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LEARNING IN STUDENTS WITH SPECIAL EDUCATIONAL NEEDS FROM AN INNOVATIVE PERSPECTIVE

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Abstract

The teaching work is built and innovated every day, the teacher develops different activities within his professional role, assumes commitments and provides open solutions to educational diversity. The research aims to analyze innovative perspectives to strengthen teaching in students with special educational needs. The application of active methodologies and pedagogical tools in learning supports the educational practice of the teacher in the construction of new ways of teaching, strengthening the authentic and meaningful learning of the students, in this study deductive and inductive methods were used, to make an analysis from the general to the particular and vice versa, with a qualitative approach, a bibliographic review of scientific articles from journals was carried out in reliable databases; in addition to Google Scholar, providing reliable and scientific information, together with a historical-logical procedure, to contextualize the research. It was obtained as a result that the innovative perspectives project horizons of radical changes in the educational field through the planning, organization, and implementation of school activities with the help of the various support manuals provided by the Ministry of Education, with methodological strategies and pedagogical skills to intervene in the classroom in a positive way.

Introduction

Responding to equal educational opportunities and the progress of the learning process of each human being is a global challenge, the development of inclusive education implies changes in

educational systems and their policies, requires transformation, for a new conception of teaching, addressing the individual needs of students, where the attitudes and practices of teachers are built and innovated every day at the relationship levels of the different actors, to face these barriers achieving meaningful participation.

At the World Conference on Special Educational Needs (SEN), considered as the stage to direct the future progress of inclusive national policies and practices, it was recognized that inclusion and equity are elements to transcend the obstacles that prevent prospering towards inclusive education systems, Equal opportunity principles were also decreed within the educational field, where the student is not limited by their differences or diversities in which they are (UNESCO, 2020).

This tendency to change cannot be rapid and radical, especially in those countries where the economy, politics and culture have not made the right to education prevail for all or in those regions that are still deficient, that have other priorities, such as health and nutrition.

The education law in Spain introduces significant improvement changes for the school system, where revealing reforms are projected, favorable in students with specific learning needs, evolving from special education to integration and currently towards educational inclusion, seeking to encompass a society inclusive (Rubio, 2017). The social commitment for a productive education is recognized, that formulates and pronounces the implementation of educational strategies, adapting them for the construction of citizens with productive labor capacities.

In Mexico, the educational system has a curricular plan and model that are not articulated with inclusive education, educational integration prevails, which lies in detecting SEN, determining a strategy for this group of students, through adjustments to the guidelines. The guidelines provided by this process do not address the diversities or purposes of inclusion, causing unpleasant consequences (García CI, 2018). It is understood that in that country the possibility of building a more inclusive education capable of democratizing people's development opportunities as a fundamental axis of society is very complex.

Faced with the vanguard of change and population growth, in Peru, contemporary education pursues universal guidelines and projects that include rural and urban schools within the same academic sphere, with new ways of thinking, conceiving, and evaluating educational action in the face of design. of diversified curricular pedagogical models, strengthening intercultural bilingual education within the educational approach sought by the country (Garcia, 2017). This content shows that, within the Educational System of this country, inclusive education is in a process of construction.

Inclusive education policies in Peru are not established in the reference frameworks of the school system, the State does not fully address inclusive education, mainly in the deepest regions of this Country (Laderas, Huauya, &Coaquira, 2020).

It can be determined that there is still no record of agreements that guides the entire process of Peruvian inclusive education, to achieve a timely and meaningful education for everyone.

Inclusive education in Colombia is complex, due to the different conceptions that society gives to this term. Knowledge and awareness are not based on the political representatives who support educational care, in this country educational processes exclude the population with disabilities, they are designed for a homogeneous educational community, without considering individual, cultural and social differences. There is an integral backwardness in the school environment, where insertion cannot be observed for those who present a different condition, which is only treated as integration, because the institutions are not committed (Reales, 2019). Within the country it is not yet estimated that insertion is about the school being able to educate successfully

in the face of the diversity of its students and collaborating with the eradication of inequality and injustice.

