How Might we Create Trainings for Teachers that work with Students with Disabilities so that they can Better Access Their Education: Research Compiled Using Liberatory Design Thinking

Shannon Luby

Research

Three types of schooling:

- General education schools
- Special education schools
- Special education classes in general education schools (Lacruz-Pérez, Sanz-Cervera, & Tárraga-Mínguez, 2021, p. 1)

Inclusion is an ongoing process:

- Schools focus on removing barriers to learning
- Take into consideration students and their families needs
- Students have appropriate resources
- Provide support for teachers
- School takes a whole-school approach to working with students with disabilities (Cognita, 2021)

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"The last Spanish educational law approved in 2020 has established that in a period of ten years it is intended to provide regular schools with more and better resources to teach students with disabilities" (Lacruz-Pérez, Sanz-Cervera, & Tárraga-Mínguez , 2021, p. 1)

Interviews

Joseba

◎ Many high schools state that they will be inclusive but are not
◎ Central Government guidelines do not have a strong plan for students with disabilities
◎ Constant changes in education law
◎ Complaints of segregation leading to new law

Eva

◎ There are funded schools for students with severe disabilities
◎ Government funding is being reduced and students with disabilities are trying to be integrated into schools
◎ Movement in Spain is trying to integrate special education students into general education classrooms

Problem/Question

Students are being integrated from special education schools to general education schools, and the teachers have little training or background on how to best support these students.

Learning has no limits
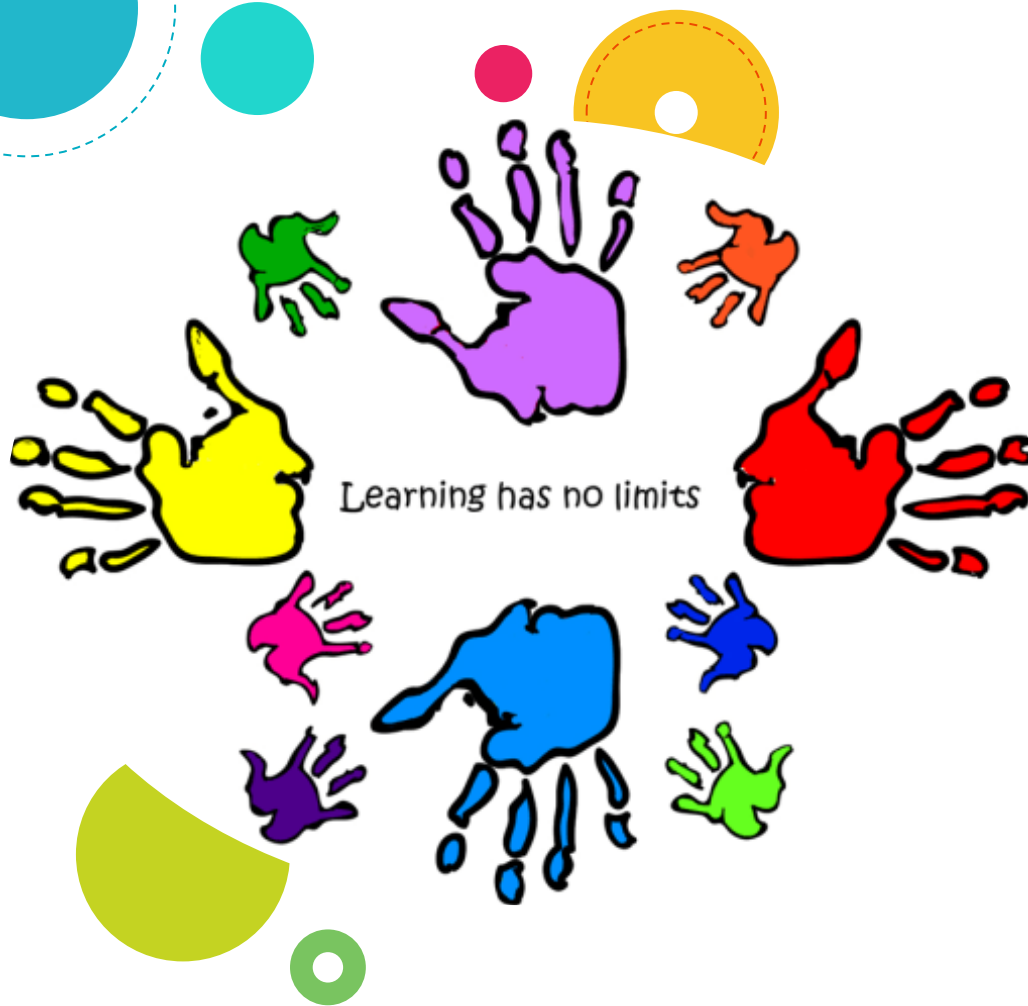
Design Thinking and Liberatory Design

