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Inclusive methods for reading ability: case of students with moderate intellectual disability

Métodos inclusivos para la capacidad lectora: caso de estudiantes con discapacidad intelectual moderada

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Abstract

This article deals with inclusive methods as methodological strategies and their scope in addressing the reading ability of students with moderate intellectual disabilities. The teachers' lack of knowledge and little mastery of inclusive topics limit their capacity to respond to individual and diverse demands. The critical vision of four experts on the subject nourished the research task and allowed confronting the development of real practices with the pertinent ones. The basic objectives made it possible to describe the characteristics of inclusive methods and to evaluate the reading ability developed by students with moderate intellectual disabilities; through a reading test, the strengths and weaknesses in the linguistic area were evidenced. The analytical and deductive methods were evidenced in the study, constituting valid references for obtaining reliable data. The relevant results obtained in the test allowed concluding that, at an average level, the reading ability of the student group is in the process of being acquired, being viable the incorporation of inclusive initiatives oriented to the continuous improvement of the reading development. The presentation of texts with images is a valid option since it facilitates the comprehension and interpretation of the topics addressed.



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Keywords

Learning, reading, disability, inclusive methods, reading skills

Resumen

El presente artículo trata sobre los métodos inclusivos como estrategias metodológicas y su alcance en el abordaje de la capacidad lectora de estudiantes con discapacidad intelectual moderada. El desconocimiento y poco dominio de temas inclusivos por parte de los docentes limitan la capacidad de respuesta ante las demandas individuales y diversas. La visión crítica de cuatro expertos en el tema nutrió la tarea investigativa y permitió confrontar el desarrollo de las prácticas reales con las pertinentes. Los objetivos bases permitieron describir las características de los métodos inclusivos y evaluar la capacidad lectora que desarrollan los estudiantes con discapacidad intelectual moderada; a través de una prueba de lectura se evidenció las fortalezas y debilidades en el área lingüística. Los métodos analítico y deductivo se evidenciaron en el estudio, constituyéndose en referentes válidos para la obtención de datos confiables. Los resultados relevantes obtenidos en la prueba permitieron concluir que, en un nivel promedio, la capacidad lectora del grupo estudiantil se encuentra en proceso de ser adquirida, siendo viable la incorporación de iniciativas inclusivas orientadas a la mejora continua del desarrollo lector. La presentación de textos con imágenes es una opción válida puesto que facilita la comprensión e interpretación de los temas abordados.

Palabras clave

Aprendizaje, capacidad lectora, discapacidad, métodos inclusivos

1. Introduction

Inclusive education is currently becoming a challenge for educational policy regulators, not only at the national level, but also at the international level. The inclusive institution must contemplate reflective processes of analysis and identification of negative patterns for the implementation of improvements in educational development, thus promoting the dynamic participation of key actors in the process. It entails the implementation of strategies to reduce barriers and harmonize environments for an effective assimilation of knowledge in the midst of special needs.

Indeed, an institution that prides itself on being inclusive generates spaces where educational relationships are strengthened in equity and exclusion is combated, forming human beings not only with academic achievements but with solid values, capable of forging a more empathetic social development. In the process of laying firm foundations, each link in the chain plays a preponderant role, as UNESCO (2020) cites in its study regarding inclusive education:

In Portugal, Decree Law 54/6 of July 2018 requires schools to have a multidisciplinary team, composed of a teacher, a special education teacher, a psychologist and three members of the pedagogical council, in order to support, advise and train teaching staff in the implementation of inclusive pedagogical practices (European Agency for Special Educational Needs and Inclusion Education, 2020c), (p. 4-5).

In the scientific study by Gallo and Naranjo (2021) called Effectiveness of the pedagogical inclusion of students with intellectual disabilities in the Fiscal Educational Units of the 06-



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11 circuit of the city of Latacunga, belonging to Ecuador, several constructs are established, among them.:

The effectiveness of the educational inclusion of students with intellectual disabilities in the Fiscal Educational Units of the city of Latacunga shows great inefficiencies from the pedagogical, didactic and administrative point of view. There is a lack of a practical methodology of mandatory compliance in the Fiscal Educational Units of the city of Latacunga so that they can correctly apply the curricular adaptations required for the inclusion of students with intellectual disabilities (p. 135).