In Ecuador, the current Constitution of the Republic promulgated in 2008, about education, declares that education is a mandatory right of the State for all citizens with equality and social inclusion, meeting the needs of inclusive education in order to provide a different and quality education, teaching in equality, participating in the teaching-learning process, the educational community, with inclusive practices in policies and cultures of the country (DEL ECUADOR, 2008).

Ecuadorian education has rigorously evolved throughout history, in knowledge, attitudes and values, it responds to judgments of equity and equality, encourages the insertion of changes in the understanding of a more dynamic and humanistic education, enhancing the quality of education, working on pedagogical accompaniment, and contributing to the inclusive differences of teaching (Gorozabel, Calle, & Rodríguez, 2020).

The current school is not projected without adequate educational inclusion, it is necessary to address the difficulties that still exist in the innovation of learning methodologies and strategies, which support the educational practice of the teacher, in which several aspects intervene that should be considered as are the relationships, processes, scenarios and subjects, it requires prepared teachers open to change, the support of the authorities and the awareness of society, which does not stop in the face of resistance to change that occurs worldwide.

Considering the previous context and to comply with inclusive education, the research aims to analyze innovative perspectives to strengthen teaching in students with special educational needs.

Materials and methods
The methodology applied is the bibliographic study, with a qualitative approach, which allowed reviewing articles in magazines, books, web pages, government reports, searched in the Google Academic database and extracted from the Scielo and Dialnet repositories, which have presented information scientific and reliable. The applied methods were deductive and inductive, which state from a general inquiry to the particular and vice versa, in addition another applied technique was the historical-logical, which allowed to investigate relevant data of the innovative perspectives in different stages and regions that have strengthened teaching in students with special educational needs, helping to outline research to significantly articulate educational phenomena and achieve a viable result (Torres-Miranda, 2020).

Analysis and discussion of the results
Promoting special educational processes requires a commitment to the innovation of new systems, approaches and models aimed at vulnerable groups, using methods that facilitate the participation of students with SEN, which are fused to the particularities, physical environments, family and social circumstances, where the correct pedagogical adjustment improves learning, living conditions to achieve fundamental goals in the education of the individual.

Inclusive Education
School paradigm where the teacher, students and parents contribute jointly in the diverse learning needs, culture, race or religion, existing pragmatic and structural reestablishment of the inclusive school, for teaching and support; recognizing diversity and encouraging equity in all schoolchildren (Martin, Gonzales, & Navarro, 2017).

Inclusive education requires pedagogical transformation so that girls, boys and adolescents enjoy quality education, this concerns that educational bodies prioritize organizational and pedagogical

strategies, that inequalities are not addressed as a lack and the intervention of society is found in all school spaces through different procedures to originate and promote learning (Ochoa, 2019),
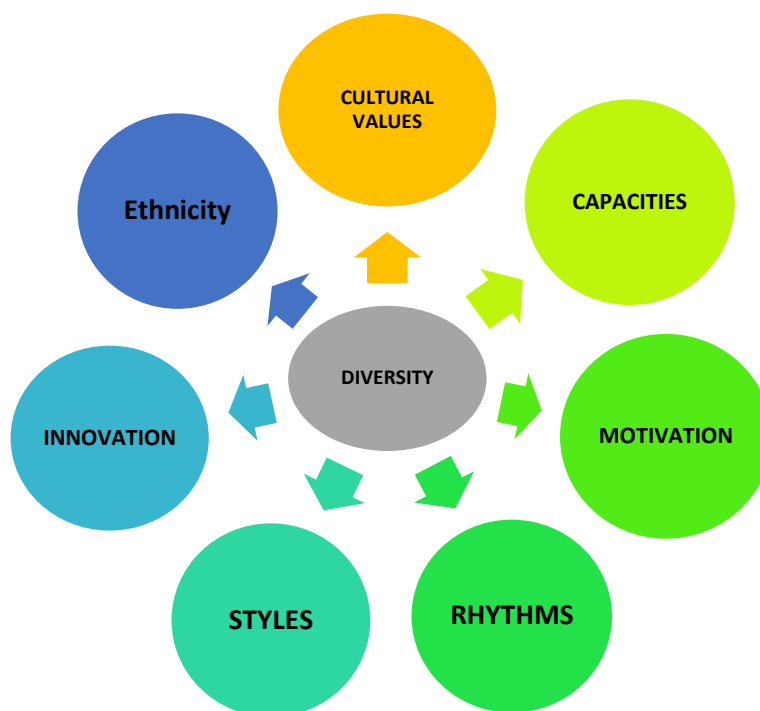

