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The Impact of Attitudinal Barriers on the Inclusion of Students with Disabilities

Impacto de las barreras actitudinales en la inclusión de estudiantes con discapacidad

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Abstract

This study investigates the impact of attitudinal barriers on the inclusion of students with disabilities in the sixth grade at the Instituto Educativo Técnico Bellas Artes in Sogamoso, Boyacá. The objective is to analyze how the attitudes of teachers, peers, and families affect the educational process of these students. A qualitative methodology was employed, using interviews, focus groups, and workshops. The results indicate that 57% of students do not feel accepted by their peers and teachers, highlighting social exclusion. Similarly, 71% of parents report that their children have been diagnosed with a disability, underscoring the need for personalized pedagogical strategies. The workshops held raised awareness about inclusion and demonstrated that a collaborative approach is essential for creating an equitable educational environment. In conclusion, the study emphasizes the urgency of addressing attitudinal barriers and promoting inclusive practices, ensuring that all students can access and fully participate in their education. It is recommended to strengthen ongoing teacher training and establish policies that promote inclusion in the classroom.

Keywords: educational inclusion, attitudinal barriers, disability, pedagogical strategies, inclusive education.

Resumen

El estudio investiga el impacto de las barreras actitudinales en la inclusión de estudiantes con discapacidad en el grado sexto de la Institución Educativa Técnico Bellas Artes en Sogamoso, Boyacá. El objetivo es analizar cómo las actitudes de docentes, compañeros y familias afectan el proceso educativo de estos estudiantes. Se empleó una metodología cualitativa, mediante entrevistas, grupos focales y talleres. Los resultados indican que un 57% de los estudiantes no se siente querido por sus compañeros y docentes, evidenciando la exclusión social. De la misma manera, el 71% de los padres manifiesta que sus hijos tienen diagnósticos de discapacidad, resaltando la necesidad de estrategias pedagógicas personalizadas. Los talleres realizados promovieron la sensibilización sobre la inclusión y mostraron que un enfoque colaborativo es fundamental para crear un ambiente educativo equitativo. En conclusión, el estudio recalca la urgencia de abordar las barreras actitudinales y fomentar prácticas inclusivas, asegurando que todos los estudiantes puedan acceder y participar plenamente en su educación. Se recomienda fortalecer la formación continua de docentes y establecer políticas que favorezcan la inclusión en las aulas.

Palabras clave: inclusión educativa, barreras actitudinales, discapacidad, estrategias pedagógicas, educación inclusiva.

Introduction

Educational inclusion has emerged as a crucial issue in the Colombian educational context, especially as institutions face the challenge of integrating students with disabilities into regular learning environments, as stated by Stainback (2001), cited by Padrós-Tuneu (2009), who asserts that it is “the process by which all children, regardless of disability, race, or any other difference, the opportunity to remain part of the regular class and to learn from their peers in the classroom” (p. 172), while for Arnaiz (1996), cited by Pérez-Edo (2011), “it is an attitude, a system of values and beliefs, not an action or a set of actions” (p. 11).

This research focused on analyzing the impact of attitudinal barriers on the inclusion of students with disabilities in the sixth grade at the Instituto Educativo Técnico Bellas Artes, located in Sogamoso, Boyacá. This study was conducted in a context where barriers are not solely physical or curricular but also involve social and emotional aspects that affect these students' educational experience. According to Correa-Vilca (2024) and Guillén-Patiño (2021), “Attitudinal barriers interfere with the holistic development of children, preventing the recognition of their unique characteristics, which leads to exclusion.” Based on the above, the research question formulated was:

How do attitudinal barriers on the part of teachers, peers, and families influence the inclusion of students with disabilities?

In this context, the general objective of the research was to analyze the impact of attitudinal barriers on the inclusion and learning processes of students with disabilities and learning difficulties in the sixth grade at the Instituto Educativo Técnico Bellas Artes in Sogamoso, Boyacá, because, according to Barton (2008), attitudinal barriers are those social and cultural elements that act as obstacles, consisting of constructs and interpretations (such as attitudes, behaviors, beliefs, and values, among others) that can manifest in both people with and without disabilities, thereby preventing them from participating in various activities on an equal footing.