Students with special educational needs have constituted a population present in the educational system and, as such, deserve due attention so that their achievement levels are correctly weighted. The situation faced by teachers, when dealing with a diversity of contexts in their work environments, prompted them to be recursive. However, continuous training in inclusive matters is a priority, so that attention to intellectual disabilities and other conditions can be more effective.

Regarding the structure and content of the article, section 2 presents the studies related to the research. In section 3, the review of different bibliographic sources and concepts on inclusive methods and reading ability. Section 4 details the methodology used to develop this research. Section 5 shows the results. In section 6, conclusions are drawn according to the results obtained.

2. Related studies

The research conducted by Viero-Iglesias et al. (2015) cites Montero (2003) to support the analysis regarding strategies applicable to people with intellectual disabilities:

One of the areas susceptible to support is the area of communication, which in people with intellectual disabilities (ID) is limited in terms of difficulties in the comprehension, acquisition and use of morphosyntactic elements, in the development of oral language in all its dimensions and in its comprehensive and expressive aspects, etc. (p. 33).

The moderate intellectual disability has an impact on language problems consistent with the degree of disability faced. The way to go, to significantly support students suffering from such condition is not simple, but it becomes a great challenge for the teacher, since it contributes to the pedagogical progress and social development. The task is not only the teacher's responsibility, it is a work that involves specialized educational bodies and those who manage the educational system.

The objective of the research is framed in analyzing the incidence of inclusive methods in the reading ability of students with moderate intellectual disabilities in the third year of high school of the Costa Azul Educational Unit. The mission is to manage metacognitive strategies, learning control, improvement of reading comprehension and academic performance of students as a fundamental part of the pedagogical strategy.

The constitution of Ecuador contemplates inclusive education, which allows the admission of students with different abilities in the various educational centers of the country; however, there are drawbacks that must be overcome by teachers, in circumstances of ignorance of appropriate methods to promote the school development of all. The key strategy is curricular adaptation, which in the case of students with moderate intellectual



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disabilities is placed in grade 1, covering the adaptation of spaces or material resources without influencing significant modifications in the curriculum. In this instance, the contribution of the educational community is crucial, as evidenced by Lara's research (2020) in his study in Ecuador on curricular adaptations for students with special educational needs:

The area of literature, being a creative and dynamic subject, lends itself to the use of different innovative methodologies that will undoubtedly be of great benefit to students with SEN. A correct elaboration and application of the curricular adaptations will achieve the objective of school insertion, besides forming students with the same capacities and at the same level as the rest of the students, for this the support of the state, the educational institutions, teachers and parents is needed, who are the ones that must grant the pertinent conditions so that the schooling of these students is carried out following the guidelines proposed by the Ministry of Education and the LOEI (p. 4).

The starting point for shaping curricular adaptations is the relevant information of each case, such as the neuropsychological diagnostic assessment. With such guidelines, participation and learning are favored, optimizing the work of the teacher. Inclusive educational scenarios in Ecuador, as in other environments, seek to focus their attention on appropriate schooling modalities that guarantee quality education. This conceptualization is consistent with the assertion of Alcaraz and Arnaiz,

(2019) in their study *La escolarización del alumnado con necesidades educativas especiales en España: un estudio longitudinal*:

The process of inclusive education, as has been pointed out, is linked to the presence of non-ordinary schooling systems for a type of students such as those with SEN. It may be a good opportunity to achieve a transformation of the Spanish educational system towards effective inclusion. It is true that this transformation requires progressive change processes, accompanied by an economic policy that invests in the provision of resources to educational centers and in teacher training to provide a quality response to all students; but it is necessary for Spain to move towards the materialization of an inclusive schooling policy in all its territories to meet the commitments of the 2030 Agenda for Sustainable Development, approved by the General Assembly of the United Nations (p. 317).

