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Inclusive Learning Strategies to Improve Writing Skills in Sixth Graders with Special Needs, not Associated with Disabilities, at Victor Mideros Almeida School

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DEDICATION

This degree project is dedicated to Jinx, my cat.

RESUMEN

La presente investigación consiste en abordar los retos que enfrentan los estudiantes de sexto grado con necesidades especiales no asociadas a discapacidades, en la Unidad Educativa Víctor Mideros Almeida en su objetivo de mejorar las habilidades de escritura en inglés. Estas dificultades surgen de muchos factores, incluidos los déficits de atención, las luchas con la organización y el acceso limitado a estrategias de instrucción personalizadas. El objetivo principal de este proyecto es crear una guía pedagógica que incorpore estrategias de aprendizaje inclusivo, diseñadas para mejorar las habilidades de escritura de estudiantes con necesidades especiales no asociadas a discapacidades específicamente hiperactividad (TDAH). El objetivo de este proyecto es identificar las barreras particulares que enfrentan estos estudiantes, evaluar cómo estos obstáculos afectan su desarrollo de escritura y presentar estrategias prácticas que los educadores pueden implementar de manera efectiva en el aula. Por lo tanto, en esta investigación se utiliza el método cualitativo con el fin de obtener una comprensión profunda de la situación de los estudiantes con TDAH. Los resultados obtenidos en esta investigación mostraron un patrón claro en cuanto a los desafíos que enfrentan los estudiantes, los cuales exhiben diversas dificultades, incluyendo desorganización, falta de concentración, impulsividad y dificultad para mantener la atención durante las actividades en clase. Es por eso que la incorporación de actividades relacionadas con el método de Respuesta Física Total (TPR) en clase ayuda a mejorar el rendimiento del alumno y a lograr un aprendizaje significativo en el mismo. Como resultado, se brinda una guía pedagógica donde se propone el uso de estrategias de aprendizaje activo para aprovechar la energía de los estudiantes hiperactivos como ventaja en una clase en estudiantes de sexto grado.

Palabras clave: Hiperactividad (TDAH), necesidades especiales, mejorar, habilidades de escritura.

ABSTRACT

The present research consists of the challenges faced by sixth grade students with special needs, not associated with disabilities, at Victor Mideros Almeida Middle School in their goal to improve English writing skills. These difficulties arise from many factors, including attention deficits, struggles with organization, and limited access to personalized instructional strategies. The principal objective of this project is to create a pedagogical guide that incorporates inclusive learning strategies, specifically designed to enhance the writing skills of students with special needs not associated with disabilities specifically hyperactivity (ADHD). This project aims to pinpoint the particular barriers these students face, assess how these obstacles impact their writing development, and present practical strategies that educators can effectively implement in the classroom. Therefore, qualitative method is involved in this research in order to get a deep understanding of the situation of ADHD students. The results obtained in this research showed a clear pattern regarding the challenges faced by students with special needs not associated with disabilities, these students exhibit various difficulties, including disorganization, lack of focus, impulsivity and trouble maintaining attention during class activities. That is why the incorporation of activities related with Total Physical Response (TPR) method in class helps to improve the student performance and achieve a significative learning in students. As a result, a didactic guide is provided where the use of active learning strategies is proposed to use the energy of hyperactive students as an advantage in a class in sixth-grade students.

Keywords: Hyperactivity (ADHD), special needs, improve, writing skills.

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INTRODUCTION

Motivations for the Research

The educational system is committed to ensuring inclusive and quality education that enables all students to develop their skills and talents. In this context, there is a need to implement pedagogical strategies that address classroom diversity, particularly for students with special needs not associated with disabilities. These needs, often related to emotional, social, or specific learning difficulties, can hinder the development of essential skills such as writing.

The choice of this topic stems from the observation that traditional teaching methodologies often fail to effectively address the barriers faced by these students. Furthermore, writing is considered a fundamental tool for communication and expression, as well as a means to access meaningful learning. This project focuses on designing and implementing inclusive strategies that promote the development of writing skills among sixth-level students at Victor Mideros Almeida High School.

Problem

In recent years, there has been an increasing emphasis on inclusive education to ensure that students with special needs receive equitable access to quality education. Students with special needs often face challenges in various areas of learning, with writing skills being one of the most significant. In particular, English writing skills are one of the most difficult to improve, requiring a great deal of time and effort, especially when language learning is impacted by medical factors

Furthermore, another factor influencing English learning is the diversity present in each country worldwide. This diversity poses challenges when learning a new language like English. Latino Bridge (2023) claims that "the diversity of languages in Latin America can be seen as both an opportunity and a challenge, depending on how it is approached and managed. Latin America is home to an extensive range of languages, including Spanish, Portuguese, indigenous languages, and various creole languages". The acquisition of grammatical structures, new vocabulary, pronunciation, and limited exposure to the language outside the classroom are some of the challenges faced by learners. Additionally, adapting to and understanding the cultural and social norms of the English language can also be perceived as difficult.

In Ecuador, students with special needs often struggle with developing their writing skills, which can hinder their academic and personal growth, additionally this inclusive strategies are still in process to be perfectly integrated "At the beginning of the 21st century, educational processes in Ecuador were characterized by the function of "integration" and the priority was increasing the access to educational services to the greatest number of people" (Villafuerte at al., 2013). However, parents tended to conceal their family members with disabilities for the purpose of protection, therefore precise statistics regarding the number of disabled pupils in this nation were unavailable until 2006. For this situation

At Victor Mideros High School, within the context of inclusive education, there has been growing recognition of the need to address the challenges faced by students with special needs in order to improve their writing skills. Despite efforts to implement inclusive learning strategies, significant obstacles still hinder the development of effective writing skills in this group of students.

Justification

Ecuador, like many other countries dependent on communication with English-speaking countries such as the United States, faces a growing need for its citizens to master the language in the context of globalization. English is used as a means of communication between different cultures and industries, making writing proficiency a critical skill for academic and professional success. However, many students face challenges in developing strong writing abilities, even without diagnosed learning disabilities. These students may struggle with areas such as organization, vocabulary, grammar, or conveying ideas clearly, which can hinder their educational progress and future prospects.

In this context, there is an opportunity to explore innovative, inclusive pedagogical approaches that can help students overcome these challenges. By identifying effective learning strategies tailored to their specific needs, we can empower students to improve their writing skills, both in school and in their future professional lives.

This research, which aims to enhance writing skills through inclusive learning strategies, is significant because it offers an innovative approach that deviates from traditional methods commonly used in teaching. Moreover, this approach can be enhanced by blended learning, allowing students and teachers to access resources both inside and outside the classroom. In this way, students can learn at their own pace and improve their writing skills more effectively.

The direct beneficiaries of this proposal are the students at Victor Mideros High School, specifically the sixth-level students with special needs not associated with disabilities. Through inclusive learning strategies, they will be able to improve their writing skills. Additionally, these strategies can be applied to any elementary or middle school

English level, meaning all students at Victor Mideros High School are the indirect beneficiaries, using these strategies as a guide for their own writing development. Finally, this research provides a practical guide that effectively enhance students' writing skills achieving a significative learning.

Objectives

General objective

Propose a pedagogical guide with inclusive learning strategies to improve writing skills in students with special needs not associated with disabilities

Specific objectives

- Identify some special needs that can affect writing skills in students.
- Explain how the special needs not associated with disabilities can affect students in English writing skills.
- Design a guide that can be implemented in classroom in order to facilitate learning of English writing skills in students with special needs.

CHAPTER I: Theoretical Framework

1.1. Students with special needs

Students with special needs can receive support services from universities to help them overcome difficulties they may encounter (Damer, 2001). However, it is argued that the concept of "students with special needs" should be examined from social theoretical platforms rather than special educational frameworks. Additional assistance is given to children and youngsters with physical, mental, and/or intellectual disabilities, including impaired visibility, impaired audibility, Short Attention Disorder, and multiple disabilities (Samitasiri, 2016). The effectiveness of the pedagogical rehabilitation system in secondary education institutions is measured by the abilities of students with special educational needs to succeed in learning. Transition from special schools to post-school education is a matter of concern, and a bi-institutional mentoring model has been proposed to facilitate this transition.

1.1.1. Students with special needs associated with disabilities

Students with special needs associated with disabilities require special education assistance to meet their learning requirements and ensure their academic, behavioral, social, and emotional success (Mgonja & Mwila, 2023). Special needs education teachers play a crucial role in supporting these students in inclusive

schools. They provide support through measures such as giving large print notes and setting special exams, but assessments and individualized education programs (IEPs) are not effectively implemented (Wearmouth, 2022).

1.1.2. Students with special needs not associated with disabilities

Students with special needs not associated with disabilities have been the focus of research in the field of education. The quality of the student-teacher relationship has been examined in relation to the behavior, work, and social and relational skills of these students (Korobeynikov & Babkina, 2021). Expertise among teachers in educating students with extensive support needs is not well understood, and beliefs about quality education for this population vary widely (Berchiatti et al., 2020). Overall, research has focused on understanding the needs and challenges faced by students with special needs, and the importance of teacher expertise and support in providing quality education for these students.

1.1.2.1. Attention-Deficit/Hyperactivity Disorder (ADHD)

Attention-Deficit/Hyperactivity Disorder is a neurodevelopmental condition that commonly manifest in childhood. Kids with ADHD often find it difficult to focus on tasks, stay organized, or sit still, that is why this condition can affect their school performance and even their relationships with friends and family.

1.2. Learning Theory

1.2.1. Total Physical Response (TPR)

TPR emphasizes listening and responding physically to commands in the target language, which distinctly sets it apart from traditional language learning methods that often prioritize verbal instruction and rote memorization. This method encourages students to engage their bodies, making the learning experience more interactive and enjoyable, thereby addressing the common anxiety associated with speaking a new language. (Verbalplanet).

Total Physical Response (TPR) effectively engages multiple learning styles, particularly benefiting kinesthetic learners who thrive on physical activity and hands-on experiences. By integrating physical movement with language acquisition, TPR not only aids in vocabulary recall and grammar structure comprehension but also enhances memory retention through a multi-modal approach that engages various senses (Sanako, 2023)

1.3. Inclusive Education

In the quest for education systems that are fair and equitable, inclusive education plays a major role. Over the years and in the face of global diversity, it is significant that different institutions have the capacity to understand their students regardless of the context to which they are exposed. "Inclusion has a high priority in education policy all over the world and teachers must be able to handle in practice

increasing student diversity and the demands for creating an inclusive learning environment." (Molbaek, 2018)

1.3.1. Definition and principles of inclusive education

There are many different interpretations of the term 'inclusion' and 'inclusive education', so it is important to consider the ways we use language, and the need to recognize that inclusion means different things to different people. These differences are reflected in the kinds of policies, practices and attitudes which governments, schools and practitioners adopt. (Armstrong, 2007)

1.3.2. Importance of inclusion in the educational context

The liberal view of inclusivity focuses upon increasing participation and success in higher education, particularly by individuals representing groups within society that have traditionally been excluded on the basis of, for example, gender, socio-economic status, age, disability, "race" and ethnicity. Activity ma y focus upon broadening e base of recruitment and selection, affirmative action with respect to particular target groups and provision of support in various forms to enable success. (Nunan et al., 2000)

1.4. Inclusive Learning Strategies

Today, inclusive education is a major issue of both policies of governments all over the world and of teachers 'thoughts and speech. However, there are challenges connected to the implementation of a more inclusive practice in schools and there seems to be a discrepancy between the overall visions of the development of an inclusive school and the teachers 'daily routines and practice (Molbaek, 2018)

1.4.1. Tools and resources for inclusive learning strategies

The notion about participation is understood to be central in inclusive practice and stresses the teachers work with supporting all students 'learning processes. (Dreier, 2008) stresses the importance of replacing the traditional focus on the individual when looking at a person's participation with a situated and varied understanding of participation, which can open new understandings of and possibilities for supporting students 'learning trajectories. (Molbaek, 2018)

Inclusive teaching strategies have a framing dimension focusing on more traditional classroom management strategies such as routines, rules and clarity in, for example, the learning objectives, the activities and the ways in which the teacher wants the students to engage in the learning activities. (Molbaek, 2018) Furthermore, inclusive teaching strategies are based on a relational dimension, where the teachers pre-understanding and communication to and about the student have implications for the students 'opportunities for participating in the academic and social arrangements (Mitchell & Sutherland, 2020)

1.5. Methods, techniques, and strategies

1.5.1. What is a method?

Methods involve the use of specific routes and devices to deliver content, procedures, and principles to students to achieve teacher-initiated learning. Caiza (2017) mention the teaching-learning methods recognized by Didactics, which should be included in the teacher's repertoire, are problem-based learning, project-based learning, case studies, and role play, culture, discussion, group stimulation, collaboration, learning in the classroom, traditional independent learning, learning through the search and creation of knowledge by students, portfolios, field or didactic manuals, workshops or didactic workshops, etc... it's there All of them can combine input methods, comparisons, presentations, concept maps, charts, and more to facilitate student learning. According to Aydé (2022):

> A method, also known as pedagogical trends, is a general view of how the teaching-learning processes will be carried out in class, all based on pedagogical approaches. Each method is a systematic process that requires a set of techniques to achieve a linguistic objective. All parts of the theory and our assumptions are the practical development of the approach.

1.5.2. What is a technique?

A technique is "…the immediate procedure on a strategy that is used to implement the method. It is the flash card, game, or ditto and how it is used" and commonly is used to accomplish a particular task or achieve a specific result. (Hofler, 2010)

"A writing technique is a style an author uses to convey their message in a manner that is effective and meaningful to their audience" (Gonzalez, 2020)it means, writers use to convey their ideas, create a particular effect, or engage readers. These techniques can be applied at different levels of writing, including sentence structure, word choice, organization, and overall style.

1.5.3. What is a strategy?

A strategy helps establish clear goals and objectives in the educational field, according to (Pressley & Harris, 2008):

> Strategies are knowledge of procedures, Knowledge about how to do something how to decide a word, comprehend a story better compose more completely and coherently, play first base better and son on. Such knowledge contrast with declarative knowledge the knowledge of facts.

An educational strategy can serve as a framework for the introduction of innovative teaching and assessment methods.

1.6. English learning skills

Learning English, or any language, involves developing a range of skills to communicate effectively, in addition, English learning skills encompass various aspects such as cognitive skills, critical thinking, communication skills, learning engagement, and language knowledge. These skills are important for students to articulate knowledge and solve real-world problems (Norawati & Puspitasari, 2022)

1.6.1. Listening skills

Listening comprehension can be defined as the cognitive process wherein an individual utilizes auditory faculties to perceive and interpret messages, assigning significance to the conveyed information. This crucial skill forms the bedrock of interpersonal communication within the social sphere. It serves as an essential and indispensable prerequisite for effective individual communication in various social contexts. Recognition of the importance of honing listening comprehension skills is integral to fostering meaningful and nuanced interactions, both academically and in real-world social scenarios. Efforts to enhance and prioritize these skills contribute significantly to the overall communicative competence of students. (DeVito, 1995) defines listening as "the efficient process of perception, comprehension, recognition, evaluation and reaction in communication"

According to this definition, it is not sufficient for us to hear our counterparts, but it is also necessary to understand them, to think about what they should say, and thus to be an effective listener. In compliance to this fact, the individuals are obliged to listen to a variety of things in their daily lives. A good listener allocates 70% of his time to listening, and only 30% of his time to speaking (Myers & Myers , 1988)

Listening skill is crucial not just for effective communication but also for building strong interpersonal relationships, however, this skill is often undervalued in formal education. Despite this skill plays an important role in personal and professional development, recognizing and addressing this gap in education could contribute significantly various aspects of students' lives. "Teachers generally believe that the listening skill emerges spontaneously in time, just like breathing. However, listening skill can only be improved by hard work and repetition as it is the case in reading skill" (Kutlu & Aslanoğl, 2009)

1.6.2. Speaking skills

Speaking skills refer to the ability to effectively communicate ideas, thoughts, and feelings through oral communication, according to (Rao, 2019) As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills, especially, speaking skills. The teachers have to understand the problems of the ELLs (English

language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms.