Figure 1. Factors to consider for attention to diversity in inclusive capacities.

this education seeks the training of all individuals participating in society, established in compliance with the educational guidelines proposed by the education system .

Education is the foundation for the progress of a humanity, it is valuable to generate a humanistic tendency from the early motivation in boys and girls to achieve the development of nations. The inequality of opportunities leads to scenarios that remain from generation to generation, for this reason it does not seek to eliminate differences, based on recognizing and providing equitable treatment to overcome the circumstances that preserve social oppositions (Robalino, 2016). With inclusive training, it is intended that the boy, girl, and adolescent acquire a meaningful education, attending to their different needs within the school environment, where it is essential to identify and address them by executing relevant changes in the curricular guidelines, resources, and learning strategies to respond to these differences.

Diversity in inclusive capacities
The competent student learns with a diversity of forms, styles, and rhythms of learning, it is required that the systems innovate to give answers to the characteristics, where the subjects are not indicated or labeled (Vanegas, Vanegas, Ospina, & Restrepo, 2016).

Diversity is a value that enriches and enhances the characteristics of the student, develops capacities in an integral way, with social, political, cultural, and economic differences. Figure 1 shows a systematic scheme of the factors to consider for attention to diversity in inclusive capacities.

As can be seen, diversity in inclusive capacities is the essence to transform the inclusion archetype, made up of cultural values, student capacities that promote differences; motivation, rhythms of learning styles and innovation, to promote equity and respect for society, responding to the special educational needs of students in different settings.

Special educational needs
The term special educational needs are used to explain problems that some students present in the development of the competencies corresponding to their academic level, where the teacher must innovate the training attitude to assume a different position and face relevant changes offering an education of quality and warmth.
The SEN are the different determined difficulties that the student presents to develop the teaching-learning process, these deficits are overcome with curricular adaptations and pedagogical support (Del Ecuador, 2020). The child shows significantly different school performance in relation to his classmates, he needs different help. It is important for the teacher to identify these needs in order to act in a timely manner, it can be present for many reasons on a permanent or temporary basis in the teaching-learning process.

Types of special educational needs
It is of interest that individuals who are immersed in the educational field are informed of the different needs that are evident in classrooms and know the characteristics, which will help teachers in the task of their practice, articulating the social, cultural, school and family environment in which each child develops, for the pertinent development in each space. The Mineduc (2020), discloses the classification of educational barriers, which establish the following:

Permanent Special Educational Needs (associated with a disability): Incorporated into a disability, which limits people, they are present in the entire educational and life process, these can be of sensory, motor origin, cognitive processes that restrict the execution of some daily activities. Table 1 shows the types of special educational need (permanent), characteristics and representative images.

Table 1. Type of permanent special educational need, characteristics, and representative images
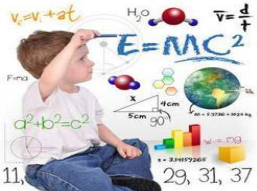
Type of Special Educational Need (permanent)	Characteristics	Representative image
Sensory (auditory, visual)	Deficit in the uptake of sound and visual stimuli.	
Motor or physical	Organic difficulties that affect movement and coordination, causing limitations in gross and fine motor skills.	

