

Developing a Survey to Access Mathematics Teachers' Perceptions toward Students with Disabilities



Español

Equity toward Disability in Building on MOST
(EDMOST)

Offir N. Romero Castro, M.Sc.
Laura R. Van Zoest, Ph.D.

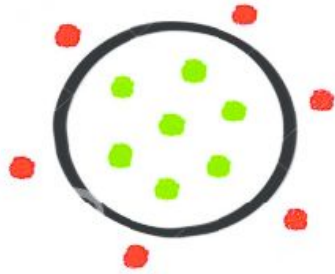


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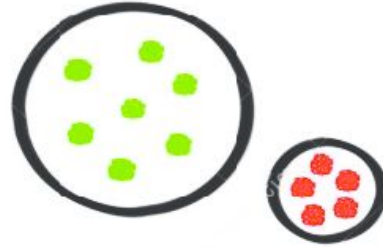


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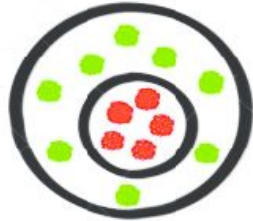
EXCLUSION



SEPARATION



INTEGRATION



INCLUSION



We are here



We want to be here



Research Goal

Better understanding teachers' current perceptions will support us in designing professional development that will help us move from Integration to Inclusion.

Integration



Inclusion



Teachers' Perceptions towards Disability

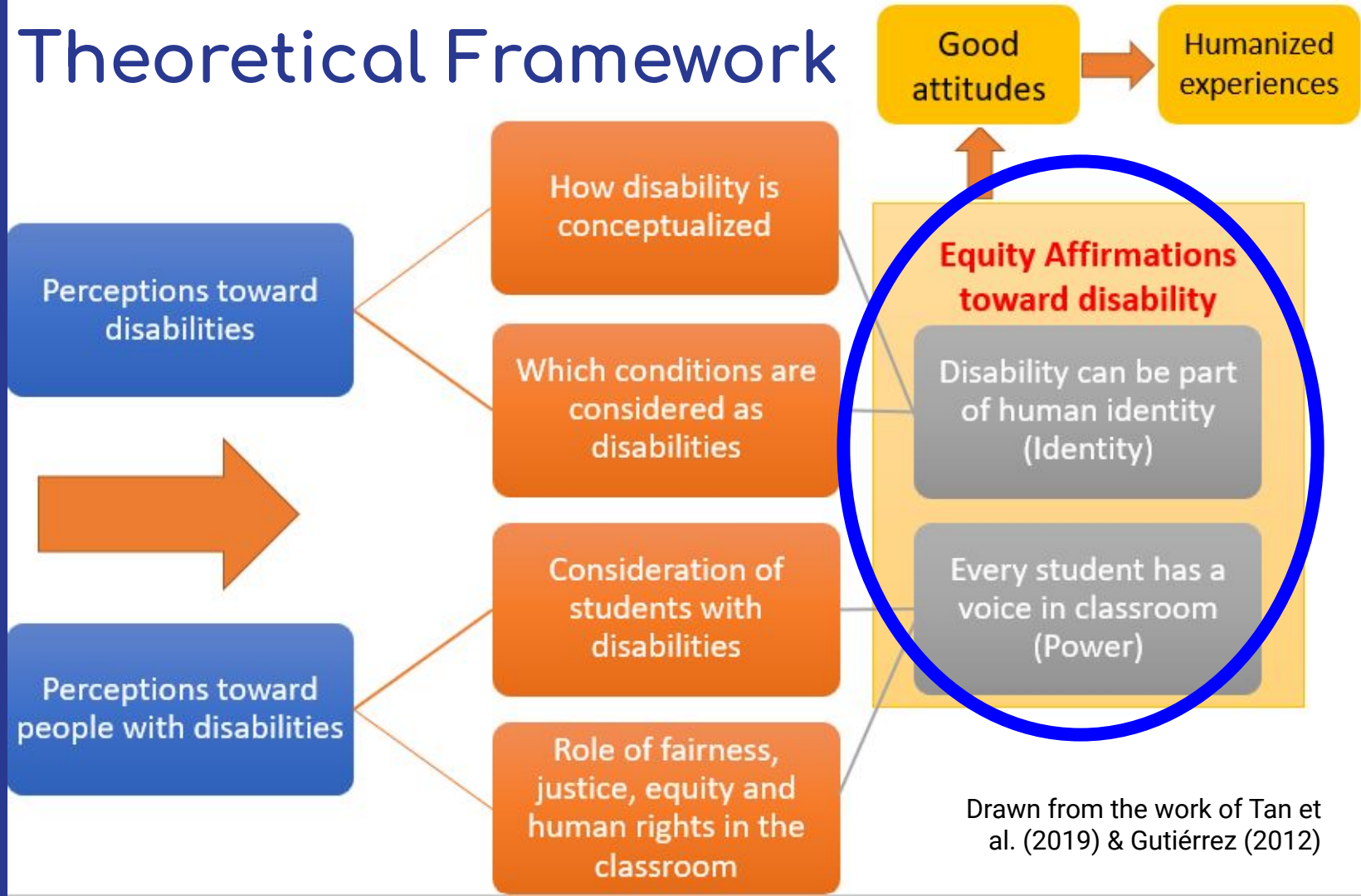
“The thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behavior.” (Papadakis & Kalogiannakis, 2020)

