



# ESCUELA NORMAL No. 1 DE TOLUCA

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## TESIS DE INVESTIGACION

### Embracing Diversity: Strategies for Fostering Inclusive Teaching Practices With Students With ADHD and ASD

QUE PARA OBTENER EL TÍTULO DE  
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES  
EN EDUCACION SECUNDARIA

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## **Dedication**

To my parents for always supporting me, especially for my mother for holding me in her arms in the difficult moments. To Fidel for inspiring me to develop this research. To Francisco for believing in me. And to me, for being strong throughout all these years, for all the effort I made and for demonstrating to myself that this dream is possible.

## Introduction

In each classroom, we encounter a variety of students, each with their own special talents, interests, motivations, and different ways of learning. It's important to recognize and value the diversity that each student brings to the classroom, including their unique experiences, abilities, and perspectives.

The present research work is oriented to describe and analyze the importance of implementing inclusive strategies in the classroom to include students with ADHD and ASD. Creating an inclusive environment without reaching segregation in class has an important impact on the student's development, participation, attitude, and performance. The real needs of our students force us to improve our teaching practice and always try to create new strategies to make a better job. That is why as teachers we have to pay special attention in developing inclusive strategies in our teaching practice.

The methodology used to the development of the theoretical framework is based on protagonist research that is a teaching research methodology that its main objective is to satisfy the interest and needed to solve problems specifically about the teaching practice (Vera, cited in López Cuadra, 2018). For this reason, were decided to create four periods of intervention that allows the realization of the stages of the investigation.

The first intervention period was directed to know the contest around the develop of the regular students and students who face barrier to learning. This means to know how they work, what are their barriers to learning and participation they face. In the same way, it is important to know what is the process that USAER implements to identify, diagnostic and attends students who face barriers to learning. Hence, it is important to review the protocol that SEP uses to attends students who face barriers to learning.

During the second intervention were defined and used the inclusive tools along the teaching interventions, this with the purpose to contribute to creating an

inclusive lesson. In this sense, the methodologies implemented was four: The constructive learning that is oriented to the design of the lesson plans. Visualize the work, that helps with an agenda to develop the lessons. And the design of the inclusive materials. The last one is divided in two proposals; the clear design of the worksheets to eliminate the visual sound or distractions that they can generate on students, and the use of icons to understand instructions.

In the third intervention period were decided to summarize the inclusive tools in the constructive learning to periodically increase the complexity of the activities, this with the help of the Bloom's Taxonomy. At the same time to design materials that facilitates the student's comprehension to develop the activities, this with the clear design of the worksheets and the use of icons to understand instructions in the materials.

Finally, the evidence obtained from the interventions serves to reinforce and support the hypothesis that the teaching interventions effectively recognize and celebrate the diverse backgrounds, abilities, and interests of the students. The data and observations collected throughout the interventions provide tangible proof of the positive impact of inclusive practices on student learning and engagement.



# Chapter 1

## 1. Problematic

Inside a classroom, we find a diversity of students, each one with unique abilities, interests, motivations, and diverse ways of learning. While it is difficult to find a way to channel these elements in a useful way into teaching, one crucial aspect that demands heightened attention is catering to the needs of all students, considering that their learning rhythms are different. This becomes particularly significant for students who face barriers to learning and participation.

The minoritarian groups that we find in the focal groups, correspond to students with Attention Deficit and Hyperactive Disorder (ADHD) and Autism Spectrum Disorder (ASD) encounter learning barriers that necessitate specialized consideration. Consequently, we find ourselves in a classroom where a diverse range of educational needs must be met. This means that also they face diverse difficulties in their learning process.

One of the challenges these students face is being part of large groups of approximately fifty students, which hinders teachers from effectively addressing their unique requirements. While the teacher attends to the collective needs of the class, they must also account for the distinctive characteristics associated with the ADHD and ASD diagnoses these students possess.

The students with Attention Deficit and Hyperactive Disorder present difficulties in their learning process that are usually associated with two essential executive functions for effective learning to take place: the memory applied to the work and the speed at which information was processed (Moreno Madrid, 2021). Also, students with ADHD facing challenges in acquiring knowledge often struggle with focusing attention and retaining information in their working memory for sufficient periods to transfer it into long-term memory or retrieve it later. Additionally, they may encounter spatial, temporal, or sequential learning difficulties, leading to orientation issues and an inability to perform consecutive tasks. Moreover, organizing their thoughts and expressing them coherently can be particularly

challenging for these students. Another aspect contributing to comprehension difficulties is the insufficient activation of memory networks, impeding their ability to grasp the essential cues required to decode the messages they receive.

On the other hand, students with a diagnosis of Autism Spectrum Disorder have problems in their learning despite their potential to have excellent memory and retain specific information within their areas of interest. Russi Delfraro (2021) explains that these students may have academic issues due to difficulties perceiving the general view instead focusing on irrelevant details. Their limited capacity for abstraction and their difficulty in extracting the main idea from texts or class discussions may hinder their learning, especially in subjects that do not capture their interest. In this sense, children diagnosed with ASD may encounter challenges in various school-related domains, including graphism, encompassing skills such as writing, drawing, and engaging in visual arts.

It is worth to mention that a crucial factor that determines the teacher performance is whether the regular school in which these students are inserted in, is supported by the Unidades de Servicios de Apoyo a la Educación Regular (USAER, in Spanish), which is specialized in providing support to students, teachers, and parents or tutors. USAER is a technical-operational institutions of special education that is responsible for providing technical, methodological, and conceptual support to basic regular schools. Their purpose and work can be summarized as ensuring, in collaboration with regular schools, the right of all students to receive inclusive education, with particular attention to individuals with disabilities and those at risk of exclusion, marginalization, or school dropout due to a lack of adaptation of the learning environment to their needs. (Mejoredu, 2022).

USAER represent support for teachers and students because this institution is in charge of diagnosing and to giving the necessary recommendations for teachers to assure the academic transition of students who face barriers to learning and participation. The problem arises when regular teachers do not have the support

of USAER in the regular schools. In summary, USAER represents a more guided work for the attention of the students who face barriers to learning and their families, to the school as institution to provide appropriate treatment, to the teachers and their pedagogical processes to provide equal learning opportunities for all students that also meet their needs, and the regular students in their interaction to avoid creating social barriers. Whereas, when this accompaniment is not available the process of identification and attention to students and the other processes involves will fall on the regular teacher.

It is important to recognize that diagnosing barriers related to disabilities, disorders or conditions in students is outside of our professional scope. Our role is primarily focused on providing education and support to students, rather than performing medical evaluations. The diagnosis of these types of conditions requires specialized clinical training.

On the contrary, as teachers who interact directly with students on a regular basis, we have the responsibility to identify and recognize students who may be experiencing learning difficulties or falling behind in their learning progress. Through our continuous observation and assessment of their performance, behavior, and engagement, we play a critical role in detecting signs of potential problems. By remaining vigilant and attentive to the educational needs of our students, to provide assistance and appropriate interventions to help them overcome obstacles and encourage their educational growth, as well as refer them to a specialist who can provide an appropriate diagnosis and treatment.

As a trainee teacher I realized that there is not enough preparation to regular teachers about how to deal, support and attend student's needs who face barriers to learning related to disabilities or conditions such as ADHD and ASD.

The curriculum for the fifth semester of the Licenciatura en Enseñanza y Aprendizaje del Inglés en educación Secundaria. Plan de estudios 2018 contains an Inclusive education course that intends to build a new culture that recognizes

and values the diversity of the groups as a principle that contributes to the enrichment and strengthening of the development of the potential of each member of the school community. Whose formative purpose is to promote the acknowledgment and reassessment of differences as principles for providing educational support to diverse populations, fostering equality and inclusion within an inclusive school environment. This involves creating conducive learning environments that recognize the diversity in each student's learning acquisition processes (DGESPE, 2020).

Aprendizajes Clave para la educación integral, Lengua Extranjera. Inglés. Educación básica Plan y Programas de Estudio, orientaciones didácticas y sugerencias de evaluación (2017) highlights the importance of incorporating into initial teacher training the tools needed to work within the framework of inclusive education. It stresses the importance of all teachers being equipped with the skills and knowledge necessary to effectively support learners who face barriers to learning (p. 86). As educators, it is our responsibility to acquire the skills necessary to work effectively and address the diverse needs of learners who may encounter barriers on their path to learning.

Even with the pedagogical training with the inclusive approach that I received during my initial teacher training, I consider that I do not have the necessary tools to properly attend to students who face barriers to learning and participation within a school context of fifty students in the classroom, where individualized attention is significantly reduced since the attention should be as much as possible equal for everyone. For this reason, it is necessary that everyone helps each other to improve through strategies that address the diversity of the group.

Consequently, lacking comprehensive pedagogical preparation to address the needs of students with barriers to learning and participation, I came to realize that my lesson planning did not take into account the challenges that some students faced. In addition, I realized that my teaching materials and overall teaching

approach were not inclusive. As a result, my students were not able to develop their full learning potential, which impacted their academic achievement.

As teachers, it is our responsibility to go beyond inclusion and actively promote a diverse and inclusive learning environment. This involves not only including students in classroom activities, but also adapting the development of curricular content to meet their individual needs. In addition, we must make the necessary adjustments in assessments to ensure fair assessment and broaden our approach to effectively evaluate student learning and performance.

Creating an inclusive classroom environment not only encourages active participation, but also serves as a catalyst for cultivating core values such as empathy, solidarity, and respect among students. By embracing diversity and promoting inclusivity, we can nurture a supportive and collaborative learning community.

However, it is crucial to recognize that inclusion in itself does not guarantee effective learning outcomes. Mere inclusion without consideration of the design and inclusiveness of activities can result in students being present in the classroom but not fully engaged in the learning process. To promote inclusive education, we must ensure that all classroom activities were carefully designed and involve a range of teaching strategies and resources that are adapted to the diverse needs and learning styles of each learner. In this way, we can create an environment that is not only inclusive of all students but allows them to maximize their learning potential.

Aprendizajes Clave para la educación integral, Lengua Extranjera. Inglés. Educación básica Plan y Programas de Estudio, orientaciones didácticas y sugerencias de evaluación (2017) mentioned that in order to attend the nature of the disabilities is indispensable to create the conditions to make the student part of the regular school to receive a quality education in order to secure their

transition through the compulsory education. This implies to eradicate the barriers to the access, learning and participation.

At the same time, the document emphasizes the importance of recognizing and embracing the value of diversity. It highlights the need to intensify efforts to firmly establish inclusive education, which goes beyond mere inclusion and extends to fostering a learning environment that celebrates and respects the unique origins, abilities as well as talents of all students. To achieve this, it is essential to take proactive measures that actively promote the full and meaningful participation of students with disabilities and outstanding skills in the mainstream educational system. In this way, significant benefits will accrue to the educational community. Prioritizing the implementation of inclusive strategies is critical to creating an equitable learning environment in which all students have an equal opportunity to learn and succeed.

Taking into account the above mentioned, it leads me to define that the modifications I will make should be directed towards the design of a lesson plan that takes into account the diversity of educational needs of my students, considering that the design of materials should respond to the necessities of my students so that consequently my class will be a space of recognition towards diversity, promoting the inclusion of all.

These competencies were not adequately developed due to the limited inclusive education curricula in regular schools. As a result, trainee teachers in these institutions lack the necessary tools and resources to effectively address the needs of students who face barriers to learning, especially within the challenging context of a classroom with fifty students. The absence of specialized training hinders their ability to provide the required support and guidance for these students.

## **1.1 Justification**

Inclusive education plays a pivotal role in providing equal opportunities for all students, regardless of their diverse backgrounds and abilities. Recognizing and addressing barriers to learning and participation is essential for creating an inclusive learning environment that fosters the holistic development and academic success of every student. This justification explores the importance of inclusive practices in education, with a specific focus on Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD). By examining the challenges faced by students with these conditions and the legal frameworks that support inclusive education, this justification aims to emphasize the need for teachers to adopt inclusive teaching strategies and provide targeted support to all learners.

### ***1.1.1 Barriers to learning and participation:***

Based on my observations during the eight semesters as a trainee teacher, I have come to realize that I inadvertently create barriers that hinder the learning outcomes for all students. These barriers arise from factors such as unclear materials and instructions, large class sizes, and a lack of support for students facing learning challenges. Furthermore, when confronted with a classroom of approximately fifty students, I find myself ill-equipped to effectively address the needs of students who face barriers to learning and necessitate closer support and guidance.

Considering the significant impact of overlooking diversity within my classroom, it is crucial to recognize the potential consequences that can affect my students' overall performance during various activities. These consequences arise from factors such as the inadequate format of worksheets, which might inadvertently divert students' attention away from the core objectives of the tasks at hand. Furthermore, the complexity of instructions without the help of visual aids or pictorial references may pose difficulties for students in fully grasping the intended meaning and purpose behind the instructions provided.