Intellectual	Cognitive deficit, limitations in learning new skills, alteration of social and communicative practices.	
Psychosocial (schizophrenia, bipolar disorder, psychosis)	Temporary or permanent dysfunctions of the mind to perform daily activities.	
Pervasive developmental disorders (Autistic Disorder, Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder, and Pervasive Developmental Disorder, Unspecified).	Deficiency of social and emotional reciprocity, repetitive behavior, isolation, inattention, and language disorders	

Source: Pedagogical support guide for the educational community during the suspension period of face-to-face school activities due to the covid-19 health emergency, March 2020.

Educational Needs Temporary or transitory specials (not associated with a disability): Present at certain moments of the subject's school duration, these difficulties have their origin in the family, social, educational environment or in an inappropriate methodology applied by the teacher, the student requires teaching-learning strategies and support during schooling. Table 2 shows the types of special educational need (temporary or transitory), characteristics and representative images.

Table 2. Type of temporary or transitory special educational need, characteristics and representative images

Type of special educational need (temporary or transitory)	Characteristics	Representative image
Learning Disorders (dyslexia, dysorthography, dysgraphia, dyscalculia).	Difficulties reading, writing, spelling, or solving mathematical problems.	
Intellectual endowment: Significantly intellectual ability. (Higher assignment)	It is a significantly elevated intellectual ability that individualizes a human being from the rest of his contemporaries.	

Behavioral disorders: (Behavioral and emotional problems, attention deficit disorder (ADD), ADD with hyperactivity (ADHD), disorders in childhood or adolescence).	It is a series of behavioral and emotional problems that occur in the student.	
Others (Catastrophic illnesses with non-permanent psychological or physical consequences, human mobility, migration and / or refuge, adolescent offenders).	Diverse contexts that can hinder the teaching-learning process (situation of vulnerability)	

Source: Pedagogical support guide for the educational community during the period of suspension of face-to-face school activities due to the covid-19 health emergency, March 2020.

It is visualized that SEN are not specified in everyday contexts, they are determined through evaluative processes, use of different supports and pedagogical, material, human resources, which facilitate and improve personal development, in addition to the learning process of each individual, with the purpose to adjust the physical and intellectual deficiencies in the people who refer to this situation.

Learning in students with SEN
The human being learns through practices, experiences, and understanding of knowledge, referring to different people, learning is understood as a process of integral and permanent training supported with means, methodological resources, guaranteeing education to this population student. Significant attention has been paid to the creation of diverse educational contexts that enhance teaching and learning in the face of diversity.

Universal Design for Learning is an educational model that addresses the diversity of students with physical, sensory, cognitive and cultural difficulties, through multiple strategies and skills that allow understanding topics in different areas, including: cooperative work, exhibitions, diagrams, chips, computers, cell phone, posters among others; including cognitive neuroscience, guides the development of flexible learning environments in individual differences (Segura &Quiros, 2019). In this approach, the participatory pedagogical practice is observed, committed, with innovative policies and actions that allow promoting flexible curricular guidelines, where students can learn from different orientations.

Learning is based on the emotions that are of innate origin in the human being, they act in an integral and exclusive way; perceived, but not coordinated, when they are intimately fused with reason and cognitive processes (judgment, memory, learning, etc.). From other areas, they have different orientations and neural connections, which determine key actions to achieve the balance between reason and emotion, achieving personal well-being (López, 2017).

In relation to this orientation, the teacher is committed to discovering the reality of the child in its diversity through emotions, stimuli that prepare the student for learning, building new ways of teaching, for the development of academic skills, putting them into practice within and outside of the classroom, setting them up for success in a changing world. Figure 2 shows a diagram of the articulation of emotions, reason, and cognitive processes.
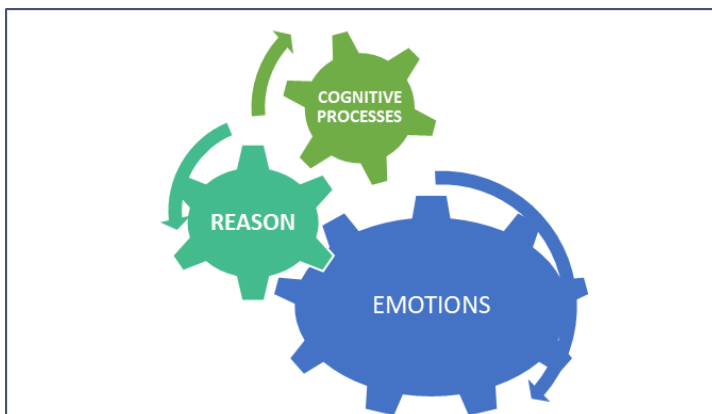
Figure 2. Articulation of emotions, reason, and cognitive processes

