

Accessing Mathematics Teachers' Perceptions toward Students with Disabilities

Equity toward Disability in Building on MOST
(EDMOST)

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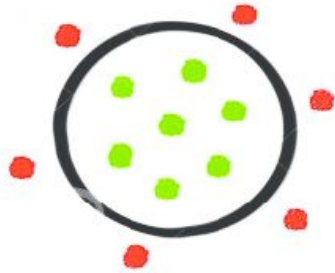


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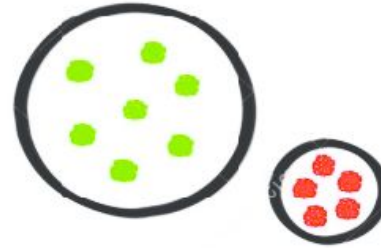


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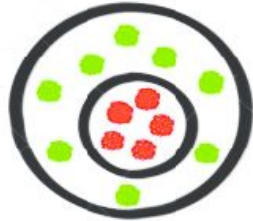
EXCLUSION



SEPARATION



INTEGRATION



INCLUSION



We are here

Estamos aquí



We want to be here

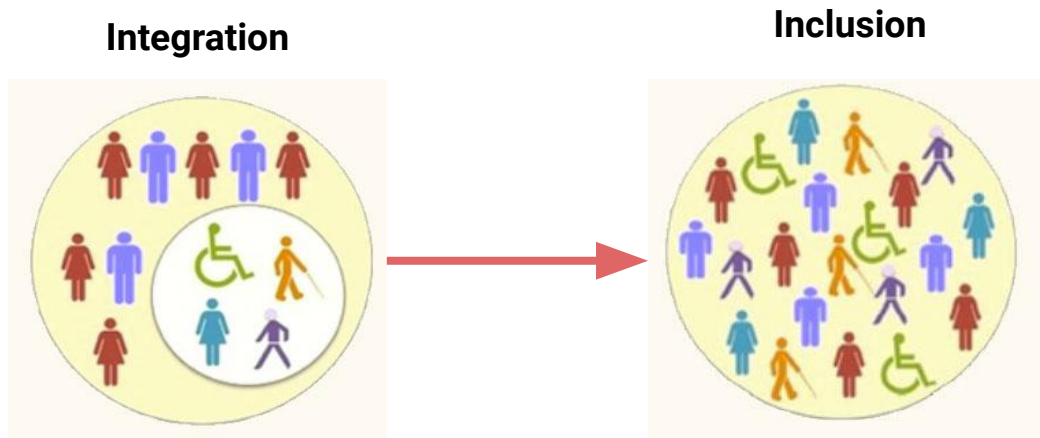
Queremos estar aquí



(Gavrilă-Ardelean, 2016, p.41)

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

Un mejor entendimiento de las percepciones actuales de los maestros nos ayudará a diseñar capacitaciones docentes que nos muevan de la integración a la inclusión.