Likewise, teachers were confronted with the same obstacles, as they openly expressed their apprehension about not possessing the requisite strategies and approaches to effectively address the needs of these students. This sentiment of unpreparedness and uncertainty among educators further highlighted the significance of providing comprehensive training and support to empower teachers in their inclusive teaching practices. Consequently, the students who face a barrier to learning do not access to the same opportunities, making attitudinal and pedagogical barriers to learning and participation in the students. (SEP, 2018)

Along the observation made during all the initial teacher training we define that the education of students who belong to the minoritarian groups with intellectual disabilities is based on two premises; the student is included in the school, but it does not matter if they learn or not because their educational needs are not taking into account to design of the lessons, the materials and the teaching practice. Or the student learns but is segregated from the regular class because the adaptations limit their capacities of development inside the regular classroom with their classmates. The teacher is responsible for the learning of the students, this means to the teacher is in charge to providing lessons specially designed to attend the educational needs and characteristics of the students, also is important to design materials that contributes the students learning process. Avoiding as much as possible the distinction of students who require more support, since it often leads to discrimination and segregation practices, which obviously we want to avoid as much as possible. (Romero, 2022)

The consequences for students are far-reaching when the rich diversity within the classroom is not adequately acknowledged and accommodated. This lack of attention to diversity creates significant barriers for students facing learning challenges, as well as for their regular peers. Specifically, students diagnosed with disabilities or conditions encounter social barriers in terms of meaningful interaction and inclusion among classmates. These barriers hinder the

development of an inclusive environment that embraces and celebrates the unique characteristics and abilities of all students. It is crucial, therefore, that we proactively address these barriers and create an inclusive atmosphere that promotes the success and well-being of every learner.

It is worth mentioning that the problem comes from a non-professional point of view. Since my brother was a student with a motor disability and a slight mental delay in a regular school without receiving any kind of support from a specialized institution in terms of special education. The obstacles he was facing during the secondary school were that the teachers did not make the necessary adjustments in their classes, the activities were too long, and the topics were too difficult for him. That is why I put special attention to this problem ever since I became a teacher and also, I observed the same difficulties in my school of practice.

Unfortunately, this is a constant problem that I found in every school. It seems that we all understand the concept of "inclusive education" but at the same time it is something that most of the people disregard.

### ***1.1.2 Addressing ADHD and ASD:***

According to statistics, approximately 4.9% of the population in Mexico is reported to have some form of disability. The latest data from INEGI (202) reveals that among children aged 5 to 17 years, the most prevalent disability is related to learning or concentration. The most common of which are intellectual, learning, motor, or physical and language disabilities. This hinders the student's learning process and intellectual development. Likewise, it has repercussions on the development of social skills. Statistically, the type of barriers to learning that are most prevalent among adolescents between 12 and 15 years of age are related to problems with learning, concentration, or participation. This can translate into intellectual and learning disabilities. Going deeper, we can translate them into barriers such as ASD or ADHD, dyslexia, dysgraphia, dyscalculia, etc. (Correa, 2018).

### ***1.1.3 Legal Framework and Commitment to Inclusive Education:***

In this sense, as stated in the third article of the “Constitución Política de los Estados Unidos Mexicanos” that explain every individual has the right to education. (Const. 1917). This text emphasizes the importance of education as a fundamental right for every individual, it underscores the commitment to ensure equal access and opportunities for all members of society, independently of their socioeconomic status, ethnicity, or any other distinguishing factor. This legal provision serves as a strong testament to the belief that education is not only a means of personal growth, but also a catalyst for the progress and empowerment of society. By recognizing education as a fundamental right, we can strive to build inclusive and equitable educational systems that foster the growth and potential of each individual, ultimately contributing to the overall improvement of society as a whole.

Furthermore, the “Ley General de Educación” (2019) Article 7°, second section, emphasizes the legal obligation to provide an inclusive education that removes barriers to learning and participation. By acknowledging the importance of inclusivity and equal opportunities for all students, this provision reflects a commitment to creating a fair and supportive learning environment. It recognizes that every individual deserves the chance to access quality education without facing discrimination or exclusion based on their background or abilities. By implementing inclusive practices and removing barriers, we can work to build a more equitable society in which everyone has the opportunity to achieve and succeed.

### ***1.1.4 Importance of inclusive teaching practices:***

“Ley General para la Inclusión de las Personas con Discapacidad” (2011) in the chapter three, education, said that the fundamental right to education for people with disabilities and explicitly prohibits any form of discrimination within educational settings. By establishing clear guidelines and protections, the law ensures that individuals with disabilities have the same opportunities for education

as their peers without disabilities. It also holds educational institutions and staff within the National Educational System accountable for upholding inclusive practices and creating an environment free from discrimination. This legislation represents a crucial step towards building a more inclusive society that values and respects the rights of all individuals, regardless of their abilities.

The texts discussed above highlight the importance of inclusive education and the legal frameworks that support it. The recognition of every individual's right to education, as stated in the "Constitución Política de los Estados Unidos Mexicanos" and the "Ley General para la Inclusión de las Personas con Discapacidad", is a crucial step towards creating a fair and equitable educational system. These laws emphasize the elimination of discrimination, the removal of barriers to learning and participation, and the provision of equal opportunities for all students, including those with disabilities. By embracing inclusive practices and ensuring that educational institutions and staff uphold these principles, we can foster a learning environment that values diversity and promotes the full inclusion of every student. It is through such inclusive education that we can truly build a society that embraces and supports the potential of all individuals, regardless of their background or abilities.

An inclusive approach in education is essential for removing barriers to learning and participation and ensuring equal opportunities for all students. By acknowledging and addressing the diverse needs and abilities of students, teachers can create inclusive learning environments that support the holistic development and academic success of every learner. The legal frameworks in Mexico provide a foundation for inclusive education, emphasizing the elimination of discrimination and the provision of equal opportunities. By embracing inclusive teaching practices and providing targeted support for students facing learning challenges, teachers can contribute to a more equitable and empowering educational system.

## **1.2 Question Research**

Considering the aforementioned points, the following questions arise:

- How to promote the diversity within my teaching practice?
- What are the benefits of embracing the diversity of my students?
- What areas need to be addressed to accommodate student diversity?
- How can teachers answer to educational needs of students with ADHD or ASD?
- What are the strategies to attends the diversity of students with ADHD and ASD.

## **1.3 Hypothesis**

Implementing specific strategies such as constructive learning, visualizing work, using inclusive materials with icons for clear instructions, and designing worksheets with clarity can contribute to generating inclusion and eliminating barriers to learning and participation for students diagnosed with Attention Deficit and Hyperactive Disorder and Autism Spectrum Syndrome.

## **1.4 Objectives**

### **1.4.1 General objective**

To implement inclusive strategies that embraces diversity of students with ADHD and ASD in English lessons.

### **1.4.2 Particular objectives**

- To identify students who face barriers to learning.
- To research and identify the characteristics of students with ADHD and ASD.

- To identify the barriers that students with ADHD and ASD face.
- To research and implement inclusive strategies.
- To design materials that can answer the educational needs of regular students and students with ADHD and ASD.
- To use icons to understand the instructions.
- To design lesson promoting the diversity and equity.
- To design lessons following the Bloom's Taxonomy.
- To make a teaching practice inclusive that embrace the diversity of the students with ADHD and ASD as the regular students.

## **Chapter 2**

## **2. Theoretical Background**

The theoretical background of this research work is based on the important literature about terms or concepts that surround diversity, equity, inclusion, inclusive tools, and the main barriers to learning and participation that are addressed in this work such as ADHD and ASD. This with the purpose of providing a comprehensive overview of the key concepts that will inform the research, and to establish the theoretical foundation upon which the study is based to form a robust theoretical framework. This will involve a critical analysis with a focus on identifying the key themes, and gaps in knowledge that will guide the research.

Implementing inclusive education and promoting diversity in the classroom are critical to ensuring meaningful and equitable learning for all students. In this brief, we will explore scholarly articles that address promoting student diversity in the classroom, highlighting the strategies and approaches proposed by researchers.

### **2.1 Educational diversity**

Starting with the article of Sleeter (2011), the importance of culturally responsive pedagogy as a means to address the marginalization of diverse learners in the classroom is emphasized. The author argues that teachers should be aware of their students' experiences and cultures and use these as a starting point for teaching. A culturally responsive teaching approach seeks to foster an environment of respect, inclusion, and equity, where the diverse perspectives and knowledge of students are valued and integrated.

Related to this, Ladson-Billings (2014) presents an updated version of culturally relevant pedagogy, called Culturally Relevant Pedagogy 2.0. This proposal emphasizes the need for a teaching that addresses social inequities and promotes emancipatory education. The author suggests that teachers should combine students' cultural experiences with academic knowledge, thereby fostering greater participation and academic success for diverse students.



Gay (2002) addresses the preparation of teachers to be culturally responsive and promote diversity in the classroom. The author argues that teachers must develop cultural awareness and reflect on their own attitudes and beliefs. He also suggests that teachers should actively incorporate the students' culture into teaching, using materials and activities that reflect the diversity present in the classroom.

Finally, Banks (2012) examines the relationship between diversity, group identity and civic education. The author highlights the importance of promoting a positive identity in diverse students, fostering a sense of belonging and empowerment. He also emphasizes the need for a citizenship education that recognizes and values cultural diversity, preparing students to be global citizens and respectful of differences.

As we can see the diversity is a characteristic that involves each context and is present in all the environments. The diversity in education is considered as a wide and dynamic process of build and reconstruction that comes up from the interaction between different people in terms of values, ideas, perceptions, interests, abilities, cognitive and learning styles, etc. (Jiménez and Vilá, cited in Moya and Gil, 2001: 3). It recognizes that each student is a unique individual with distinct characteristics, and as a teacher, it is crucial to acknowledge and embrace this diversity by making necessary adjustments to accommodate the varying needs and abilities of students.

These approaches emphasize the need for an inclusive approach that values and celebrates the cultural, linguistic, and social differences present in the educational environment. By implementing these strategies, educators can create an enriching learning environment where all students feel valued and can develop to their academic and personal potential.

Educational diversity is evident in my school of practice, as each student is recognized as a unique individual with their own distinct characteristics. The coexistence of these diverse students creates a unique and dynamic learning

environment. As a teacher, it is crucial to acknowledge and embrace this diversity by making necessary adjustments to accommodate the varying needs and abilities of their students.

To develop the teaching practice, it was crucial to taking account the diversity of students and their educational needs, to make the lessons plan, the activities and to design the materials. As a starting point, several factors were considered such as the student's learning style, interests, group dynamics, and any barriers they may face in terms of learning and participation. In addition, there are also social barriers that may be encountered by some students and the group.

## **2.2 Equity**

As Ainscow (2016) said:

I take equity to be concerned with inclusion and fairness. It is a concept that can be used to guide a process of strengthening the capacity of an education system to reach out to all learners in the community. This means that it must be seen as an overall principle that guides all educational policies and practices, starting from the belief that education is a basic human right and the foundation for a more just society.

Equity must be considered as a starting point to reach the inclusive education accepting the diversity in order to eliminate barriers to learning and participation and barriers to diversity also to eradicate exclusion and segregation attitudes. As a teacher, results important to think in the diversity of the students that compose the focal group of practice and to give to each one the opportunities to develop and learning to answer their educational needs.

Also, Aniscow, mentioned that:

Finding ways of enabling schools to serve all children in their communities, with a particular focus on those who have traditionally been excluded from

educational opportunities—such as learners with impairments, children from ethnic and linguistic minorities, and so on.

The term of diversity evolves from the cultural origins to the interest of each person. Therefore, as a teacher the attention was directed to those students that have a diagnostic of a disability or a condition such ADHD and ASD who face barriers to learning and participation in order to eliminate as much as possible.

### **2.3 Disability**

In this way, it is fundamental to abord the concept of disability. According to “Ley General para la inclusión de las personas con discapacidad” in its last reform (2023) refers a disability such as the presence of an impairment or limitation in a person, who interacts with the barriers imposed by the social environment, can not to secure his/her full and effective inclusion in society, on an equal footing with others.

In fact, “Estrategia de equidad e inclusión en la educación básica para alumnos con discapacidad, aptitudes sobresalientes y dificultades severas de aprendizaje, conducta o comunicación” (2018) have more specific concept:

“Los alumnos con discapacidad son aquellos que, por razón congénita o adquirida, tienen una o más deficiencias de carácter físico, mental, intelectual o sensorial, ya sea permanente o temporal, y que al interactuar con las barreras que le impone el entorno social pueden impedir su inclusión plena y efectiva en igualdad de condiciones”. (15)

In the other hand they mention that students with other conditions are those with Autism Spectrum Disorder or severe difficulties in learning, behavior, or communication (SEP, 2018: 16). In summary, it is essential to have knowledge of and utilize appropriate terminology when referring to individuals with disabilities in order to avoid conveying derogatory or discriminatory messages because in the focal groups we identify a student with ASD diagnostic.

## **2.4 Educational Integration**

In the nineties the educational integration was implemented internationally with the purpose to redirect the special education and integrate the students with special educational needs. (SEP, 2018; 19) In this way, it is mentioned that the especial educational needs are relative, as they arise from the dynamics established between the student's personal characteristics and the responses they receive from their educational environment. For this reason, any child can have special educational needs and not only those with disabilities.