To achieve the general objective, three specific objectives were formulated: to identify the origin of attitudinal barriers on the part of teachers in supporting students with learning difficulties and disabilities at the Instituto Técnico Bellas Artes; to investigate the impact of attitudinal barriers on the inclusion process at the Instituto Técnico Bellas Artes Main Campus; and to create spaces for dialogue and reflection with administrators, teachers, students, and parents regarding the exclusionary process generated by attitudinal barriers in the support provided to students with disabilities and learning difficulties, bearing in mind that, according to Correa-Vilca (2024), negative attitudes on the part of teachers, parents, and peers directly affect the educational opportunities of students with disabilities.

This research arose from the need to analyze how attitudinal barriers affect the inclusion and learning processes of students with disabilities and learning difficulties, and how these barriers become the greatest obstacle to their access to education. To overcome these barriers, it is important to foster respect and strengthen values of equality for all students and the contributions of different cultures, while providing support to those with the greatest needs (Blanco-Guijarro, 2008).

The literature review addressed various relevant studies in the fields of educational inclusion, disability, and attitudinal barriers at the international, national, and local levels. At the international level, the following was cited. At the national level, Córdoba-Gómez, Solis-Rosero, & Ulchur-Mosquera (2023) were cited, who studied the inclusion of people with disabilities in the workplace and educational settings. Meanwhile, at the local level, authors such as Barrera- Barrera (2017) were included, highlighting the need for teaching-and-learning strategies that promote educational inclusion and the importance of having specialized teachers.

The theoretical framework of the research was based on three main categories: inclusion, disability, and learning difficulties. To present this in a synthesized form, a conceptual map was developed, shown in Figure 1, which provides an overview of the research's theoretical foundation and its main representatives

Figure1 .

Mapping of the categories and subcategories of the theoretical framework.



Source: Prepared by the author, 2024.

Methodology

For this project, a qualitative methodology with an action research design was used to understand the phenomenon of attitudinal barriers faced by students with learning disabilities and disabilities in the context of educational inclusion. According to Creswell (1994), qualitative research is an interpretive process that examines human or social problems, which aligned with the study's approach in seeking to understand the reality of these students within their educational institution, the Instituto Técnico Bellas Artes in Sogamoso, Boyacá.

The study population, according to Chávez (2007) in a document published by Durán-Pabón et al. (2019), "is the universe of the research study, to which the results are intended to be generalized, consisting of characteristics or strata that allow the subjects to be distinguished from one another." For this study, the population consisted of sixth-grade students at the Instituto Educativo Técnico Bellas Artes in Sogamoso, Boyacá, who have a disability; of these, 5 have an intellectual disability, 8 have other disorders, and 7 are in the process of being diagnosed, for a total of 20 students in the educational program.

Several procedures were carried out to conduct the research: data collection using the developed instruments (interviews with students and parents and a focus group questionnaire for teachers). According to Sierra (1998), this instrument is "effective and highly accurate, as it is grounded in human research," allowing this study to identify teachers' beliefs, attitudes, and social perceptions regarding the process of educational inclusion in supporting students with disabilities and learning difficulties.

The student interviews were conducted to learn more about the strategies used by teachers in their classrooms and to determine whether these strategies have been effective in the learning process of students in educational inclusion. Meanwhile, the interviews with parents were conducted to determine whether the student has a medical diagnosis of their disability and to learn more about the characteristics or conditions of the context surrounding each student in an inclusive education setting, since this plays a very important role in their learning process.

A questionnaire was also developed for the focus group of teachers, based on the assertion by Bertoldi, Fiorito, and Álvarez (2006) that this is a technique for gathering information through the analysis of the interaction process between the reflexivities present (researcher-informant). The purpose of this instrument was to identify the advantages, disadvantages, barriers, and challenges that the educational inclusion program " " has generated, as perceived by teachers at the Institución Educativa Técnico Bellas Artes in Sogamoso.

After collecting the information using the instruments designed for that purpose, the results were tabulated, graphed, and interpreted. Based on these findings, workshops were designed and implemented for students, parents, and teachers, with the aim of helping to address, to some extent, the deficiencies identified, for which a participatory and reflective approach was adopted, since, according to Velázquez-Delgado et al. (2012), the term "workshop" refers to a wide variety of educational

activities that are planned as part of the curriculum or within the context of vocational training.

Through the participatory workshops designed, topics such as diversity and empathy were addressed, with the aim of creating spaces for dialogue and reflection among students, parents, and teachers. Thus, Velázquez-Delgado et al. (2012) agree that workshops are effective tools for promoting active learning and discussion about inclusion.