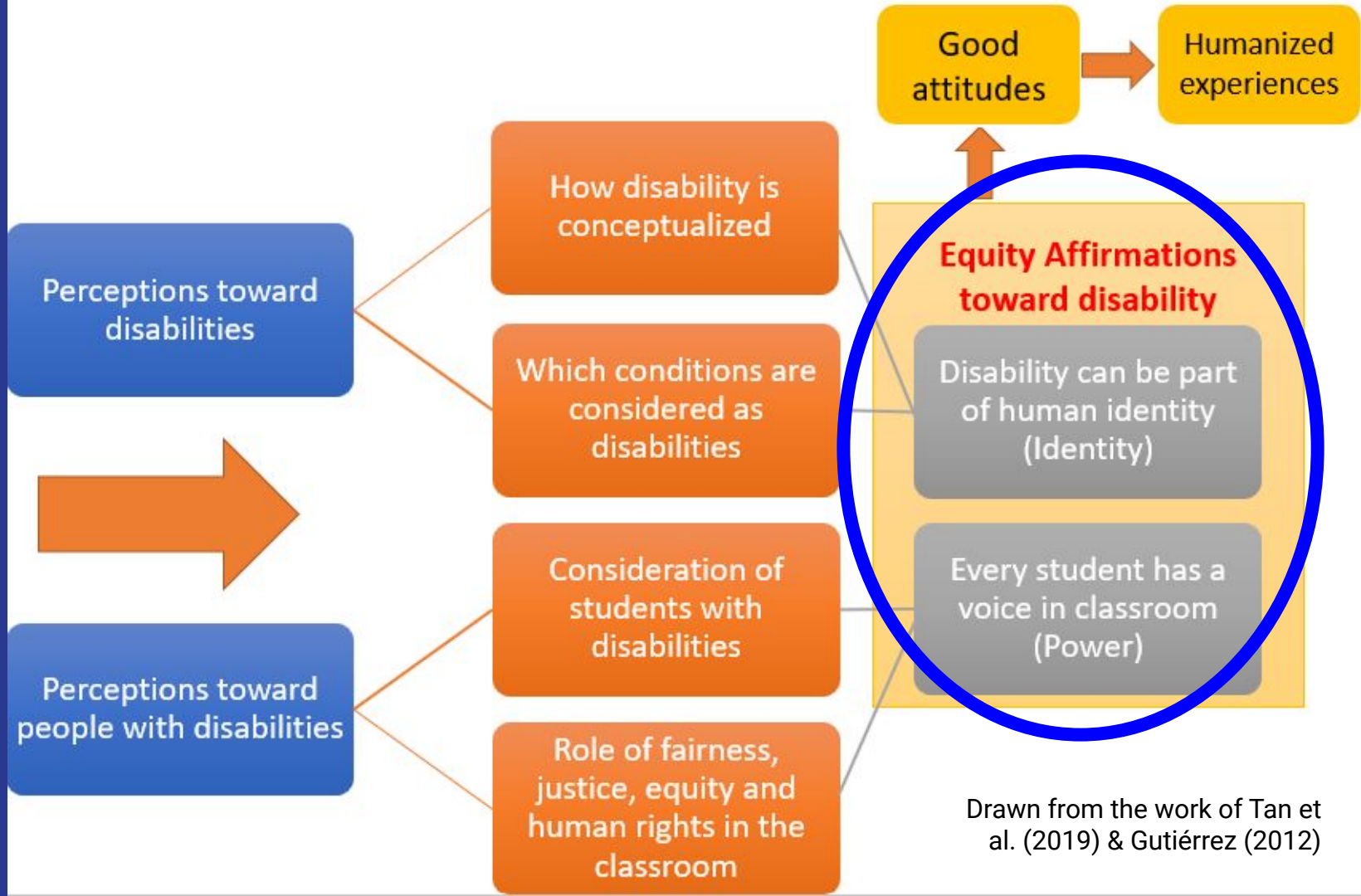
Teachers' Perceptions towards Disability

“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





A survey to assess Teachers' Perceptions toward Students with Disabilities

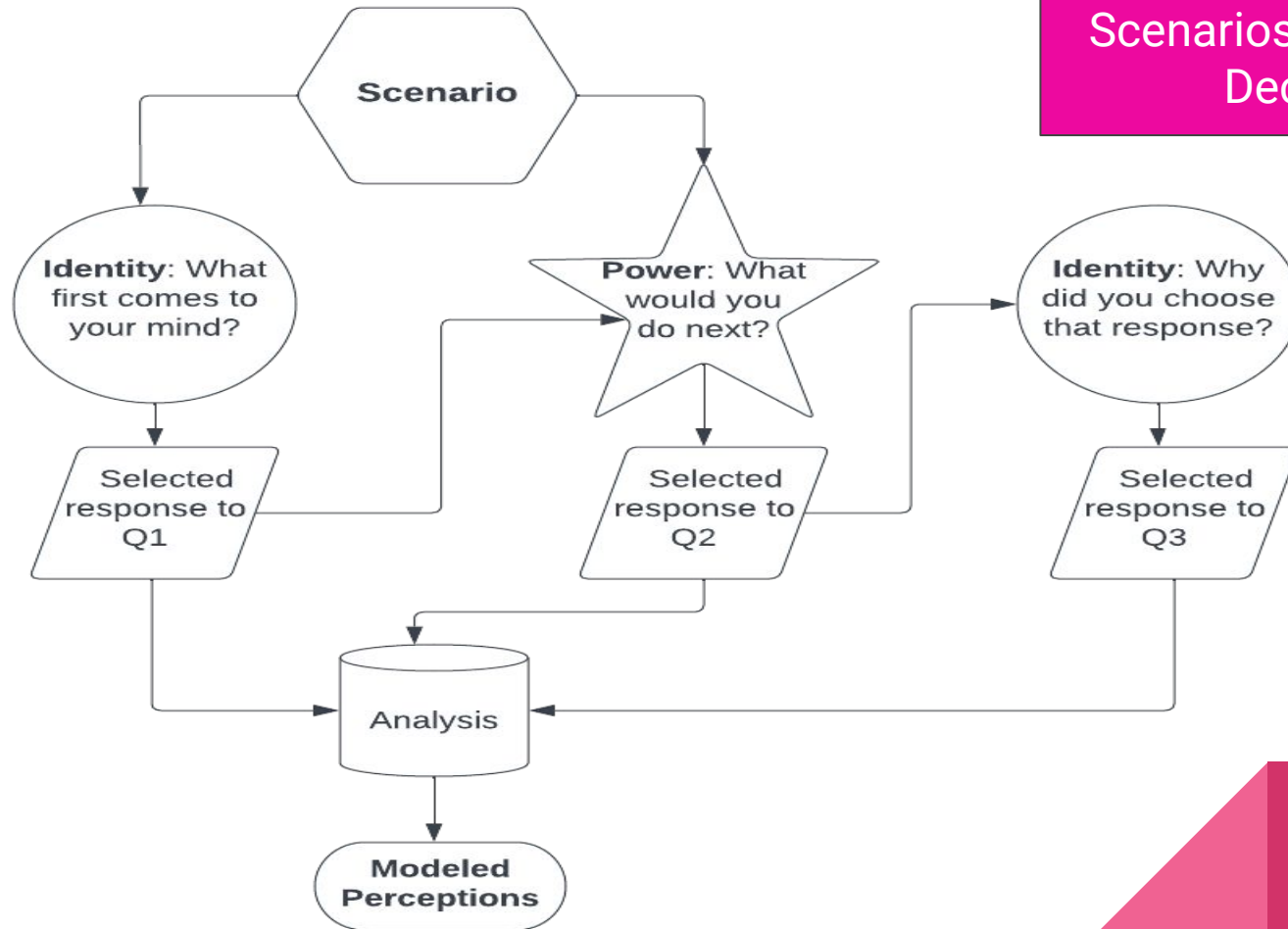
Questions about Teachers' Considerations of their own Perceptions toward Students with Disabilities