I consider that the actual context in the regular schools corresponds to an integration stage. Because the people did not because society hardly practices values such as inclusion and respect for the diversity of each individual. People know what inclusion is, but it does not mean that they obey the principles of this value.

## **2.5 Inclusion**

In this way, the principle of integration opened the way to inclusion. “Estrategia de equidad e inclusión en la educación básica para alumnos con discapacidad, aptitudes sobresalientes y dificultades severas de aprendizaje, conducta o comunicación” said that inclusion involves the appreciation of diversity to adapting the curriculum to effectively meet the needs of every student. Inclusion is a concept that involves the right to be taken in count in the society, in all the context such as in the educational, health, rights or labor environment. Inclusion is a value, an attitude, and a practice to appreciate the diversity of communities that together with other values such as equity, solidarity, etc. the right to the diversity thar characterize each human will prevail. (SEP, 2018)

In other words, educational integration is the process in which the students with especial education needs received an individualized education in order to he/she adapts to the curriculum. In fact, this practice can become segregator by treating students differently than regular students. While inclusion demand the

transformation of the schools through the diversity, accepting that each student has characteristics that make them unique and prioritizing their learning in an equal way.

## **2.6 Inclusive Education**

It is worth mentioning that the aspect of inclusion that has a significant impact on education is known as inclusive education. “Estrategia Nacional de Educación Inclusiva” (SEP, 2019) said that Inclusive education encompasses a set of values, principles, and practices aimed at achieving comprehensive, effective, and high-quality education for all students. It recognizes and accommodates the diverse learning conditions and needs of not only children with disabilities but also all students.

In addition, inclusive education follows three key principles. These principles are very specific with the role of the teachers, the institution, and the curriculum. The first principle abhors the meaning of inclusion because it mentions that it is the curriculum that needs to adapt to the necessities of the student, not the student adapting to the curriculum or the school. According to the “Estrategia Nacional de Educación Inclusiva” (2018), inclusive education is based on:

1. La exclusión no es un problema de los alumnos sino de las escuelas; en consecuencia, son estas las que deben adecuarse a los alumnos y a sus diversas necesidades.
2. Los alumnos deben ser atendidos en entornos inclusivos para que participen e interactúen en igualdad de condiciones que el resto de la población escolar. Al promover esta forma de convivencia, desde el aprecio por la diversidad, se ofrecen al alumnado y a toda la comunidad escolar oportunidades para aprender a relacionarse con respeto a la diferencia y a valorar a todos por igual. Lo que lleva a eliminar prácticas discriminatorias como estereotipos, prejuicios, segregación o exclusión y así se contribuye a la formación de ciudadanos solidarios y tolerantes.

3. Las diferencias en las capacidades de los alumnos no deben representar una barrera, sino una fuente de aprendizaje, puesto que las barreras para el aprendizaje y la participación (BAP) no se refieren a características inherentes al alumno, más bien a las condiciones organizacionales, normativas, administrativas, pedagógicas, físicas, y actitudinales. (24)

Besides, the second principal mention that the students have to develop in an inclusive environment. This in order to promote the same opportunities to developing and to eliminate discriminatory practices. Anyway, the differences that characterize the students' performance should not be an impediment to their treatment and develop. In this way, inclusion in education can be seen as "the presence, participation and achievement of all students" (UNESCO, 2005; 15). It became complicated to taking account to all the needs of all students, and at the same time to attend to almost fifty students just in a group. This represents a challenge as a teacher at the moment of planning the lessons searching for a pedagogical methodologies and designed the materials taking into account all the diversity of students, especially the students with ADHD and ASD.

### **2.7 Unidad de Servicio de Apoyo a la Educación Regular (USAER)**

The inclusive approach opened the way for the creation of the "Unidad de Servicio de Apoyo a la Educación Regular" (USAER) with the purpose to support the regular basic educational schools in order to facilitate that the students with special educational needs coexisting with students without special educational needs and with the regular curriculum (SEP, 2018: 19).

This institution is responsible to orient the conditions of inclusion in the schools, at the same time to support directors and teachers to find strategies to encourage the inclusion in the schools also to orient the students and their families. The problem arises when as teachers we are in a regular school without the support from this institution and we find students with characteristics of facing a barrier to learning and participation. Considering that the society is in an integration stage,

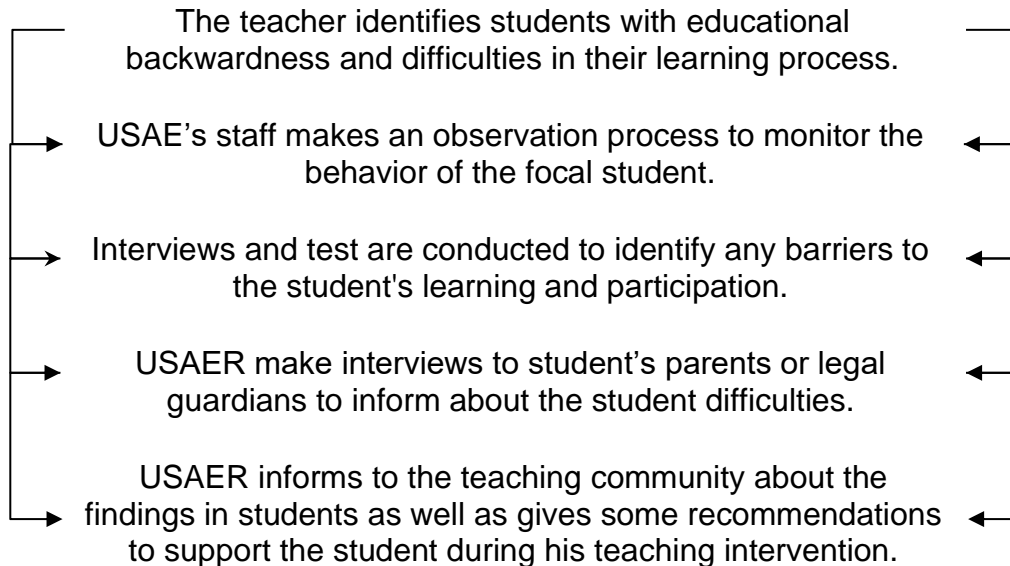
and as teacher, the work is limited to a classroom, attends and design activities specifically for students and their educational needs, that is, to create curriculum adaptations to respond the student differences, that is the way in which we can contribute to generating inclusion from our practice to the society in this case our students.

In the Escuela Secundaria Oficial No, 0575 “José María Velasco” the USAER’s protocol explain that the teacher is the one who has the first approach with the student, so it is the immediate person to identify students with educational backwardness and difficulties in their learning process. Then, the USAER staff makes an observation process to monitor the behavior of the focal student. Next, interviews are conducted to identify any barriers to the student's learning and participation. Also, they make interviews to student’s parents or legal guardians to inform about the student difficulties.

Finally, the USAER informs to the teaching community about the findings in students as well as gives recommendations to support the student during his teaching intervention. As we can see, the USAER protocol takes too much time to complete a diagnosis of a student. And it is not a clear manual to identify specific attitudes or characteristics in students' behavior.

**Figure 1**

USAER's protocol



*Note.* Description of the USAER attention protocol. Source: USAER's director interview.

## **2.8 School Segregation**

To implement the correct strategies to generate an inclusion in our classrooms, also we can make difficulties to the students who face barriers to learning and participation, we can generate restriction in the student from achieving his/her potential by pigeonholing them into a narrow curriculum in comparison to regular students. On the contrary, in the document "Alianza por la educación inclusiva y contra la segregación escolar" defines school segregation as a factor that interferes with inclusive education. School segregation represents a threat to educational success, as well as to the inclusion of students who belong to a vulnerable group. School segregation can be seen as the unequal distribution of students among educational centers or among groups within the schools, so that they do not reflect the social composition of the territory where they are located



and students with similar characteristics are concentrated in the same classrooms or schools. (Fundación Secretariado Gitano, 2020)

I believe it is important not to label students who face barriers to learning and participation as different from regular students. Rather than emphasizing differences, we should prioritize educational integration, which seeks to address the unique educational needs of every student.

## **2.9 Barriers to learning and participation (BAP in Spanish)**

As the third key principle of inclusive education mention, the barriers to learning and participation are those that are not characteristics of the students. According to Covarrubias (2019) explain that the barriers to learning and participation are linked to the attention to the diversity in which the different conditions of the students associated to disability, outstanding skills, ethnic, cultural, or social origin is segregated or excluded from regular curriculum.

In fact, “Estrategia de equidad e inclusión en la educación básica: para alumnos con discapacidad, aptitudes sobresalientes y dificultades severas de aprendizaje, conducta o comunicación” (2018) mention that the term of barriers to learning and participation was adopted instead of educational special needs to refer to the special educational needs to involve the difficulties that experience the students. Also, the barriers to learning and participation can be arisen from the interaction of the students with their context, including the people, their culture, their politics, or the social environment that can be a factor in the student’s life.

These barriers to learning and participation could be classified according with the context in with they develop, for example:

- External congruence
- Physical infrastructure
- School organization
- Relationship between students and adults

- Different approaches to teaching and learning

Also, SEP (2018) gives a classify of the barriers to learning and participation that mention the most common barriers that students face in schools. This includes:

- Attitudinal barriers that are related to that actions of segregation, exclusion, or attitudes like overprotection by the people who interact with the student. Also, it refers to the lack of inclusion in activities due to the fact that they are not planned to take into account the characteristics and needs of the students.
- Pedagogical barriers that refer to teaching actions and learning practices that do not correspond to the pace and learning style of the students. For example, when the teaching practice is homogeneous or when the teacher does not offer the required support for the students.
- Organizational barriers, refer to order and stability in work routines, the application of rules and the distribution of space and furniture, and also when materials are not accessible to the students, as well as disorderly environments within the classroom.

This research work is focused on students with ADHD and ASD because my teaching practice is developed in groups with students that are diagnostic with this two disorders.

## **2.10 Attention Deficit and Hyperactive Disorder (ADHD)**

Attention Deficit and Hyperactive Disorder is a neuropsychiatric disorder that affects the maturation of the brain as well as the work of the transmitters. The symptoms usually appear before the age of 6 years and are maintained into adulthood. The figures for Mexico are almost one and a half million children under the age of eighteen who suffer from this disorder.

Students with ADHD show a peculiar behavior, becoming "problematic" for those who do not identify the disorder. It is characterized by certain impulsivity,

disorganization, some degree of aggressiveness, and disobedience, which promotes a tense relationship between parents-students and teachers-students.

According to the DSM-5 (2013) ADHD is a “neurodevelopmental disorder is characterized by a persistent pattern of inattention and hyperactivity-impulsivity that interferes with the functioning or development, characterized by inattention or hyperactivity with impulsivity or a combination of these two” (APA, 2013).

The National Institute of Mental Health (2022) said that:

People with ADHD experience an ongoing pattern of the following types of symptoms:

- Inattention: means a person may have difficulty staying on task, sustaining focus, and staying organized, and these problems are not due to defiance or lack of comprehension.
- Hyperactivity: means a person may seem to move about constantly, including in situations when it is not appropriate, or excessively fidgets, taps, or talks.
- Impulsivity: means a person may act without thinking or have difficulty with self-control. Impulsivity could also include a desire for immediate rewards or the inability to delay gratification. An impulsive person may interrupt others or make important decisions without considering long-term consequences.

This gives us a general overview about the symptoms and characteristics that people with this disorder usually experience in their day by day. This characteristics are present in student’s diagnostic by the USAER department. Also, students were found with characteristics that corresponds to inattention and impulsivity. The USAER department was informed of the student’s attitude to the department make the pertinent diagnosis.

### **2.10.1 Strategies for students with ADHD**

Clares (2012) provides strategies specifically tailored to support students with ADHD in the classroom. These strategies are designed to address the unique characteristics of ADHD and promote their success:

- Using rewards and incentives: Implementing a system of rewards and incentives can motivate and reinforce positive behavior and academic performance for students with ADHD.
- Making routines easy to follow: Establishing clear and consistent routines can help students with ADHD navigate their daily tasks and activities more effectively, providing structure and reducing potential distractions.
- Providing clear and concrete instructions: Instructions given to students with ADHD should be explicit, straightforward, and easy to understand. Breaking down tasks into manageable steps and using concise language can support their comprehension and task completion.
- Utilizing visual references: Visual aids, such as charts, diagrams, or visual schedules, can enhance understanding and assist students with ADHD in following instructions, organizing their time, and staying focused.
- Time awareness: Making students aware of the time allocated for each activity can help them manage their time more effectively and stay on track with their assignments and tasks.
- Adapting exam format: Modifying exam formats for students with ADHD, such as reducing the length, using shorter questions, and minimizing the number of sections, can help alleviate their stress and improve their performance.
- Incorporating visual, dynamic, and concise teaching: Designing lessons that are visually engaging, incorporating hands-on activities, and maintaining a concise teaching style can enhance the learning experience for students with ADHD, as it caters to their need for movement and interactive learning.

By implementing these strategies, educators can create an inclusive and supportive learning environment that addresses the specific needs of students with ADHD, fostering their academic progress and overall well-being.