In Spain, schools that receive students with Special Educational Needs (SEN) program the Individual Curricular Adaptation (ICA), which is included in the Individual Curricular Adaptation Document (DIAC) that is also applied in Ecuador. The format is the responsibility of each teacher or subject teacher, with the advice and guidance of support pedagogues. The adapted activities can involve the group, in order to achieve true inclusion. They can be planned so that they can be progressively developed autonomously by the learner.

The educational challenge of addressing language difficulties activates communication through clear and coherent linguistic patterns, so argues Morán-Alvarado et al. (2017) in the article published in Ecuador *Los trastornos del lenguaje y las Necesidades Educativas Especiales. Considerations for attention at school*:



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The etiology of special educational needs related to language development is elaborated from a broad causal spectrum in which sensory, neurological, psychic, intellectual disability, rhythm disorders, organic failures, maturation or functional articulation disorders are identified, which resulted in special educational needs associated with disorders of different types (p. 194).

Paying attention to the origin of the educational needs present in the classroom clarifies the picture and allows the teacher to propose methodological alternatives aimed at creating spaces for communication and stimulation of cognitive processes. Early detection of language disorders allows for timely mediation, preventing the progression of other pathologies that aggravate the condition, as well as promoting targeted intervention, ensuring the support of specialized entities.

Educational systems must address inclusion in a well-founded manner, i.e., focusing public policy on strengthening quality education. The elimination of exclusion and the approach of knowledge in an environment of equity is the goal of many states, as Tobón and Cuesta (2020) argue in their research on Universal learning design and curriculum.:

...both in Colombia and in other Latin American countries, focus their work on curriculum and didactics, establishing as a basis the development of flexible curricula that include all students and which reduce learning barriers and provide the necessary support so that everyone has the same possibilities of accessing knowledge, based on the Universal Design for Learning (UDL) (p. 169).

Each state in the world implements its own educational models according to its own reality; however, it is relevant to take as valid references countries that have contributed to a teacher training with support and recognition and therefore a high level of education.

Such is the case of Finland. This is confirmed by Alarcón and Benito (2019) in their research *El sistema educativo finlandés y el aprendizaje invisible* (The Finnish educational system and invisible learning).:

In Finland, the figure of the teacher is recognized as the key to the quality of education, which is highly valued and is the main driver of success in this country. There, teachers are respected and respected, they are part of the educational process and are the main agents guiding education, which does not mean that they are authoritarian. Inclusive education is of great importance because it is a guarantee that all children and young people, with or without the detection of any disorder, disability or difficulty, learn together in regular schools and classes, with all the necessary means to address the difficulty that causes slow learning. The Finnish educational system is no less in this aspect, and its main function in its ideology is to integrate students with Special Educational Needs (SEN) with the rest (p. 167-168).

Finland maintains a perspective of continuous innovation, highlighting the teacher as an authority, whose preparation places him/her in a position of pedagogical autonomy, capable of timely evidencing the general and particular needs of his/her classroom.



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3. Related concepts

3.1 Inclusive methods

Education in an inclusive context demands practices in line with the requirements of the educational scenario. This is stated by Yépez (2017) in which he indicates that:

Addressing diversity in educational contexts entails the development of new methodologies and strategies to respond to the needs of the heterogeneity of students in the classroom, which constitutes a challenge for teaching, which must overcome its traditional selective and exclusive processes, to become a true social space for the development and integral transformation of the human being (p. 132).

Under this theoretical perception of inclusion, it can be determined that inclusive methods are conceptualized as pedagogical strategies that seek the inclusion of students with special needs, particularly in highly vulnerable groups. Teachers should promote ideals of inclusion and respect for diversity, and inclusive methods should be innovative and relevant to the context and educational management.