Data analysis was conducted using a combination of statistical and qualitative methods. The qualitative analysis focused on the interviews and workshops, allowing us to identify and categorize participants' perceptions of inclusion and attitudinal barriers. In this regard, Chilman (2023) emphasized the importance of a methodical analysis, which was carried out to better understand the results obtained; and according to Ortega (2023), data analysis is fundamental to the success of institutions today.

For their part, the workshops aimed at parents, teachers, and students were analyzed using the qualitative technique of content analysis, which is very useful in this context, as it is a method for analyzing texts—whether written, recorded, painted, filmed, or in any other form containing information—such as interview transcripts, speeches, observation protocols, documents, and videos, which contain information that, when read and interpreted correctly, provides a deeper understanding of various aspects and phenomena of social life (Andréu-Abela, 2019).

Finally, ethical and safety considerations were addressed in the research, given the importance of protecting participants in the process—especially minors—by guaranteeing their anonymity and confidentiality as stated by González-Capdevila et al. (2012). For this reason, informed consent was requested from parents, ensuring that they understood the study's objectives and the participants' rights. In this context, an atmosphere of trust was fostered during data collection, and approval was obtained from the institution's president, ensuring compliance with relevant ethical and legal regulations.

Results

The results were analyzed through three phases: planning, implementation, and reflection or lessons learned.

Planning Phase

This phase was crucial to the research because it involved analyzing each data collection instrument. This analysis described the rationale behind each question in the interviews with students and parents, the focus group questionnaire for teachers, and the workshop activities, justifying their alignment with the categories and subcategories that formed the basis of this study.

The student interviews focused on evaluating teaching strategies and understanding student preferences. The questions addressed aspects such as their grade level, perceptions of activities, teacher support, and challenges in the classroom. The information obtained helps identify specific barriers and needs in order to adapt pedagogical interventions.

Meanwhile, the interviews with parents were conducted to understand the students' diagnostic assessments and the family context. This was achieved through questions that explored the parents' educational level, their children's diagnostic assessments, the time dedicated to their education, and their expectations regarding the educational process. The information gathered helped to understand how the family context influences school inclusion and to design adaptive strategies.

Furthermore, the focus group questionnaire for teachers aimed to examine the barriers and challenges teachers face when implementing inclusive education. The questions probed their prior training in inclusion, available resources, perceptions of their role, and the difficulties they encounter. The responses help identify training needs and the need for additional resources.

The workshops are designed to raise awareness and empower various educational stakeholders:

- Workshop for parents, "Building Inclusion from Home": This workshop focused on raising parents' awareness of the importance of inclusion, encouraging them to reflect on their beliefs, and committing to concrete actions to support their children.

- Workshop for students, "Together in Diversity": This workshop promotes respect and empathy toward classmates with disabilities, using interactive activities to address attitudinal barriers and foster a personal commitment to inclusion.
- Workshop for teachers, "Transforming Attitudes in the Classroom": This workshop focuses on reflecting on teachers' attitudes and providing concrete strategies to overcome barriers to inclusive education. The goal is for teachers to feel empowered to implement inclusive practices.

The planning phase established a set of flexible and adaptive strategies to promote an inclusive educational environment, grounded in collaboration among students, parents, and teachers. By addressing attitudinal barriers and fostering a supportive environment, the goal was to ensure that all students, regardless of their abilities, had the opportunity to fully participate in their learning process.

Action Phase. In this phase, semi-structured interviews were conducted with students and parents, and workshops were held for students, parents, and teachers. The student interviews were designed to explore the educational and emotional experiences of sixth-grade students in the inclusion program. The responses revealed overall satisfaction but also areas for improvement, such as the need for more teacher support and an inclusive environment. Attitudinal barriers were discussed, and learning preferences were identified, highlighting the importance of personalized instruction.

Interviews with parents were conducted to learn about the family context and perceptions of educational inclusion. Parents expressed concern about their children's diagnoses and their access to educational and health services. An active commitment to their children's education and a positive perception of teacher training were identified.

In a focus group with teachers, teachers' attitudes and perceptions regarding inclusive education were explored. Barriers such as a lack of training and resources, as well as excessive workloads, were identified. Teachers expressed the need to transform their practices to foster an inclusive environment.

Workshops were designed for students ("Together in Diversity"), parents ("Building Inclusion from Home"), and teachers ("Transforming Attitudes in the Classroom"), with the goal of raising awareness and equipping each group to promote inclusion, overcome attitudinal barriers, and foster a more equitable educational environment.