Speaking skills are important because they enable effective communication, help convey information clearly, and make the audience feel comfortable. These skills are crucial for students as they allow them to express ideas, thoughts, and feelings to others. Speaking skills are particularly essential in English language learning, as English is widely used for international communication. Additionally, being able to deliver talks with confidence to an audience can have many benefits for both personal and professional development. Through activities such as storytelling, speaking skills can be improved, leading to increased student test scores and positive changes in attitudes towards learning. Overall, speaking skills play a vital role in effective communication, language learning, and personal growth.

1.6.3. Reading skills
Reading skills are important for language learning and information exchange in a foreign language. They are also crucial for understanding scientific articles and writing scientific articles. Reading skills help elementary school students understand subject matter, communicate, and solve problems. Fluent reading skills are necessary for reading on screens and paper (Isik, 2023). Advanced reading skills are complex and require deeper understanding. The REAP method, which involves reading, marking, writing, and pondering, can improve reading comprehension skills. Good and relevant strategies in advanced reading learning can improve students' learning abilities.

1.6.4. Writing Skills
Writing skills is the ability to effectively communicate ideas and information through written language. It involves the use of grammar, vocabulary, organization, and some steps that are commonly use to follow a writing process. Write a paragraph or a simple sentence needs a process, in compliance with Brown & Hood (1989) "Most writing requires some preparation. How long you spend in this preparation, and what do you do, largely depends on you reader, your propose, the content and the writing situation"

1.6.4.1. Stages to develop writing skills
To develop writing skills, there are several stages that can be followed, including planning, drafting, revising and editing. The student might be directed by tactics that meet their needs in order to develop this skill. Strategies provide beginning writers the tools they need to maximize this ability.

1.6.4.1.1. Planning

Planning or pre-writing is the process of generating and developing ideas before writing a first draft "Pre-writing we define as the stage of discovery in the writing process when a person assimilates his *subject* to him-self" (Rohman, 1965)

Different types of prewriting planning, such as peer-led collaborative and teacher-led collaborative, can have varying effects on students' writing self-efficacy and engagement (Kourosh Mohammadi, 2023)

1.6.4.1.2. Drafting

Drafting is an important skill in various fields, including writing. It involves the conversion of ideas into words and is crucial in the writing process, as specified by (Brown y Hood , 1989) "The drafting stage is where you really begin writing. The most important thing here is to get word onto paper. It is not the time to worry about spelling, grammar, punctuation or the best wording"

1.6.4.1.3. Revising

Revising is an essential part of the writing process, involving the act of reviewing a written work to improve its quality. "The revising stage is where you check you have said what you want to say, you have said it in a clear and appropriate way. Revising might take place while you are drafting or after you have finished a draft" (Brown y Hood , 1989).

1.6.4.1.4. Editing

Editing involves activities such as grammar and spelling checking, self-editing techniques, and revision. Self-editing writing process is crucial for creating good writing, the process of editing and revision involves planning, formulating, evaluating, and reformulating, in agreement with (Brown & Hood , 1989):

There are some changes you might make to edit:

- Change the order of parts to make the content or propose clearer
- Added parts (specially to link ideas)
- Took out parts which were unnecessary
- Said the same thing in a different way
- Substituted one word for another
- Combined two or three sentences into one, by taking out unnecessary word or phrases
- Made very long sentences into two or three shorter ones
- Changed parts which were inappropriate for the situation, the propose or the audience (too friendly and informal, too formal, etc.)
- Corrected grammar
- Changed the punctuation
- Correct spelling

1.6.4.1.5. Rewriting

Rewriting involves revising and editing the draft to improve its structure, content, and clarity. Collaborative writing has been found to be effective in enhancing students' writing skills, as it helps them generate and generalize their ideas (Chon, 2022) Additionally, in agreement with Morales (2023):

> Rewriting does not mean checking to spell. Rewriting means writing a paragraph using the best words to go with it, structuring sentences, and expanding the paragraph by incorporating and making it clearer. The rewrite shapes the final work into something more powerful and beautiful.

Overall, the process of rewriting plays a crucial role in refining and improving written texts.

CHAPTER II: Methodology

Research Approach/ Type of Research

The research approach for this study is qualitative, specifically inductive, to focus on the participants' perceptions and appreciation of the value of English writing activities. The study focuses on in-depth interviews and surveys to gather detailed insights into the writing skills of students with special needs at Victor Mideros Almeida High School. This approach provides a deep understanding of the unique challenges and experiences of the students. These insights contribute to the development of effective inclusive learning strategies to improve their writing skills. The qualitative approach also facilitates the collection of data that can be analyzed and interpreted in depth.

Methods, techniques, and Instruments

Methods

Deductive and Inductive Methods

The combination of methods ensures a holistic understanding of the students' writing skills and challenges. This integrated approach provides a comprehensive understanding of their writing skills and specific needs.

According to CARNAP (1952):

> Inductive inference is clearly of fundamental importance in any field of science from physics to history. Any specific investigation in any field is focused in a hypothesis or a set of competitive hypotheses. A hypothesis may be a prediction of a single event (the weather for tomorrow, the result of an experiment, the outcome of the next presidential election) or of a general trend (decrease in the rate of death by cancer, increase in unemployment)

It means all collected data will be analyzed and interpreted in a future result, infer or hypothesis in order to look for a positive result.

Techniques and Instruments

Interview

Interviewing is one method of collecting information, commonly used in academic analysis to acquire data. Furthermore, an interview can be defined as a directed conversation between an interviewer and an interviewee with the purpose of gathering information about a specific topic or topics. According to (Knott et al., 2022) "In-depth interviews are a versatile form of qualitative data collection used by researchers across the social sciences. They allow individuals to explain, in their own words, how they understand and interpret the world around them"

The in-depth interviews enable teachers to share their perspectives and experiences on complex topics, providing a broader understanding of the challenges they face.

Survey

A survey is one of the most popular techniques of collecting information on person's possible opinions, views, practices and other parameters. A survey is defined as "a method for collecting quantitative information about items in a population" (Groves et al., 2009, p. Fowler) further elaborates that "a survey is a system for collecting information from or about people to describe, compare, or explain their knowledge, attitudes, and behavior" (p. 1). This research technique provides a more comprehensive understanding of the factors influencing students' writing experiences.

Research questions
- How do special needs not associated with disabilities affect students' English language writing skills development at Victor Mideros?
- How can educational inclusive strategies be integrated to improve students English writing skills?

Description of the study area / Study group

This research study was applied at Victor Mideros High School located in San Antonio, Imbabura, Ecuador on General José María Córdova Street and 17 de Julio 5-21 Avenue. This high school has approximately 9,000 students and 600 teachers. The study group were students of the sixth semester which is conformed by 24 students who are at an advanced stage in their academic journey and have acquired a foundational understanding of their discipline.

This research was conducted in a qualitative method approach, this method involves an in-depth exploration of sixth-level students from Victor Mideros in order to get a comprehensive understanding of individuals. First of all, the qualitative method, use data collection techniques such as interviews and qualitative surveys in order to get depth information, as (Gerring, 2017) mention "Qualitative methods, broadly construed, extend back to the very beginnings of social and political analysis. Self-conscious reflection on those methods, however, is comparatively recent." This information was analyzed using inductive methods, that means the results of the investigation are focused on find patterns, related topics to develop theories.

In this research, explanatory research was applied to investigate the study issue in varied depths. In addition, the depth with which the subject was explored in relation to the existing scope encouraged further study of the subject using the best practices developed through this exploratory research. Therefore, it was necessary to take this approach into account in order to obtain a wide range of research problems along with a deeper analysis through qualitative data collection.

Procedures

An observation of the low writing skills levels of students from Victor Mideros High School formed the basis of a study on the theoretical framework of enhancing writing skills using some strategies to enable the students to learn more effectively. Therefore, it was important to point out that qualitative data would be collected in order to unveil some important information. An interview and a qualitative questionnaire, which were to be used for the experts, were developed and checked. The research instruments were then applied to a sample population. The samples were a population of students. Due to the nature of the research and the type of data to be collected, the MAXQDA program was required to aid in the analysis and presentation of results.

CHAPTER III: ANALYSIS AND RESULTS

STUDENTS' TEST

Table 1

Students' test result

Student's ID	Student's Name	Exercise 1 score	Exercise 2 score	Exercise 3 score	Total	Grammar Level
01	E.C.	(7/9)	(2/5)	(0/3)	9/17	A1.2
02	I.R.	(3/9)	(5/5)	(1/3)	9/17	A1.2
03	A.T.	(2/9)	(3/5)	(2/3)	7/17	A1.1
04	J.G.	(5/9)	(5/5)	(0/3)	10/17	A1.2
05	V.G.	(3/9)	(4/5)	(1/3)	8/17	A1.2
06	L.G	(4/9)	(4/5)	(2/3)	10/17	A1.2
07	D.T	(2/9)	(4/5)	(0/3)	6/17	A1.1
08	L.X.	(1/9)	(4/5)	(0/3)	5/17	A1.1
09	E.E.	(3/9)	(4/5)	(2/3)	9/17	A1.2
10	J.C.	(4/9)	(3/5)	(1/3)	8/17	A1.2
11	A.M.	(4/9)	(5/5)	(0/3)	9/17	A1.2

Note. Data obtained from the different tests applied to the students.

Picture 1
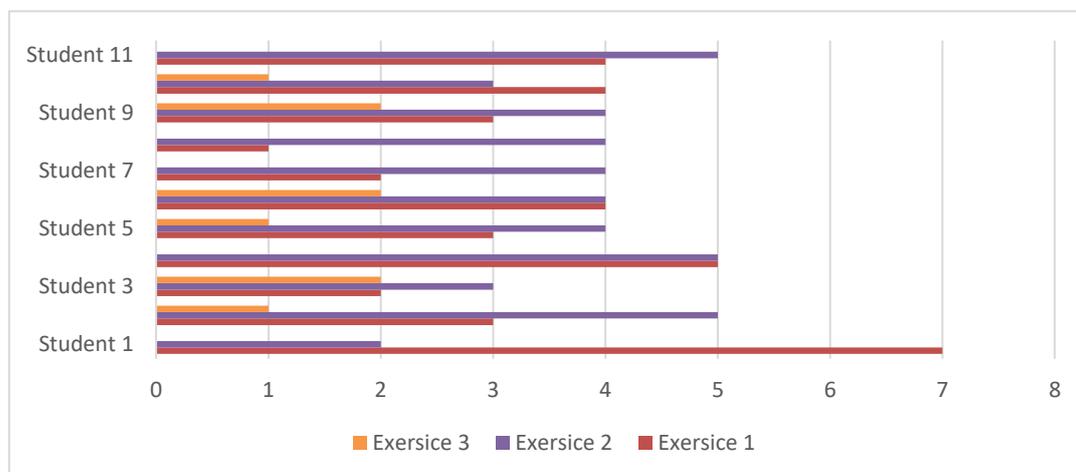
Students' result test graph

Analysis:

The chart provides an overview of the performance of a group of sixth-grade students with special needs not associated with disabilities on three different writing. The overall tendency observed in the chart suggests that the group of sixth-grade students in Ecuador is generally performing at an **A1** level of English proficiency, with a noticeable trend on **A1.2** for the majority of the students. However, there is also a clear distinction in performance across the three exercises, indicating areas where they face more difficulty. In addition, according with the depiction of the exercise 3 represented by the green bar almost the half of the tested students do not achieve the minimal score of 1, in contrast with the remaining 2 exercises in which there is not scores below to 1, that means the different aspects of writing that the students struggle could be grammar, or vocabulary use.
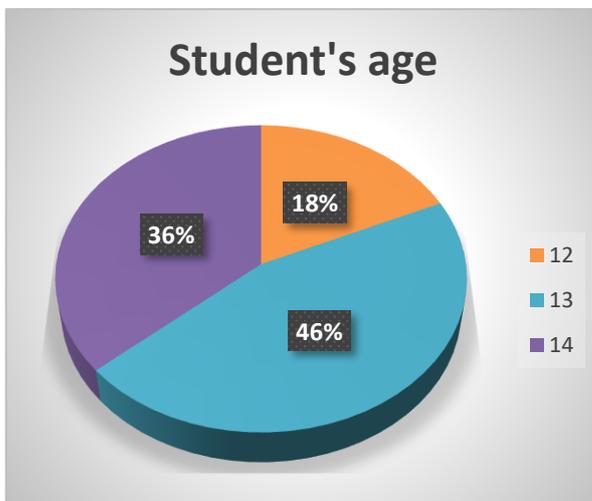
Interpretation:

The presented data reflects key challenges in the writing development of the group of sixth-grade students; the majority of students are performing at an A1 level of English proficiency suggests that their writing skills are still in the early stages of development. The fact that exercise 3 has a notably lower score, with almost half of the students failing to reach the minimum score of 1, may indicate that this exercise required skills that were more advanced or complex, such as grammar accuracy, cohesion, or vocabulary use. This difficulty could be linked to issues in attention and cognitive overload, where students may struggle to organize their thoughts and apply the appropriate grammatical rules and vocabulary in a coherent manner.

TEACHER'S SURVEY

Picture 2

Students' age

Note. The figure shows the different age ranges among the group of students selected.

Picture 3

Students' gender
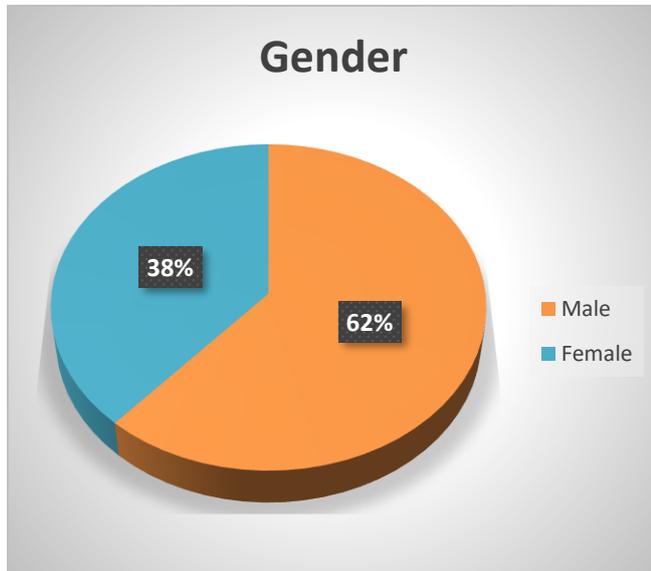
Nota. The figure shows the different genders among the selected group of students.

Interpretation

These two pie charts show information related to the gender and age average of sixth-year students. First, it can be seen that the majority of students are males who are around thirteen years old.

Question 1: Does your student find it difficult to finish a task or homework at school?

Picture 4 .

Complexity of the task

Analysis:

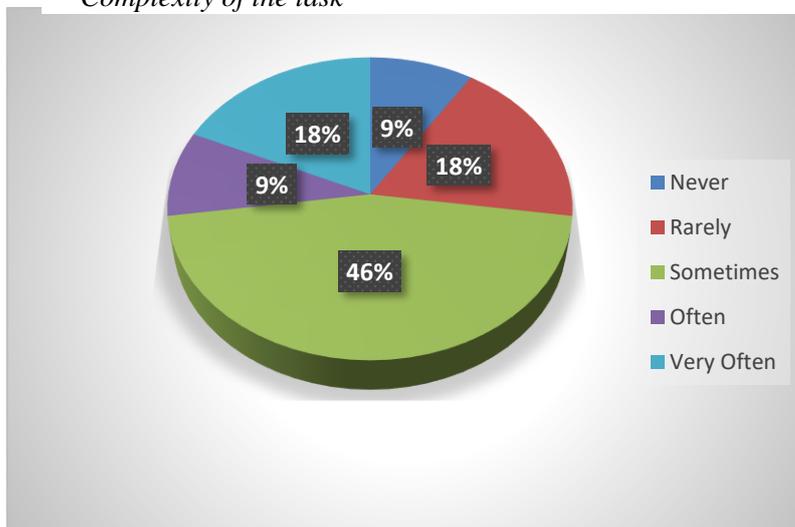The data reveals that a significant portion of students face difficulties in completing tasks or homework, with nearly half reporting these challenges occasionally and a substantial percentage indicating they face such issues very often. Together, these figures suggest that a clear majority of students experience difficulties with task completion at least from time to time. In contrast, a smaller group of students, only a few, stated that they never struggle with completing tasks, while another group mentioned that they rarely face such difficulties. This contrast between those who face challenges occasionally and those who never do highlights that while task completion issues are common, they are not universal. This suggests that while most students report struggling with tasks at least some of the time, a minority manage to complete their work without significant issues.