### **2.11 Autism Spectrum Disorder (ASD)**

The National Institution of Mental Health (2023) Autism Spectrum Disorder is considered as a “neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave”. This acknowledgement emphasizes the impact it has on various aspects of student’s lives, including their social interactions, communication abilities, learning processes, and behavior. By providing this definition, the National Institution of Mental Health contributes to raising awareness and promoting a better understanding of ASD, ultimately fostering support, acceptance, and appropriate interventions for individuals with this condition.

In the same way, Stanford Medicine Children’s Health said that ASD “is a problem that affects a child’s nervous system and growth and development. It often shows up during a child’s first 3 years of life” (Stanford Medicine Children’s Health, 2023). And the Diagnostic and Statistical Manual of Mental Disorders (2013) shows a guide created by the American Psychiatric Association that healthcare providers use to diagnose mental disorders, people with ASD often have:

- Difficulty with communication and interaction with other people.
- Restricted interests and repetitive behaviors.
- Symptoms that affect their ability to function in school, work, and other areas of life.

It is important to say that the ASD have many characteristics and the symptoms can change in each people. That is why it is important to a specialist make the correct diagnostic after a sere of test and medical analyses with experts.

According with the characteristics observed in the ASD student, he shows the three characteristics related with the communication that were mentioned above, but he also shows disposition to help and participate in class, he does not show issues with his reasoning and memory, and he can develop his life independently.

Including students with ASD benefits not only the individuals themselves but also their classmates. It allows for the exchange of diverse perspectives, enhances social skills, and promotes a culture of acceptance and tolerance. Inclusive classrooms provide a platform for students to learn from one another, developing empathy and understanding of different abilities and learning styles.

### ***2.11.1 Strategies for students with ASD***

In addition to the importance of including students with ASD in school diversity, it is essential to implement specific strategies that support their unique needs and promote their overall well-being. Here are strategies that can be implemented to create an inclusive environment according to Autism Speaks (2018):

- Using rewards and incentives: Employing positive reinforcement techniques can be highly effective in motivating and encouraging students with ASD. Tailoring rewards and incentives to match individual interests and preferences can help foster engagement and reinforce desired behaviors.
- Limiting sensory overload: Sensory sensitivities are common among individuals with ASD. Creating a sensory-friendly environment by minimizing excessive noise, providing visual supports, and offering designated quiet spaces can help reduce sensory overload and support students' concentration and focus.
- Providing appropriate feedback: Clear and constructive feedback is vital for students with ASD to understand their progress and areas for improvement. Offering specific praise, highlighting strengths, and providing

guidance for areas of growth can enhance their learning experience and boost their self-confidence.

- Establishing clear routines and habits: Students with ASD often benefit from structure and predictability. Establishing clear routines and consistent expectations can provide a sense of stability and help students navigate regular activities and transitions more smoothly. Visual schedules and prompts can be valuable tools in promoting organization and understanding.
- Consider seating: Providing students with ASD with an appropriate seating arrangement can contribute to their optimal attention to instruction and accommodate their sensory needs. For example, seating them in a quieter area or away from distractions can help minimize sensory overload and promote their focus and engagement.
- Supporting communication and organization: These strategies include providing clear and concise directions, allowing sufficient processing time for verbal requests or directions, utilizing visual schedules, prompts, and cues, and using visual aids to support understanding and organization.

By incorporating these strategies, educators can create an inclusive learning environment that addresses the unique needs of students with ASD. It allows for individualized support, promotes their participation and engagement, and fosters a positive and supportive atmosphere for their overall development and success.

## **Chapter 3**



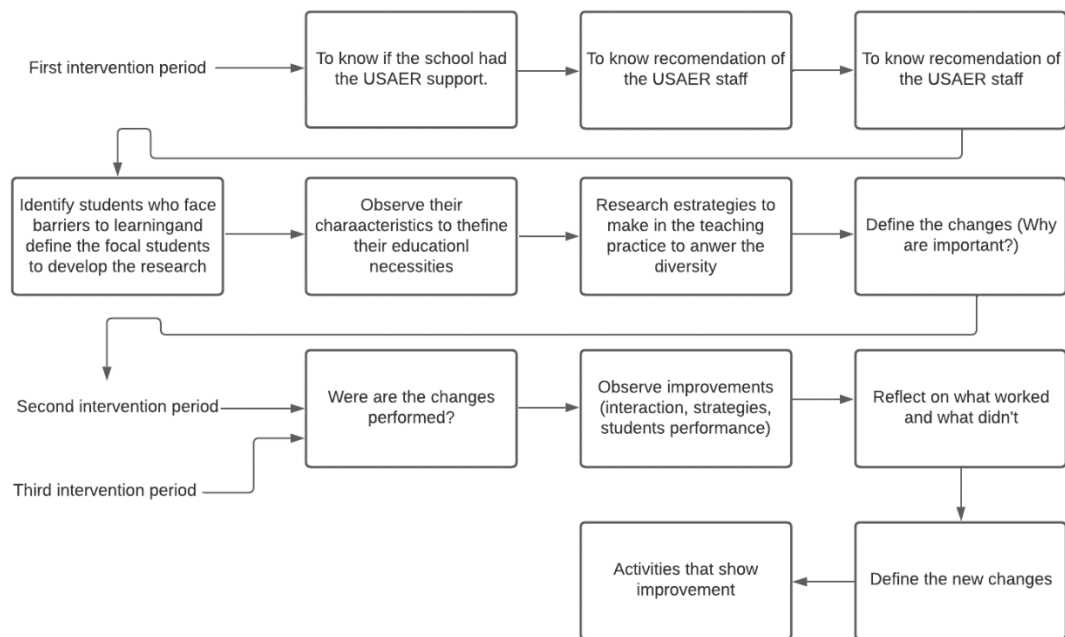
### 3. Methodological Framework

After providing a theoretical background to help the understanding of this document. Participatory research is oriented to satisfy the interest and need to solve specific problems of the practice and understand the several factors that affect them, to find more comprehensive and relevant solutions, towards more efficient and democratic forms of teaching and learning (Vera, cited in López Cuadra, 2018). This author explains the process of research such as:

- Problematization
- Observation
- Interpretation
- Research and development of alternatives

**Figure 2**

Methodology



*Note.* This diagram shows the process of the methodology developed for each period of intervention. Source: own elaboration.

In this way, the methodology was designed according to each intervention period during the stay at the Escuela Secundaria Oficial No. 0575 "José María Velasco". In this sense, four periods of intervention were established to conduct the project following the methodology of participant research. After each intervention period, a reflection on the results obtained is carried out.

### **3.1 First Intervention Period**

During the initial intervention conducted at Escuela Secundaria Oficial No. 0575 "José María Velasco," we had the opportunity to work with a total of one hundred students, divided into two groups of fifty students each. It is worth noting that within these groups, we encountered students who face barriers to learning and participation, specifically those with ADHD and ASD. It is important to highlight that the school benefits from the support of USAER, which provides assistance to both students and teachers in addressing barriers to learning. As a trainee teacher, I sought the collaboration of USAER to identify students facing these challenges and to receive recommendations on how to effectively support and accommodate their needs. This collaborative effort aims to ensure inclusive and tailored education for all students in the school setting.

**Table 1**

First intervention

<b>1<sup>st</sup> intervention: Literature review</b>			
<b>Timeframe:</b> August 22nd due to October 21st, 2022.			
Identify students	School secondary protocol	SEP inclusive protocol	Interview
<ul style="list-style-type: none"><li>• Barriers to learning.</li><li>• English level.</li></ul>	<ul style="list-style-type: none"><li>• Protocol to diagnose.</li><li>• Protocol to monitoring.</li><li>• USAER recommendations.</li></ul>	<ul style="list-style-type: none"><li>• Inclusive education</li><li>• Accessibility</li><li>• Adaptations</li></ul>	<ul style="list-style-type: none"><li>• USAER protocol to attend students who face a barrier to learning and participation</li></ul>

*Note.* Organization for the first period of intervention. Source: Own elaboration.

### **3.1.1 Participants**

Consequently, within the targeted groups, we have identified students who encounter barriers to learning and participation, specifically those diagnosed with ADHD and ASD. Recognizing the unique challenges these students face, it was deemed essential to prioritize their needs and incorporate them as the focal point of the interventions. In this sense, the characteristics observed for the focal students who face barriers to learning and participation, correspond to:

#### **3.1.1.1 ASD student 1**

He is a fourteen-years old male student with a diagnostic of ASD. His characteristics as student are; that he has a good level of memory. He shows a level of English comprehension higher than his classmates; he has a wide English vocabulary and a good pronunciation. His difficulties are more in a communicative

way such as participate in class, but he shows disposition to the English work. Also, he likes the activities that involve playing outside the classroom. It was observed that he does not talk with his classmates in the teamwork, for that to develop activities individually is a better option. To encourage his participation and taking account that he has a good pronunciation, for this reason as a teacher try to ask him for help with the pronunciation of some words at the time to make a choral drill. The use of drills can be useful for "Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk-takers" (Tice, 2023)

In addition, he cannot be able to make the register to check the activities but as teacher the stamp to checking the work is in all the activities developed by him. The assessment is specially focused on the oral production because he has difficulty in writing skills. This oral productions were developed at the end of the lessons in almost two minutes in fast and direct conversation with him. Additionally, he has no difficulties to answer the weekly test and develop the activities as the regular students.

#### ***3.1.1.2 ADHD student 1***

She is a fourteen-years old female student with a diagnostic of ADHD. As student she has a good engagement in her work. She maintains a good organization with the activities, she follows routines that helps her to complete the activities such as to write the date, the aim of the lesson and the title for the activities. But she has difficulties to understand instructions - such as the regular students - and to participate in the classroom. For this reason, I try to ask if she understands instructions and explain it to their classmates. In case that she or her classmates do not understand I explain instructions again or explain instructions individually for those who have not a clear idea. The pair work was a useful resource to develop activities that need a higher cognitive process, because she has a classmate that contributes to her motivation, so activities that has an individual product were developed in pair work for her. The weekly test was developed in a

satisfactory way as her classmates. As Clares (2012) said that the assessment must be clear with easy questions to understand in order that the student does not have to make a rigorous mental analysis.

### **3.1.1.3 ADHD student 2**

He is a fifteen-years old male student from third grade with a diagnostic of ADHD. He has a very active attitude. He can become aggressive in his comments or actions. Also, he distracts with external stimulus like to talk with his classmates but in general shows disposition to the work despite the constant non-attendance he shows interest in catching up on backlogs. He likes to work in pairs because he has a classmate that help him with the activities. In addition, he has constant attitudinal issues in the school. Is important to mention that he is medicated by a specialist. He is able to keep his work record in order but constantly forgets his English notebook at home.

### **3.1.2 Identify barriers to learning and participation**

Students who face barriers to learning were identified during the first weeks of observation season according to specific characteristics that students show. (Hernandez, 2023: August 6th). This benefits to all the group, not only the students already diagnosed with a barrier to learning and not just in a cognitive way as well as the coexistence and personal development.

The barriers to learning identified are attitudinal and pedagogical type. (Hernandez, 2023: August 6th) According to the classification of the “Estrategia de equidad e inclusión en la educación básica: para alumnos con discapacidad, aptitudes sobresalientes y dificultades severas de aprendizaje, conducta o comunicación” (2018) the attitudinal barrier is those related to exclusion and segregation this from the teacher’s and the regular student’s attitude. In addition, the pedagogical barriers found were those related to the homogeneous teaching the teacher does not offer the student the necessary support according to the diversity of the group.

### **3.1.3 Secondary school protocol to identify and attends students**

An interview was conducted with the USAER director who attends the Escuela Secundaria Oficial No. 575 “José María Velasco”. One of the questions for the teacher was that if she considers that we are inclusive. Teacher’s point of view was that she thinks that we cannot talk about inclusive education if the society is not inclusive. (Annex 1. Interview)

In my opinion, it is true. In my case, my family always talk about these topics, inclusion, to be respectful for the people's diversity, etc. My family knows about the importance of inclusive values. My brother knows how to be inclusive and respectful with the people. On the contrary the people did not know the importance of these values because they did not face any situation that made them think in inclusion and they did not know how it feels to be. In addition, these values are not taken into the student’s education, and they are not reinforced at home with their families. Making an entire society inclusive is impossible because as teachers our sphere is limited to the classroom. Making students develop the values of inclusion is something that is within our reach (Hernández, A. Interview, March, 2023).

The USAER department provides a chart with a description of the learning barriers that faces the diagnosticated students for second and third grade such as recommendations for teachers to apply in their teaching practice in order to help the student who face barriers to learning and participation. (Annex 2. USAER’s chart)

### **3.1.4 SEP inclusive protocol**

The “Aprendizajes Clave para la educación integral, Lengua Extranjera. Inglés. Educación básica Plan y Programas de Estudio, orientaciones didácticas y sugerencias de evaluación” (SEP, 2018) states that the curriculum is specially designed with the principles of inclusion and equity in order to attend to the educational needs and the particular interests of each child. At the same time,

mention that it is to encourage a more just society. Furthermore, it declares that it is the responsibility of the teachers to create the necessary conditions to ensure students' education so as to the initial training of teachers should provide them with the necessary tools and skills to serve this community.