Matrix of Teachers' Recognition of Disabilities

Scenarios of Teachers' Decisions



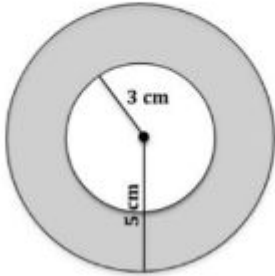
Scenarios of Teachers' Decisions



A Prototype of the Survey's Scenarios

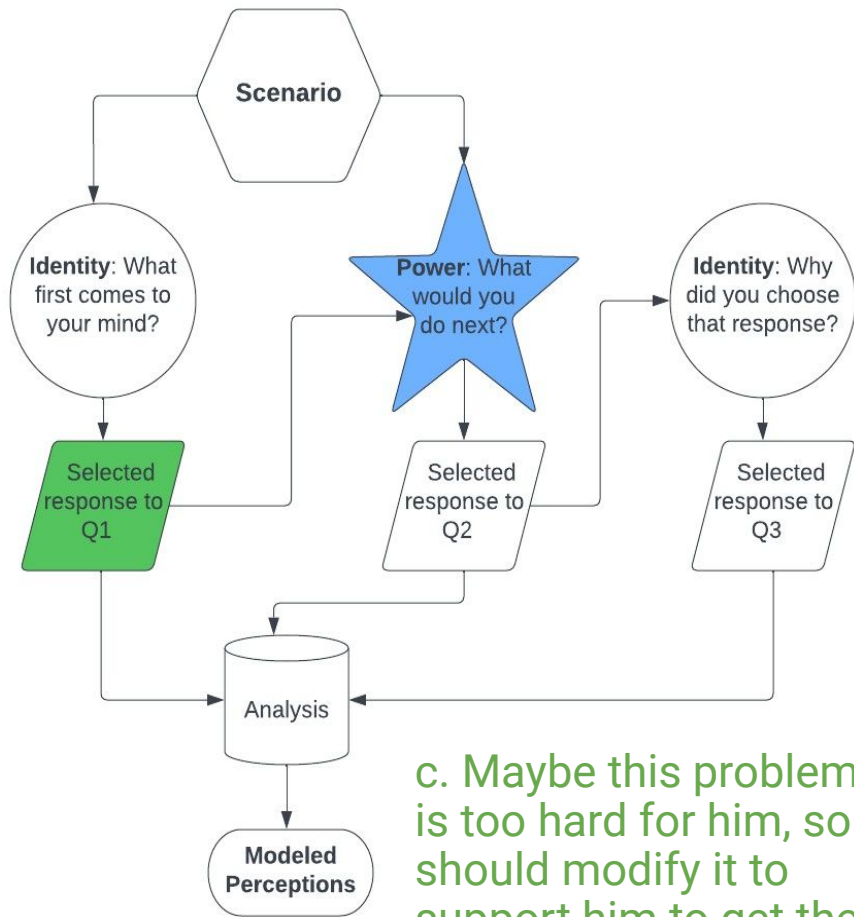
Suppose that you present the following problem in the class and give them a few minutes to work on individually.