Interpretation:

The high percentage of students struggling with task completion aligns with challenges seen in ADHD that can affect focus and task organization, while the difficulty in finishing tasks may also reflect gaps in individualized support.

Question 2: Does your student find it difficult to organize themselves for school and other activities?

Picture 5.

Students' organization
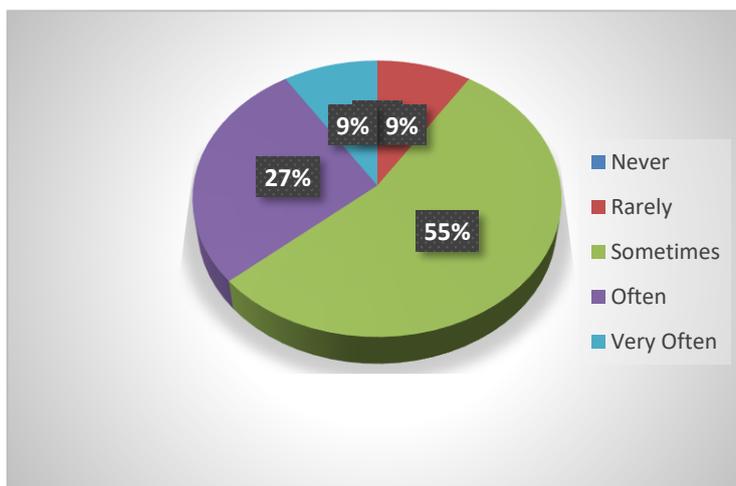
Note. The figure shows different ranks among the students as they are able to organize themselves.

Analysis:

The data collected indicates that a majority of students experience difficulties organizing themselves for school activities at least occasionally, with a little more than half reporting this challenge from time to time, and a significant portion mentioning it happens regularly. Additionally, a smaller group of students report facing this issue very often. These responses

suggest that organizational challenges are fairly common among students, with a notable concentration facing this difficulty frequently or occasionally. Only a small minority of students report never encountering such challenges, emphasizing that issues with organization are not uncommon.

Interpretation:

The difficulty in organizing themselves for school and activities can be closely related to various factors; particularly in the context of students with special needs not associate with disabilities. A significant part of students still report struggles with organization may be indicative of underlying issues related to ADHD; a condition that affects many students, often leads to difficulties in maintaining focus, following through on tasks, and organizing thoughts and materials effectively.

Question 3: Does your student lose or misplace personal belongings at school?

Picture 6.

Students' level of distraction
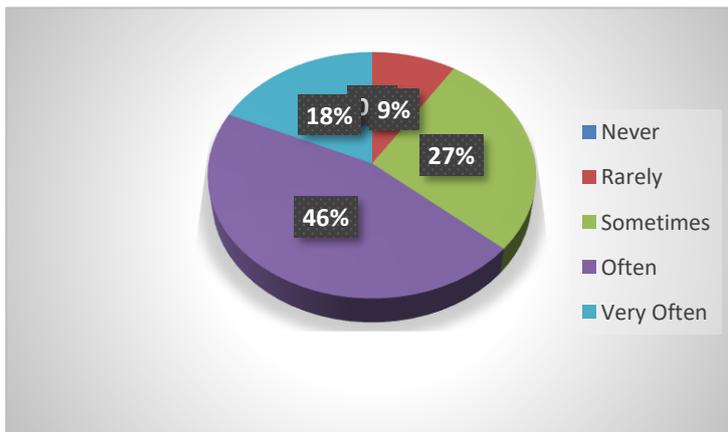
Note. The figure shows the results of the students in relation to their level of distractibility.

Analysis

Almost half of the surveyed participants agreed that their students often lose or misplace personal belongings at school. The combined total for those who reported this happening frequently or very frequently highlights that misplacing belonging is a common issue within the class. This suggests that losing belongings may be a regular challenge for many students, potentially linked to difficulties with attention, organization, or other cognitive factors that make it harder for them to keep track of their things.

Interpretation:

The frequent misplacement of belongings is an indicative of challenges related to Attention-Deficit/Hyperactivity Disorder (ADHD) or other cognitive and executive functioning difficulties. ADHD, for example, often involves difficulties with attention, focus, and organization skills that are essential for academic success. For students with these

challenges, losing personal belongings might be a manifestation of their struggle to stay organized or keep track of their things consistently.

Question 4: Does your student often fidget or squirm and find it difficult to sit still?

Picture 7.

Assessment of Physical Restlessness in the Student

Note. The figure shows the evaluation of Physical Restlessness in the Student and how often it happens.
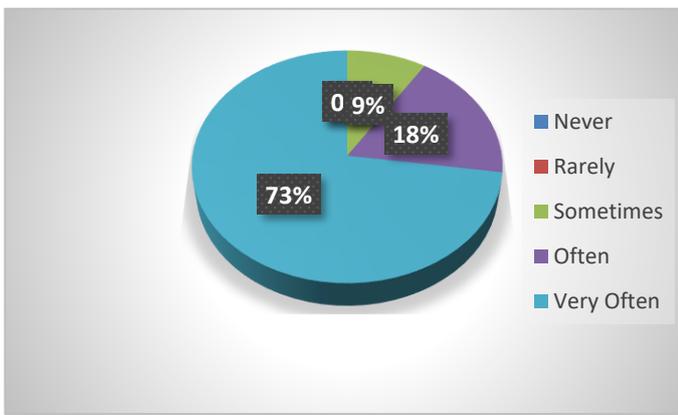
Analysis:

The data reveals a clear pattern: a significant majority of respondents, nearly three-quarters, reported that their students very often fidget or struggle to sit still, while a smaller group noted this behavior occurs regularly. Only a small percentage mentioned that it happens occasionally. Remarkably, no respondents indicated that their students never or rarely have difficulty sitting still, underscoring that this behavior is widespread among the students. This suggests that restlessness and challenges with attention regulation are prominent concerns for a large portion of the student population.

Interpretation:

This pattern of frequent restlessness and difficulty sitting still could be understood through the lens of **classroom dynamics** and the challenges posed by **traditional learning**. Students who struggle to sit still may be signaling a mismatch between the conventional, sedentary classroom environment and the students' natural need for physical activity. The traditional model of sitting at desks for long periods of time might not be conducive to all students' learning styles

Question 5: Would you describe your student as being "always on the go" and always feel compelled to do things as if he or she is driven by a "motor"

Picture 8.

Impulsivity and Constant Activity in the Student
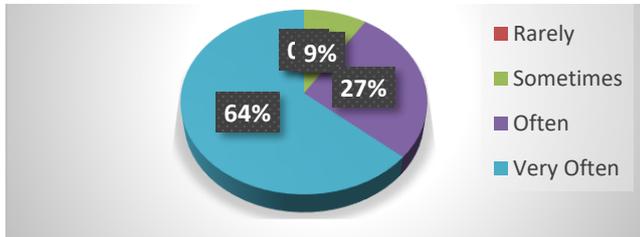
Note. The figure shows that the students pay attention to their internal feelings of needs.

Analysis:

The data suggests a clear trend, with a majority of participants reporting that their students are very often driven by an internal sense of urgency or compulsion. A significant portion noted that this behavior occurs frequently, while only a small percentage mentioned it happening occasionally. Notably, there were no reports of students who are never or rarely driven by this sense of compulsion, highlighting that high energy and restlessness are common traits among these students. This suggests that a predominant characteristic of many students is a strong inner drive and a tendency to act with hyperactivity.

Interpretation:

The findings strongly suggest that the majority of students in this group exhibit characteristics that align with ADHD, particularly the impulsivity and hyperactivity that are distinctive features of the condition. The sensation of being "always on the go" and driven by an internal "motor" is a common symptom of ADHD, where individuals may feel an overwhelming need to constantly move or act without necessarily considering the appropriateness of the situation.

Question 6: Does your student find it hard to remain focused in group settings?

Picture 9.

Difficulty Concentrating in Group Environments
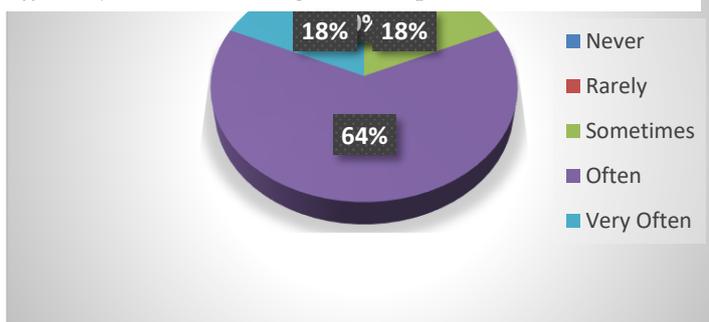
Analysis:

The survey results reveal a clear trend, with the majority of students struggling to maintain focus in group settings. A significant portion, 64%, of participants reported that their students very often find it difficult to concentrate in these situations. The remaining 36% face similar challenges, although not as frequently or intensely. This suggests that staying focused in group environments is a common difficulty for many students, with a notable number experiencing it more frequently.

Interpretation:

This difficulty in group settings can be tied to the individual differences in learning styles and cognitive processing; Some students may prosper in independent, structured learning environments but find the dynamics of group settings overwhelming or distracting.

Question 7: Can you say that your student's mind often feels cluttered making it hard for him or her to concentrate on one thing at a time?

Picture 10.

Saturated Mind and Focus Problems
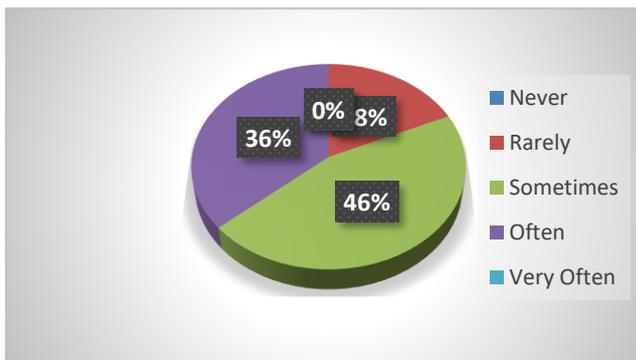
Note. The figure shows the level of complexity of the students to be able to keep different activities in mind.

Analysis:

The survey results show that almost half of student's participant in the study sometimes have trouble maintaining focus who reported that their students often feel mentally cluttered, which makes it difficult to concentrate on one task at a time. Additionally, a high percentage participants note that this happens, suggesting that a majority of students experience challenges with focus at least occasionally. This suggests that attention-related challenges are a widespread concern for many of the students involved in the survey.

Interpretation:

The tendency for students to experience a cluttered mind, as indicated by the survey results, suggests that these students may be facing cognitive overload or challenges with attention regulation; this is a characteristic commonly observed in students with ADHD, where difficulties with focus are often accompanied by a sense of mental disorganization.

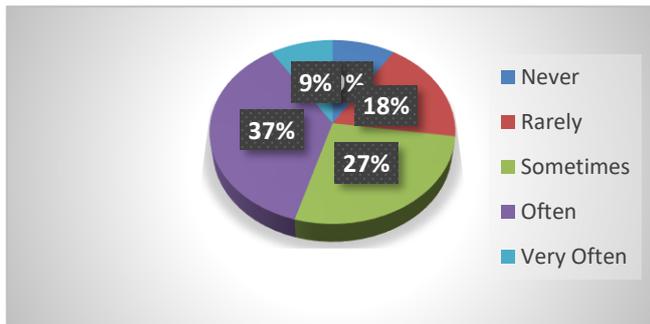Even if these students do not have an official ADHD diagnosis, the behaviors described align with common ADHD traits, such as impulsivity and an inability to maintain sustained attention.

Question 8: Does your student often become irritable, like he or she has a short fuse?

Picture 11.

Tendency to Irritability

Note. The figure shows the different ranges of irritability of the students.

Analysis:

The data collected suggests that a significant number of students frequently experience irritability, pointing to potential difficulties with emotional regulation. Two key trends stand out regarding students' irritability. A notable portion of participants indicated that their students "often" become irritable, while another group reported this occurring "sometimes." Together, these responses reflect the majority of students who experience irritability at least occasionally, which suggests that emotional regulation challenges are fairly common. On the other hand, a smaller proportion of students were described as "very often" irritable, and another group was reported as "rarely" irritable. Only a small percentage of respondents mentioned that their students "never" exhibit irritability, indicating that irritability is not an uncommon trait among the student population. This overall pattern points to emotional regulation difficulties being a widespread concern among many students.

Interpretation

Students with special needs whether those needs are not associated with disabilities may struggle with emotional regulation and behavioral control. For example, students with ADHD are known to experience higher levels of irritability, impulsivity, and difficulty with attention control, which could explain the patterns seen in the survey data.

Question 9: Does your student have mood swings, sometimes he or she feels quite elated and other times low?

Picture 12.

Mood Changes in the Student
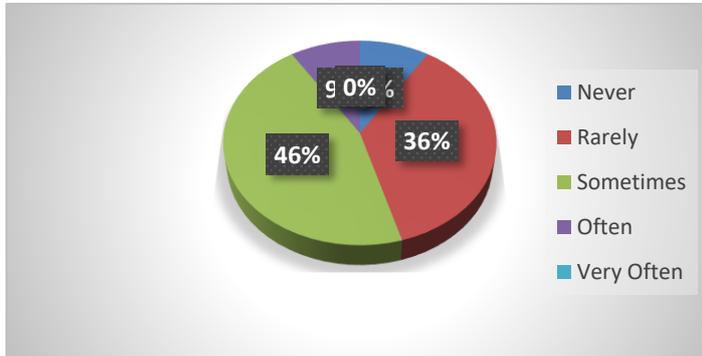
Note. The figure shows different results in can scale of students presenting mood swings.

Analysis:

The survey results reveal two main trends regarding students' mood swings. A significant portion of participants, nearly half, reported that their students experience mood swings "sometimes," while a smaller group noted that this happens "rarely." A few participants indicated that their students experience mood swings "often," and none reported that mood swings occur "very often." Additionally, only a small percentage mentioned that their students "never" experience mood swings. This suggests that mood fluctuations are a common, though not constant, issue for many students.

Interpretation:

It is essential to take into account factors like difficulties with emotional regulation, which can be particularly evident in students with special needs, even those not diagnosed with disabilities. Students with ADHD, for example, often struggle with emotional control, leading to mood swings as a result of impulsivity and challenges in managing their emotions.

Question 10: Does your student often miss what is being said to him or her in conversations?

Picture 13.

Active Listening Issues
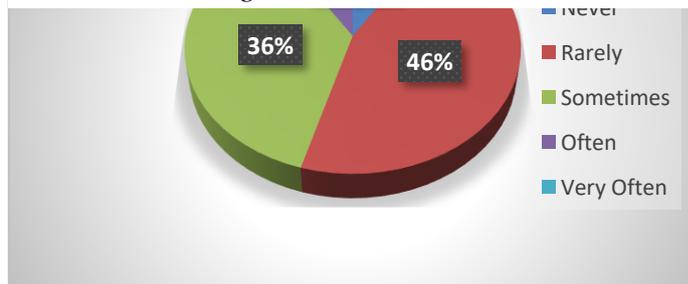
Analysis:

The survey reveals two main trends regarding students' ability to understand conversations. A significant portion of participants, almost half, reported that their students "rarely" miss what is being said to them, while another group indicated that this happens "sometimes." Together, these responses suggest that a majority of students occasionally or infrequently struggle to follow conversations. A smaller portion, a few participants, reported that their students "often" miss key parts of conversations, while another small group mentioned that this never happens. Notably, no respondents indicated that their students "very often" miss what is being said, implying that while some students face comprehension challenges in conversations, this is not a widespread or frequent issue for most.

Interpretation:

Students with ADHD, for example, may struggle with maintaining attention in conversations, leading them to miss parts of what is being said due to distractibility or impulsivity; this suggests that students' listening skills could be significantly impacted by factors such as attention deficits.