Emotions produce brain changes that group and preserve understanding, linked to the cognitive processes that transform learning.

Within self-regulated learning, actions are metacognitive reflection, where the student will use information and previous experiences to support a new cycle of self-preparation, depending on their needs and interests (Chaves, Trujillo, & López, 2016), in this Training the child focuses on the activation of their own learning, with cognitive strategies that allow them to continue learning in life, improving academic performance and becoming efficient subjects in the face of the changing world full of transformations.

Innovative perspectives of inclusion
The challenges in contemporary school bring revealing changes, to mediate socio-educational diversity, scenarios derived from a physical, emotional, cognitive, or functional condition, in the face of this conversion an innovative perspective can be characterized as a landscape through which it is possible to assess and observe teaching and learning in teaching practice.

The progress of inclusion within educational units is directed from a transformative perspective, extending educational and training work to continuous spaces, establishing inter-institutional support networks to achieve meaningful and fruitful teaching processes for the educational community (Azorín, 2017).

In insertion, it is important to assume comprehensive commitments between the educational community and society, to achieve learning consistent with the expectations they demand, and that the teacher responds with responsible and professional action.

Evaluating the use of technological tools, strategies, methodologies, and teaching resources is substantial within the activities of students with SEN for the development of cognitive structures in understanding the content of the different subjects.

Cooperative learning promotes skills for emotional discernment and academic practices, strengthens social skills in unequal groups, considering diversity and learning collectively (García & Hernández, 2016). Through the correct performance in the application of methods, strategies and procedures suitable for the level of understanding of each of the students, from the simple way of reasoning through questions, to reflecting on the complexity of solving difficulties, the purpose of equal opportunities.

From the transforming perception, it is necessary that support networks, techniques and instruments be considered the vanguard of inclusion, building favorable spaces in cognitive skills in SEN students.

Educational innovations to improve SEN playful games, music according to educational disability.
Educational innovation requires significant change when referring to the teaching-learning processes in SEN students, incorporating transformative knowledge, in the use of resources, methodologies, content in the different contexts of each child.

The power of new technologies and methods are trends in educational innovation that mark the progress of education, respond to the significant requirements of the teacher, society, and transformation of training-learning processes (Fidalgo-Blanco, Sein-Echaluce, & García - Peñalvo, 2019). In relation to this content, it will be possible to innovate with changes in the structure of classes, classification of activities, a sense of belonging and involvement of the educational community and society, neutralizing the opposition of the traditional school.

Currently, information and communication technologies (ICT) bring with them beneficial elements for didactic methodologies aimed at students with disabilities, these innovative tools allow to transcend barriers, stimulate, and strengthen autonomy in the activities of this student population (Arrieta-Casasola, 2019). Using these technologies favors the personalized attention of SEN students, for the integral development and integration in society.

The use of ICT with diverse students defies difficulties, the correct use in the inertia of these tools and access to them must be viable to achieve educational balance, benefiting equal opportunities for the student (Vico, 2019). Integrating technology in the pedagogical process allows achieving equal opportunities for all individuals and successful inclusion in society, promoting educational innovation focused on teaching.

New technologies deploy a range of resources to be used as support to work with students and allow the acquisition of skills in the school horizon, which leads to the implementation of active methodologies based on the acquisition of digital skills. One of them and that influence due to its considerable effectiveness in meaningful and inclusive learning is gamification**.**

Gamification in inclusive classrooms raises various strategies designed to complement learning activities with games, changes student behavior, participation and motivation is more satisfactory articulated with development in the environment.