3.2 Characteristics of inclusive methods

Inclusive methods seek to meet the pedagogical needs of a specific group, for this purpose Quevedo-Álava et al. (2020) in their study on inclusive education and its contribution in teaching practice, Portoviejo -Ecuador, state:

It is important to consider that there are characteristics that must be contemplated in schools whose objective is inclusive pedagogical practices. In the first instance: a) Guarantee that students learn in a climate of equality and justice. b) As a second characteristic, educational practices should include everyone regardless of their diversity. c) Encourage teachers to adapt their planning to the particularities of the students. d) Encourage collaborative learning (p. 192). e) Encourage teachers to adapt their planning to the particularities of the students (p. 192). f) Encourage the development of a more inclusive education system (p. 192). g) Encourage teachers to adapt their planning to the particularities of the students (p. 192).

An advanced educational policy demands transforming methods that respond to the defined needs of a special population, enhancing their abilities and skills, respecting and safeguarding their integrity.

3.3 Reading ability

According to his research study, Vivanco (2020) points out that intellectual disability is marked by an IQ between 35-40 and 50-55. He highlights the following particularities of this condition:

The characteristics of moderate ID according to developmental domains. Cognitive: difficulties in learning symbols, interpretation of information, attention, memory and latency time, at the same time little interest in activities, but with the possibility of learning sequences and concrete thinking. Communication and language: slow in the development and acquisition of language skills that affect their oral language, communication and speech, presenting alterations in articulation and



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speech fluency. Autonomy: they are automatons when performing activities of daily living and personal care, as for their behavior they require a degree of support because they can generate disruptive behaviors (p. 11).

The design of the material to be used in the educational process with students with moderate intellectual disabilities should contemplate the characteristics that identify this condition. The approach should link thought and language, prioritizing the application of strategies that manage inclusive, comprehensive and cooperative learning.

3.4 Assessment of reading ability in students with moderate intellectual disabilities

Teachers should analyze the conditions of their vulnerable population and make use of techniques for their evaluation, as confirmed by Bastidas and Briones (2020):

The tools that the teacher will use have as a prerequisite a thorough analysis of the student, in order to discover their skills and abilities and thus enhance them. In order to obtain this type of information, there are several tests: basic skills tests, learning styles tests, informal tests, and the most important is "observation", direct and indirect, the latter being of indispensable value, since it makes it possible to cover the situations that occur in the school context in a natural and real way, thus providing necessary information for the evaluation process and at the same time to adapt the curriculum as required (p. 11).

Students become the protagonists of the cognitive process, while teachers play the role of guides, providing the appropriate tools for the construction of solid learning. To reaffirm that there is a true appropriation of knowledge and development of skills and abilities in specific times, the acquisition of competencies is evaluated, learning problems are assessed and support guidelines are suggested, involving the participation of the family. The parameters to be evaluated must show the achievements attained by the students. Learning environments should be accessible to all and should generate confidence. The use of appropriate strategies and the material to be used should create security for an appropriate performance of those being evaluated.

4. Methods

The present research work considers a non-experimental and descriptive qualitative-quantitative approach. The collection of data through a questionnaire addressed to a group of specialists evidences the quantitative approach, while the observation and the critical view of the reality experienced by high school students with limited intellectual conditions, mark the qualitative topic. This orientation made possible the expansion of the information, the measurement and description of the variables and the approach to the object of inquiry. The criteria obtained through the application of interviews to four experts in inclusive methods for the reading ability of students with moderate intellectual disabilities, allowed contrasting the scientific basis of the various bibliographic sources with the expertise of experts in the field.

The research analysis was carried out in the "Costa Azul" Fiscal Educational Unit, located in the Manta canton, province of Manabí, Republic of Ecuador. The population studied consisted of 12 students with moderate intellectual disabilities. The specific segment analyzed did not exceed the established population base; therefore, it was not necessary to



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use a probability sample. The professional information provided by the specialists surveyed made it possible to assess the management of the inclusive pedagogical practices carried out in the classroom environment. As an instrument to measure the level of reading comprehension of third year high school students, aged between 16 and 18 years, a reading test was used, designed in a very didactic way, taking into account the suggestions of the experts, regarding the association of images with an interesting text, which allowed to show the levels of reading development considering the criteria of accuracy, speed, comprehension and motivation.