Question 11: Does your student say things abruptly and disturb the class?

Picture 14.

Tendency to Disrupt in Class
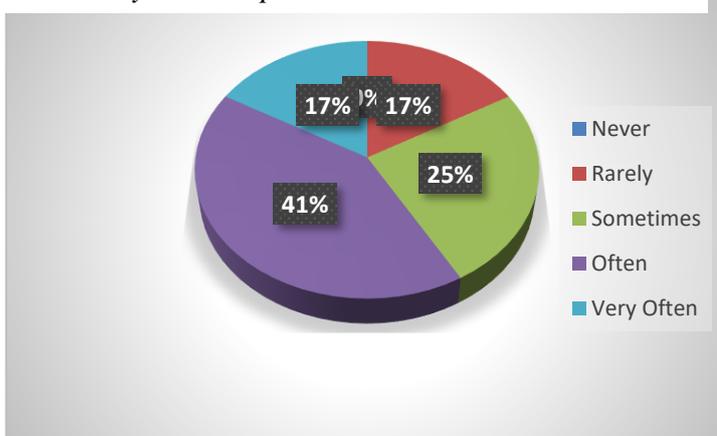
Note. The figure shows different data about students and their behaviors in class.

Analysis:

A significant portion of participants reported that their students "sometimes" engage in disruptive behavior, while a smaller group indicated that it happens "rarely." Another group noted that their students "often" disturb the class with abrupt statements, and a few reported that this behavior never occurs. Notably, no respondents indicated that their students "very often" exhibit this kind of disruptive behavior. These results suggest that for the majority of students, such disruptions are occasional or infrequent, with only a small number of students being consistently disruptive in this manner.

Interpretation:

Impulsivity and difficulties with emotional regulation are characteristic of students with ADHD, a common condition that may lead to disruptions in class due to spontaneous, unfiltered responses. These students may struggle with controlling their impulses, which can result in speaking out of turn or saying things abruptly and in many cases disturbing the class.

Question 12: Does your student get into trouble at school?

Picture 15.

Problem Behavior in School

Note. The figure shows different data from students and about their school life on behavior and discipline.

Analysis:

The data collected suggests that a significant portion of students frequently encounter trouble at school, with varying levels of frequency, highlighting behavioral and disciplinary challenges. Two key trends emerge regarding students getting into trouble. A majority of participants reported that their stud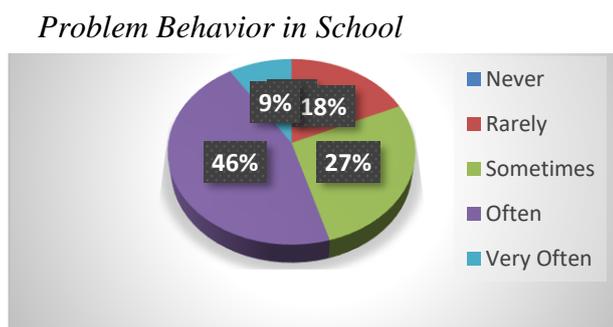ents "often" get into trouble, while a substantial portion noted that this happens "sometimes." In contrast, a smaller group indicated that their students "rarely" face trouble, and another group mentioned that this occurs "very often." Notably, no respondents reported that their students "never" get into trouble, suggesting that disciplinary issues are a common concern for many students.

Interpretation:

Getting into trouble is a relatively common occurrence for students, with a large portion of them experiencing this issue on a frequent basis. Students with ADHD are more likely to engage in impulsive behaviors that can lead to conflicts or disciplinary issues at school. Their challenges with maintaining focus and regulating emotions may cause them to act out, leading to frequent trouble in school environments.

TEACHERS' INTERVIEW RESULTS

Question 1: How many years have you worked as a teacher? And throughout your career have you ever had students with special needs in your classes?

T. Jaime: I've been teaching for **35 years approximately**. Of course, in every scholar year there was at least one student with especial needs.

T. Jacinto: 44 years. Yeah, sure throughout my career I had and **I have students with special needs in my classes.**

Analysis:

T. Jaime's experience - T. Jaime has been teaching for **35 years** and mentions that in every school year, there has been at least one student with special needs. This highlights the consistent presence of students with special needs in their classroom over time.

T. Jacinto's experience - T. Jacinto has **44 years of experience** and confirms that they have had students with special needs throughout their career, indicating a long-standing familiarity and ongoing commitment to working with students who require additional support.

Interpretation

Both teachers have significant experience working with students with special needs, with T. Jaime drawing attention to the consistent presence of such students across their years of teaching, while T. Jacinto's extensive career reinforces a deep understanding of the evolving needs of students with special needs over time. Their experience highlights their expertise in inclusive education

Question 2: If so? how do you incorporate inclusive education strategies in your English lessons?

T. Jaime: We make a curricular adaptation; in some cases, we create other kind of lower difficult exercises.

T. Jacinto: It depends of the difficulties of the students, if they have troubles on concentration, we try to give clear and quick explanations.

Analysis:

T. Jaime's strategy - T. Jaime uses **curricular adaptations** to meet the needs of students with special needs. In addition, they **create lower difficulty exercises** to ensure that students can engage with the content in a way that matches their abilities. This indicates a flexible approach to teaching, where the curriculum is adjusted to accommodate students' needs and **increase accessibility**.

T. Jacinto's strategy - T. Jacinto focuses on adjusting their teaching approach based on the **specific difficulties** of their students. For students with **concentration problems**, they provide **clear and quick explanations** to help maintain focus and ensure that the

information is **understandable**. This demonstrates a **personalized approach**, adapting the pace and clarity of explanations to each student's **unique learning challenges**.

Interpretation:
Both teachers show a strong commitment to inclusive education by adapting their teaching practices to support students with special needs. T. Jaime's use of curricular adaptations and modified tasks. T. Jacinto's focus on clarity and pacing reflects the need for clear communication, especially for students with attention challenges, which is a core principle in inclusive education

Question 3: What specific strategies do you use to support students with special needs not associated with disabilities (ADHD) in your writing assignments?

T. Jaime: In my classroom, I use several strategies to support students for example I **break writing into manageable chunks** of time for students because of students with ADHD can struggle with large tasks that seem **overwhelming**
T. Jacinto: I tried to implement many **dynamic exercises** in order to **catch the attention of my students** as long as I can and I use visual aids in the most of my classes.

Analysis:
T. Jaime: highlights breaking writing tasks into manageable chunks to make large assignments less overwhelming for students with ADHD. This strategy directly addresses challenges related to attention span and executive functioning.
T. Jacinto: emphasizes incorporating dynamic exercises and visual aids to maintain student engagement. These tools are especially effective for capturing and sustaining attention in students with ADHD.

Interpretation:
Both teachers' strategies reflect a deep understanding of inclusive education principles and the specific needs of students with ADHD. T. Jaime's method of breaking writing tasks into manageable chunks directly addresses the executive functioning and attention challenges associated with ADHD. This strategy aligns with the **planning stage of writing development**, as it helps students focus on smaller, achievable goals, fostering confidence and reducing the sense of being overwhelmed; T. Jacinto's use of dynamic activities and visual aids complements this approach by incorporating engaging and stimulating elements that maintain student attention. These techniques are consistent with the **Total Physical Response (TPR)** methodology, which emphasizes the importance of interactive and visually supported learning to enhance focus and comprehension.

How do you address the CHALLENGES of group work for students with special needs not associated with disabilities (ADHD)?

T. Jaime: There was a child many years ago that was completely incontrollable, the only viable solutions were work with their parents.

T. Jacinto: In my case, I try to create some study groups with child in order to complement their capabilities and promote the friendship between them, but for other teachers would be difficult because of the student, you know each student is different.

Analysis:
T. Jaime: only viable solution was work with their parents
T. Jacinto: some study groups with child in order to complement their capabilities and promote the friendship between them

Interpretation:
As for the challenges and the responses given by the teacher's participant in the study, T. Jaime mentioned that he focused on working closely with parents to manage behavioral difficulties, highlighting the importance of collaboration between school and home to address the specific needs of the student. the focus on parental involvement suggests a personalized strategy, which is often necessary for students with ADHD, as they may require more tailored support than their peers. T. Jacinto, on the other hand, emphasized the use of study groups to complement students' capabilities and promote friendship among them. This strategy fosters social inclusion and provides an opportunity for students with ADHD to collaborate with others in a structured, supportive environment.

Question 5: How do you assess the writing skills of students with special needs not associated with disabilities (ADHD)?

T. Jaime: In many cases I opt for **orthography exercises** such as dictates complemented with **fill the gap activities** or relate the dictates that I mention whit a lot of **visual aids** or **flash cards.**
T. Jacinto: Well, I do something similar, my students usually have a **specific notebook to practice their writing skills** and sometimes I give them **worksheets to work with easy exercises that help improve their skills**

Analysis:
T. Jaime: uses orthography exercises such as dictation, complemented by fill-the-gap activities and visual aids like flashcards. These strategies integrate auditory and visual elements   to   engage   students   and   reinforce   learning.
T. Jacinto: adopts a similar approach by encouraging students to use dedicated notebooks and worksheets for writing practice. This method provides consistency and structured opportunities to improve their writing skills gradually.

Interpretation:

Both teachers use inclusive strategies to assess the writing skills of students with ADHD, tailoring their approaches to meet unique needs. T. Jaime combines dictation, gap-fill activities, and flashcards, creating a multisensory learning experience that reinforces understanding. T. Jacinto focuses on structure and routine, using notebooks and worksheets to gradually build students' confidence and skills. These methods demonstrate creativity and adaptability, fostering an engaging and supportive environment for learning.

Question 6: Can you describe a successful lesson that promotes inclusive learning in writing?

T. Jaime: As I mention before, one of the most successful lessons I've had focused on **orthography**, where I incorporated **dictation (fantasy stories) exercises followed by fill in the gap activities.** This allowed the students to work step by step, making it easier for them to grasp the spelling and meaning of words. I also used a lot of **visual aids, such as flashcards, which helped the students connect words with images**, enhancing their understanding and retention.

T. Jacinto: A successful lesson I conducted focused on using **visual prompts** to help students develop their writing skills. I provided **pictures and simple charts to guide students as they wrote short descriptions.** This method allowed the students to connect the images with words, making it easier for them to form coherent sentences.

Analysis:
T. Jaime: describes a lesson focusing on orthography through dictation and fill-the-gap exercises, supported by flashcards. The step-by-step approach helps students build skills progressively, while visual aids enhance comprehension and memory. **T. Jacinto:** recounts a lesson using visual prompts like pictures and charts to guide students in writing short descriptions. This method helps bridge the gap between visual and written expression, making the task more approachable for diverse learners.

Interpretation:
The teachers' methods illustrate diverse ways to foster inclusive learning in writing. T. Jaime's use of dictation exercises combined with visual aids helps students engage with spelling and word meanings step by step, creating a structured learning environment. Meanwhile, T. Jacinto focuses on visual prompts like pictures and charts to spark creativity and support sentence formation. Both approaches leverage visual and interactive elements, showing a shared commitment to tailoring lessons that accommodate varying student needs and enhance writing skills.

Question 7: What resources do you provide to help students develop their writing skills?

T. Jaime: I incorporate **word banks and flashcards**, which are particularly useful for students who benefit from visual cues; for students who struggle with larger tasks, I **break writing activities into smaller, more manageable sections.**

T. Jacinto: I provide students with **specific notebooks** where they can **practice their writing** skills regularly. I also use **worksheets** that are tailored to their abilities, ranging from simple tasks to more complex ones as they progress.

Analysis:

T. Jaime: uses word banks and flashcards to provide visual cues and organizes writing activities into smaller sections for students who struggle with larger tasks. These resources simplify the writing process and build confidence.

T. Jacinto: provides specific notebooks for regular writing practice and worksheets tailored to student abilities. This structured approach ensures consistent skill development while allowing for differentiation.

Interpretation:

T. Jaime relies on visual aids like word banks and flashcards to enhance comprehension and confidence, while also breaking tasks into smaller sections to reduce overwhelm. T. Jacinto focuses on structured tools, such as dedicated notebooks and ability-specific worksheets, fostering consistency and gradual skill progression. Together, these approaches emphasize adaptability and the importance of tailoring resources to meet the varied needs of students in developing their writing skills.

Question 8: What resources have you found to be the most effective in promoting inclusive writing skills?

T. Jaime: The resources I find most effective for promoting inclusive writing skills are **flashcards**. These resources help students **organize their thoughts visually** and support their understanding of new vocabulary.

T. Jacinto: The most effective resources for promoting inclusive writing skills are **visual aids like picture cards, word banks, and writing templates**. These resources allow students to easily organize their ideas and **connect words to images**.

Analysis:

T. Jaime: identifies flashcards as highly effective for visually organizing thoughts and aiding vocabulary acquisition.

T. Jacinto: emphasizes the effectiveness of visual aids like picture cards, word banks, and writing templates for helping students connect words to images and structure their ideas.

Interpretation:

Both teachers effectively utilize visual aids, which align with inclusive education principles that support diverse learning needs. T. Jaime uses flashcards to help students organize their thoughts visually and reinforce vocabulary, addressing the challenges students with special needs face in written expression. T. Jacinto incorporates visual prompts like picture cards and writing templates, which are grounded in learning theories such as Total Physical Response (TPR), where combining visuals with language strengthens comprehension. These strategies demonstrate a clear understanding of how to adapt resources to support students' writing skills, creating an inclusive classroom environment that encourages all students to succeed.

DECE INTERVIEW RESULTS

Question 1: How would you define inclusive education?

Patricio: To define inclusive education, what we would need to focus on most is the aspect of coexistence being able to live with different learning styles, behaviors, and habits. To coexist with people who have special educational needs, whether or not they have a disability. Inclusion is already being established in our education system, but not 100%. To achieve full inclusion, we need true coexistence not just bringing them into our world but also us immersing ourselves in theirs. That would be true inclusion.

Analysis:
The response highlights the importance of *coexistence* as a pillar of inclusive education. Patricio emphasizes that inclusion is not a one-sided process but requires mutual understanding and interaction between individuals with and without special needs. While he acknowledges progress within the system, he also notes that full inclusion remains an ongoing challenge.

Interpretation:
Inclusive education is defined by its principles of equity and collaboration. Patricio's perspective aligns with the principle of inclusion as a reciprocal process. Inclusion requires adapting teaching methods and fostering a classroom culture where differences are integrated; his emphasis on coexistence underscores the importance of social integration as a foundation for inclusive practices.

Question 2: What kind of approach does the institution take regarding inclusive education?

Patricio: The approach we follow is the one established by the Ministry of Education, which states that in regular education, we can accommodate any student, regardless of their disability or educational needs. We are supposedly equipped with all the necessary tools to work with them. However, in practice, the reality is different. Our policy, the state policy, is that regular education is inclusive and open to all students.

Analysis:

Patricio refers to an institutional approach based on national educational policies; he points out a gap between policy and implementation, indicating a lack of resources and practical support.

Interpretation:

Inclusive education highlights the importance of systemic support and alignment between policies and practices. Patricio reveals a disconnect, which reflects challenges noted in the literature, such as the insufficient allocation of tools and resources for inclusive strategies. To address this, the implementation of effective methods, such as Universal Design for Learning (UDL), could bridge the gap between policy and practice.

Question 3: What support services does DECE offer to students with special needs not associated with disabilities?

Patricio: For students with needs not associated with disabilities, we provide *pedagogical support*. This includes advising teachers and parents on curriculum adaptations. Meetings can take place monthly, weekly, or even more frequently to monitor progress. Adjustments are made to activities and methodologies based on the student's needs to achieve better results.

Analysis:

The response underscores the importance of *continuous monitoring* and *collaboration* between educators and parents to address the unique needs of students with ADHD or similar challenges. The focus is on personalized approaches, adapting strategies to foster progress and learning.

Interpretation:

Personalization of instructional strategies is a key component of **inclusive learning strategies**, which foster the development of academic skills in students with non-disability needs, such as **ADHD**. Collaboration with parents and teachers is essential to implement these methods.

Question 4: What role do parents of children with special needs play in the educational process?

