neither agree nor disagree	12,50% 1
disagree	0,00% 0
strongly disagree	0,00% 0

DISCUSIONES

- Toyin, Symphorosa, Jenny Shumba, & Adeola (2017) expose in their study that some teachers were not adapting the curriculum to meet the needs of all learners because of large classes and a lack of training.
- Schmidt, Gozendal, & Greenman (2002) “requires teachers to have strong background knowledge of their unique educational needs in order to achieve success. Effective strategies instruction for students with learning disabilities is evident in classrooms that engage all learners in actively constructing knowledge” (p. 56)

CONCLUSIONES

- ✓ Results of this study indicate that teachers' perceptions towards curriculum adaptations for SEN students are significant in student achievement.
- ✓ Teachers need to examine their perception towards curriculum adaptations in order to continue to update their inclusion preparation and teachers' beliefs.
- ✓ Opening to change their teaching methods and adapting differentiated objectives, tasks, and types of evaluation.
- ✓ Considering the needs and real context of SEN students. Besides, they accept responsibility for teaching students with learning disabilities.
- ✓ Neutral opinions about if they feel comfortable teaching students with disabilities in an inclusive classroom evidenced worried about their teaching strategies into the inclusion classroom.

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