In summary, the “Act” phase focused on collecting qualitative data and implementing strategies to improve educational inclusion, addressing the attitudes, needs, and practices of all stakeholders involved.

Reflection or Learning Phase. The results obtained highlighted the need for a comprehensive approach that involves all stakeholders in the educational inclusion process, ensuring that every student has the opportunity to fully participate in their learning process. The strategies implemented and the commitments made during the workshops represent a step toward building a more equitable and accessible educational environment (see Table 1).

Table1 .

Reflection Phase or Lessons Learned.

Category Objective	Categories and Subcategories	Findings, learnings, or discoveries
1. Raise awareness about the importance of inclusion and integration of all students in educational and social settings, reducing segregation and ensuring that the full participation of all individuals is valued, regardless of	Categories: Inclusion Subcategories: Educational inclusion Segregation Integration Attitudinal barriers	Based on the results obtained, it is confirmed that attitudinal barriers are one of the main obstacles to effective inclusion. According to Correa-Vilca (2024), these negative attitudes on the part of teachers, parents, and peers profoundly affect the educational opportunities for students with disabilities. This finding is evident in the interviews with students, in which 57% of them reported not feeling accepted by their peers and teachers, suggesting a perception of social exclusion in the school environment. Furthermore, research has shown that integration and social inclusion are essential to ensuring the full participation of all students. Fitoussi and Rosanvallon (2010), cited by Mascareño and Carvajal (2015), argue that compensatory inclusion seeks to restore conditions of equality—a principle that aligns

Category Objective	Categories and Subcategories	Findings, learnings, or discoveries
their differences.		with the students' experiences in the "Together in Diversity" workshop, where empathy and respect for differences were promoted. The creation of an inclusion mural during this workshop allowed students to express their perspectives on diversity and build a collective commitment to a more inclusive school environment. Segregation. Segregation also emerges as a key finding. According to Rodríguez (2001), cited by Valenzuela, Bellei, and De los Ríos (2010), the separation of students with disabilities into specific environments limits their interaction with their peers, thereby reinforcing stigmatization. In the interviews, students stated that the lack of inclusive activities and limited interaction with their peers without disabilities contribute to the perpetuation of segregation. This phenomenon is reflected in the perceptions of parents, who, despite their willingness to get involved, often feel powerless in the face of the structural barriers their children face. Attitudinal barriers. Attitudinal barriers have been identified as a significant impediment to educational inclusion. Negative perceptions of disability and a lack of understanding of the needs of students with disabilities are reflected in resistance to making reasonable

Category Objective	Categories and Subcategories	Findings, learnings, or discoveries
		accommodations in the classroom. This aligns with the opinions of teachers in the focus group, where 86% considered teaching students with special educational needs to be a challenge due to a lack of specific training. The workshop for parents, "Building Inclusion from Home ," also highlighted the need to raise families' awareness of their beliefs and perceptions, as these directly influence the support they provide to their children. The theory presented on attitudinal barriers during this workshop was essential in helping parents recognize their role in promoting inclusion and commit to adopting more positive attitudes toward diversity. In summary, the findings related to Objective 1 underscore the importance of addressing attitudinal barriers and dynamics of segregation, while promoting an inclusive educational environment that values diversity and ensures the full participation of all students.
2. To learn about specific resources and supports that address the needs of students with disabilities, including intellectual and	Categories: Disability Subcategories: Specific Support Needs	Specific Support Needs. Findings regarding specific support needs for students with disabilities reveal that a high percentage of parents (71%) report that their children have medical diagnoses related to disabilities, such as mild autism and dyslalia. This indicates the presence of speech and communication difficulties, highlighting the need to implement appropriate pedagogical strategies. According to Moreno- Fergusson et al. (2006), addressing

Category Objective	Categories and Subcategories	Findings, learnings, or discoveries
hearing disabilities, through the implementation of pedagogical and strategies and the design of individualized plans that promote their autonomy, development, and well-being.	Intellectual Disability Hearing Impairment PIAR Design	these needs is essential to ensuring effective inclusion in the educational setting. This finding is supported by the American Psychiatric Association (2000), cited by Navas-Macho et al. (2017), which emphasizes the importance of making specific accommodations for each student, thereby ensuring their holistic development and well-being. Intellectual disability. With regard to intellectual disability, students with severe disabilities require extensive supports that must be considered in educational planning. The WHO (1992) and Schalock et al. (2007) emphasize that an adequate understanding of these disabilities enables teachers to design more effective interventions. An important finding is that teachers recognize the need for ongoing professional development to adequately address the characteristics and needs of these students, as evidenced in the focus group, where 86% of teachers reported feeling that teaching students with disabilities represents a significant challenge. This perception aligns with the proposal by Ke & Liu (2017), who emphasize the need to adopt a flexible and adapted educational approach. Hearing impairment. The study also found that hearing impairment is a significant concern