The selection and approval of the tools for obtaining information and data, counted on the vision and criticality of 2 professionals who participate significantly in research topics. The expertise and high knowledge in scientific methodologies and techniques enables them to direct in the best way the various instruments for information consolidation. The analytical and deductive methods were evidenced in the study, constituting valid references for obtaining reliable and accurate results, which were processed through analysis tables according to the reality of the research task.

5. Results and discussion

Educating is a process that involves commitment and decision. However, the research reconfirmed that the applicable actions for a positive management are not exclusive to a specific actor, they derive from the convergence of contributions from the various instances; the scaffolding that is erected is part of the sum of ideas and professional criteria reflected in the crystallization of objectives emanating from a clear vision.

It is evident that the analyzed student group requires strengthening the development of reading skills, through educational practices that materialize formative processes of dialogic interaction, oriented to meaningful learning. The initial diagnosis of each case marked the route to follow in the pedagogical management of the disability. The application of the reading test made it possible to understand the needs of the student population under analysis.

The educational institution at the base of the study, partially manages inclusive proposals that help in the task of educating the most vulnerable. The research sought to clarify the panorama of action that is being carried out; precisely because of the background of the problem raised, it became fundamental to analyze the incidence of inclusive methods in the reading ability of students with moderate intellectual disabilities.

The interview to national and international experts, developed through digital platforms, contemplated 5 questions according to the researched topic, being considered the 3 most relevant questions, highlighting that:

Inclusive pedagogical methods are defined as methodological strategies that guide the educational task in an environment of diversity, respecting the unique and individual ways of perceiving the learning of each student. These particularities may derive from a special neurological condition or may come from exclusion caused by different social factors. Educational institutions must work collaboratively to create real opportunities that contribute to the integral development of the most vulnerable. These premises are in line with what Cornejo (2017) states that:

Attention to diversity is understood at a general level as the set of educational actions aimed at responding to the different abilities, rhythms and learning styles, motivations and interests, social, cultural,



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linguistic and health situations of students. It is, therefore, a fundamental principle that should govern all educational levels, ensuring equal opportunities for all students in education and avoiding, as far as possible, school failure and the consequent risk of dropping out of the educational system (p. 78).

Question	E1	E2	E3	E4
1. What is your opinion on inclusive teaching methods?	Inclusive pedagogical methods are socioecological, contextual and neuroscientific in nature. They seek to improve learning.	Inclusive teaching methods are relevant to address neurodiversity. Neuroadaptations help to ensure that teaching methods respect individual processing.	Inclusion methods vary in their essence. They are approached according to how the school approaches the inclusive culture, fostering support and engagement.	Inclusive education addresses the learning needs of vulnerable children, youth and adults.

Table 1. Interviews with experts on inclusive teaching methods

The criteria issued and shown in Table 1 are congruent with the inclusive education proposal that is contemplated in the laws of the Ecuadorian State, for the attention to diversity according to the special educational needs presented by each student and that responds to the quality initiatives of the educational institution.

The educational system in Ecuador is based on principles of solidarity and attention to differences, however, action must go beyond rhetoric, the purpose is to strengthen the structural bases of education, for a true social justice, it is not only about issuing guidelines. The regulatory bodies of the education system have the competence to provide the necessary means and materials for the comprehensive care of students with special educational needs, through timely intervention and monitoring throughout their school life.

Inclusion is linked to human rights, equal opportunities, values of respect, tolerance and equity, avoiding exclusion and marginalization. The elimination of barriers affects new social positions, framing a comprehensive and cooperative teaching management. Inclusive methods are not static, they must be flexible to each particular situation. The different areas of the curriculum need to be adapted to bring the contents closer to students who, due to different circumstances, have marked difficulties in understanding arguments in relation to their peers.