Patricio: Parents play most of the role in the educational process. While teachers handle the scientific and academic aspects, parents are responsible for extra-pedagogical activities such as therapies and at-home support. Without this, progress is limited.

Analysis:

Patricio highlights the significance of parental involvement as a determining factor in student success. He estimates that parents contribute a substantial portion to their child's progress.

Interpretation:

Collaboration between schools and families as a cornerstone of inclusive education. Parents' roles in providing a supportive home environment and engaging in extracurricular activities are critical. This partnership is particularly vital for students with ADHD, as it ensures consistency between home and school practices, fostering better outcomes.

Question 5: How does DECE facilitate communication between teachers and parents regarding student progress?

Patricio: We follow guidelines that include monitoring and providing advice to parents. Communication is carried out through meetings, workshops, and one-on-one conversations. The focus is on giving recommendations, sharing strategies, and updating parents on their child's progress.

Analysis:

There is an emphasis on the importance of structured communication channels between teachers and parents. Patricio mentions regular meetings and workshops as essential tools for maintaining transparency and collaboration.

Interpretation:

Effective communication is central to inclusive education. DECE's use of monitoring and advisory sessions reflects best practices in fostering collaboration; regular updates ensure that parents are informed and can actively participate in their child's educational journey, aligning with the principles of inclusive education.

Question 6: How do you assess the needs of students not associated with disabilities?

Patricio: Assessment starts with detection, carried out by teachers or support staff using diagnostic forms. These forms evaluate areas such as attention, memory, and academic skills. Based on these assessments, adjustments are made until an official diagnosis is obtained.

Analysis:

Patricio outlines a step-by-step process for identifying and addressing the needs of students without disabilities. He emphasizes the importance of early detection and interim adjustments.

Interpretation:

Using diagnostic tools to identify needs aligns with inclusive methodologies, ensuring that

interventions are both timely and appropriate. This approach supports the emphasis on adapting teaching practices to meet diverse needs.

Question 7: What challenges do you see in promoting inclusive education in schools?

Patricio: The biggest challenge is infrastructure including materials, technology, and physical spaces; while teachers are prepared and willing, the lack of resources limits their ability to fully implement inclusive practices.

Analysis:
Patricio identifies resource limitations as a significant barrier to inclusion. He acknowledges teachers' readiness but notes that external factors, such as infrastructure, hinder progress.

Interpretation:
Inclusive education requires both human and material resources. The common issue in many systems is the insufficient funding for necessary tools and adaptations. Addressing these gaps is crucial for creating equitable learning environments.

Question 8: What training is essential for teachers to effectively support students with special needs not associated with disabilities?

Patricio: The most essential training is on methodologies and techniques to work with students with hyperactivity, dyslexia, and other challenges. Teachers need practical, targeted strategies to address specific needs.

Analysis:
Patricio emphasizes the need for teacher training focused on inclusive methods and techniques. He notes that many teachers use strategies without realizing their effectiveness for students with special needs.

Interpretation:
Teacher training is a cornerstone of inclusive education. Providing targeted professional development equips educators with the tools to address diverse needs effectively. This aligns with the emphasis on equipping teachers with skills for inclusive practices.

DISCUSSION

Hyperactivity students have common challenges that impact their academic success, especially for language learners. Challenges like inattention, impulsivity and disorganization block their ability to engage in classroom activities and advance in core areas, such as writing; they may not use grammar correctly, may choose words poorly, and may have problems with sentence structure. These difficulties illustrate the importance of inclusive teaching methods that offer help in gradual stages of tasks, adapt the format to

include visual cues, and encourage breaks frequently; By meeting these needs, educators can provide a supportive environment that nurtures the academic engagement and success of hyperactive students in language learning.

Inclusive education is an educational philosophy that advocates for all students no matter their abilities, traits, or personal circumstances to be involved in learning. So, to achieve this vision, we need principles of equity, and diversity to knowledge access; inclusive education is about accommodating the varying learning needs by using modified methods so as to create a rich learning atmosphere for all learners.

Students with special needs based on learning challenges that is not directly resulting from a medical condition or disability (those with ADHD, for example, and the symptoms highly similar to that of ADHD); struggle in self-regulation, attention control and organization skills, which ultimately affect their academic performance.

The result of surveys and interviews reveals clear patterns in the challenges faced by these students. These results show that children with ADHD or similar needs struggle significantly with organization, sustained attention during school activities and following detailed instructions. Additionally, many of these students perform at a basic level (A1) in English writing, facing particular challenges in tasks requiring grammatical accuracy and vocabulary application.

At Victor Mideros Almeida High School, it was identified that approximately 11 students out of a group of 34 shows symptoms of hyperactivity and attention challenges, these children were identified through observations conducted by teachers, collaboration with the Department of Student Counseling (DECE) and the review of academic and emotional behaviors. Symptoms such as difficulty staying seated, poor emotional regulation like irritability, and a tendency to make frequent errors were key indicators for preliminary diagnosis.

The difficulty in learning English, specifically in the area of writing, is one of the most evident challenges for these students. The results show that most of these children remain at the A1 level, struggling both with grammatical accuracy and vocabulary application. Students frequently make common mistakes such as omitting articles, and having difficulty structuring sentences coherently.

Finally, this research proposes a pedagogical guide that includes practical activities specifically designed to support children with hyperactivity in developing their writing skills in English. The guide focuses on strategies such as using visual aids, breaking down tasks into manageable steps, modeling writing and controlled practice, all with the goal of improving language learning in an inclusive way; the activities are organized in progressive phases and, providing a systematic approach that addresses the specific needs of these students.

IMPACT ANALYSIS

Table 2.

Educational Impact

IMPACT LEVEL INDICATOR	-3	-2	-1	0	1	2	3
Student's academic level						x	
Learner performance level						x	
Organizational level of the student							x
Teamwork					x		
TOTAL					1	4	3

$$\sum = 8$$

Educational Impact Level = _____ $\sum$_____
Número de indicadores

$$Nl= \underline{\quad\quad 8 \quad\quad} = 2$$
$$4$$

Educational Impact Level: Medium positive

Note. Positive aspects that the implementation of the project brought about in the educational field

Analysis

- Inclusive learning strategies will provide greater support to hyperactive students, enabling them to improve their academic performance. Teachers' tailored approaches and the focus on individual needs are likely to boost the students' ability to grasp and apply new concepts in their studies, contributing to an overall improvement in their academic level.

- The learner performance level highlights significant improvements in student performance through targeted interventions. By addressing challenges such as impulsivity, lack of focus, and organizational difficulties, the implementation of structured activities and step-by-step guidance can help students become more engaged and responsible in their learning process.

- Acknowledging that hyperactive students struggle with organization, including managing their time, materials, and tasks. The implementation of strategies such as visual aids, checklists, and guided routines is anticipated to moderately enhance their organizational skills. While improvements are expected, the impact remains medium as these changes often require sustained effort and practice over time.

- Hyperactive students often find it challenging to work effectively in teams due to impulsivity and difficulty maintaining focus. However, inclusive activities that encourage cooperation and clear communication may gradually help these students engage better in group settings. While progress is possible, it may be limited initially, necessitating ongoing effort and adaptation.

Table 3.

Socio-cultural Impact

IMPACT LEVEL INDICATOR	-3	-2	-1	0	1	2	3
Children's effectiveness and performance					x		
Writing levels							x
Curriculum planning							x
Spelling						x	
Use of time in class							x
TOTAL					1	2	9

$\sum = 12$

Educational Impact Level = _____ $\sum$ _____
                              Número de indicadores

NI= _____12_____ = **2,4**
                5

Educational Impact Level: Medium positive

Note. Positive aspects that the implementation of the project brought about in the socio-cultural field

Analysis
- Inclusive strategies are expected to moderately enhance students' overall effectiveness and academic performance. By addressing specific needs such as attention management and impulsivity, students can show improved engagement and outcomes. However, these gains may require ongoing support and adaptation to ensure sustainable progress.
- Step-by-step guidance and structured writing exercises, can significantly improve students' writing skills. Challenges like grammar, vocabulary usage, and sentence structure are directly addressed, leading to measurable progress in their ability to express ideas effectively in written English.
- The importance of adapting the curriculum to accommodate the unique needs of hyperactive students like breaking tasks into smaller steps, incorporating

interactive elements, and integrating inclusive learning principles are expected to moderately enhance the alignment of teaching methods with students' capabilities.

- Significant improvements are expected in students' spelling skills through consistent practice, visual aids, and phonetic reinforcement strategies. Addressing spelling challenges directly boosts confidence and contributes to better writing outcomes.

- The students' time management and focus during class shows potential for significant improvement; strategies like clear task instructions, frequent breaks, and interactive activities can optimize the use of classroom time, enhancing both individual and group learning experiences.

Table 4.

General Impact

IMPACT LEVEL INDICATOR	-3	-2	-1	0	1	2	3
Cultural					x		
Social						x	
Educational							x
TOTAL					1	2	3

Note. Positive aspects of the project's implementation on overall impact

Educational Impact Level = _____ $\sum$ _____
$$\text{\textbf{Número de indicadores}}$$

$$\text{\textbf{Nl}= } \underline{\hspace{1em}6\hspace{1em}} = \textbf{2}$$
$$\textbf{3}$$

Educational Impact Level: Medium positive

CHAPTER IV: Proposal

UNLOCKING CREATIVITY

Writing Strategies for Active Minds

<u>PROPOSAL</u>

<u>Introduction</u>

The present proposal helps to directly improve one of the productive skills of the English language, Writing, as it is one of the most complex. In addition, through the use and help of Total Physical Response (TPR) the learning continuum of both the student and the teacher becomes more dynamic.

On the other hand, throughout education in a world where everything is new and different, where equality and equity are very important terms linked to education. There are different aspects, such as children with hyperactivity that require better attention, personalized classes, a better structured and adapted study guide. Because of this, the present book is a guide and a great alternative to mitigate the energy of this group of students so that they can learn at their own pace and without pressure.

<u>General objective</u>

Propose a pedagogical guide with inclusive learning strategies to improve writing skills in students with special needs not associated with disabilities

<u>Specific objectives</u>

·Identify some special needs that can affect writing skills in students.
·Explain how the special needs not associated with disabilities can affect students in English writing skills.
·Design a guide that can be implemented in classroom in order to facilitate learning of English writing skills in students with special needs.

LESSON N°1

Warm-up

The teacher introduces key action words from
the Frankenstein story (e.g., "dig," "join,"
"wake up," "lightning")
Each word is paired with a specific motion:
- Dig: Pretend to use a shovel.
- Join: Clap hands together as if
  connecting pieces.
- Wake up: Stretch arms wide and yawn
  dramatically.
- Lightning: Clap hands loudly and flash
  the flashlight.

Writing

The teacher introduces key action words from
the Frankenstein story (e.g., "dig," "join,"
"wake up," "lightning")
Each word is paired with a specific motion:
- Dig: Pretend to use a shovel.
- Join: Clap hands together as if
  connecting pieces.
- Wake up: Stretch arms wide and yawn
  dramatically.
- Lightning: Clap hands loudly and flash
  the flashlight.

Pre-Writing   X

Story Dramatization

The teacher reads the Frankenstein story aloud
while acting it out step-by-step
- "First, Dr. Frankenstein needed a body"
  (pretend to think, pointing to the head).
- "Next, he sent Igor to dig in the
  cemetery" (mime digging).
- "After that, he joined the parts
  together" (clap hands together).
- "Finally, a bolt of lightning woke the
  creature up" (clap loudly and flash the
  flashlight).
After each sentence, the teacher pauses and
asks students to repeat the action and the
sentence together.

Post-Writing   X

Students have to write the Frankenstein
story using the action words and phrases
they've learned.
Students will use the words provided in the
box:
(first, next, after that, finally)
to structure their story.

Let's start with a fun activity.

Listen to the word I say, repeat it, and do the movement that goes with it. **For example:** If I say **'dig,'** pretend you're digging with a shovel. **Stay tuned because we'll go faster and faster! Ready? Let's get started!"**

INVENTING A
MONSTER
Frankenstein story

Mary Shelly invented the story of a fantasy monster called Frankenstein. She wrote about a scientist who wanted to create life. First, Dr. Frankenstein needed a body. He sent his assistant Igor to dig in a cemetery and take parts of people's bodies. Next, the scientist joined the parts together, but he didn't know how to make the creature come to life. After that, a bolt of lightning woke the creature up. Finally, Dr. Frankenstein didn't invent a human being but a very strong monster.

Time to learn!

Answer the following questions based on your reading.

1	What the story is about?
2	Who wrote the story ?
3	Who is Dr. Frankenstein's assistant?

Exercise 1. Put the sentences of the story of Frankenstein in the correct order and complete the missing words.

● Dr. Frankenstein didn't invent a human being but a very strong _____.

● Next, the _____ joined the parts together.

● She _____ about a scientist who wanted to create creating human life.

● But he didn't know how to make a _____ come to life.

● A bolt of _____woke the creature up.

● He sent his assistant Igor to dig in a _____ and take parts of people's bodies.

● Mary Shelly invented the story of a _____ monster called Frankenstein.

● Dr. Frankenstein needed a _____

☐ I wrote the words correctly

☐ The order is correct

☐ I presented it to the teacher

Exercise 2. Write the story of Frankenstein.
Use the words in the **box** to complete your story

_____

_____

_____

_____

_____

_____

_____

_____

check

- ☐ **First**
- ☐ **Next**
- ☐ **After that**
- ☐ **Finally**

LESSON N°2

Warm-up

The teacher will introduce basic science-related commands that students will act out physically.
Instructions:
1. The teacher says a command, and students perform the action. For example:
"Pretend to hold a heavy object" (students mimic holding something heavy and crouch).
"Float like an orange" (students move lightly and wave their arms, pretending to float).
"Sink like a rock" (students slowly lower themselves to the ground).
"Pretend to peel an orange" (students act like they are peeling an orange).
2.Use upbeat energy to match the hyperactivity of students and keep them engaged.
3.Repeat commands at a faster pace for added fun and engagement.

Pre-Writing   X

1. The teacher explains that they will observe what happens when two oranges (one peeled, one unpeeled) are placed in water.
2. The teacher uses a real pitcher of water and demonstrates the steps:
Place the unpeeled orange in the water and observe how it floats.
Place the peeled orange in the water and observe how it sinks.
3. The teacher asks guiding questions:
Why do you think the unpeeled orange floats?
Why does the peeled orange sink?
4. Encourage students to share their ideas before giving the explanation:
"The air trapped inside the orange peel makes it float."

Writing

1. Students work in pairs to repeat the experiment demonstrated earlier.
2. They follow the provided worksheet with pictures as a guide (from the second activity sheet).
3. The worksheet has steps illustrated:
Place the unpeeled orange in water.
Observe and record (draw a floating orange).
Place the peeled orange in water.
Observe and record (draw a sinking orange).

Post-Writing   X

1. Students write a short paragraph about what they learned using the second worksheet (from Activity 2).
They explain why the unpeeled orange floats and why the peeled one sinks.
2. Students physically act out their conclusion:
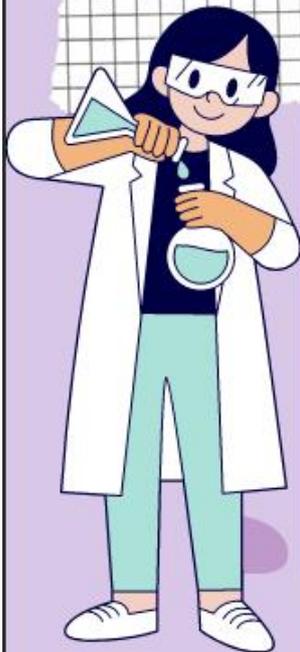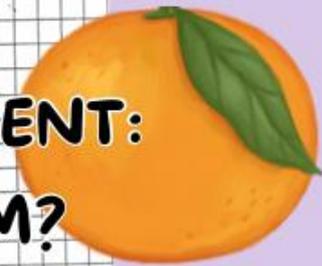Float like the unpeeled orange (stand tall and move lightly).
Sink like the peeled orange (slowly crouch to the ground).

The teacher introduces basic science-related commands that students act out physically to engage with the concepts actively.

