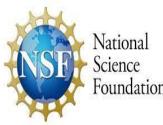


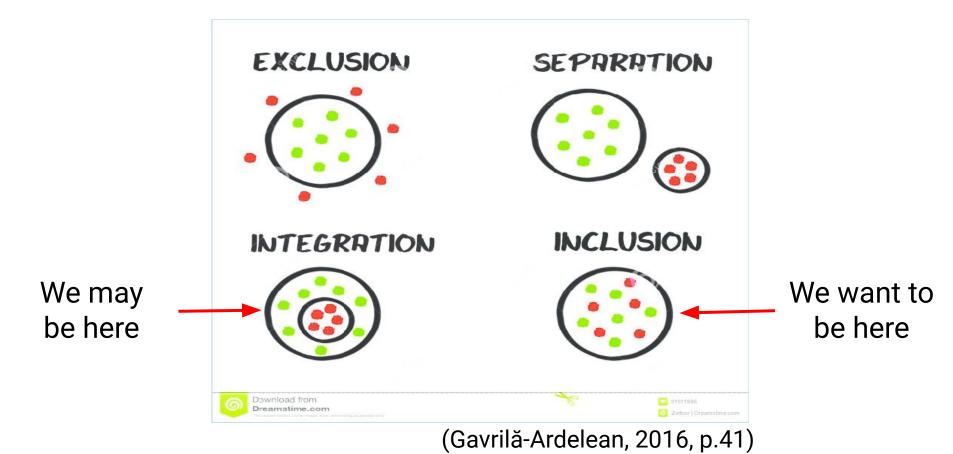
Am I Being Inclusive toward Students with Disabilities?

Offir N. Romero Castro

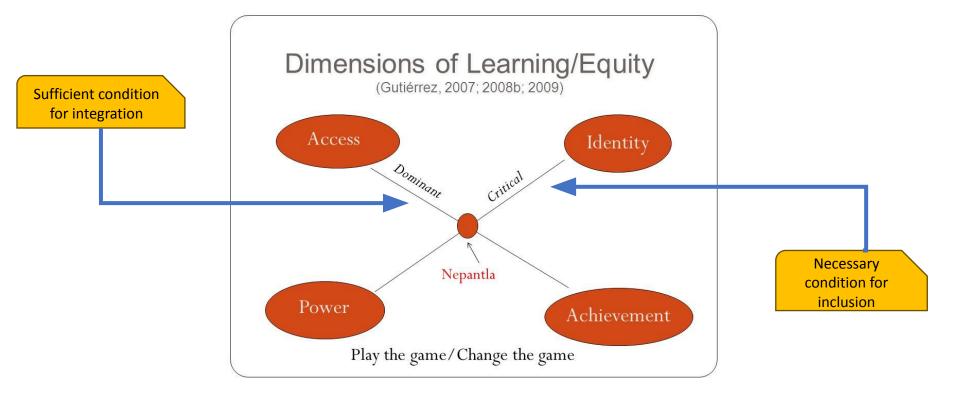




Four lenses of social interaction toward people with disabilities



Inclusion is considered as "a promise of something more than integration or 'mainstreaming'" (Kivirauma et al., 2006, p. 119)



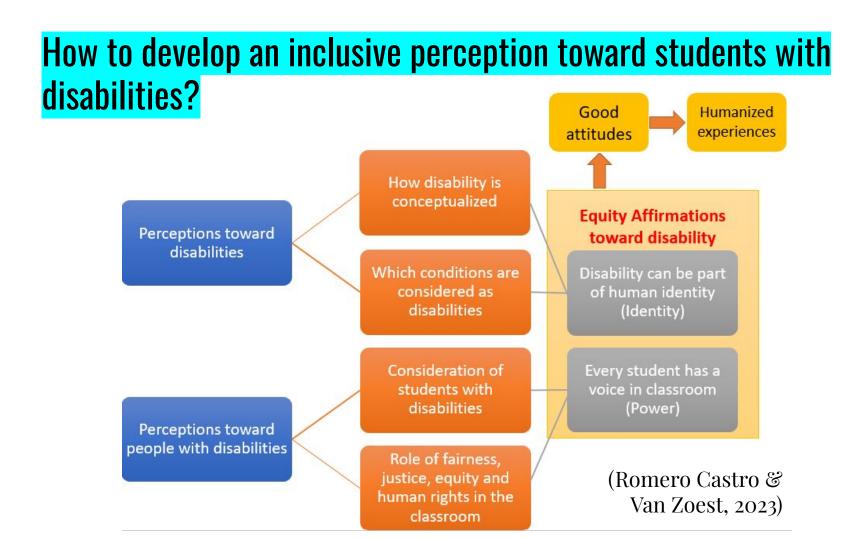
Teachers' perceptions promote integrative/inclusive environments toward students with disabilities in classrooms



Integration/Inclusion in Teachers' Discourse

Activity #1

URL: https://drive.google.com/file/d/1MyEIDM5BnUHa1whMbOyfHNSFzFwoDZN-/view?usp=sharing

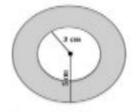


Manifesting Inclusion in Teachers' Decisions

Activity #2

Scenario 1. Suppose that you present the following problem in the class and give them a few minutes to work on it 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 discussione, Sam raises their hand and says, "The answer is 4π cm²".

Scenario 2. Suppose you present the following problem in the class and give them few minutes to work in groups: "Jenny received \$25 for her birthday that she deposited into a savings account. She has a babysitting job that pays \$10 per week, which she deposits into her account each week. Write an equation that she can use to predict how much she will have saved after any number of weeks." After the groups have developed their equations, you give space for one of each group share their results with the class. Chris, who has been diagnosed with mathematics learning disabilities, was chosen by their group to present their (correct) answer, y=10x+25.

For your selected scenario, provide an inclusive answer to the following questions:

- 1) What first comes to your mind?
- 2) What would you do next?
- 3) Based of the answer for 2), Why did you choose that response?

Reactions and Questions

References

Gutiérrez, R. (2012). Context matters: How should we conceptualize equity in mathematics education? In B. Herbel Eisenmann, J. Choppin, D. Wagner, & D. Pimm (Eds.). Equity in discourse for mathematics education (pp. 17-33). Springer, Dordrecht. URL link: <u>https://link.springer.com/chapter/10.1007/978-94-007-2813-4_2</u>

Kivirauma, J., Klemelä, K., & Rinne, R. (2006). Segregation, integration, inclusion—the ideology and reality in Finland. European Journal of Special Needs Education, 21(2), 117–133. https://doi.org/10.1080/08856250600600729

Re-Link. (N.d.). Retrieved May 2, 2023, from <u>https://re-link.org/integration-vs-inclusion/</u>

Romero Castro, O.N. (2023). Construcción de una Percepción Inclusiva del Docente hacia las Personas con discapacidad. Presentation at the 4th FACYT-UPNFM Conference in Tegucigalpa, Honduras. DOI: 10.13140/RG.2.2.10043.80163

Romero Castro, O. N. & Van Zoest, L. R. (2023). Developing a survey that access mathematics teachers' perceptions toward students with disabilities. Proceedings of the forty-fifth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. Reno, NV: PME-NA. URL link: <u>https://www.researchgate.net/publication/374291009</u> Developing a Survey to Access Mathematics Teachers' Per ceptions toward Students with Disabilities

Tan, P., Padilla, A., Mason, E. N., & Sheldon, J. (2019). Humanizing disability in mathematics education: Forging new paths. The National Council of Teachers of Mathematics, Inc. <u>https://pubs.nctm.org/view/book/9781680540253/9781680540253.xml</u>