Given two concentric circles, radii 5cm and 3cm, what is the area of the band between the circles?



Sam is one of your students who has been diagnosed with Cerebral Palsy. During the discussion, he raises his hand and when called on, says, “The answer is $4\pi \text{ cm}^2$ ”.

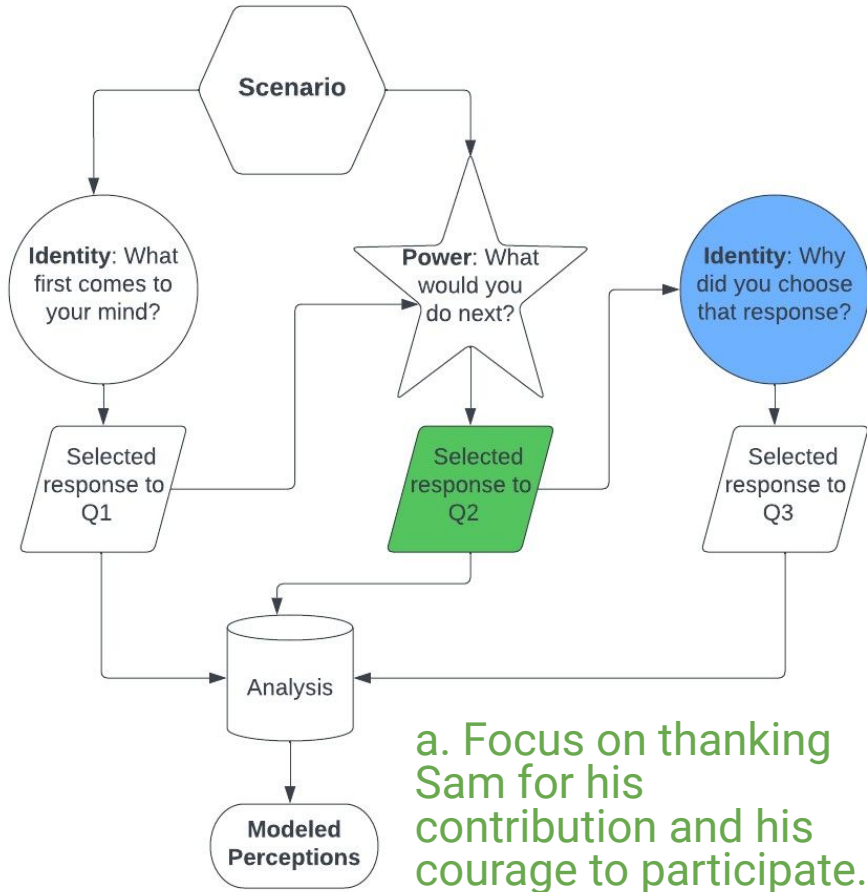
1. **What first comes to your mind?**
 - a. I need to be empathetic because Sam has a cerebral disability and his condition may influence his reasoning.
 - b. That's a common answer, even a normal student might come up it because everyone comes to class with their own conceptions or misconceptions.
 - c. **Maybe this problem is too hard for him, so I should modify it to support him to get the right answer.**
 - d. I wish I knew more about Cerebral Palsy so I would know how to respond.
 - e. I need to figure out what Sam is thinking because there are multiple ways he could have gotten that wrong answer.



c. Maybe this problem is too hard for him, so I should modify it to support him to get the right answer.

2. What would you do next?

- a. **Focus on thanking Sam for his contribution and his courage to participate.**
- b. Ask Sam to provide a part of the solution that I'm sure he can do and ask other students the harder parts.
- c. Create a new related problem that I'm sure Sam will be able to solve.



3. Why did you choose that response?

- To encourage his self-esteem.
- To avoid revealing that his answer is wrong.
- To promote his willing to participate in the future.

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- REDUCING THE STIGMA OF PEOPLE WITH MENTAL HANDICAP* - Scientific Figure on ResearchGate. Available from: https://www.researchgate.net/figure/Diagram-of-Exclusion-Segregation-Integration-Inclusion_fig1_312370960 [accessed 17 Apr, 2023]
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