Other criteria exposed by the experts interviewed show the importance of motivation and the implementation of learning from a sensory perspective, thus reaffirming understanding through playful, novel, and motivating strategies that captivate the attention and interest of students. The work with students with moderate intellectual disabilities should start from the activation of phonological and phonemic awareness, through the association of sounds and their correspondence with graphemes, enhancing reading skills and encouraging participation through varied and timely actions. The methodological alternatives proposed should involve everyone, avoiding discrimination and exclusion. Adequate interaction will depend on the correct location of each individual in the classroom. Successful school



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environments are built with joint work. Such assertions are consistent with Ocampo (2016), in his book *¿Cómo fomentar la lectura en niños y jóvenes con discapacidad: desafíos desde la educación inclusiva y la neurodidáctica* (How to encourage reading in children and young people with disabilities: challenges from inclusive education and neurodidactics):

In the case of students with disabilities, reading competence is developed through daily life interactions that allow each child and young person to construct contextualized meanings from what they speak, read and understand. Thus, the principles of reading encouragement for people with disabilities will combine the contributions of play therapy, art therapy (particularly in its symbolic dimension), lateral thinking and creativity, as key elements in strengthening their communicative competence and reading education (p. 240).

Reading skills require the development of semantic, syntactic and schema activation aspects that allow text comprehension. Cultural and socioeconomic differences become axes of action. With attitudes and a firm vision, a dignified inclusion is obtained, guaranteeing a more balanced, sensitive, and fair society. Knowing the environment in which students develop is key to determine the approach and broaden the horizon to forge meaningful content. All teaching must be based on stimuli and motivation, and above all, on emotion. Curricular contents must be combined with the development of knowledge through experiences.

Indeed, the positive association between reality and the student's environment and the construction of learning is indisputable. In the school analyzed, the specific situation of each home sometimes limits the family contribution, so crucial for balanced progress, which demands a double effort in the classroom on the part of the teacher, with the support of the specialist in pedagogical support for special educational needs being a priority. This intervention does not connect as required, because the professionals who carry out this work are assigned not only to a specific institution, but two or three, which makes a correct follow-up impossible. Therefore, it is still essential to combine theory and action from the main spheres of school administration.

These statements are consistent with the assertions of López (2015) who indicates that:

Coordinated family-school-specialist professional support for the development of executive functions increases the chances of acquiring useful compensatory strategies in the present and in the future. Psychoeducation addressed to the child/adolescent, his/her family, and educators, is a protective factor for mental health (p. 47).

Table 2 shows the suggestions of the experts interviewed on inclusive methods:

Question	E1	E2	E3	E4
2. What suggestions could you issue for the management of reading skills in students with moderate	The teaching of reading to young people with moderate disabilities is developed considering personalized work and	The key to stimulating the level of reading proficiency in students with moderate intellectual disabilities is to work on	Students with intellectual disabilities have limited reasoning. It is necessary to encourage reading through	Systematic didactic games can be used for learning to read, considering the exercise and development of



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intellectual disabilities?	individual reality.	phonological awareness.	interesting topics.	psychological functions.
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Table 2. Expert interviews on reading skills management.

The experts consulted in this study are of the opinion that the inclusive methods that can be applied to improve the development of reading skills in students with moderate intellectual disabilities will depend on the context and the feasibility of resources. The starting point will be determined by a neuropsychological assessment. According to their expertise, they mention that it is not advisable to saturate students with extensive reading; topics should be interesting and motivating. The techniques to be used should be far from traditional and should rather be adaptable to the intellectual disability addressed, which despite being moderate, is characterized by a level of understanding different from that of their peers. The use of screen readers with voice is another viable alternative, according to experts. The easy reading method is another option to cover condensed content and uses simple and clear language; according to progress, other levels of reading comprehension with greater complexity can be added. Pictograms and the association of words and images also contribute to the reading objective. Inclusive education must involve classmates in the classroom, otherwise it would be exclusive. The sum of efforts consolidates firm progress. This is also supported by García (2017) in his research *La educación inclusiva como mecanismo de garantía de la igualdad de oportunidades y no discriminación de las personas con discapacidad*. A proposal for inclusive pedagogical strategies states that.:

Rigid and transmissive methodologies are less advisable to achieve an adequate attention to diversity in the classroom, being, on the contrary, more appropriate methods based on discovery and on the active role of the students. Among the different types of methodologies of this type, project-based learning and cooperative learning stand out, which involves the application in the classroom of the usual procedures in scientific research and which allow students to develop all the key competences (p. 166).

