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# *Foro por la Educación Inclusiva: perspectivas nacionales e internacionales*

Guatemala, 21 de febrero de 2018



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- 10 años de experiencia en proyectos internacionales de educación para el desarrollo
- Experiencia en evaluación de métodos múltiples
- Desarrollo de docentes e instrucción de investigadores
- Análisis de políticas de Educación
- Ph.D. (2005) University of Minnesota (Educación comparada e internacional para el desarrollo)  
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- M.S. (1996) Universidad de Syracuse
- B.S. (1993) State University of New York en Plattsburgh
- Libro El Manual de Inclusión y Diversidad en Educación. Londres. En preparación junto con Matt Schuelka

# Literacy, Accessibility, and Inclusion

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# Three Guiding Questions

- What does it mean to “read?”
- What are target (*capacidades objetivo*) and access skills (*capacidades acceso*)?
- How can these concepts promote inclusive education?



# Which one of these statements is literacy?

- using specific skills (e.g., phonetic skills)
- understand the rules of language
- critically analyzing text
- solving problems (e.g., research)
- use text for self-empowerment



# US literacy tests focus on three skills

- Foundational skills (phonics, sounding out words)
- Literal comprehension (what is the meaning?)
- Inferential comprehension (deducing and applying meaning where it is not explicit)

Johnstone & Thurlow, 2012

# Why is this knowledge necessary for inclusion?

Reading Goal	Access Barrier
Foundational skills	Students may understand themes in literature but cannot decode words.
Literal comprehension	Students may understand how to decode words but may not grasp meaning.
Inferential comprehension	Students may grasp literal meaning but have trouble connecting concepts if they are not explicit.

# Two Concepts to Promote Inclusion

- Target vs. Access skills
- Remediation, Accommodations, Accessibility



## Reading a Passage in a Book

```
graph TD; A[Reading a Passage in a Book] --> B[Target Skill: Student can connect information in passage to her own life.]; A --> C[Access Skill: Student must decode print on page];
```

**Target Skill:**  
Student can  
connect  
information in  
passage to her  
own life.

**Access Skill:**  
Student must  
decode print on  
page



## Reading a Passage in a Book

```
graph TD; A[Reading a Passage in a Book] --> B[Student can listen to a teacher read, read with a friend, use technology]; A --> C[Target Skill: Student can connect information in passage to her own life.]; A --> D[Access Skill: Student must decode print on page];
```

Student can listen to a teacher read, read with a friend, use technology

**Target Skill:**  
Student can connect information in passage to her own life.

**Access Skill:**  
Student must decode print on page



Access Skill Deficit = Disability

Target Skill Focus + Teaching Changes =  
Ability

# Three Approaches

<b>Remediation</b>	<b>Accommodation</b>	<b>Accessibility</b>
Work with child one-on-one or in small groups to improve access skills.	Student with deficit uses different means to reach target skills.	Teacher employs strategies designed to help <i>all</i> students reach target skills (also called Universal Design).

Edyburn, 2010;

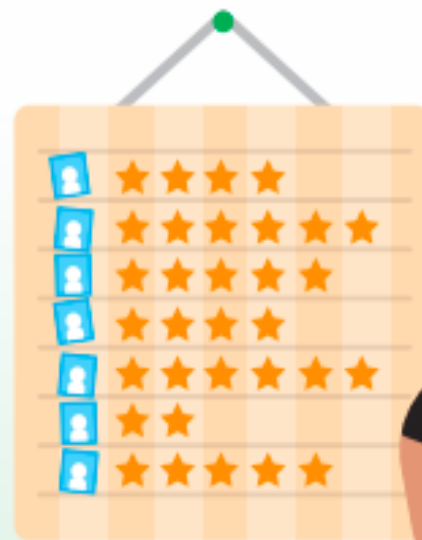
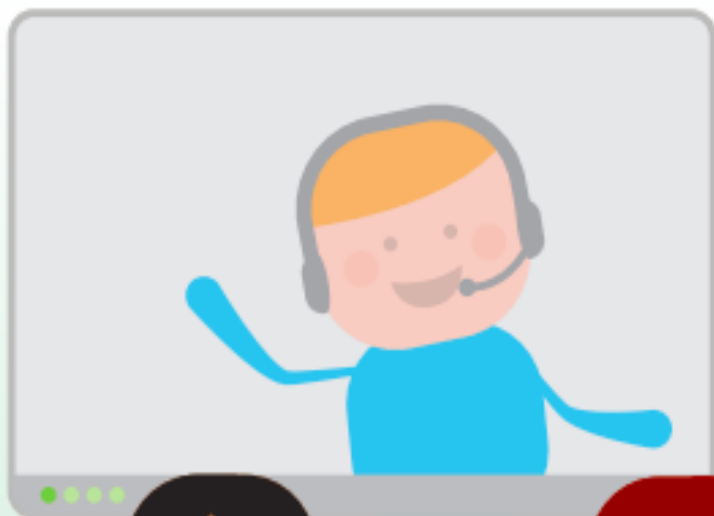
Rose & Meyer, 2002



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# Access to School and the Learning Environment II - Universal Design for Learning

Webinar 11 - Companion Technical Booklet



Inclusive Education requires careful consideration of target and access skills

Inclusive Education requires remediation, accommodation, AND accessibility (without accessibility it is just special education)

# Latest Research

- Using technology to provide audio inputs for science and math (thus removing access skills barriers).
- Understanding what is the best way for another person (or computer) to read science and math terms.
- Focus on accessibility for all rather than accommodations for a few.





PDF



Info

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Christopher Johnstone , Jennifer Higgins, Gaye Fedorchak

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# Final Thoughts

- Inclusive education requires that we do our work differently.
- One way is to identify the difference between target and access skills.
- Once access skills are identified, accessible teaching strategies support *all* students to reach target skills, even if by different means.



# Thank you

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