### **3.1.5 Reflection of the First Intervention Period**

According to the observation developed in the school, and with the reference of the types of barriers to learning and how to identify in the students. Barriers were found of the attitudinal and pedagogical types. Also, there were found strong stereotypes in terms of gender and disability that creates social barriers between the students. It is difficult to assimilate and understand that at such an early age they have very marked tendencies to exclude, point out and discriminate against other students. This makes me think about the student's values, it seems that they did not reinforce the acquisition of values such as respect, solidarity, equity, and inclusion, of course.

The students that face a barrier to learning were focalized according to the diagnostic provided by USAER. In this way, it was selected to work with students who face a barriers to learning as a result of a diagnostic of ADHD and ASD. Also, other students with educational backwardness were channeled to the USAER staff. This according with characteristics that corresponds to inattention and hyperactivity.

During this period, I realized that the extension of my intervention is only limited to English classes, to 50 minutes with each group. That is why in some cases it was necessary to help to students outside the regular classroom. The work done with students who present educational backwardness was to try to take up the work outside the regular classroom. Using only the work provided in class and offering assistance to complete the activity.

Under no circumstances it was providing additional work or activities specially

designed for these students. This in order to attend the equity of the materials provided to students. Simply accompanying the student to achieve the expected learning for the English lesson was provided.

For this reason, I consider that this practice is equitable because the work is developed with the same material provided to all the students, for different situations the students that presents educational backwardness does not complete the class material during the regular lesson that is why in a period of 5-8 minutes after the English class ends, these students work in an area outside the regular classroom with the assistance of the trainee teacher. The objective is to have the students complete the class product, including resolving doubts about the topic.

In summary, it provides the necessary accompaniment for the student to achieve the same learning objectives that their classmates achieved during the English class, in fact, they work with the same material provided in class. This has had positive results for students who were in educational backwardness were not necessarily as a result of facing barriers to learning and participation, but rather because they were unable to participate in the classroom. In this sense, the students who were supported during the accompaniment outside the regular classroom were mostly students who present an energetic attitude, and they distract with their own classmates playing or speaking to each other, but do not present any barrier to learning.

Based on the findings and outcomes of the interventions were decided to make changes in the materials provided to students, adapt the lesson plan thinking in the educational needs of students with ADHD and ASD. Also, to make my teaching practice more inclusive, accepting the diversity that compose the focal groups.

The lesson plans were carefully adapted, taking into account the specific requirements of students facing barriers to learning and participation. Embracing



a more inclusive approach, actively recognizing, and celebrating the diverse backgrounds and abilities within the focus groups.

### **3.2 Second Intervention Period**

As a result of the research, strategies were found to be implemented during English classes according to Clares (2012) such as constructive learning for the lesson plan, visualize the work for developing organization in the classroom, and inclusive materials for the design of materials that answer the educational needs of students. This inclusive tools were selected according to the characteristics of the group in order to attend the principal barrier that students with ADHD an ASD face according with the USAER recommendations. According with the recommendations the student's attention is one of the needs which ADHD and ASD students have in common. The purpose to the second period of intervention is to introduce these tools into the teaching practice in the English lessons in order to attend the necessity of maintained the student's attention focused on the activities.

Considering the class enrollment of fifty students in each group, it becomes necessary to implement strategies that cater to the needs of all students simultaneously. This poses a unique challenge where the educational needs of students with ADHD and ASD can be effectively addressed while also engaging other students. By incorporating these tools to create a cohesive teaching approach that supports the attention and learning needs of students with ADHD and ASD, while also promoting active participation and understanding among the entire student body. This holistic approach recognizes the importance of inclusivity and ensures that no student is left behind, fostering a supportive and equitable learning environment for all.

#### **Table 2**

Second intervention

<b>2<sup>nd</sup> intervention: improvement proposal</b>			
Timeframe: January 30th due to February 24th, 2023.			
Week 1 methodology:	Week 2 methodology:	Week 3 methodology	Week 4 methodology:
<ul style="list-style-type: none"> <li>• Constructive learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Visualize the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive materials: Icons for clear instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive materials: Clear design of the worksheets.</li> </ul>

*Note.* Organization about the second period of intervention. Source: Own elaboration.

### **3.2.1 Constructive learning**

Design the materials using the constructive learning approach. It means following Bloom's Taxonomy to gradually build up knowledge according to the cognitive level from each stage.

Andreev (2023) explain the next:

A group of researchers led by Bloom's colleague David Krathwohl and one of Bloom's students, Lorin Anderson, revised the taxonomy in 2001. In the new variant, nouns were replaced by action verbs. Also, the two highest levels of the taxonomy were swapped. The new learning stages are Remember, Understand, Apply, Analyze, Evaluate and Create. The authors also defined cognitive processes associated with these instructional goals. For example, the ability to remember requires recognizing and recalling.

The taxonomy is composed of a hierarchical structure that goes from LOTS

(Lower Order Thinking Skills) which are the simplest to HOTS (Higher Order Thinking Skills) which are the most complex cognitive processes. It can be understood as the objectives of the learning process which the students must have acquired at the end of the lessons. According to that the taxonomy can be summarized in the next chart.

**Table 3**

LOTS and HOTS

LOTS (Lower Order Thinking Skills)			HOTS (Higher Order Thinking Skills)		
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Remember	Understand	Apply	Analyze	Evaluate	Create

*Note.* Hierarchical structure of the LOTS and HOTS of Bloom's taxonomy. Source: Own elaboration.

“Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange. Organizing objectives helps to clarify objectives for themselves and for students” (Amstrong, 2010). For the second period of teaching practice the use of the verbs to construct the students learning were developed along seven lessons in total with the 2<sup>nd</sup> grade group B. To design the lessons were taking into account the elements such as the social practice of the language “Expresses complaints about a product” and the expected achievements:

- Listens and reviews product complaints.
- Interprets general sense, main ideas, and details of complaints.
- Composes oral complaints.

Also, the language learning products were important to design the activities.

- List of reasons for complaints.
- Table with expressions.

- Final product: complaints.

(Annex 3. Lesson aims 2<sup>nd</sup> grade)

Based on the above, the aims of the lessons were designed and organized in the next chart according to the number of the lesson and the stage that corresponds each taxonomy verb.

**Table 4**

LOTS and HOTS 2<sup>nd</sup> grade

LOTS						HOTS
Stage 1 Lesson 1	Stage 1 Lesson 2	Stage 2 Lesson 3	Stage 2 Lesson 4	Stage 3 Lesson 5	Stage 3 Lesson 6	Stage 4 Lesson 7
Ss. to <b>recognize</b> complaint situations	Ss. to <b>identify</b> and <b>understand</b> the specific expressions used in a complaint situation.	Ss. to <b>classify</b> the expressions used in a complaint situation according to the meaning.	Ss. to <b>infer</b> a complaint situation.	Ss. to <b>use</b> expressions to <b>make</b> a complaint	Ss. to <b>categorize</b> a complaint according to a situation	Ss. to <b>analyze</b> a product to find advantages and disadvantages to <b>write</b> a complaint

*Note.* The chart explains the progressive distribution of the key verbs of the aims of the lessons for the second intervention period for second grade. Source: Own elaboration.

As the chart shows, the verb of the lesson one is “recognize” that corresponds to the stage 1, such as “identify” for the lesson two. The key verb “classify” corresponds to the stage 2. As we can see the key verbs for the lesson one to the lesson three corresponds to lower order thinking skills in the Bloom’s Taxonomy.

The key verb of the lesson number four, “infer” corresponds to the stage 2. In the lesson five the verb “use” is for the stage 3, but the verb “make” is for the stage 6. In this way the verbs can help from others that not necessarily are from the same stage, this to create a variety of activities (Boer, 2015). The verb of the lesson number six is “categorized” from the stage 3. And the last lesson is the number seven whose verb is “analyze” from the stage 4 and “write” from the stage 1.

As we can see, the process follows the hierarchy of the Bloom’s Taxonomy. We can identify verbs that corresponds to LOTS such as recognize, identify, understand, classify, infer, use, make, categorize and verbs that are part of HOTS such as analyze and write to share. For reasons external to the intervention, only this level of skills was reached, so in the last intervention two verbs were used to reach the final product “Writing a complaint”.

For the 3<sup>rd</sup> grade group B, the social practice of the language developed in a total of nine lessons, was “Discuss concrete actions to address youth rights” with expected achievements such as:

- Present starting proposals.
- Assume a personal position and anticipate others’ positions.
- Offer counterarguments and defend their position during a discussion.

And language learning products such as:

- List of rights under debate
- Table with arguments in favor and against.
- Final product: public debate.

(Annex 4. Lesson aims 3<sup>rd</sup> grade)

According to the expected achievements and the language learning products, the aims of the lesson were designed following the Bloom’s Taxonomy verbs.

In the first lesson the key verb is “recognize”, “understand” and “identify”

corresponds to the stage 1. The verb of the lesson number three “relate” corresponds to the stage 2. In the lesson four and five the key verb is “organize” and “interpret” that corresponds to stage 3. The key verb in the lesson six is “analyze” from the stage 4. In the lesson number seven the verb “participate” in a debate corresponds to the stage 5. And for the last two lessons the verb “rewrite” and “exchange” corresponds to the stage 6. The verbs write that corresponds to the first stage but in this case, it helps to reach the final product of the season.

**Table 5**

LOTS and HOTS 3<sup>rd</sup> grade

LOTS				
Stage 1 Lesson 1	Stage 1 Lesson 2	Stage 2 Lesson 3	Stage 3 Lesson 4	Stage 3 Lesson 5
Ss. to <b>recognize</b> and <b>understand</b> what the youth rights are.	Ss. to <b>understand</b> and <b>identify</b> the general idea in a proposal.	Ss. to <b>relate</b> the main idea in the youth rights.	Ss. to <b>organize</b> expressions according to the information in a conversation.	Ss. to <b>interpret</b> the main idea in the youth rights.
HOTS				
Stage 4 Lesson 6	Stage 5 Lesson 7	Stage 6 Lesson 8	Stage 6 Lesson 9	
Ss. <b>analyze</b> and <b>write</b> proposals.	Ss. to <b>write</b> arguments to <b>participate</b> in a debate.	Ss. to <b>rewrite</b> arguments to participate in a debate.	Ss. to <b>exchange</b> an argument in a debate.	

Note. Progression among verbs according to Bloom's Taxonomy. Source: Own elaboration

This chart shows the progressive between the aims of the lesson according to the Bloom's Taxonomy. The LOTS such as recognize, understand, identify and relate were used to start the contextualization of the students for the new topic that will be developed during the season, In the other hand the HOTS including analyze, participate in a debate, rewrite and exchange) it marks the moment in which the student will have to show what they have been able to learn after the contextualization marked by the LOTS during the first sessions.

### ***3.2.2 Visualize the work***

This tool provides students a visual guide about the activities to work in the lesson. It works to keep the student focused and in case they lose their attention, review the schedule of activities to get back to work. It also helps the learner to keep track of the activities so they can organize their time for the development of each one (Clares, 2012, cited in De la Cruz et al. 2020). Visualize the work means to use an agenda to the develop of the lesson. It should be useful for students and for the teachers to time management.

### ***3.2.3 Inclusive materials: Icons for clear instructions***

This tool refers to the use of icons that represents an action. It can be used to give general instructions or specific instructions for activities. It has the purpose to facilitate the understanding of the instruction. Cranford (2013) said that "An icon is a simplified picture used to represent a concept or object. They can be a single color or multiple colors, but it's important to keep icons as simple as possible". Also, he mentions that the icons are useful when it is necessary to communicate a complex concept in a small space. In this way icons can help to improve student's ability to scan, understand and remember what they've read.

Following the Cranford ideas, the icons used must address one or more of the next characteristics:

1. Quickly and compactly convey concepts.
2. Draw attention.

3. Emphasize important ideas.
4. Provide a visual memory trigger.




Also, Cranford mention considerations to select icons, for example:

- Common: The meaning of the icon is universally known.
- Recognizable: The icon is easily identifiable shape that represents an action or an object.
- Illustrative: The icon helps reinforce the meaning of the text.

In view of the foregoing, icons were used to help students to understand the instructions of the activities. For the first worksheets implemented in the teaching practice the design of the instruction part was with the icon at the end of the instruction. It was taking into account the general idea or action of the instruction. Is important to mention that emphasis was placed on the icon at the moment of reading the instruction with all the students and to clarify the meaning. The icons used answer the three characteristics that Cranford mention; quickly and compactly convey concepts, draw attention, and emphasize important ideas. As well as characteristics of common, recognizable, and illustrative.

### Figure 3

Icons at the end of the instruction

- A1. Instructions: Read the next text.** 
- A2. Instructions: Complete the next sentences.** 
- A3. Read and underline the expressions to ask more information.** 

*Note.* This was the first adaptation of the icons (visual aids) at the end of the instructions.  
Source: Own elaboration. (Annex 5. Icons at the end of the instruction)



### **3.2.4 Inclusive materials: Clear design of the worksheets**

This strategy can help the student to eliminate distractions or possible visual suggestions that may be caused by the materials. The purpose is to make materials easy to understand using clear instructions with the icons, and minimalistic designs or pictures that transmit that does not represent stress for the student when solving the activity.