Reading is part of the Language and Literature curriculum of the compulsory education system in the Ecuadorian State and is aimed at achieving the skill of understanding texts and the use of available resources, however, the interpretation of content is present in all subjects and in everyday life, hence the importance of using effective teaching strategies and very useful for the cases of students with moderate intellectual disabilities. The participation of students in trusting environments allows for active social interaction and balances the emotional health that contributes favorably to any cognitive transformation. The design of activities that combine the affective and emotional give way to the imagination, the topics to be read should be motivating for all, however, for students with disabilities, images that make assimilation more entertaining will be considered. Students must master reading skills in order to take advantage of the academic and work opportunities to which they will undoubtedly have access in the near future. The formative responsibility that emerges from the teaching authorities should, as a priority, be supported by inclusive orientation workshops, coordinated by the governing body of the educational



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policy, but not as a mere formality, but as an opportunity to create true managers of knowledge and inclusion. Table 3 shows the vision of the experts.

Question	E1	E2	E3	E4
3. According to your experience, what inclusive methods can be applied to improve the development of reading skills in students with moderate intellectual disabilities in the 3rd year of high school?	The proposal of pedagogical progression based on reading difficulties is useful. It is recommended, more time for evaluation, not penalizing spelling mistakes, not excessive reading.	Phonological methods are the most appropriate to lay the foundations for reading, depending on individual variables. A neuropsychological evaluation will allow choosing the appropriate method..	Easy reading is essential for children with intellectual disabilities since it uses key ideas. Use clear language, replace difficult words with simple terms.	The global method is adequate, since it starts with words, allows to decompose in syllables, associate terms with pictures.

Table 3. Expert interviews on inclusive methods for reader development

The reading test applied to students with moderate intellectual disabilities in the third year of high school at the school analyzed generates results that place the student group at a level of reading development in the process of being reached. It is noted that the criteria of accuracy and speed are at 50%, while comprehension is at 33.33% and motivation at 41.67%, being these ranges the ones that predominate in the global analysis.

These results project the feasibility of inserting inclusive methods that respond to diversity and balance the missing competencies of the students. In the case of moderate intellectual disability, it is convenient to include images allusive to the topic so that the association of data and their assimilation is more meaningful. What is relevant is to structure the basis for the enjoyment and autonomous practice of reading, taking into account that the more didactic a strategy is, the greater its effect will be. This is also referred to by Wengrowicz (2020) in his research University and disability. The use of technologies in the teaching of design disciplines: didactic strategies that favor inclusive education.:

Considering the design of the class in a flexible and accessible way, implies planning strategies taking into account the actors involved, listening to them, contemplating the different environments, and the tools available, having as a horizon the concept of Universal Design for Learning (p. 225).



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In fact, the simplification of texts, easy reading, the adaptation of playful activities, help the comprehension of texts in a more dynamic way and collaborate in social integration and in the elimination of disruptive behaviors. All this was evidenced through the reading test, applied individually and in a period of 8 minutes, considering equal conditions, previously a gamification activity was developed that maintained the emotional balance of the group. Due to the current study modality, derived from the covid 19 pandemic, the scenario for the application was virtual, however, the work environment was marked by the students' predisposition. Table 4 shows these results:

Indicators	Levels of reading development			
	Not acquired	In process	With assistance	Acquired
Criteria	%	%	%	%
Accuracy	25.00	50.00	8.33	16.67
Speed	8.33	50.00	16.67	25.00
Comprehension	16.67	33.33	25.00	25.00
Motivation	8.33	41.67	16.67	33.33

Table 4. Reading test to students with moderate intellectual disabilities.