A FUN EXPERIMENT: SINK OR SWIM?

We can do this experiment with things that we can find in the house. For this experiment, you need one pitcher of water and two oranges: one peeled and one unpeeled.

We put the oranges in the water and we see which orange sinks and which one floats.

First, put the unpeeled orange in the water. What do you see? It is sinking!

Then you can test the peeled orange. What happens? It floats! The air in the unpeeled orange makes it float and it doesn't sink.

Exercise 1. Time to do it!
Write down each step of the wait and do it progressively.
Don't forget to point out each phase already done.
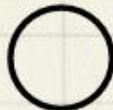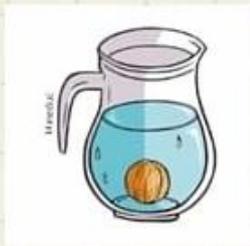
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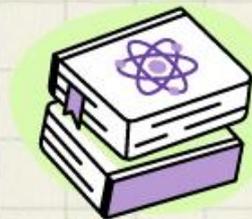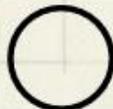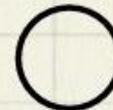
_____

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Exercise 2. Students write a short paragraph as a conclusion about the experiment they conducted.

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LESSON N°3

Warm-up

Instructions:
The teacher will give commands related to space exploration, and students will act them out.
"Fly like a spaceship!" (students pretend to fly around the classroom).
"Land on Jupiter!" (students squat down and pretend to land).
"Walk on Neptune - it's very cold!" (students shiver while walking slowly).
"Send a signal to Earth!" (students wave their hands in the air).
"Travel very far away in space!" (students move in slow motion to symbolize distance).

Pre-Writing   X

The teacher reads the text aloud (from the worksheet) with students following along.

TPR is used during the reading to engage students physically:

"Voyager II visited Jupiter and Saturn" → Students spin in place like planets.

"Voyager II traveled far to Neptune" → Students take big steps to symbolize traveling far.

"It sent signals to scientists" → Students mime typing or sending messages.

Writing

The teacher will read out sentences from Exercise 1 (unsorted events).

Each sentence corresponds to a physical action that students have learned during the warm-up and presentation.

Students will move to "numbered stations" (1, 2, 3...) placed in the classroom to represent the correct order of events.
Steps:
   1. Teacher reads a sentence (e.g., "Voyager II visited Jupiter and Saturn").

   2. Students act out the sentence and move to the correct number station.

   3. As a group, they arrange the events in the correct sequence

Post-Writing

Students will use sentences from Exercise 1 to write a paragraph in the correct order on their worksheets.

For "First, Voyager II left Earth" → Students pretend to launch a spaceship.

For "It visited Jupiter and Saturn" → Students spin like planets.

For "It sent signals to scientists" → Students mime sending a signal.

Steps:
   1. Students write the paragraph one sentence at a time.
   2. After writing each sentence, they perform the TPR action before moving to the next.
   3. Students share their paragraphs aloud.

The teacher **reads** the reading together with the students while they **analyze the vocabulary** and **comprehend the reading.**
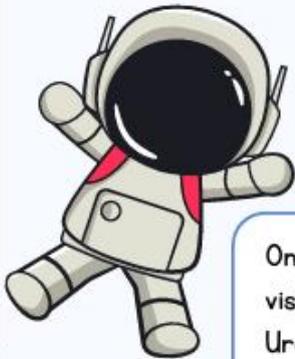
VOYAGER II

The Space

On September 5, 1977 Voyager II left planet Earth. First, it visited Jupiter and Saturn. Next, it continued to Uranus. Uranus has a lot of ice on its surface, so it's a very cold planet. Later, Voyager II traveled to Neptune that is located 2.8 billion miles from the Sun. It is very far away. Voyager II continues traveling now. Recently, it sent important information to scientists. They learned that there are winds not only on the sun, but also on other stars.
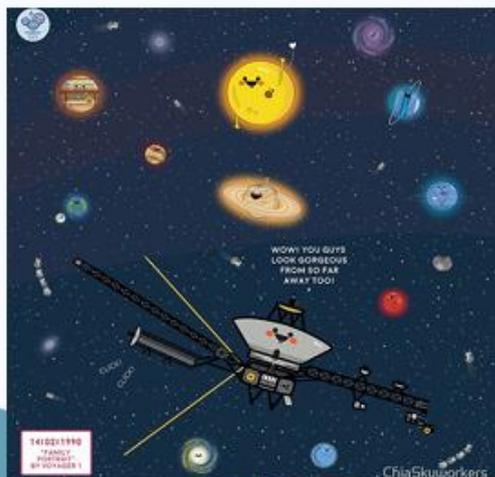
Exercise 1. Number the sentences about Voyager II in the correct order.

Recently, it sent important information to scientists.

First, it visited Jupiter and Saturn.

Uranus has a lot of ice on its surface, so it's a very cold planet.

Next, it continued to Uranus.

On September 5, 1977 Voyager II left planet Earth.

It is very far away.

Voyager II continues traveling now.

They learned that there are winds not only in the sun, but also in other stars.

Later, Voyager II traveled to Neptune that is located at 2.8 billion miles.

Exercise 2. Join the sentences from Exercise 1 to write a paragraph. Then give a title to the text.

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_____

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_____

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_____
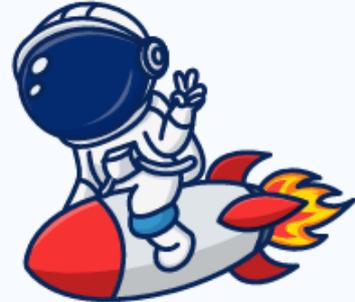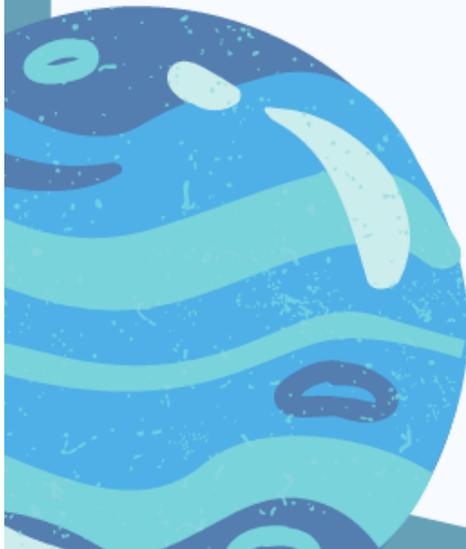
TIP

When we describe a set of events, the words first, next and later help us make the order clear.
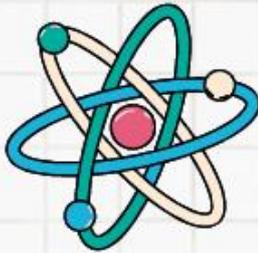
PROJECT
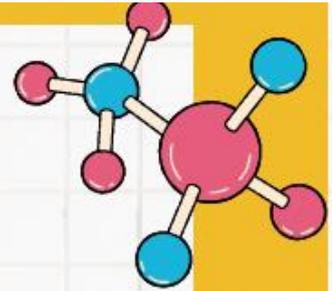
Subject:
My Favorite Inventor

Objetive: Students will research and write a short, easy-to-read paragraph about their favorite inventor. They will learn how to organize their ideas, write in complete sentences, and present their work creatively

Pair work. Create a poster with drawings, photographs or magazine cutouts.

1.- Choose an Inventor

2.- Do Simple Research. Look for three fun facts about your inventor:
- What did they invent?
- Why is it important?
- One interesting thing about their life.

3.- Create a Title

4.- Write Your Paragrap. Write 4–5 short sentences about your inventor using the fun facts you found.

5.- Decorate Your Work. Include a drawing or printed picture of your inventor or their invention.
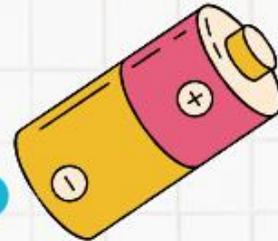
TIPS

You can create posters of announcements or visual aids. Think carefully about the images that you want to include, what you want to say, and how you want to organize your message.

LESSON N°4

INFORMATION DATA

Topic: Celebrations in Ecuador
Objective: Students will practice writing simple sentences using descriptive adjectives.

Group:
Level: A1.2
Verb Form: This lesson will use the present tense (S+V+C)

Warm-up

The teacher will say an adjective aloud (e.g., "colorful," "sunny," "boring") while showing a related flashcard.

Students will act out or mimic the meaning of the adjective through movement.

Examples:

"Colorful" → Students wave their hands as if they are painting with bright colors.

"Sunny" → Students make a circle above their heads like the sun.

"Boring" → Students pretend to yawn.

Pre-Writing   X

The teacher will show images and read the description of the Inti Raymi celebration from the Warm-Up page.

Key adjectives will be highlighted (e.g., colorful, sunny, folkloric, delicious).

Students will repeat the key adjectives and associate them with physical actions.

Examples:

"Folkloric" → Students pretend to dance traditional dances.

"Delicious" → Students mime eating food.

Writing

The teacher will divide the class into small groups.

Each group will receive an adjective flashcard (e.g., delicious, sunny, folkloric) and act it out without speaking.

The rest of the class will guess the adjective.

Once guessed, the group will form a sentence using the adjective and a celebration.

Example: "The Inti Raymi is a colorful celebration."

Post-Writing

Students will write 2-3 sentences about a celebration (e.g., Inti Raymi, Carnival) using adjectives learned in class.

After writing, students will stand up, read their sentences aloud, and act out one adjective from their sentences.

Example:

Sentence: "The Carnival in Guaranda is colorful and fun."

Action: Students wave their hands like throwing confetti for "colorful."

Warm-Up

The teacher introduces **adjectives** by combining visual cues with **physical actions** to help **students understand** their **meanings.**

Inti Raymi

Inti Raymi celebrates the Sun God from the Incan Empire. In Ecuador, people celebrate Inti Raymi from June 18 to June 24. Local people and indigenous communities celebrate with rituals, dances, music and typical food. People remember the summer solstice and thank the Sun God for giving them more hours of sunshine, for the Pacha Mama (Mother Nature) and for the beginning of a new year.
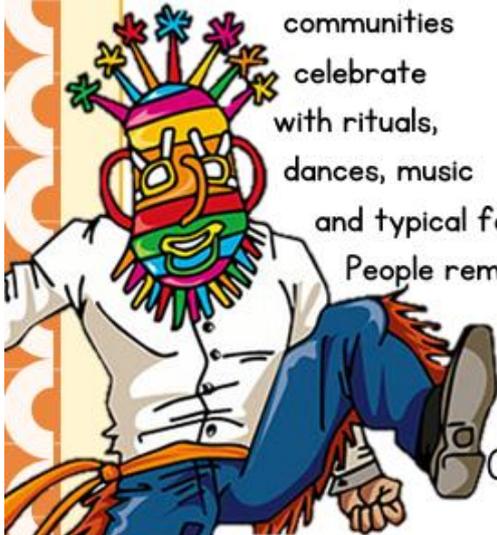
Exercise 1. Look at the photo of the Inti Raymi celebration. Which of the adjectives in the box describe this festivity? **Underline** them.

COLORFUL
COLD
SUNNY
BORING
DELICIOUS
MODERN
INTERESTING
FOLKLORIC

Exercise 2. Complete each sentence with one of the adjectives from Exercise 1.

E.g:

This celebration happens during the sunny days of June

a. Music bands play _____ music.

b. People prepare _____ rituals to thank the Sun God

c. They eat _____typical food.

Exercise 3. Pair work. Think about a different celebration or festivity in Ecuador. Then, write five sentences about it. Use adjectives from **Exercise 1** or other adjectives to write your sentences.

E.g:

The carnival in Guaranda is an interesting celebration.

ECUADOR

1. _____

_____

2. _____

_____
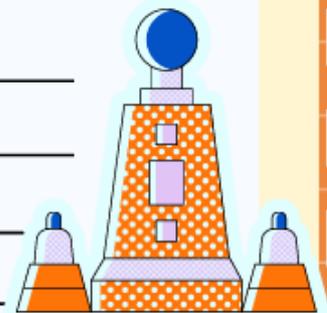
3. _____

_____

4. _____

_____

5. _____

_____

LESSON N°5

INFORMATION DATA

Topic: Birthday Celebrations Around the World
Objective: Connect ideas using "and" and "but" in simple sentences.

Group:
Level: A1.2
Verb Form: This lesson will use the present tense (S+V+C)

Warm-up

The teacher says birthday-related words while performing physical actions:

"Balloon" → Mime inflating a balloon.

"Cake" → Pretend to cut a cake.

"Noodles" → Make quick movements as if eating noodles.

Instructions: Students imitate the teacher's actions when they hear each word.

Challenge: The teacher increases the speed of the words to keep students focused and active.

Pre-Writing   X

   1. Preparation:
The teacher draws a large birthday party mind map on the board. The center bubble says "Birthday Party".
There are branches extending to categories like Food, Decorations, Activities, and Gifts.
   2. Instructions:
The teacher encourages students to think of words related to birthday parties.
Students brainstorm and say words out loud, while the teacher writes them on the board under the appropriate categories.
    Example categories:
Food: Cake, candy, noodles

Writing

   1. Preparation:
The teacher draws or projects images representing birthday traditions (singing, eating noodles, throwing flour, etc.) corresponding to Mexico, China, and Jamaica.
The teacher ensures key vocabulary (e.g., sing, eat noodles, throw flour) is displayed on the board for reference.
   2. Instructions:
Students look at the images and clues in the worksheet.
They write short sentences to complete the table for each country.
    Example:
Mexico: "In Mexico, people sing Las Mañanitas."

China: "In China, people eat noodles."

Jamaica: "In Jamaica, people throw flour."

Post-Writing

The teacher models how to connect ideas using "and" or "but":

"In Mexico, they sing Las Mañanitas, but in China, they eat noodles."

"We eat cake and play with balloons."

Activity:

Students write three sentences about how they celebrate their birthdays, using "and" or "but".

Students take turns reading their sentences aloud while acting out each part.

Example: "We eat cake (cutting gesture) and we play games (playing motion)."

"We are going to play a game called **'Birthday Actions'**!
I'm going to say words related to birthdays, like
'balloon,' 'cake,' or **'noodles.'** As I say each word, I will
do an action, and you must **copy me.**

Birthday Celebration

Birthdays are cool! We get nice presents, eat delicious Ocake, and play with friends

and family. But birthday celebrations are different around the world. In Mexico for example, they do not sing the "Happy Birthday" song, but they sing "Las Mañanitas." In China, people eat noodles. In Jamaica, the birthday boy or girl needs to be careful and pay attention so their friends and family don't cover them with flour by surprise. Birthdays are always fun!

Adapted from: https://bit.ly/2N94UJk

Exercise 1. Pair work. In one minute, make a list of things you have at a birthday party. Write the words in the box.

Balloons, _____

_____

_____

_____

Exercise 1. Read the text and complete the missing information in the table. Write one more piece of information about birthday celebrations in Ecuador.

Country	Birthday tradition
Mexico	_____
	The birthday boy or girl eats noodles very fast.
Jamaica	_____
	We eat cake. _____

Connect your ideas with and or but

a. Use and for extra information

E.g.: We eat a delicious cake and play with friends.

b. Use but for different information

E.g.: They don't sing the Happy Birthday song,
but they sing "Las Mañanitas".

Exercise 3. How do you like to celebrate your birthday? Write three sentences. Use "**and**" or "**but**" to connect two ideas.

_____

_____

_____

_____

_____

_____

_____

_____

LESSON N°6

INFORMATION DATA

Topic: Comparative Adjectives – "Driving in London"
Objective: Write sentences comparing places using correct grammar and transitional words.

Group:
Level: A1.2
Verb Form: This lesson will use the present tense (S+V+C)

Warm-up

The teacher calls out sentences that include comparative adjectives while students act them out physically.
Instructions:
- "The city center is bigger than the park!" → Students stretch their arms wide like they're showing something huge.
- "The park is cleaner than the city center!" → Students mime sweeping or picking up trash.
- "The streets are more crowded than the residential areas!" → Students walk close together, pretending to move through a crowd.