Chomal (2022) said that the worksheets must be address. The next characteristics:

- Font size should be large enough for young learners to read the text clearly.
- There must be an adequate number of line spaces to allow learners to express their answers fully.
- The quality of paper used for the worksheets should be good. It should not tear when learners write on it.
- The overall layout and presentation, especially for younger children, should be attractive and inviting.
- There should be clarity in the prompts and instructions: It has also been found that the quality of prompts and instructions provided in the worksheets greatly influences students' ability to solve the worksheets.

Hence the elements were taking into account at the moment of design the worksheets. And following the characteristics of the students with ADHD and ASD that need help to keep their attention on the activity, so we eliminated colors or images that could distract the student and limited it to the images and text necessary for understanding the activity, resulting in the following worksheet design.











## Figure 4

### Worksheet 1

Name: \_\_\_\_\_ Score: \_\_\_\_\_

Instructions: Write the correct right to each picture.

- |                                |                               |
|--------------------------------|-------------------------------|
| 1 Rest, play, culture, arts    | 6 Identity                    |
| 2 Protection from harmful work | 7 Food, clothing, a safe home |
| 3 Children with disabilities   | 8 Access to information       |
| 4 Respect for children's views | 9 Flag and nationality        |
| 5 Protection from violence     | 10 Access to education        |

		
		a) <input type="text"/>
		
b) <input type="text"/>	c) <input type="text"/>	d) <input type="text"/>
		
e) <input type="text"/>	f) <input type="text"/>	g) <input type="text"/>
		
h) <input type="text"/>	i) <input type="text"/>	j) <input type="text"/>

Note. The material has been limited to essential images so as not to distract attention.  
Source: Own elaboration.

### 3.2.5 Reflection of the Second Intervention Period

For this period of intervention, the use to of the bloom taxonomy to make the lesson plans, helped to take the student from the basics using lower order cognitive processes to the more complex finishing with the higher order cognitive processes. In this sense, were implemented the *Aim of the lesson* for the students as well as for the teacher in order to have a clear idea of what is expected to be achieved at the end of the lesson.

The design of the worksheets was changed in order to eliminate the visual sound or stress provoked by the use of many colors or figures that can produce a

deviation of the student's attention in the realization of the work. Moreover, the clear design of the worksheets was complemented with the use of icons to understand the instructions. That is to say, I decided to use these two tools together because I noticed that both of them were focused on the improvement of the material used in the lesson with the objective to reach a better comprehension of the contents.

### Figure 5

Icons after verbs


Instructions: **Cut the papers.**  **Listen**  **and put**  **the correct answer according to the picture.**

*Note.* The icons were relocated after each verb to be more specific. Source: Own elaboration. (Annex 6. Icons after verbs)

Changes were made, such as, eliminate the legend “Instructions”. Because it covered too much space that could be filled in by the main instructions. But it was decided to provide instructions in a different way. The instructions given for each material were written in bold letters.

### Figure 6

Elimination of “Instructions” legend

**Complete the expression and link each problem with the right it refers.** 



*Note.* The legend “instructions” was eliminated. Source: Own elaboration. (Annex 7. Elimination of “Instructions” legend)

This to make a difference and highlight this instruction part from the activity part of the worksheet. Not only the instructions were written in bold letters but also

were complemented with the icons to support student to understand the instructions. After each verb written in the instruction, an icon is placed referring to the expected action to be performed.

**Figure 7**

Instructions in bold with icons

**Listen and complete the dialog.**  

*Note.* The legend “instructions” was eliminated to write the general instruction in bold words. Source: Own elaboration. (Annex 8. Instructions in bold with icons)

**3.3 Third Intervention Period**

During the third intervention period I decided that the strategy of visualizing the work would not be used in the following interventions because the expected results were not obtained in the implementation of this tool during the teaching practice The use of the agenda to visualize the work was not necessary because the students keep up with the pace of the class and the agenda was and it was not practical at the time of use. (Hernandez, 2023: March 19th). The following strategies are intended to be developed according to the following chart.

**Table 6**

Third intervention

<b>3<sup>rd</sup> intervention: improvement proposal</b>			
Timeframe: March 6th due to March 31st, 2023.			
Week 1	Week 2	Week 3	Week 4

methodology:	methodology:	methodology	methodology:
<ul style="list-style-type: none"> <li>• Constructive learning.</li> <li>• Inclusive materials: Clear design of the worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructive learning.</li> <li>• Inclusive materials: Icons for clear instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructive learning.</li> <li>• Inclusive materials: Icons for clear instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructive learning.</li> <li>• Inclusive materials: Clear design of the worksheets.</li> </ul>

*Note.* Organization of strategies along the four weeks of the third intervention. Source: Own elaboration.

### **3.3.1 Constructive learning**

According with the social practice of the language addressed in this period of intervention, the inclusive tools were organized to cover the content to be reviewed with the students along the four weeks of intervention.

For the third intervention with the 2<sup>nd</sup> grade group B, it was designed around the social practice of the language “Read plays” with the next expected achievements:

- Selects and reviews short plays for young people.
- Reads short plays and understands general meaning, main ideas, and details.
- Participates in dramatized readings.

In this sense, the language learning outcomes that we considered are:

- Selected plays.
- Graphic with elicited emotions.
- Recommendations for reading aloud.

- Final product: dramatized reading.

(Annex 9. Lesson aims 2<sup>nd</sup> grade II)

Having this in mind, the organization of the aims of the lessons following the Bloom's taxonomy for each lesson was according with the next chart:

**Table 7**

LOTS 2<sup>nd</sup> grade II

LOTS						
Stage 1 Lesson 1	Stage 2 Lesson 2	Stage 2 Lesson 3	Stage 3 Lesson 4	Stage 3 Lesson 5	Stage 3 Lesson 6	Stage 3 Lesson 7
Ss. to <b>identify</b> the general meaning and characteristics of a play.	Ss. to <b>exemplify</b> the elements of different plays.	Ss. to <b>review</b> vocabulary and pronunciation.	Ss. to <b>remember</b> the emotions and <b>identify</b> it in a play.	Ss. to <b>identify</b> emotions and its function in a play performance.	Ss. to <b>interpret</b> a monologue <b>identifying</b> the emotions.	Ss. to <b>interpret</b> a monologue according to the emotions in it.

Note. Hierarchy of verbs according to bloom's taxonomy. Source: Own elaboration.

The verb "identify" of the lesson number one corresponds to the first stage of the Bloom's taxonomy. "Exemplify" and "review" corresponds to the second stage. In the lesson number four the verb "remember" corresponds to the first stage and "identify" corresponds to the third stage. Also, the verb "interpret" corresponds to the third stage, this to reach a final product that is to make a dramatized reading.

The verbs used corresponds to LOTS because the time to develop the lessons were too short that is why it just reach LOTS at the end of the process.

During this intervention the objectives proposed were not achieved due to numerous class suspensions, which resulted in limited time for completing the learning activities. However, the planning process followed the utilization of Bloom's Taxonomy. Additionally, the materials were designed with an inclusive approach in mind.

For the third intervention with the 3<sup>rd</sup> grade group B. The lessons were designed according to the social practice of the language “Guesses and makes hypotheses about past events” with the expected learnings that are:

- Select an event from the past.
- Describes enigmatic events.
- Formulate hypotheses to guess enigmas that explain past events.

Also, with taking into account the language learning products such as:

- List with selection criteria
- Detailed description of past events
- Rules of the game
- Co-evaluation sheet
- Final product: inventory of enigmas.

(Annex 10. Lesson aims 3<sup>rd</sup> grade II)

**Table 8**

LOTS 3<sup>rd</sup> grade II

LOTS					HOTS
Stage 1 Lesson 1	Stage 1-2 Lesson 2	Stage 2 Lesson 3	Stage 4 Lesson 4	Stage 3 Lesson 5	Stage 4 Lesson 6

Ss. to <b>identify</b> and <b>enlist</b> enigmas.	Ss. to <b>read</b> an enigma and <b>understand</b> the general meaning with WH-questions.	Ss. to <b>infer</b> explanations for an enigma.	Ss. to <b>write</b> short hypothesis about an enigma.	Ss. to <b>organize</b> events in order to understand an enigma.	Ss. to <b>write</b> hypothesis about an enigma.
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Note. Hierarchy of verbs according to bloom's taxonomy. Source: Own elaboration.




As we can see, the verbs such as “identify”, “enlist” and “read” corresponds to the first stage. “Understand” and “infer” corresponds to the second stage. And organize correspond to the third stage. Verbs such as “write” must be considered such as verbs of the stage number four. The chart shows five lessons in which the verbs correspond to LOTS and one lesson that correspond to HOTS.

### 3.3.2 Inclusive materials

The design of the materials for the teaching practice was directed to the use of a clear design without much color or figures that may distract the student's attention and to add icons in order to understand instructions in a better way.

#### Figure 8

Icons after verbs with instructions in bold

**Cut  each cicle and draw  the emotion that corresponds.**  
**Then paste it  one behind the other.**

Note. Final design of the inclusive material. Source: Own elaboration. (Annex 11. Icons after verbs with instructions in bold)



### **3.3.4 Reflection of the third Intervention Period**

Based on the social practice of language provided by the titular teacher, the utilization of the Bloom's Taxonomy facilitates the design of English lessons that progress from lower-order cognitive processes to higher-order cognitive processes. This approach supports the development of critical thinking, problem-solving skills, and deeper understanding of the English language. Additionally, incorporating real-life contexts and authentic tasks in the lessons can enhance engagement and relevance for the students.

Aims of the lesson 2<sup>nd</sup> grade for materials were used to enhance and complement inclusive practices. It is anticipated that the implementation of these tools will foster inclusive education and provide equitable learning opportunities for all students. Furthermore, it is evident that structuring lesson plans based on Bloom's Taxonomy facilitates the acquisition of English language skills, thereby promoting the inclusion of students. This approach not only caters to the educational needs of students facing learning barriers but also addresses the challenges experienced by students without a formal diagnosis who may encounter obstacles impeding their progress. By embracing an inclusive framework that considers the diverse needs of all learners, the classroom becomes a supportive environment that nurtures growth and provides an equal chance for success.

On the other hand, the results of the strategies implemented according to the action plan was that students had a bit of difficulty not finding the legend "instructions" in the worksheets developed in the lessons. I have to indicate to students that the words in bold were the instructions. When I asked students to read the instructions, they asked me "*¿Lo que está en negritas?*" The next was that in all the next lessons with all the activities, the first thing to do before answering the exercises is to ask the students to read the instructions. This reinforces the fact that instructions are always written in bold.

## **Chapter 4**

## 4. Results

After finishing the intervention number one were obtained facts about how USAER works with the students in the secondary school. The first step corresponds to the teachers. If a teacher locates a student with an educational backwardness, they inform the USAER and this is in charge of making an observation to the student, the next step is to make a diagnosis to look for a learning barrier and finally they give alternatives to the teacher in order for the student to develop within the classroom.

After this process, we identify two students with ADHD and one student with ASD that face barriers to learning and participation. In this sense, the observation was developed to identify characteristics for these students related to their develop in the classroom and to identify the types of barriers to learning that this students face, we found that are related to attitudinal and pedagogical barriers but also face social barriers derived from the condition they face.

Once the barriers they face have been identified, alternatives were searched to eradicate the barriers. Strategies to implement in the teaching practice were developed such as constructive learning using the Bloom's Taxonomy to plan the lessons following the expected achievements and the language learning outcomes that plans and programs frame, and the clear design of the worksheets with help of the icons to understand instructions according to Cranford (2013).


It is important to mention that the materials were designed taking into account the characteristics of regular students and students with ADHD and ASD that need help to maintain their attention focused on the activity and to comprehend the instructions of the activities. Clares (2012) and Autism Speaks (2018).

The changes in my teaching practice embracing the diversity were reflected on the results of the students' performance during and after the lessons. Noteworthy, assistance was provided to students that were in scholar backwardness after the English lesson, we work out of the regular classroom in order to achieve the same

learning outcomes as all students, and with the objective to conclude the lesson product. This promotes the equity among the students, giving support for student that need help to reach the learning outcomes through the same learning opportunities such as using the same materials and answering questions that they could not solve during the class.

Students that face barriers to learning and participation were satisfactorily attended during the English lessons, the students with ADHD and ASD were able to complete the class products without any complications, which was also reflected in the weekly tests that showed scores between 8-10.