Category Objective	Categories and Subcategories	Findings, learnings, or discoveries
		within the educational context. According to Piaget (1991) and Raigosa-Díaz (2022), support for students with hearing impairments should include not only classroom accommodations but also a focus on effective communication. The lack of adequate instructional resources, such as assistive technology, was cited by 71% of the teachers in the focus group. This suggests that training in the use of specific tools for teaching students with hearing impairments is an area that requires attention, as indicated by Piaget's theory of cognitive development. PIAR Design. The design of the Individual Attention and Resources Plan (PIAR) has been identified as a key tool for addressing the specific needs of students with disabilities. According to Ávila-Garzón and Rosas-Cardozo (2021), a well-structured PIAR enables teachers to implement personalized strategies that foster students' autonomy and holistic development. This approach is essential to ensuring that each student receives the necessary support, as 100% of the parents surveyed stated that their children have access to the necessary intervention services. In summary, the study's findings highlight the need for a more targeted focus on the specific needs of students with disabilities, demonstrating that both teachers and parents share the responsibility for fostering an

Category Objective	Categories and Subcategories	Findings, learnings, or discoveries
		inclusive educational environment. Teacher training, the implementation of appropriate IEPs, and the use of specific technologies are fundamental to improving the quality of education and the well-being of these students. The literature reviewed and the responses obtained from the interviews and focus group agree that the inclusive approach must be a priority in current educational policies, as suggested by authors such as Moreno-Fergusson et al. (2006) and the WHO (2001).
3. Identify and address learning difficulties through the development of personalized educational interventions that provide support strategies for students with ADHD, ASD, dyslexia, dyscalculia, and other specific difficulties, thereby improving their	Categories: Learning Disabilities Authors: Ainscow (1999); Booth (2000); Booth and Ainscow (2002), Salgado and Espinosa (2008), Ramírez-Sánchez (2011), Roselli et al. (1992), Zaidat	Regarding the subcategory of general difficulties, several students reported experiencing challenges in the classroom, particularly in areas such as mathematics and oral presentations. According to Pérez-Vallejo (2010), these difficulties may be associated with disorders such as ADHD and ASD, as evidenced by the responses of students who mentioned that teacher support varies, suggesting the need for more individualized attention. This perception is supported by Ainscow (1999), who argues that teachers must adapt their methods to adequately serve all students, especially those with specific needs. This finding highlights the urgency of implementing strategies that take individual learning differences into account.

Category Objective	Categories and Subcategories	Findings, learnings, or discoveries
educational experience.	and Lerner (2003), Escamilla (2004). Subcategories: General Difficulties. ADHD, ASD, intellectual disability, severe hearing impairments, and impairments in psychomotor skills. Specific Difficulties (dysphasia, dyslexia, dysorthography, dyscalculia, disorders of visual perception, memory, motor skills,	Specific learning difficulties. Problems such as dyslexia and dyscalculia were identified. According to the U.S. Department of Education (2006) and Lyon et al. (2003), these difficulties require differentiated instructional approaches and personalized teaching. Students indicated that more practical and participatory activities could improve their learning, which aligns with the idea that teaching should be tailored to individual needs (Bravo-Valdivieso et al., 2009). This suggests that it is essential to develop individualized intervention plans (PIAR) that effectively address these difficulties. Learning difficulties associated with behavioral problems. A significant number of students also reported difficulties with social interaction and participation in group activities, which may be linked to behavioral problems associated with ADHD (Salgado and Espinosa, 2008). A lack of social skills and fear of peer evaluation emerge as significant barriers to their participation, confirming the need for interventions that address not only academic difficulties but also social and emotional skills (Booth and Ainscow, 2002). The findings are based on semi-structured interviews with students and parents, as well as a focus group with teachers. These methods