Create a solution for a problem in the education system in Spain, keeping the user in mind

- Design thinking is a way to solve problems using a solution-based approach
  - Solve the problem in a creative and innovative way
  - Seek to understand the user first and to take time come up with a solution
  - Human-centered
- Liberatory Design is a process to notice who we are as people and challenge our assumptions and biases that might impact our work and solutions we create
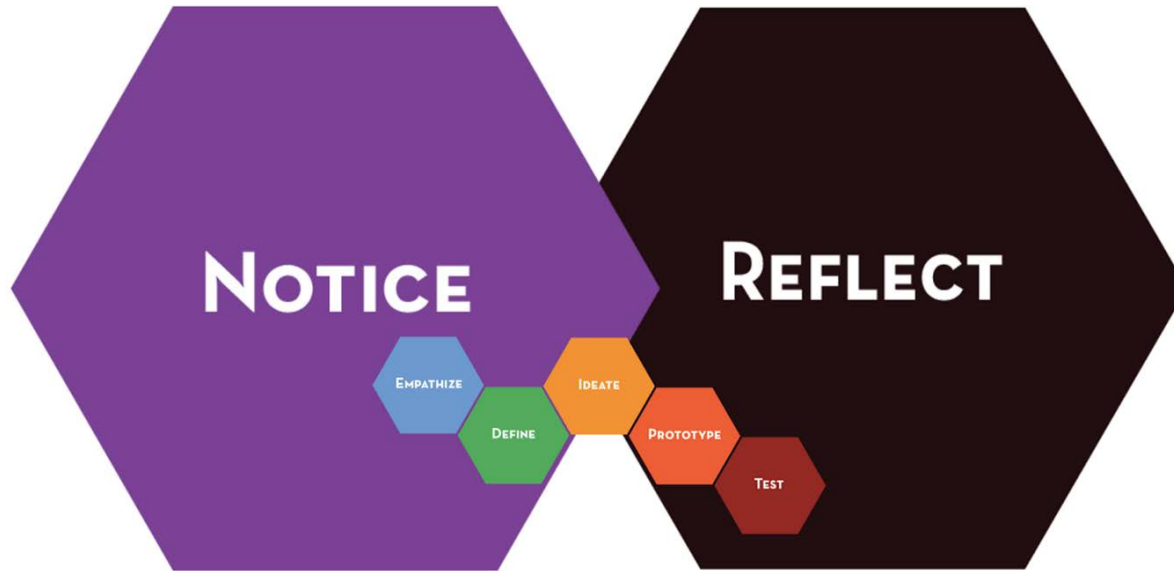
Design Thinking

Culturally Responsive Educator

- Working towards a more equitable education for all students
- Incorporate student's cultural experiences in teaching
- Embrace students' and their families' identities
- Take into consideration my own biases and assumptions
- Centering students and finding what makes us similar and celebrating what makes us different or unique

Notice

The Notice phase focuses on the designer   - share identity, values, possible biases, emotions, and assumptions about the user

- First language is English
  - Most UCJC students speak English as a second language
  - Use resources
- I am not the expert on Spain
  - Find a solution that works for educators in Spain, not educators in the U.S.
- Cultural Differences
  - Time in Spain is not as rigid as in the U.S.
  - I am timely and like everything to be done on time
- Self-Awareness and Challenging Assumptions
  - Not assuming people in Spain are lazy because they do not come to class on time or have their work completed on time

Empathy Work

Understand the experiences, emotions, needs, and wants of the user

- Use interviews, inquiries, research to get to know what the user needs
- Joseba
  - What would be helpful for you as a future teacher while studying education?
- Pablo
  - What did you find challenging about going to public/private school in Spain?
- Eva
  - What resources have you seen for students with disabilities?