The ADHD student 1 analysis shows that she was able to complete the activities by asking minimal questions about the process to be developed with the activity. In some cases she was supported to understand activities more difficult to her, for example, she shows complications to make drawings about easy objects, in it place she color the area of the drawing with a color. Observations to correct the activity were made in order she could make corrections and the activity could be completed correctly. (Annex 12. Color drawing)

The weekly test was answered succesfully by her, but she shows confusion at the moment to mark the answers; for example, the instruction said "Circle" following by the icon  that shows the action and after corroborate instructions with the group, she relate this instruction to mark the item. She is also more related to the "underline" instruction so the action should be changed to something simpler for her that she is already used to doing. According to this, the icons contributed to her comprehension just for activities with instructions in which she is more familiarized but not for instructions that are new for her. Her attention was limmited to the activity therefore it was developed successfully in all the lessons. (Annex 13. ADHD student 1 evidence)

The analysis of the ADHD student 2 shows results since he had to catch up with the activities because he was suspended. On several occasions he did not have

the English notebook because he forgot it and the work was done in different notebooks. The worksheets were restocked so that the student could have the opportunity to have the completed work. For the final assessment he could reach the total activities developed in the last intervention. The work developed with the ADHD student 2 was limited because he was constantly absent for this reason the results were not measurable because the learning process was interrupted constantly and did not allow me to see a significant progress. (Annex 14. ADHD student 2 evidence)

The analyses of the ASD student show results such as he can understand the instructions with the help of the icons to complete the activities quickly and correctly without any inconvenience. He has a high level of comprehension that was an advantage for him in the development of the activities. Besides in the assessment he always obtained favorable results. Their participation and engagement in the English lessons were encouraged in order to he would have more presence among his classmates and eliminate the social barrier and stereotypes that they have about him. In this sense, the work developed with him was particularly directed to generate an inclusion from the diversity that he generates among his classmates, this was achieved during English classes because students have segregating attitudes outside the classroom according to the observations made. (Annex 15. ASD student evidence)

In addition, the USAER's psychologist mention that in the last interview with the ASD student he said that English class was his favourite. In fact, it is one of the subject in which he really works. As a teacher this means that the effort I made throughout my teaching practice is having an impact, I cannot say if it is a big one, but this is happening.

The equity involves inclusion and inclusion makes us to embrace the diversity of students that compose the classroom.

## **Chapter 5**

## 5. Conclusions

According with the results showed above, and after a research, the implementation of strategies that help to promote the diversity by recognizing the characteristics of the students and addressing the educational needs of students with ADHD and ASD in order to eradicate the barriers to learning and participation that these students face as a result of their condition, strategies were finding to address this problematic of exclusion and segregation of students with ADHD and ASD, such as constructive learning that help to the teacher to design and hierarchize the aims for each lesson according to the LOTS and HOTS from the Bloom's Taxonomy specially directed to the lesson plan.

The use of the icons was directed to understand instructions of the worksheets. This to help to the student's comprehension and to develop the activities. In this way, maintain a design that is easy to understand was made with the clear design of the worksheets that help to focus student's attention on the activity, taking advantage of the visual capacity of the students without being too suggestive with a lot of images, or colors.

These strategies allowed me as a teacher to improve and focus on taking all students hand in hand by having the educational needs of students with ADHD and ASD converge with the educational needs of regular students to meet the needs of all students at the same time. This eradicates barriers to learning and participation as well as barriers to the diversity that may exist in the classroom because inclusion is happening simultaneously.

According with the evidence showed of the interventions implemented in the focal groups have made significant strides in promoting equity and diversity. It is important to identify student who face barriers to learning to implementing inclusive practices, removing barriers to learning and participation, embracing student diversity, and providing equitable learning opportunities for all, considering the wide enrollment of students that compose the groups and prioritizing the learning of students with ADHD and ASD and students with

educational backwardness. We can affirm that inclusive tools are adaptable to different contexts and contribute to develop an inclusive teaching practice based on diversity. By continuing to work in this direction, we can build a more just and equitable educational future for all.



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# Annexes

## Annex 1. Interview

### REPORTE DE ENTREVISTA

La presente entrevista se realizó el día 2 de Marzo del presente año a la directora del USAER 67 que atiende a la escuela Secundaria Oficial No. 0575 "José María Velasco", La maestra Diana America García Lopez.

#### 1. ¿Cual es el personal que integra el USAER 67?

La USAER 67 está compuesta por una psicóloga, una trabajadora social, una maestra de comunicación y una maestra de apoyo que está todos los días en la escuela y una servidora la Directora del USAER.

#### 2. ¿Como diagnostican o canalizan a los alumnos con NE a la USAER?

El primer filtro son los maestros, los niños cuando entrentan alguna barrera los maestros se percatan inmediatamente porque son los niños que se les dificulta el aprendizaje o traen resgo en el aprendizaje. Muchos de los niños, como ya es secundaria, ya vieen atendidos de USAER preescolar, USAER primaria, pero cuando los niños no han sido atendidospor USAER y son diagnosticados por el docente, se empieza a hacer un trbajo de observación, despues de la observacion se le sugieren al maestro alternativas para que el niño pueda salir adelante dentro del aula. Si el alumno aun con estas intervenciones del docente y con las estrategias diersificadas el niño no sale, de alguna manera sigue con sus barreras ya se empieza a hacer un estudio psicopedagogico, en este intervienen todas las areas y se empiexa a hacer una evaluacion, si se sospecha que el niño tenga algun ranstorno o una discapacidad se habla con los papas y se da una canalizacion. Recuerda que el unico nivel que puede diagnosticar es el nivel 3, me refiero a neurologos o psiquiatras que pueden dar diagnostico de discapacidad o de transtorno.

#### 3. Las condiciones que predominan en la escuela son TDAH y un caso de TEA. Usted considera que los docentes aqui hacen sus clases inclusivas, o conocen el significado de inclusion?

Desde que llego la USAER seha capacitdo a los docentes sobre la estrategias diversificadas y los diferentes tipos de discapacidad, es un proeso que una escuela inclusiva logre el objetivo es un proceso que yo no te puedo decir cuánto tiempo se tarde, este sería el segundo año que estamos interviedo, y sin embargo te puedo decir que hay maestros que hacen ezfuerzo por hacer una plaeneacion flexible y hacer ajstes para taender a las características de nuestros niños y que estars barreras se minimices o se prevengan de la mejor manera.

**4. Qué consejos o estrategias usted le ha dado a sus docentes acerca de como llegar los alumnos, con características de TDAH y de TEA.**

Se ha capacitado sobre el TDAH sus características, sus intervenciones en el aula, se ha dado material sobre el TEA y su intervncion en el ula, se han dado estrategias diversificadas y se ha hablado sobre lo que es una plaificacion basada en el DUA. Es un proceso pero si es un avance. Hay capacitacion tambien para los padres que tambien de alguna manera son los que deben de abonar al trabajo de la escuela.

**5. Como ya le habia mencionado soy practicante de Ingles pero mi documento va encaminado hacia la educación inclusiva. Para usted ¿la inclusion es parte de nuestro día a día o en estos mometos sigue alejada de la realidad?**

No se puede decir que la escuela es inclusiva si la sociedad no es inclusiva, creo que estamos pasando por un proceso de integración y de inserción, inclusión no.

**6. Cual seria su propuesta para cambiar estos paradigmas?**

Es que la propuesta debe de partir de una sociedad, en las escuelas se hace lo pertinente y en mi caso en la USAER trabajamos en la atencio a las escuelas y atencion a la familia e situacion los alumnos pero la escuela no es el unico recurso para lograrla inclusion, la inclusion es un paradigma a nivel social.

**7. Considera qu es un problema que los chicos bienen acarreado desde..**

Es que me estas confundiendo lo que es inclusion social a lo que es inclusion educativa

**El termino geneal de inclusion**

Inclusion es muy general, inclusion se refiere a un marco social, y si tu te refieres a una situacion de inclusion educativa, todos los niños enfrentan barreras diferentes, no te puedo hablar de un caso en particular o de una generalidad porque todos los niños son diferentes y su proceso de inclusion es diferente de a cuerdo a sus barreras.

**8. El problema que encuentre desde un punto de vista como docente y estudiante a lo largo de las escuelas de practica en las que yo estuve, me encuentre con alumnos ocn algunas características de NE que eran practicamente ignorados por los docentes. Mi pregunta es ¿Como docentes podemos hacer mas? Creo que esta dentro de nuestro trabajo hacer de nuestra clase algo diversificado para que llegue a todos.**

Es que me estas dado particularidades. Me hablas de algunos casos y de algunos docentes, yo unicamente te puedo hablar lo concerniente a mi trabajo, yo estoy capacitando, orientado y asesorando y hay casos de exito, lo que pso en otras escueas no te lo puedo decir o argumentar porque no se que escuelas, pero tepuedo decir que dentro de mi usaer somos un personal muy comprometido y no permitiriamos que eso susediera.

## Annex 2. USAER's chart

GRADO Y GRUPO	NOMBRE DEL ALUMNO	DIAGNOSTICO	CARACTERISTICAS	RECOMENDACIONES
2° B	████████████████████ ████████████████████	TRANSTORNO DEL ESPECTRO DEL AUTISMO	Buen nivel de memoria y razonamiento. Dificultad en las actividades de coordinación motora fina y gruesa Posee un amplio vocabulario. pero requiere en las participaciones que sea preciso para que no se descontextualice del tema, porque suele hablar mucho de sus temas de interés (videojuegos). Es desorganizado con sus materiales.	Requiere de hacerlo participe en las actividades para evitar que se duerma, en su caso, si lo hace, condicionarlo que se le llamará a su mamá para que se retire del salón de clases (evitar que tenga la gorra puesta). Persistir en que se esfuerce en las actividades. Exigirle realice las actividades y establecerle tiempos para concluir las Ser muy firmes en el establecimiento de acuerdos y reglas Hacer énfasis en el cumplimiento de tareas y materiales Evitar que salga muchas veces al sanitario. Sentarlo frente al pintarrón para evitar que se mantenga inactivo.
	████████████████████ ████████████████████	TRASTORNO POR DÉFICIT DE ATENCIÓN CON HIPERACTIVIDAD (TDAH)	Se muestra atenta a las clases, posee un poco de dificultad para comprender consignas	Verificar si comprende las consignas para realizar las actividades
			que requieren de mayor esfuerzo cognitivo Interactúa con sus compañeros. pero requiere de seguridad para participar en clase.	Favorecer su participación en clases.
	████████████████████ ████████████████████	TRASTORNO POR DÉFICIT DE ATENCIÓN CON HIPERACTIVIDAD (TDAH)	Alumno con dificultad para iniciar y concluir las actividades, se distrae fácilmente ante estímulos visuales y auditivos, se le dificulta el respeto de normas y acuerdos dentro del salón. Suele levantarse constantemente de su lugar, en ocasiones molesta a sus compañeros y es retador ante la autoridad.	Establecer con el alumno claramente reglas y acuerdos dentro del salón y si incurre en una falta aplicarle consecuencias. Evitar que salga constantemente al sanitario Ubicarlo cerca del pintarrón para evitar distractores tanto visuales y auditivos Asignarle responsabilidades para mantenerlo ocupado.



Annex 3. Lesson aims 2<sup>nd</sup> grade

Aims of the lesson: 2 <sup>nd</sup>		
<b>Social learning environment</b>	Family and community.	
<b>Communicative activity</b>	Exchanges associated with the environment.	
<b>Social practice of the language</b>	Expresses complaints about a product.	
<b>Expected achievements</b>	<ul style="list-style-type: none"> <li>• Listens and reviews product complaints.</li> <li>• Interprets general sense, main ideas, and details of complaints.</li> <li>• Composes oral complaints.</li> </ul>	
<b>Language learning products</b>	<ul style="list-style-type: none"> <li>• List of reasons for complaints.</li> <li>• Table with expressions.</li> <li>• Final product: complaints.</li> </ul>	
Aim of the lesson 1	Aim of the lesson 2	Aim of the lesson 3
At the end of the lesson ss. could be able to <b>recognize</b> complaint situations.	At the end of the lesson ss. could be able to <b>identify</b> and <b>understand</b> the specific expressions used in a complaint situation.	At the end of the lesson ss. could be able to <b>classify</b> the expressions used in a complain situation according to the meaning.
Aim of the lesson 4	Aim of the lesson 5	Aim of the lesson 6
At the end of the lesson ss. could be able to <b>infer</b> a complaint situation.	At the end of the lesson ss. could be able to <b>use</b> expressions to <b>make</b> a complaint.	At the end of the lesson ss. could be able to <b>categorize</b> a complain according to a situation.

Aim of the lesson 7
At the end of the lesson ss. could be able to <b>analyze</b> a product to find advantages and disadvantages to <b>write</b> a complaint.

Annex 4. Lesson aims 3<sup>rd</sup> grade

Aims of the lesson: 3 <sup>rd</sup> Grade		
<b>Social learning environment</b>	Family and community.	
<b>Communicative activity</b>	Exchanges associated to the environment.	
<b>Social practice of the language</b>	Discuss concrete actions to address youth rights.	
<b>Expected achievements</b>	<ul style="list-style-type: none"> <li>• Present starting proposals.</li> <li>• Assume a personal position and anticipate others' positions.</li> <li>• Offer counterarguments and defend their position during a discussion.</li> </ul>	
<b>Language learning products</b>	<ul style="list-style-type: none"> <li>• List of rights under debate</li> <li>• Table with points of controversy</li> <li>• Table with arguments in favor and against.</li> <li>• Final product: public debate.</li> </ul>	
Aim of the lesson 1	Aim of the lesson 2	Aim of the lesson 3
At the end of the lesson ss. could be able to <b>recognize</b> and	At the end of the lesson ss. could be able to <b>understand</b> and	At the end of the lesson ss. could be able to

<b>understand</b> what the youth rights are.	<b>identify</b> the general idea in a proposal.	<b>relate</b> the main idea in the youth rights.
Aim of the lesson 4	Aim of the lesson 5	Aim of the lesson 6
At the end of the lesson ss. could be able to <b>organize</b> expressions according to the information in a conversation.	At the end of the lesson ss. could be able to <b>interpret</b> the main idea in the youth rights.	At the end of the lesson ss. could be able to <b>write</b> proposals.
Aim of the lesson 7	Aim of the lesson 8	Aim of the lesson 9
At the end of the lesson ss. could be able to <b>write</b> arguments to <b>participate</b> in a debate.	At the end of the lesson ss. could be able to <b>rewrite</b> arguments to participate in a debate.	At the end of the lesson ss. could be able to <b>exchange</b> an argument in a debate.