The application of this technique aims to improve the NNE, introducing the dynamics of video games, integrating the content and practice, enhancing creativity, motivation, and interest in the subject, although it is related to technology, it does not depend on the figure of the machine. technology for the use of game elements and it is conjectured that people with intellectual disabilities feel included in their social environment and are autonomous (Rodríguez, Santos, Ramos, & Fernández, 2019). This learning practice increases stimulation in students and provides attention to diversity, using tools with fun, attractive and dynamic elements, favoring greater participation, interaction, and empathy in this group of learners.

The gamification technique incorporates significant elements to integrate collaboration and the stimulation of learning, enhances motivation and commitment to learn from experiences, simulations, and explorations (Batistello, Pereira, &Theresinha, 2019). This trend takes advantage of the strength of the cultural consumption of technology with innovative optics for the benefit of the SEN student.

Project-based learning (PBL) establishes key tools to develop collaborative work to promote the participation of diverse groups.

The PBL is based on discovery and study guided by the teacher, this methodology helps to improve individual and collective skills, strengthens the capacities and knowledge in the student, becoming the protagonist of their learning (Alcalá del Olmo, Santos Villalba, &Leiva, 2020), a method that optimizes time to attend to the special needs of each student, assesses attitudes for teamwork and interpersonal skills.

To develop the motivation of students with Down syndrome in the construction of pedagogical actions, physical and cognitive activities (González, Mora, Moreno, &Socas, 2014), they propose the TANGO: H model, a support tool composed of a program of exercises, motor games and active video games, focused on creating gymnastics adapted to the needs of each student. Collaborative resource, which provides a new way of understanding the relationship between video games and the health of the inclusive population.

Educational innovation focuses on the need to achieve timely and revealing quality learning, improve the capacities of schoolchildren and contribute to obtaining meaningful teaching in the face of diversity. Authentic inclusive practice requires transformation across the range of school activities.

Pedagogical strategies in students with special educational needs

The teacher faces special educational needs by enhancing their knowledge within the different areas: social, political, educational, technological, developing skills to create training environments in which teaching is accurate and flexible, standards-supported and adaptable to the learning needs of each student. One of the innovation strategies is co-teaching, collaborative work where practices and knowledge are established to be used in groups of diverse students (Onsés&Forés, 2020), where the pedagogue acquires social skills, understands his colleagues, gives ideas, and accepts corrections, promoting shared teaching in the development of improvement plans and strategies, addressing diversity effectively in the pedagogical implementation process.

In Ecuador, the Ministry of Education addresses educational needs by providing support guides to professionals involved in the educational field, where changes are shown in school institutions and classrooms to transform them into contexts of inclusion.

The Ministry of Education promulgated the strategies to address SEN (MinEduc, 2019). Table 3 shows the types of disability and the strategies used.

Table 3. Disabilities and strategies used

DISABILITY	STRATEGY
Learning disorders: (dyslexia, dyscalculia, dysgraphia, dysortography, dysphasia).	• Use hearing aids. • Make learning concrete. • Use manipulatives. • Use tangible objects. • Incorporate familiar objects for students. • Make a differentiated evaluation (oral if necessary). • Use visual material (for teaching and assessment). • Motivate the student to accomplish small tasks.
Behavioral disorders	• Give more time to respond (verbally and in writing). • Divide activities into short steps. • Model the instructions for an activity. • Explain the instructions using visual material.