See the System

- Recognize the system from many angles
- Look at the history of the country or people, the policies, inequities that have shaped the situation and made it what it is today
- See the System Activity
  - Educational inequities in Spain
  - SES inequalities present by age 9
  - Widening of the gender gap in reading competencies
- Recognize Oppression:
  - We cannot fully understand what other people go through, and we may make assumptions about others lives
  - We may be so focused on one issue or problem that we do not see the whole picture

(Choi, Izquierdo, Mediavilla, & Valbuena, 2018)

Define

Develop a point of view about the needs of the user based on evidence

- Used research and interviews
- Work with community members (students and faculty from UCJC)

Determined the user's need was a way for general education teachers to learn how to work with special education students in their classroom

"How might we create trainings for teachers that work with students with disabilities so that they can better access their education?"

Ideate

Generating as many solutions to a problem as possible

- Brainstorm
- Building
- Bodystorming
- Mindmapping
- Sketching

Trevor

Host meetings with teachers about methods they use for integrated students

Bring some special education specialists to provide in person demonstrations

Have a special education specialist act as a co-teacher for those who are integrated into the classroom

Penny

Educate teachers on why integrating students with disabilities in the public education system is important

Provide opportunities to work with other education systems to create a better education for special education

Provide professional staff to help with special education in the public schools

work with the separate regions in Spain to create one unified special education integration plan

How might we discover how students are being integrated for students in Spain so that they can have the resources that they need.

How might we create trainings for teachers that work with students with disabilities so that they can better access their education

Kati

Provide training remotely from other countries on how to integrate students with disabilities into the mainstream classroom

Communicate with surrounding countries on how they integrate them into the classroom

look at what has worked in the past for others

Have teachers from the special education schools come in to work with teachers in general education schools

Presentations from experts in the field of special education

Information being taught on how schools are funded and what resources are provided through funding so teachers know what they have access to

Professional development opportunities

Resources for classroom teachers on differentiation or other ways to have students with disabilities be integrated into general education classrooms and learn at their own pace

Shannon

Devyn

Hold specific trainings based off certain disabilities to provide correct services for those students.

Provide the correct resources for the teachers being trained and educated on the special education disabilities coming into the classroom

Have special educators that are specialists come into the trainings to properly educate the teachers and staff being trained

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Group 2 Voting!

Delight!

Host meetings with teachers about methods they use for integrated students

look at what has worked in the past for others

Bring some special education specialists to provide in person demonstrations

Provide the correct resources for the teachers being trained and educated on the special education disabilities coming into the classroom

look at what has worked in the past for others

Bring some special education specialists to provide in person demonstrations

Have a special education specialist act as a co-teacher for those who are integrated into the classroom

Feasible

Presentations from experts in the field of special education

Hold specific trainings based off certain disabilities to provide correct services for those students.

Resources for classroom teachers on differentiation or other ways to have students with disabilities be integrated into general education classrooms and learn at their own pace

Host meetings with teachers about methods they use for integrated students

Provide the correct resources for the teachers being trained and educated on the special education disabilities coming into the classroom

Presentations from experts in the field of special education

Have teachers from the special education schools come in to work with teachers in general education schools

Radical

Communicate with surrounding countries on how they integrate them into the classroom

Provide opportunities to work with other education systems to create a better education for special education

work with the separate regions in Spain to create one unified special education integration plan

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Prototype

Creation of a physical artifact or experience to then receive feedback on from the user

We shared our prototype with 4 people from UCJC
- Users responded well and had ideas to improve it

Monthly, virtual professional development for educators that includes:
- Resources
- Guest speakers
- Collaboration with other countries - what has worked well
- Q&A Session

Prototype Changes

Feedback:
- Website to house information
- Monthly outline of topics
- Use the school counselor
- Think about the need for state funding
- Who would it be enforced by? Schools, government? Is it optional?
- Talk about what didn't work well in other countries and why it didn't work well
- Ground problem in research

Updated Prototype

Website
- Newsletter
- Links to webinars
- Sections for each disability
- Include what worked well and what didn't work well in other countries

https://sites.google.com/view/snhu-399-prototype/home

Test

Gathering specific feedback on the prototype and learn new ways to repeat the product to users

Test
- Give teachers the training for the first few months
- Get feedback on what worked well, what was beneficial for the teachers, what can be improved
- Rethink the product and continue to make changes

Discussion

◎ Look at a situation from multiple lenses
  ◉ My solution will not work for everyone
◎ Think twice about making assumptions of my students
  ◉ Did they not do their work because they are lazy or they did not eat breakfast?
  ◉ Are they not making eye contact to be rude or is that customary in their culture?
◎ Collaboration, although difficult, is beneficial

Thank you!

Any questions?

References

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