Category Objective	Categories and Subcategories	Findings, learnings, or discoveries
	information decoding, and executive functions).	provided a deep understanding of the dynamics and perceptions surrounding educational inclusion and learning difficulties. The theoretical framework of this research is grounded in educational inclusion and attitudinal barriers, as proposed by authors such as Ainscow (1999) and Booth and Ainscow (2002). Both emphasize the importance of understanding learning difficulties not only as individual deficits but also as the result of interactions within contexts that may be more or less inclusive. Overall, the findings highlight the need to develop personalized educational interventions that not only focus on academic difficulties but also address the social and emotional barriers faced by students with learning difficulties. This involves ongoing training for teachers in inclusive strategies and the design of Individualized Educational Programs (IEPs) tailored to each student's individual needs, ensuring their participation and success in the educational setting.

Source: Prepared by the author, 2024.

The findings of the research conducted at the Institución Educativa Técnico Bellas Artes in Sogamoso provided a clear picture of educational inclusion and the support needs of students with disabilities and learning difficulties. Regarding the first objective, attitudinal barriers were identified as a critical obstacle; Correa-Vilca (2024) highlighted that the negative attitudes of teachers, parents, and peers directly impacted these students' educational opportunities. The interviews revealed that

57% of the students did not feel loved, suggesting a perception of social exclusion, in line with Ainscow (1999), who advocated for the adaptation of teaching methods.

Furthermore, the creation of an inclusion mural during the “Together in Diversity” workshop demonstrated how to foster an environment of empathy. Fitoussi and Rosanvallon (2010) argued that compensatory inclusion seeks to restore equality, as reflected in students’ commitment to a more inclusive environment. This approach not only benefited those with disabilities but also enriched everyone’s learning by fostering diversity and acceptance.

Segregation also emerged as a key finding. Rodríguez (2001) and Valenzuela, Bellei, and De los Ríos (2010) concluded that separating students with disabilities limited their interaction with their peers, thereby perpetuating stigmatization. Students reported that the lack of inclusive activities contributed to this segregation, highlighting the need to design activities that fostered collaboration among all students, regardless of their abilities.

Parents’ perceptions revealed their sense of powerlessness in the face of structural barriers, indicating that inclusion was both an educational responsibility and a matter of social policy. Parental involvement was considered crucial for creating a supportive environment that would facilitate effective inclusion.

Regarding the second objective, the findings underscored the importance of implementing appropriate pedagogical strategies for students with disabilities. Seventy-one percent of parents reported that their children had medical diagnoses, indicating the need for personalized interventions. Moreno-Fergusson et al. (2006) asserted that focusing on these needs is vital for effective inclusion. Likewise, the American Psychiatric Association (2000) emphasized the importance of making specific accommodations, which was consistent with the 100% of parents who confirmed that their children had access to intervention services.

The design of the Individual Care and Resource Plan (PIAR) was identified as a key tool; as Ávila-Garzón and Rosas-Cardozo (2021) noted that a well-structured PIAR enables teachers to implement personalized strategies that foster students’ autonomy and holistic development, especially in the context of intellectual and hearing disabilities, where teacher training and instructional resources are essential.

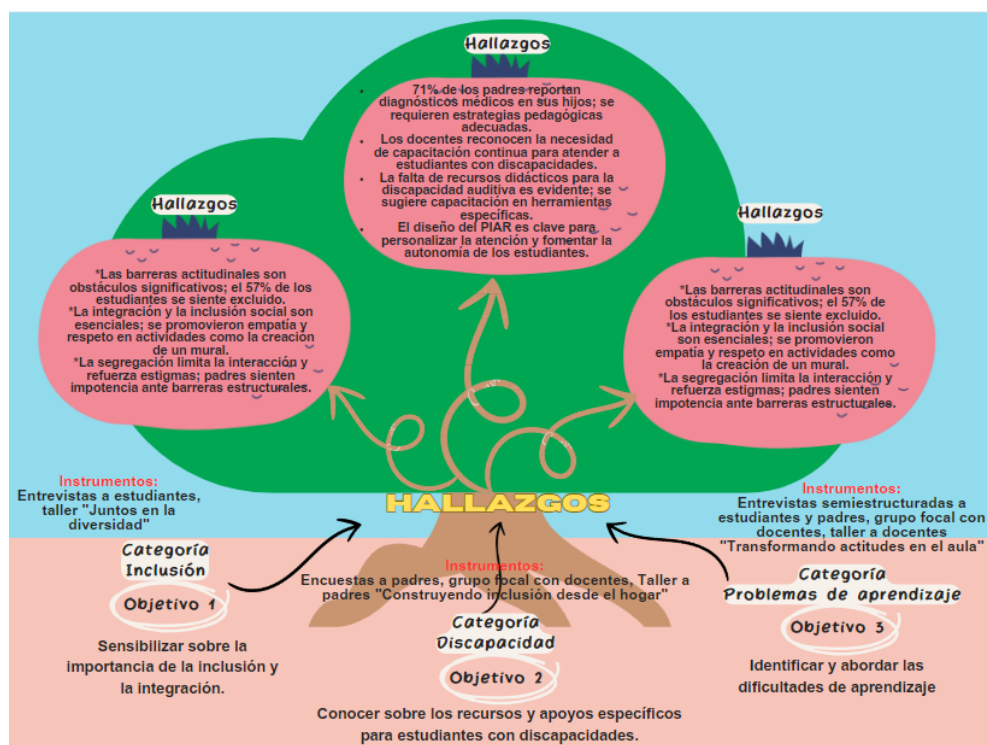
Finally, findings on learning difficulties revealed that students faced significant challenges, particularly in areas such as mathematics and oral communication. Pérez-