	- Provide clear instructions. - Explain what is expected of the student clearly and consistently throughout the day. - Stay calm in the face of inappropriate behaviors. - Reinforce positive or appropriate behavior when there is one. - Divide activities into short steps. - Model instructions for an activity. - Explain the instructions using visual material. - Provide clear instructions. - Explain what is expected of the student clearly and consistently throughout the day. - Remain calm in the face of inappropriate behaviors. - Reinforce positive or appropriate behavior when there is one.
Superior endowment or super-endowment	- Give importance to their interests to motivate them. - Create extra activities related to your topic of interest. - Create activities according to their abilities. - Encourage more complex activities. - Provide material to promote research on different topics. - Make curricular adaptations. - Create teaching moments in which students learn to accept their mistakes.
Pervasive developmental disorders (autism, asperger's, Rett, childhood disintegrative, and Pervasive developmental disorder not specified)	- Observe what environmental stimuli may be annoying to the student (sensory). - Make adaptations considering the sensory sensitivity that the student has and demonstrates. - Make a behavior modification plan. - Work in areas of student need (fine and gross motor skills, language, or socialization). - Make curricular adaptations. - Modify activities according to the student's abilities. - Use visual material. - Use different forms of communication (pictograms, sign language). - Create activities that teach social skills and behaviors. - Use group work to promote acceptance and socialization. - Have clear rules and routines. - Anticipate any schedule modification to avoid anxiety in the student.
Intellectual disability	- Consider the student's mental age when planning activities. - Create individual goals based on their capabilities. - Include the student in the group activities, facilitating their participation with the necessary modifications. - Perform activities that involve tasks of daily living. - Encourage socialization

	• Teach respect for differences. • Highlight their abilities and abilities to the same student and the group. • Provide constant support. • Have clear rules and review them daily. • Use visual material. • Constantly remember the expectations that exist about the student.
Physical-motor disability	• Make changes in the structure of the classroom that benefit the student. • Integrate the student into any activity, giving him a specific role in cases where he cannot comply with the requirements due to his disability (for example, being the football referee in a match). • Motivate the student by emphasizing their contribution in the different group activities. • Use support materials (technology, thicker pencils or with adapter, easy gripscissors,etc.). • Use different learning methodologies. • Consider the student's abilities when planning. • Create modifications in the activities so that the student is successful in them. • Teach the tolerance and support that should be provided as peers in the same group. • Provide additional time in activities if necessary. • Speaking at student eye level
Hearing impairment	• Use visual material. • Reinforce the instructions with drawings. • Perform activities that involve the sense of touch. • Provide a differentiated (visual) assessment. • Use drawings for the student to express themselves. • Learn basic words in sign language (in case the student uses them to communicate). • Speak naturally, but articulating the words well, allowing the student to read the lips in case he knows how to do it. • Adapt the classroom space so that there is eye contact between students.
Visual impairment	• Familiarize the student with the structure of the classroom. • Communicate any changes that have been made to classroom materials and furniture. • Use auditory and tactile material. • Use Braille communication when the student has learned it. • Read aloud what is written on the board. • Refer to the student by name. • Communicate to the student verbally everything that

	happens around him. • Consider that the student does not perceive the physical information of people. • Put luminous material in places that point the way or dangerous places for students with low vision. • Use expanded material (letters or drawings) for students with low vision or partial blindness.
Multi-disabilities	• Analyze what the student's strengths are. • Rely on their strengths to create modifications in the activities that, due to their disability, the student cannot perform like the rest of the class. • Motivate the student by highlighting their skills. • Make differentiated evaluations, giving you different alternatives to express your knowledge.

Source: Working Guide of Pedagogical Strategies to Address Special Educational Needs, May 2019

In some institutions they use the Universal Design for Learning, educational support material that addresses the diversity of the student: types of disability, situations of vulnerability and learning difficulties.

Conclusions
The innovative perspectives project horizons of radical changes in the educational field during the planning, organization, and implementation of school activities, based on the commitment of the educational community, competent authorities and the collective society, to address the deficiencies in the teaching-learning process to students with special educational needs (SEN).

Educational innovations focused on recreational activities, music, ICT and participatory techniques are identified to dynamically include students with SEN that makes effective the Universal Design for Learning and the goal of education for all.

There are support manuals provided by the Ministry of Education, with methodological and pedagogical strategies to intervene in the classroom in a positive way, for the design of curricular planning aimed specifically at this group.

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