Pre-Writing   X

The teacher presents the reading passage "Driving in London" (worksheet). Students listen and act out the descriptions physically.
Instructions:
- The teacher reads aloud and pauses for key phrases where physical actions happen:
    - "The streets are more crowded in the city center" → Students huddle together and act crowded.
    - "Traffic is calmer in residential areas" → Students slowly move as if driving calmly.

- Students underline the comparative adjectives as the teacher reads.

Writing

Students write comparative sentences using the adjectives from the worksheet and act them out.
Instructions:
1. Place large flashcards with adjectives (dangerous, crowded, beautiful, dirty, pretty, boring, modern) around the classroom.
2. Each flashcard has a visual (e.g., dirty road, crowded city, beautiful park).
3. Steps:
a. Students pick two flashcards (e.g., crowded and modern) and create a sentence comparing places:
b. "The city center is more crowded than the park."
c. After writing the sentence, they act it out using gestures (crowded = huddling, modern = pointing like showing tall buildings).
   4.Rotate so every student writes and acts out 2-3 sentences.

Post-Writing

Students work in small groups to write a paragraph comparing places using 4 sentences with comparative adjectives.
Instructions:
1. Each group selects 4 adjectives from the worksheet (e.g., dangerous, modern, pretty, crowded).
2. They physically act out each comparison as they brainstorm ideas. Example:
    - "The city center is more crowded than the park." → Group huddles together.
    - "The park is prettier than the streets." → Group points and smiles as if admiring something beautiful.
3. Groups write their 4 sentences in a logical sequence to create a short paragraph.
4. Each group presents their paragraph while acting out one of the sentences as a team.

"Let's play with comparisons using motions!
I'm going to say sentences that compare things, like **'Downtown is bigger than the park.'** As you listen, you must act as if you are showing what I am saying.

Driving in London

Exercise 1. Read this description about driving in London. Underline the comparative adjectives

Driving in London isn't more complicated than driving anywhere else; it's just different.

For example, in the city center the streets are usually more crowded, and there is more traffic so drivers need to be more careful and remember to get on the correct side of the road.

In residential areas, traffic is calmer, so it is safer than driving in the center.

It's easier to drive on a highway because you only need to follow the other drivers and try to stay on the left.

TIP   X

easy/easier: change
"y" to "i"
and add – er.

Comparative adjectives. It's easier to drive on the highway than in the city center.

Exercise 2. Write four sentences to compare the center of your town or city with another place.

E.g:

The city center is noisier than the park neighborhood.

dangerous   croweded   beatiful

pretty   boring   dirty   modern

1 _____

_____

_____

_____

2 _____

_____

_____

_____

3 _____

_____

_____

_____

4 _____

_____

_____

_____

NEW FESTIVITY

Objetive: Students will use their creativity to invent a new festivity. They will write a short paragraph describing their festivity, comparing it to an existing one using comparative adjectives. The goal is to practice writing skills, use comparative adjectives correctly, and organize ideas clearly.

1.- Imagine a fun, unique holiday
   What will it celebrate?
   What activities will people do?
   What food, clothes, or traditions will it include?
2.- Choose a real holiday (e.g., Christmas, Halloween).
   Think about how your new holiday is different or better.
3.- Create a fun title for your project.
4.- Write 4–6 sentences about your festivity.
   What it celebrates ?
   One activity people do ?
5.- Decorate Your Work. Include a drawing or printed picture that represents your festivity.

LESSON N°7

Warm-up

Move Like a Dinosaur

Instructions:
1. Show the image of the T-Rex from the worksheet and say: "Let's pretend to be T-Rexes!"
2. Instruct students to imitate T-Rex movements
   - Stomp (Walk with heavy steps).
   - Roar (Make a dinosaur sound while holding arms close like T-Rex claws).
   - Chomp (Pretend to bite with big mouth movements).
3. Call out commands using simple words with actions: "Stomp, Roar, Chomp, Freeze!"

Pre-Writing X

Show students the second activity sheet with information about the T-Rex.
Read aloud each descriptive element while showing gestures:
- Movement: "The T-Rex walked on two legs" (Teacher walks dramatically on two legs, arms small like a T-Rex).
- Size: "It was very big: 13 meters in length!" (Stretch arms out wide).
- Teeth: "It had 30 cm sharp teeth!" (Mime opening a big mouth).
- Powerful Arms: "It had small but strong arms" (Hold arms close to chest and flex).

Use posters/flashcards to visually highlight each characteristic while repeating words slowly.

Writing

In pairs, students will discuss the T-Rex's features using the vocabulary learned (e.g., teeth, green, walked, big).

- The teacher asks students to complete the following sentences with physical actions:
- "The T-Rex has _____ teeth." (Students show big teeth with their hands)
- "The T-Rex _____ on two legs." (Students act out walking on two legs)

Each pair will present one sentence to the class, showing the correct action and saying the sentence aloud.

Post-Writing

Objective: Consolidate understanding by creating a short description of a T-Rex using the vocabulary and performing it physically.

- In small groups, students will create a short story or description of a T-Rex, including vocabulary words such as "big," "teeth," "green," and "walk."
- The groups must act out their description, using TPR to show the features of the T-Rex (e.g., walk like a T-Rex, show its big teeth).
- After each group presents, the class guesses what words or features the group is describing (e.g., "Are you describing the T-Rex's teeth?").

The teacher guides the groups, provide feedback, and encourage students to use the language as they present.

Show the image of the T-Rex from the worksheet and say: "Let's pretend to be T-Rexes!"

nstruct students to imitate T-Rex movements

- Stomp (Walk with heavy steps).
- Roar (Make a dinosaur sound while holding arms close like T-Rex claws).
- Chomp (Pretend to bite with big mouth movements).

Call out commands using simple words with actions: "Stomp, Roar, Chomp, Freeze!"

T-REX RETURNS

Exercise 1. Pair work. Make a list of words about the Tyrannosaurus Rex

E.g.: green

_____

_____

_____

_____

_____

_____

_____

Exercise 1. Pair work. Make a list of words about the Tyrannosaurus Rex

TYRANNOSAURUS REX OR T-REX

Period:
Cretaceous, around 66 million years ago

Location:
Western North America

Measurement:
13 m in length and up to 7 tons in weight

Movement:
walked on two legs

Physical description:
powerful small arms, and big head about 1.5 m long

Tooth:
30 cm long

The T-Rex lived in the Cretaceous period around 66 million years ago.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Grammar Tip

Remember the word order of a sentence.

SUBJECT + VERB + COMPLEMENT

LESSON N°8

INFORMATION DATA

Topic: Computer games
Objective: Students will answer questions and write a short paragraph about their favorite computer game while practicing grammar rules

Group:
Level: A1.2
Verb Form: This lesson will use the present tense (S+V+C)

Warm-up

The teacher shows images of popular computer games and asks:
- "Who knows this game?"
- "Raise your hand if you play computer games!"
- "How do we play computer games? Let's act it out!" (Teacher demonstrates actions: using a mouse, typing on a keyboard, clicking buttons, moving a controller, etc.).

Students mimic actions while repeating the verbs:
- Play: Pretend to click a mouse.
- Run: Mimic running in place.
- Jump: Hop on the spot.
- Shoot: Pretend to hold a controller and aim.

Pre-Writing X

The teacher asks the questions from Exercise 1 one by one and uses physical gestures for keywords:
- "What is your favorite computer game?" (Pretend to play with excitement).
- "How often do you play it?" (Gesture with a clock or tap wrist).
- "Who are the characters?" (Pretend to act like a game character: run, jump, or wave).

For each question, students answer while performing a TPR action.
- Example:
  - "My favorite game is Minecraft!" (Pretend to build blocks).
  - "I play it every day." (Show seven fingers for seven days).

Writing

Students pair up and interview each other using the questions from Exercise 1.
As each question is asked, students answer with physical actions. For example:
- Question: "How much time do you play it?"
  - Answer: "Two hours!" (Students show two fingers and draw a big clock in the air).
- Question: "Do you play alone or with friends?"
  - Answer: "With friends!" (Wave to imaginary friends).

After the interview, pairs take turns sharing one answer with the class while performing the related action.

Post-Writing

Students write a short paragraph following the structure from Exercise 3.
- Topic Sentence: "I like [game name]." (Act like playing the game).
- Supporting Sentence 1: "The main characters are..." (Pretend to act like the characters).
- Supporting Sentence 2: "The purpose of the game is..." (Mimic the game's main activity, like building, jumping, or running).
- Supporting Sentence 3: "I can do..." (Act out the activity: flying, fighting, etc.).
- Concluding Sentence: Repeat the topic sentence using new words.

Students write each sentence, pause, and perform a movement related to their sentence.
For example:
After writing "The main characters are Mario and Luigi," the student stands up and mimics jumping like Mario.

The teacher shows images of popular computer games and asks:
- "Who knows this game?"
- "Raise your hand if you play computer games!"
- "How do we play computer games?

COMPUTER GAMES

Exercise 1. Pair work. Make a list of words about the Tyrannosaurus Rex

a. What is your favorite computer game?

_____

_____

b. Where is the game from?

_____

_____

c. How often do you play it?

_____

_____

d. How much time do you play it?

_____
_____

e. Do you play this game alone or with someone else?

_____
_____

f. Where do you play it?

_____
_____

g. Who/what are the main characters in the game?

_____
_____

h. What is the purpose of the game?

_____
_____
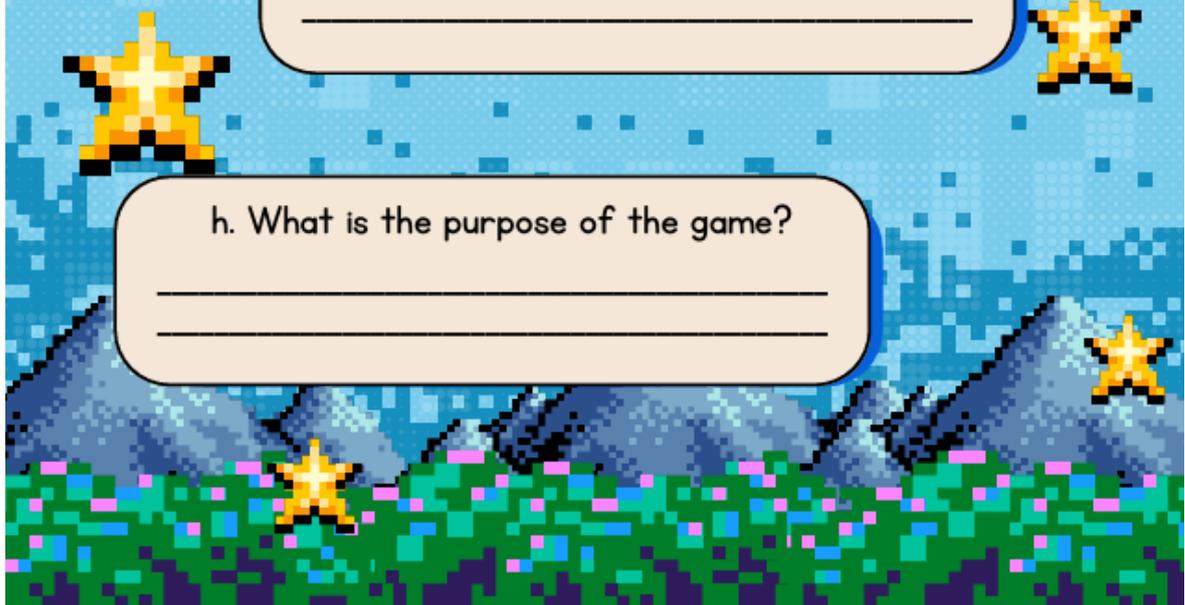
Exercise 2. Which of these options does not have a capital letter?

_____ the word at the beginning of a sentence

_____ the pronoun I

_____ names of people, cities or places

_____ countries, nationalities, or languages

_____ seasons and parts of the day

_____ days and months

_____ streets, parks, and roads

Exercise 3. Write a paragraph about your favorite computer game. Choose some of your answers from **Exercise 1.** Check the correct use of capital letters.

a. Topic sentence:
Say what video game you like.
b. Supporting sentence I.
Say the characters of the game.
c. Supporting sentence 2:
Say the purpose of the game.
d. Supporting idea 3:
Say what you can do there.
e. Concluding sentence:
Write the topic sentence again using different words.

_____

_____

_____

_____

_____

_____

_____

LESSON N°9

Warm-up

Museum Mime:
The teacher shows pictures of things to
see/do in museums (e.g., "exhibits,"
"games," "learning about animals").
- For each activity, the teacher mimes
  an action:
  - Water exhibit: Pretend to pour
    water or splash it.
  - Playing games: Mimic turning
    handles or pressing buttons.
  - Marine animals: Pretend to swim
    like a fish.
- Students repeat the words and mimic
  the actions.
The teacher asks students:
- "Who has been to a museum?
- "What did you do there?

Pre-Writing   X

The teacher reads the sample paragraph aloud
dramatically, emphasizing key sentences.
- Actions are performed for each idea:
  - "See different water exhibits": Pretend to
    look through a magnifying glass.
  - "Play games": Act like pressing buttons.
  - "Learn about marine diversity": Swim like
    fish.
Outline the paragraph on the board with TPR actions:
- Topic Sentence: "Yaku is an interesting museum."
  (Gesture a big circle to show the museum).
- Supporting Idea 1: "You can see water exhibits."
  (Pretend to look at water exhibits with curiosity).
- Supporting Idea 2: "You can play water games."
  (Pretend to play an interactive game).
- Supporting Idea 3: "You can learn about marine
  diversity." (Mimic fish swimming in the ocean).
- Concluding Sentence: "Yaku is a fun museum to
  visit!" (Clap hands and smile).
- Students repeat each part of the outline with the
  corresponding actions.

Writing

The teacher divides students into pairs.
Each pair will complete the outline for a
museum activity with actions:
- Step 1: Students create a topic
  sentence (e.g., "The museum is
  interesting!"). They draw a big circle
  gesture to show the museum.
- Step 2: Write three supporting ideas
  and perform the actions:
  - "You can see exhibits": Look
    around with curiosity.
  - "You can play games": Pretend to
    press buttons or splash water.
  - "You can learn about animals":
    Swim like fish or imitate other
    animals.
- Step 3: Create a concluding sentence
  (e.g., "This is a fun place to
  visit!"), clapping or celebrating.

Post-Writing

Students write their paragraphs following
their outline. After writing each sentence,
they stand up and perform the corresponding
TPR action.
- Example:
  - Sentence 1: "The Yaku Museum is
    interesting!" (Gesture a big
    circle).
  - Sentence 2: "You can see water
    exhibits." (Pretend to look
    through a magnifying glass).
  - Sentence 3: "You can play games."
    (Pretend to press buttons
    excitedly).
  - Sentence 4: "You can learn about
    fish and animals." (Swim or mimic
    fish).
  - Sentence 5: "The museum is a great
    place to visit!" (Clap and cheer).
- Volunteers read their paragraphs aloud
  while acting out the actions for each
  sentence.

Museum Mime:
The teacher shows pictures of things to see/do in museums
(e.g., "exhibits," "games," "learning about animals").

Questions
"Who has been to a museum?
"What did you do there?

My Favorite Museum

a. Topic sentence: Write about an interesting museum.
_____
_____

b. Supporting idea I: Write about what you can see/do
there.
_____
_____

c. Supporting idea 2: Write about another thing you
can do there.
_____
_____

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d. Supporting idea 3: Write about another thing you can see there.

_____

_____

e. Concluding sentence: Write the topic sentence again using different words.

_____

_____

SAMPLE PARAGRAPH

Yaku is an interesting museum about water in Quito. Visitors in this museum see different water exhibits and games, and learn about the relationship between humans and water. People also learn about marine diversity and conservation in Ecuador. Yaku is a fun museum to go with the family.

Exercise 2. Write a paragraph about an interesting museum in your town or city.

Write a title for your paragraph.