Within the established time frame, each student demonstrated his or her reading development. Through the visualization of the text on the screen, one by one, they proceeded to read the 300 characters exposed, where accuracy and speed were validated. Subsequently, questions were asked about the plot to determine the level of comprehension and assimilation. Finally, a fragment was added in accordance with the story already presented and the degree of motivation to the new reading time was measured. The results determined that the level of reading development was "in process" of being reached.

While it is true that the active and recursive involvement of teachers in the educational system of Ecuador has managed to channel inclusive education, good will is not enough to build learning in diversity, much more is needed, the involvement of the authorities in the process, teacher training, the provision of resources and materials, technical aids, all together will allow institutions to adapt to the pace of their students with moderate intellectual disabilities, allowing them to flow in their educational, personal, labor and social development, feeling strong links in the process.

It is undeniable that the general teacher training does not cover this connection with the inclusive culture, making it a real challenge to promote different initiatives, when the necessary support is not available. This perception is shared by Ricoy (2018) indicating that.:



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Teacher training for diversity will be useful to develop a higher quality education for all if it is configured as an aspect of the educational system that helps to change the professional culture of teachers (reconstruction of their identity and professional development processes), in a context open to all and guided by inclusive values (p. 162).).

Teachers as guides have the power to set routes to formative phases, clearing as much as possible each stage, and preparing students to face the obstacles that arise. The greater their preparation, the more impactful their work will be. Undoubtedly, dealing with the learning difficulties of students with moderate intellectual disabilities is a task that involves the school environment, teaching styles and the support of the family environment. Timely responses within an enabling environment generate the application of accessible and appropriate techniques or methods that enrich the formative work in creative and emotional areas. In Guayasamín's research (2019) it is argued that.:

The importance of the didactic strategies used by teachers is based on the fact that they contribute in a positive way to the development of a better reading comprehension of students through the use of texts with images, since in this way students will feel motivated by reading (p.8).

What is really important is to enhance skills and continually reinforce them.

6. Conclusions

The criticality of the experts interviewed allowed concluding that the inclusive methods are methodological strategies aimed at the attention of diversity and as such present specificities directed to the development of adequate pedagogical practices implemented with the support of the educational policy. The research allowed defining the characteristics of the work techniques applied to students with moderate intellectual disabilities, highlighting among them, the flexibility in the management of tactics for the personalization of the various learning experiences, promoting the integration and cohesion of the group, through the connection of emotion and education, encouraging reflection and critical vision, complying with principles of organization and logical order, paying attention to the development of phonological and phonemic awareness, respecting individuality and scope in data processing.

Text comprehension is achieved with adequate pedagogical practices. The research made it possible to evaluate the reading ability of students with moderate intellectual disabilities through the application of a reading test based on criteria of accuracy, speed, comprehension, and motivation. The results obtained allowed determining that, at an average level, the reading ability of the group is in the process of being acquired. Therefore, it is feasible to incorporate new inclusive initiatives aimed at the continuous improvement of reading development. The family should be part of the work, accompanying from home activities that improve concentration. The teaching advice on cognitive and metacognitive strategies and the support of specialized professionals is essential for the success of the management. It was found that the reading of texts with images is well received by students because it facilitates their interpretation.

Based on the results of the research, the design of projects aimed at the development of reading strategies that activate previous ideas, facilitate the identification of main and secondary ideas, and enhance reading comprehension, without neglecting the learning styles of the group, is suggested. A suitable alternative would be the creation of an easy reading club, whose purpose is to encourage enlightenment and social participation of



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people who share similar difficulties. In this context, the reading of books or texts is carried out in parallel in a determined space and time; later, through a joint session, the achievements reached in terms of comprehension of the texts addressed are analyzed. The use of information and communication technologies (ICT) is conducive to the implementation of these spaces in the current educational scenario.

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