Perceptions toward
Disabilities

Perceptions toward Students
with Disabilities



Theoretical Framework



Drawn from the work of Tan et al. (2019) & Gutiérrez (2012)

Methodology

1

Identification of key equity affirmations toward disabilities

Tan et al. (2019)

2

Development of relationship between teachers perceptions and equity affirmations

Papadakis & Kalogiannakis (2020)

3

Review of disabilities recognized by national/international organizations

World Health Organization (2001)
Individuals with Disabilities Education Act (2004)

4

Application of equity affirmations in the MOST Framework

Van Zoest et al. (2021)

Outcome: A survey to assess Teachers' Perceptions toward Students with Disabilities

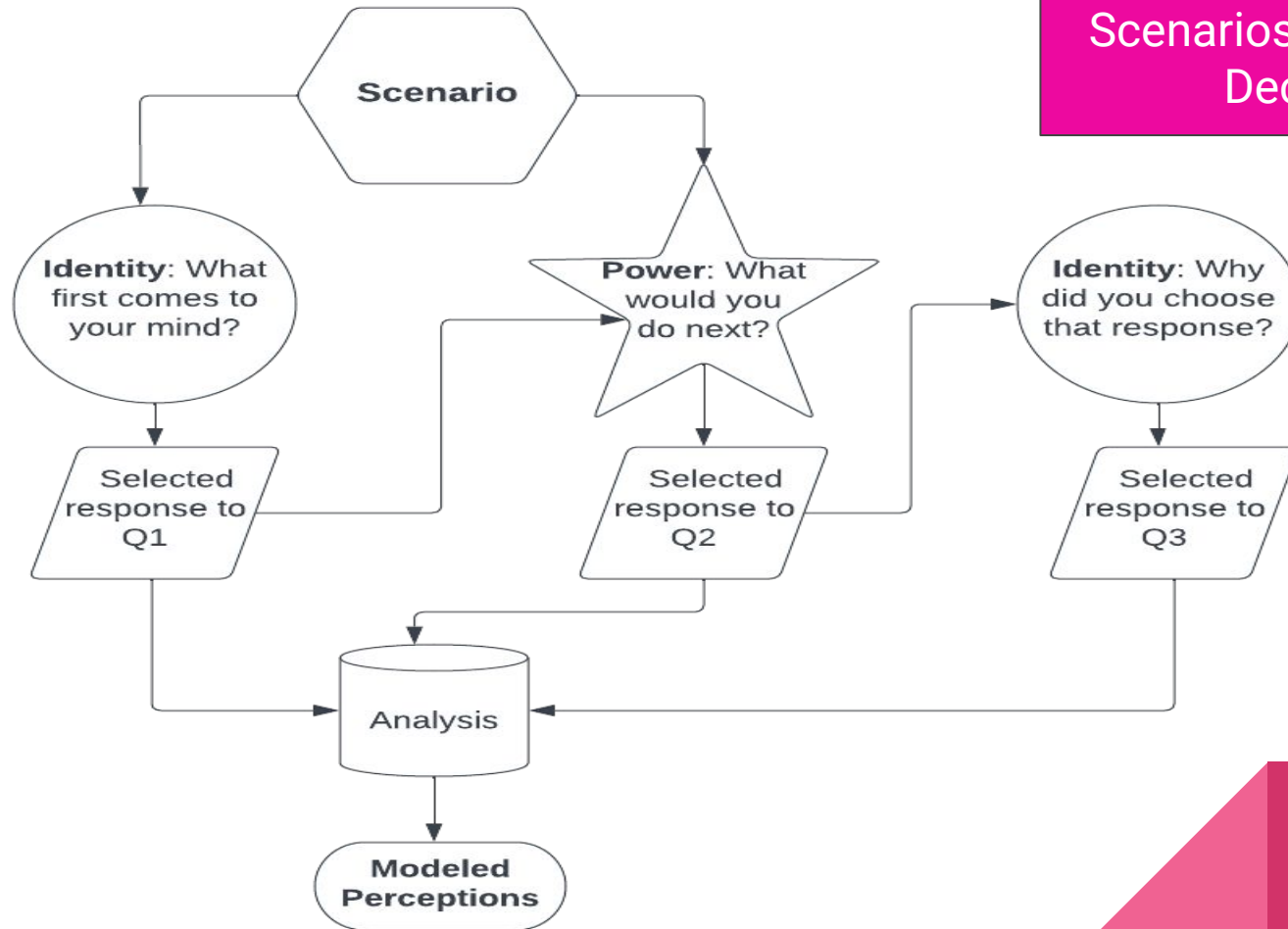
Questions about Teachers' Considerations of their own Perceptions toward Students with Disabilities

Matrix of Teachers' Recognition of Disabilities

Scenarios of Teachers' Decisions



Scenarios of Teachers' Decisions



References

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