## Annex 5. Icons at the end of the instruction



### A1. Instructions: Read the next text.

## HALLOWEEN

The tradition originated with the ancient Celtic festival dating back at least 2000 years.

The Celtic festival of **Samhain** was traditionally celebrated on **November 1st**, to mark the end of the **harvest season** and the beginning of **winter**. The celebrations always started the night before, on **October 31st**, halfway between the **autumnal equinox** and the **winter solstice**.

It is also based on the pagan religious festival celebrated by the Celts around **October 31st** to honor the **harvest** and prepare for "**the dark half of the year**".

The **ancients** believed that on this day, the line between the **living** and the **spiritual realm** was blurred. People celebrated to avoid evil at all costs. They told stories about mythological heroes and the underworld. And they **dressed up** as monsters to **protect** themselves from evil and to avoid being kidnapped by real monsters.



### A2. Instructions: Complete the next sentences.

1. Is the Celtic festival celebrated on November the 1st. \_\_\_\_\_
2. The Celt religious festival is celebrated on. \_\_\_\_\_
3. Samhain mark the end of the \_\_\_\_\_
4. Samhain marks the beginning of the \_\_\_\_\_
5. They celebrate this festival to avoid evil. \_\_\_\_\_
6. The reason to protect from the evil. \_\_\_\_\_
7. Around October 31st people prepare for... \_\_\_\_\_
8. Is the real expression of halloween. \_\_\_\_\_

### A3. Read and underline the expressions to ask more information.

**Laura:** Last day teacher Miguel teach us about Halloween.

**Antonio:** What is Halloween?

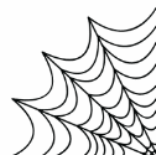
**Laura:** It's a spooky american holiday. The tradition was originated with the ancient Celtic festival of Samhain.

**Antonio:** Wow! How old is this tradition?




**Laura:** Is dating back at least 2,000 years.

**Antonio:** How is it celebrated now?

**Laura:** Over time, Halloween has evolved many activities like trick-or-treating, carving jack-o-lanterns, wearing costumes and eating candy.



## Annex 6. Icons after verbs


Instructions: Cut the papers.  Listen  and put  the correct answer according to the picture.

 1	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12

---

All children have these rights	I have a right to see my family if they live in another country.	The government should respect the right of my family to help me know about my rights.	I have the right to be listened to and taken seriously.
I have a right to live with family who cares for me.	I should be supported to live and grow.	I have the right not to be taken out of the country illegally	The government should make sure my rights are respected.
Adults must do what's best for me.	I have a right to an identity.	Everyone under the 18 has these rights.	I have a right to a name and to belong to a country.

## Annex 7. Elimination of "Instructions" legend

Complete the expression and link each problem with the right it refers. 

( ) What do you think about the fact that in Mexico there are children who do not have access to free education?

( ) What is your opinion about the child work?

( ) In my opinion the schools need to be inclusive with the children's who face a disability. Don't you think so?

( ) Adults should listen to children's opinions about global problems. What do you think?

( ) In the world are many children who do not have the access to a family who cares for them.

1. I \_\_\_\_\_ **the same**. The schools should have wheelchair ramps.

2. **It's a \_\_\_\_\_ idea to** create a community forum where we can say what we think.

3. \_\_\_\_\_ **me**, the government should make better schools with the necessary resources to children's education.

4. I \_\_\_\_\_ **that** all children should enjoy the right to be happy with their families.

5. **It is \_\_\_\_\_** to maintain all the children protected from the necessity of working.

a)



b)



c)



d)



e)



Annex 8. Instructions in bold with icons

**Listen and complete the dialog.**



1 \_\_\_\_\_ me, I was wondering if you could help me.

I'm having some 2 \_\_\_\_\_ with my computer.

I 3 \_\_\_\_\_ it about three months ago, but it stopped working.

This is a big problem 4 \_\_\_\_\_ I work in IT and I use my computer every day.

So, I have a few 5 \_\_\_\_\_ actually.

I've tried to fix the problem by checking the 6 \_\_\_\_\_, but it's only in Spanish.

I specifically asked the 7 \_\_\_\_\_ if English instructions were included before I bought it.

He said, "Yes" they were 8 \_\_\_\_\_.

Are they 9 \_\_\_\_\_ or was the salesperson mistaken?

Also, when I got the computer I 10 \_\_\_\_\_ that there was a 11 \_\_\_\_\_ on the screen.

I took a picture of the scratch just in 12 \_\_\_\_\_, but I continued using the computer because I didn't have any free time to come back.

13 \_\_\_\_\_, like I said before. The computer has completely stopped working.

I was sending some emails in the bath 14 \_\_\_\_\_ and now it won't turn 15 \_\_\_\_\_.

I want to 16 \_\_\_\_\_ what you can 17 \_\_\_\_\_ for me.

18 \_\_\_\_\_ respond as soon as

19 \_\_\_\_\_.

### Annex 9. Lesson aims 2<sup>nd</sup> grade II

Aims of the lesson: 2 <sup>nd</sup> Grade		
<b>Social learning environment</b>	Ludic and literary.	
<b>Communicative activity</b>	Literary expression.	
<b>Social practice of the language</b>	Read plays.	
<b>Expected achievements</b>	<ul style="list-style-type: none"> <li>• Selects and reviews short plays for young people.</li> <li>• Reads short plays and understands general meaning, main ideas, and details.</li> <li>• Participates in dramatized readings.</li> </ul>	
<b>Language learning products</b>	<ul style="list-style-type: none"> <li>• Selected plays.</li> <li>• Graphic with elicited emotions.</li> <li>• Recommendations for reading aloud.</li> <li>• Final product: dramatized reading.</li> </ul>	
Aim of the lesson 1	Aim of the lesson 2	Aim of the lesson 3
At the end of the lesson ss. could be able to <b>identify</b> the general meaning and characteristics of a play.	At the end of the lesson ss. could be able to <b>exemplify</b> the elements of different plays.	At the end of the lesson ss. could be able to <b>review</b> vocabulary and pronunciation.
Aim of the lesson 4	Aim of the lesson 5	Aim of the lesson 6
At the end of the lesson ss. could be able to <b>remember</b> the emotions and <b>identify</b> it in a play.	At the end of the lesson ss. could be able to <b>identify</b> emotions and its function in a play performance.	At the end of the lesson ss. could be able to <b>interpret</b> a monologue <b>identifying</b> the emotions.
Aim of the lesson 7		





At the end of the lesson ss. could be able to **interpret** a monologue according to the emotions in it.

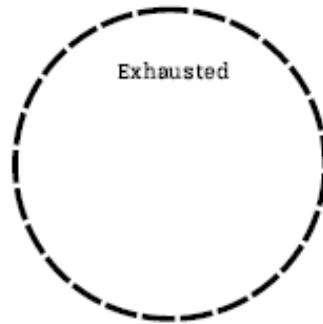
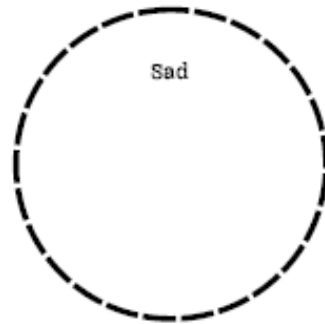
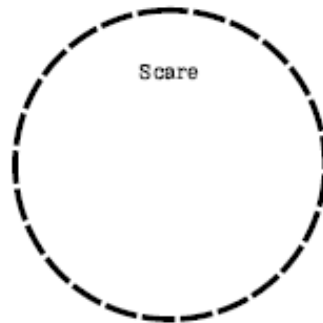
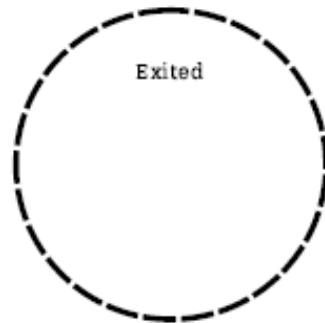
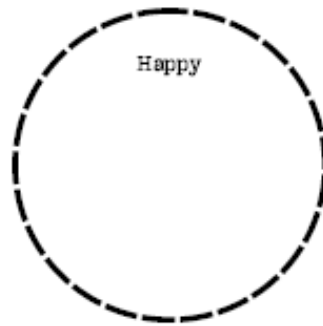
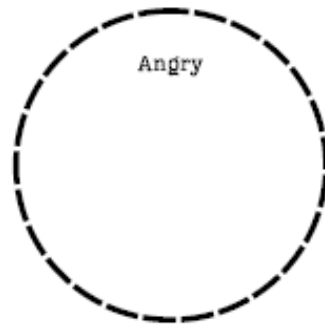
Annex 10. Lesson aims 3<sup>rd</sup> grade II

Aims of the lesson: 3 <sup>rd</sup> Grade		
<b>Social learning environment</b>	Ludic and literary.	
<b>Communicative activity</b>	Ludic expression.	
<b>Social practice of the language</b>	Guesses and makes hypotheses about past events.	
<b>Expected achievements</b>	<ul style="list-style-type: none"> <li>• Select an event from the past.</li> <li>• Describes enigmatic events.</li> <li>• Formulate hypotheses to guess enigmas that explain past events.</li> </ul>	
<b>Language learning products</b>	<ul style="list-style-type: none"> <li>• List with selection criteria</li> <li>• Detailed description of past events</li> <li>• Rules of the game</li> <li>• Co-evaluation sheet</li> <li>• Final product: inventory of enigmas.</li> </ul>	
Aim of the lesson 1	Aim of the lesson 2	Aim of the lesson 3
At the end of the lesson ss. could be able to identify and enlist enigmas.	At the end of the lesson ss. could be able to read an enigma and understand the general meaning with WH-questions.	At the end of the lesson ss. could be able to infer explanations for an enigma.
Aim of the lesson 4	Aim of the lesson 5	Aim of the lesson 6

<p>At the end of the lesson ss. could be able to write short hypothesis about an enigma.</p>	<p>At the end of the lesson ss. could be able to organize events in order to understand an enigma.</p>	<p>At the end of the lesson ss. could be able to write hypothesis about an enigma.</p>
--	--	--

Annex 11. Icons after verbs with instructions in bold

**Cut ✂ each circle and draw  the emotion that corresponds. Then paste it  one behind the other.**



Annex 12. Color drawing



Annex 13. ADHD student 1 evidence



Annex 14. ADHD student 2 evidence



Annex 15. ASD student evidence



Annex 16. Regular student evidence



**Asunto:** Se asume responsabilidad.

Toluca, Méx., 10 de julio de 2023

**H. CUERPO DE SINODALES  
P R E S E N T E**

Quien suscribe C. ANA CARMEN HERNANDEZ MONTES DE OCA, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: Embracing Diversity: Strategies for Fostering Inclusive Teaching Practices With Students With ADHD and ASD, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Tesis de investigación; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

**A T E N T A M E N T E**



**C. ANA CARMEN HERNANDEZ MONTES DE OCA**

Toluca, México 12 de julio de 2023.

**Dra. Ana Laura Cisneros Padilla**  
**Secretaria de la Comisión de titulación**  
**PRESENTE**

El que suscribe Mtro. Victor Olenin Ramírez Beltrán Asesor de la estudiante ANA CARMEN HERNANDEZ MONTES DE OCA matrícula 191527150000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado Embracing Diversity: Strategies for Fostering Inclusive Teaching Practices With Students With ADHD and ASD en la modalidad de Tesis de Investigación; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

**ATENTAMENTE**



**Victor Olenin Ramírez Beltrán**  
**Asesor de Titulación**

Toluca, Méx., 30 de junio de 2023

**C. HERNANDEZ MONTES DE OCA ANA CARMEN  
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)  
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Tesis de Investigación intitulado: Embracing Diversity: Strategies for Fostering Inclusive Teaching Practices With Students With ADHD and ASD, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envió un cordial saludo.

ATENTAMENTE

  
DRA. ANA LAURA CISNEROS PADILLA  
SECRETARIA DE LA COMISIÓN DE  
TITULACIÓN



SECRETARÍA DE EDUCACIÓN  
SUBSECRETARÍA DE EDUCACIÓN SUPERIOR Y NORMAL  
DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL  
SUBDIRECCIÓN DE ESCUELAS NORMALES  
ESCUELA NORMAL No. 1 DE TOLUCA