Vallejo (2010) noted that these difficulties could be associated with disorders such as ADHD and ASD. This finding underscored the need for individualized attention—as supported by Ainscow (1999)—and the implementation of personalized interventions to address the social and emotional barriers faced by these students.

In summary, the research highlighted the need to address attitudinal barriers and dynamics of segregation in the educational context to ensure the inclusion of all students. The implementation of appropriate pedagogical strategies, the design of personalized Individualized Education Programs (IEPs), and ongoing teacher training proved essential for meeting the specific needs of students with disabilities and learning difficulties. The literature reviewed reinforced the need for an inclusive approach in current educational policies, promoting an environment that values diversity and ensures the full participation of all. Likewise, collaboration among teachers, parents, and the community was considered essential to creating an inclusive educational environment that benefits everyone (see Figure 2).

Figure2 .

Tree of findings.



Source: Author's own work, 2024.

Conclusions

This research provided an in-depth examination of the issue of educational inclusion and the challenges faced by students with disabilities and learning difficulties. Through data collection and analysis of the perceptions of students, parents, and teachers, important findings were identified that highlight both current barriers and opportunities to improve inclusion in educational settings.

In line with the first objective, it was evident that attitudinal barriers—such as negative perceptions of disabilities—are a critical obstacle to inclusion. Interviews with students highlighted the need to foster empathetic and respectful attitudes toward diversity. Furthermore, the “Together in Diversity” workshop proved to be an effective space for promoting integration and empathy.

Through workshops and activities, a shift in the perceptions of parents and teachers was fostered, highlighting the need to adopt more positive attitudes toward diversity. These results not only fulfill the initial objective but also contribute to lines of research on continuing teacher education and family involvement in inclusive processes. Creating spaces for reflection and dialogue has proven to be an effective strategy for addressing these issues, opening new avenues for future research in the field of educational inclusion.

Regarding the second objective, the findings highlighted the urgency of implementing pedagogical strategies tailored to the needs of students with disabilities; for example, the creation of Individualized Attention and Resource Plans (PIAR), teacher training, and the use of assistive technologies are essential to adequately support these students and improve their educational experience.

The analysis of the third objective confirmed that learning difficulties, such as ADHD and dyslexia, require personalized interventions. The development of strategies that address both academic difficulties and social skills has been identified as a pressing need. Ongoing teacher training in inclusive strategies is important to ensure that all students can participate and succeed in their education. However, it is worth noting that the majority of teachers—approximately 50% of those surveyed—are over the age of 60, which significantly influences the students’ educational process, as these teachers are already retired, yet they continue to work and are not fully committed to

the institution; they are not motivated to continue their professional development and find it burdensome to have to plan lessons twice.

Workshops aimed at parents and teachers made it possible to identify specific needs and develop personalized strategies to support students with disabilities. According to the data collected, 100% of the parents surveyed stated that their children have access to intervention services, which suggests an improvement in the provision of special education services. The production of educational materials and resources for teacher training represents a notable advance in the implementation of inclusive practices in the classroom. The research has highlighted the importance of an inclusive approach to education, emphasizing the need to continue working on raising awareness, designing personalized interventions, and removing barriers that limit the full participation of all students in educational settings.

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