_____

_____

_____

_____

_____

_____

_____

_____

THE ANIMAL OF THE YEAR

Pair work. Create a museum poster with drawings, photographs or magazine cutouts.
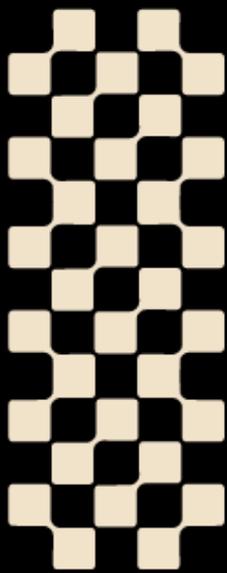
1 Make a draft to organize your ideas. Analyze where to put all the images and important information.

2 Get the reader's attention. Put the most important pictures or words at the top/center of the poster.

3 Add some characteristics of the prehistoric animal you choose to the poster.

THINK CAREFULLY ABOUT THE IMAGES THAT YOU WANT TO INCLUDE, WHAT YOU WANT TO SAY, AND HOW YOU WANT TO ORGANIZE YOUR MESSAGE.

4 Choose the best pictures. Remember they have to relate to the message and present your poster to the class.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Inclusive education is positioned, in this case, as a solution to eliminate the difficulties presented by some students with non-specific learning difficulties such as ADHD in the acquisition of writing skills. For the case of sixth level students in the Victor Mideros Almeida Educational Unit, these difficulties are organization, grammar, vocabulary, expression of ideas and are aggravated by social and cultural issues. Regarding the general objective, the context of this study highlights the need to carry out the integration of inclusive pedagogical strategies that correspond to the characteristics of students in terms of their better learning and academic integration.

- The importance of the use of certain qualitative methods such as interviews and surveys are highlighted in order to have a deeper understanding of the hidden experiences of students and the problems they have around the development of certain skills, writing for example. This orientation is quite relevant for this research, because it is possible to obtain at the same time free and contextual information from people experienced in the subjects, those in the educational field, and thus to establish what the barriers are and what kind of solutions can be reasonable and appropriate.

- It is evident that implementing inclusive pedagogical strategies has a significant impact on improving the writing skills of sixth-level students with special needs not associated with disabilities, such as ADHD, at the Victor Mideros Almeida school. The findings indicate that targeted strategies addressing organization, grammar, vocabulary, and structure not only enhance academic performance but also contribute to better integration of these students with their class environment.

RECOMMENDATIONS:

- Considering that this model of integration provides a new way of learning within the educational environment, it is suggested to work on its strengthening. In this sense, it is recommended to extend the implementation of inclusive strategies in the classroom through continuous training of teachers in methodologies focused on children with difficulties that are not due to disabilities such as ADHD. It is vital to include inputs such as visual learning guides, educational technology tools and participatory teaching methodologies that help address writing difficulties.

- It is crucial to be persistent in education, especially in serving individuals with special gifts. This is achieved by implementing appropriate methods such as TPR for kinesthetic learners, or attending appropriately to students with ADHD, among a

variety of other methods. In these cases, the principle that stands out is the more personalized attention and the strengthening of interpersonal relationships, as well as the use of diverse approaches to solve multiple learning styles, accompanied by the principle of educational equity and inclusion.

- It is highly recommended know well the group of students which is working on in order to in order to have total control of the class and the students and thus be able to apply the necessary strategies, surveys or interviews for subsequent analysis.

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ANNEXES
Annex 1: Request for the instruments' validation

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 5 de noviembre de 2024

Dr.
Guevara Betancourt Sandra Mariana

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Inclusive Learning Strategies To Improve Writing Skills In Sixth Graders With Special Needs, Not Associated With Disabilities, At Victor Mideros Almeida School". Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Nombre: Melany Gabriela González Pepinós

C. C.:100441707-5

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

Interview (Teachers)

1. How many years have you worked as a teacher? And throughout your career have you ever had students with special needs in your classes?
2. If so? how do you incorporate inclusive education strategies in your English lessons?
3. What specific strategies do you use to support students with special needs not associated with disabilities (ADHD) in your writing assignments?
4. How do you address the challenges of group work for students with special needs not associated with disabilities (ADHD)?
5. How do you assess the writing skills of students with special needs not associated with disabilities (ADHD)?
6. Can you describe a successful lesson that promotes inclusive learning in writing?
7. What resources do you provide to help students develop their writing skills?
8. What resources have you found to be the most effective in promoting inclusive writing skills?

DECE / Experts interview

1. How do you define inclusive education?
2. What kind of approach the institution assumes regarding inclusive education?
3. What support services does DECE offer students with special needs not associated with disabilities?
4. What role do parents, of children with special needs, play in the education process of their children, do you think?
5. How does DECE facilitate communication between teachers and parents regarding student progress?
6. How do you assess the needs of students not associated with disabilities?
7. What challenges do you see in promoting inclusive education at schools?
8. What training do you think is essential for teachers to effectively support students with special needs not associated with disabilities?

VALIDACIÓN DE INSTRUMENTO

I. **DATOS GENERALES**

   a. **Apellidos y Nombres del Experto:** Guevara Betancourt Sandra Mariana

   b. **Autor(es) del Instrumento:** Melany Gabriela González Pepinós

   c. **Título de la investigación:** Inclusive Learning Strategies to Improve Writing Skills in Sixth Level Students with Special Needs, not Associated with Disabilities, at Victor Mideros Almeida High School

II. **ASPECTO DE LA VALIDACIÓN**

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido.	X		
Orden y secuencia de las preguntas.	X		
Instrucción breve, clara y completa.	X		
Número de preguntas óptimo.	X		

Observaciones:

_____

_____

Survey for Teachers

Theme: Inclusive Learning Strategies to Improve Writing Skills in Sixth Level Students with Special Needs, not Associated with Disabilities, at Victor Mideros Almeida High School

Objective: Obtain relevant information thought a survey to determine whether your student demonstrates symptoms similar to those of attention deficit disorder (ADHD). An accurate diagnosis can only be made through clinical evaluation.

My student age is: _____

My student gender is:

- ☐ Male
- ☐ Female

Does your student find it difficult to finish a task or homework or at school?				
Never	Rarely	Sometimes	Often	Very Often
Does your student find it difficult to organize themselves for school and other activities?				
Never	Rarely	Sometimes	Often	Very Often
Does your student lose or misplace personal belongings at home or school?				
Never	Rarely	Sometimes	Often	Very Often
Does your student often fidget or squirm and find it difficult to sit still?				
Never	Rarely	Sometimes	Often	Very Often
Would you describe your student as being "always on the go" and always feel compelled to do things as if he or she is driven by a "motor"				
Never	Rarely	Sometimes	Often	Very Often
Does your student find it hard to remain focused in group settings?				
Never	Rarely	Sometimes	Often	Very Often
Can you say that your student's mind often feels cluttered making it hard for him or her to concentrate on one thing at a time?				
Never	Rarely	Sometimes	Often	Very Often
Does your student often become irritable, like he or she has a short fuse?				
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Does your student have mood swings, sometimes he or she feels quite elated and other times low?				
Never	Rarely	Sometimes	Often	Very Often
Does your student often miss what is being said to him or her in conversations?				
Never	Rarely	Sometimes	Often	Very Often
Does your student say things abruptly and disturb the class?				
Never	Rarely	Sometimes	Often	Very Often
Does your student get into trouble at school or college?				
Never	Rarely	Sometimes	Often	Very Often

The ADHD Centre. (n.d.). *ADHD child quiz.* The ADHD Centre. Recuperado el 5 de

noviembre de 2024, de https://www.adhdcentre.co.uk/adhd-child-quiz/x

VALIDACIÓN DE INSTRUMENTO

II.   **DATOS GENERALES**

a. **Apellidos y Nombres del Experto:** Guevara Betancourt Sandra Mariana
   Autor(es) del Instrumento: Melany Gabriela González Pepinós
b. **Título de la investigación:** Inclusive Learning Strategies to Improve Writing Skills in Sixth Level Students with Special Needs, not Associated with Disabilities, at Victor Mideros Almeida High School

III.   **ASPECTO DE LA VALIDACIÓN**

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

Instrumento de Evaluación Cuantitativo			
Criterios de Evaluación			Observaciones
Ítem	Dejar	Modificar	Eliminar
1	X		
2	X		
3	X		
4	X		
5	X		
6	X		
7	X		
8	X		
9	X		
10	X		
11	X		
12	X		

Observaciones:

Test for Students

Theme: Inclusive Learning Strategies to Improve Writing Skills in Sixth Level Students with Special Needs, not Associated with Disabilities, at Victor Mideros Almeida High School

Objective: Verify whether students with Special Needs, not Associated with Disabilities achieve the knowledge taking into consideration the standard set by the CEFR and established as the benchmarks for Ecuador.

EXERCISE 1

Complete the text with the correct options.

Hello! My name is Alex. Let me tell you about myself! I **(am/ is / are)** very tall, and I **(have / am / had)** short, brown hair. I **(am / is / are)** a big fan of mystery books, and I **(love / hate)** to read different stories. I **(have / read / play)** a pet turtle named Spot, and he **(is/ are)** very slow! I like to ride my bike in the park, and my bike **(is / are)** blue. On weekends, I **(play / read)** video games with my friends. My favorite game **(is / are)** Mario Bros.

EXERCISE 2

Choose the correct option to complete each sentence

1. I _____ short hair.
   a) can   b) am   c) have
2. I _____ a doctor.
   a) is   b) am   c) are
3. I _____ play basketball very good.
   a) can   b) can't   c) have
4. He _____ very tall.
   a) is   b) am   c) are
5. We _____ best friends.
   a) is   b) are   c) have

EXERCISE 3

Complete the negative form of the sentences. **EXAMPLE: I'm tall ⇒ I 'm not tall.**

1. I can play basketball well. ⇒ I _____ basketball well.
2. I'm very good at cooking. ⇒ I _____ very good at cooking.
3. He is a good player. ⇒ He _____ a good player.

VALIDACIÓN DE INSTRUMENTO

III.   **DATOS GENERALES**

a. **Apellidos y Nombres del Experto:** Guevara Betancourt Sandra Mariana

b. **Autor(es) del Instrumento:** Melany Gabriela González Pepinós

c. **Título de la investigación:** Inclusive Learning Strategies to Improve Writing Skills in Sixth Level Students with Special Needs, not Associated with Disabilities, at Victor Mideros Almeida High School

IV.   **ASPECTO DE LA VALIDACIÓN**

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

Instrumento de Evaluación Cuantitativo				
Criterios de Evaluación				**Observaciones**
Ítem	**Dejar**	**Modificar**	**Eliminar**	
Exercise 1	X			
Exercise 2				
1	X			
2	X			
3	X			
4	X			
5	X			
Exercise 3				
1	X			
2	X			
3	X			

Observaciones:

_____

C.C.: 1002503520

Apellidos y nombres completos	Guevara Betancourt Sandra Mariana
Título académico	Doctora - PhD
Institución de Educación Superior	Universidad Técnica Del Norte
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560

Fecha de envío para la evaluación del experto:	7 de noviembre del 2024
Fecha de revisión del experto:	11 de noviembre del 2024

Interview (Teachers)

1. How many years have you worked as a teacher? And throughout your career have you ever had students with special needs in your classes?
2. If so? how do you incorporate inclusive education strategies in your English lessons?
3. What specific strategies do you use to support students with special needs not associated with disabilities (ADHD) in your writing assignments?
4. How do you address the challenges of group work for students with special needs not associated with disabilities (ADHD)?
5. How do you assess the writing skills of students with special needs not associated with disabilities (ADHD)?
6. Can you describe a successful lesson that promotes inclusive learning in writing?
7. What resources do you provide to help students develop their writing skills?
8. What resources have you found to be the most effective in promoting inclusive writing skills?

DECE / Experts interview

1. How do you define inclusive education?
2. What kind of approach the institution assumes regarding inclusive education?
3. What support services does DECE offer students with special needs not associated with disabilities?
4. What role do parents, of children with special needs, play in the education process of their children, do you think?
5. How does DECE facilitate communication between teachers and parents regarding student progress?
6. How do you assess the needs of students not associated with disabilities?
7. What challenges do you see in promoting inclusive education at schools?
8. What training do you think is essential for teachers to effectively support students with special needs not associated with disabilities?

Survey for Teachers

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Choose the correct option to complete each sentence

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   a) can   b) am   c) have
2. **I _____ a doctor.**
   a) is   b) am   c) are
3. **I _____ play basketball very good.**
   a) can   b) can't   c) have
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Annex 3: Students' questionnaire application evidence

Melany Gonzalez

Graduation Work.MG.docx

Universidad Tecnica del Norte

Detalles del documento

Identificador de la entrega
trn:oid:::21463:420817728

Fecha de entrega
14 ene 2025, 12:37 p.m. GMT-5

Fecha de descarga
4 feb 2025, 5:26 p.m. GMT-5

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Tamaño de archivo
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13,060 Palabras

76,661 Caracteres

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Grupos de coincidencias

🔴 **64 Sin cita o referencia 4%**
Coincidencias sin una citación ni comillas en el texto

🟠 **0   Faltan citas 0%**
Coincidencias que siguen siendo muy similar al material fuente

🟡 **0   Falta referencia 0%**
Las coincidencias tienen comillas, pero no una citación correcta en el texto

🟢 **0   Con comillas y referencia 0%**
Coincidencias de citación en el texto, pero sin comillas

Fuentes principales

2% 🌐 Fuentes de Internet

1% 📖 Publicaciones

3% 👤 Trabajos entregados (trabajos del estudiante)

Marcas de integridad

N.º de alerta de integridad para revisión

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159 caracteres sospechosos en N.º de páginas
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Una marca de alerta no es necesariamente un indicador de problemas. Sin embargo, recomendamos que preste atención y la revise.

Annex 5:

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio nro. UTN-FECYT-D-2024-0174-O
Ibarra, noviembre 13 de 2024

ASUNTO: Trabajo de integración curricular Srta. Melany Gabriela González Pepinós

MSc.
Carlos Ramiro Bedoya
RECTOR DE LA UNIDAD EDUCATIVA VÍCTOR MIDEROS ALMEIDA

De mi consideración:

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de que se brinde las facilidades necesarias a la Srta. GONZÁLEZ PEPINÓS MELANY GABRIELA, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "INCLUSIVE LEARNING STRATEGIES TO IMPROVE WRITING SKILLS IN SIXTH GRADERS WITH SPECIAL NEEDS, NOT ASSOCIATED WITH DISABILITIES, AT VICTOR MIDEROS ALMEIDA SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO Firmado digitalmente por
REVELO RUIZ JOSE LUCIANO REVELO RUIZ
            Fecha: 2024.11.13
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MSc. José Revelo
DECANO DE LA FECYT

JLRR/M.Báez

UNIDAD EDUCATIVA
"VICTOR MIDEROS"
RECTORADO
SAN ANTONIO DE IBARRA

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gral. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001
www.utn.edu.ec

Página 1 de 1

Annex 6:

UNIDAD EDUCATIVA "VICTOR MIDEROS ALMEIDA"
San Antonio - Ibarra - Imbabura – Ecuador
Calle 27 de Noviembre y García Moreno
Teléfono: 0980225914

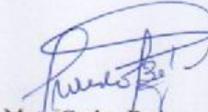San Antonio de Ibarra, 5 de Febrero del 2025

A PETICIÓN DE LA PARTE INTERESADA Y EN CALIDAD DE RECTOR DE LA UNIDAD EDUCATIVA "DR VICTOR MIDEROS ALMEIDA" DE SAN ANTONIO DE IBARRA, TIENE A BIEN

CERTIFICAR:

QUE, la señorita GONZÁLEZ PEPINÓS MELANY GABRIELA con C.C. 1004417075, estudiante de la Universidad Técnica del Norte, de la carrera PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, realizó la socialización de su propuesta titulada "UNLOKING CREATIVITY WRITING STRATEGIES FOR ACTIVE MINDS" pertinente al trabajo de integración curricular " INCLUSIVE LEARNING STRATEGIES TO IMPROVE WRITING SKILLS IN SIXTH GRADERS WITH SPECIAL NEEDS, NOT ASSOCIATED WITH DISABILITIES, AT VICTOR MIDEROS ALMEIDA SCHOOL ", en el área de inglés de la institución.

Es lo que puedo certificar en honor a la verdad y autorizo al solicitante hacer uso del presente como bien estime conveniente.

Atentamente:

Mgtr. Carlos Bedoya
RECTOR