

# Didactics for inclusive education. A view from the individual plan of reasonable adjustment in secondary education

*Didáctica para la educación inclusiva. Una visión desde el plan individual de ajuste razonable en la educación secundaria*

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**Correspondence:**

[Olga.sanchez@uniremington.edu.co](mailto:Olga.sanchez@uniremington.edu.co)

**Olga Lucia Sánchez Gonzales** 

Universidad Pedagógica Experimental  
Libertador, Venezuela

[Olga.sanchez@uniremington.edu.co](mailto:Olga.sanchez@uniremington.edu.co)

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## Abstract

Inclusive education is an approach that implies equitable and accessible participation in learning. It is therefore considered a challenge in the pedagogical and didactic work of educators, who are responsible for all aspects of the teaching process within the formal education system. For this reason, the present study aims to generate a theoretical approach to didactics for inclusive education from the perspective of designing an Individualized Education Plan (IEP) in secondary education at the Carlos Ramírez Paris Educational Institution, Don Bosco 88 campus, Cúcuta, Norte de Santander. To this end, a study was conducted using the interpretive paradigm and the hermeneutic method, with the participation of six (6) informants. The information was collected through semi-structured interviews, and the selected method was used for analysis and categorization. A distinct didactic approach is revealed, highlighting emerging aspects that allude to: a didactic management of singularity: from legal mandate to pedagogical practice; systemic articulation: overcoming barriers and the relevance of governance; the PIAR (Institutional Educational Project) as an epistemological, not merely administrative, device; a socio-critical dimension of didactics: confronting structural barriers; and didactic equilibrium: convergence between universality and singularity. All of this offers a robust theoretical framework that envisions a didactic approach ranging from singularity to the pursuit of a critical and contextualized PIAR epistemology.

**Keywords:** PIAR design, inclusive education teaching methods, students with disabilities.

## 1. Introduction

Didactics for inclusive education is built on the basis of reconciling philosophical, ontological, epistemological, and methodological arguments of the teaching and learning process, where it is understood that education is a constituted right for all, where diverse identities are welcomed and inclusive educational-formative environments are generated. Stainback, Stainback, and Jackson (1999) already express this by stating that "all people have the capacity to learn and grow within the daily routine of school and the community.

The fundamental thing is to value diversity, since it provides a wide range of learning opportunities for each of its members." (p. 26). To this, attributing to the teacher's work the essentiality of said didactic development for inclusion, allowing them to pave the way beyond what has traditionally been conceived as egalitarian education, highlighting aspects of equity and recognition of the other.

In this way, inclusive education viewed from a global perspective is grounded in the Convention on the Rights of Persons with Disabilities (CRPD) (2006), which seeks to promote, define, and regulate its scope, establishing, for all countries, this urgent need for accessibility for all to social spheres, especially to education. This undoubtedly implies teachers who are aware that particularities exist among students and that these translate into specific needs that, in the educational sphere, can be reflected at any academic level.

Therefore, it becomes necessary to understand, from this didactics for Inclusive Education, the Individual Plan of Reasonable Adjustments, in the educational context, the concepts and ideas that seek to guarantee this equity in school training processes, which must be implemented when particular limitations do not allow the full development and participation of the person under equal conditions.

Now then, the implementation of educational policies, methodologies, and planning in the recognition and application of a didactics that contemplates and focuses on an inclusive design, that fosters universal, multidimensional learning and that, in turn, gives place to singularity and diverse identity, overwhelms the idea of the teaching role as mediator, architect, creator, enabler, in these teaching-learning processes, which implies a challenge in their didactic work (Correa, et al., 2023).

## 2. Theoretical Framework

As a first instance, we find the Sociocultural Theory on Diversity and Inclusion by Vygotsky and its link with a didactics for inclusive education. It is suggested that human learning is primarily fostered through social interaction. The implications of this theory on a didactics for inclusive education refer to processes reinforced by Collaborative Learning, because this theory emphasizes the importance of collaboration. In an inclusive classroom, students with different abilities can learn from each other, creating an environment of mutual support.

As a second instance, we have a differential

didactic approach, understood as a didactics founded on the particular, the individual, that highlights difference and diversity. Thus, according to Pastás (2024), differential or differentiated didactics refers to that which is applied in specific educational settings, considering aspects such as age, the student's particularities, and their cognitive abilities.

Referring us to a diachronic overview of the study with didactics: evolution in teaching and learning. With the phrase "Teach everything to everyone," the work of the *Didactica Magna* by Comenius, written between 1629 and 1657, echoes the idea of didactics, which had previously been described in Greek terms, alluding to the art of teaching, and implies a tendency for knowledge to be taught and shared with the greatest number of people possible. To support this perspective, Torres and Girón (2009) endorse the proposed concept of giving didactics an applied character, as a discipline of education, responsible for guiding activity comprehensively in a broader context: that is, as the comprehensive orientation of learning, which includes the analysis of training methodologies and the devices that the teacher must employ to foster, in a favorable manner, the progress of the complete and harmonious education of students.

On the other hand, inclusive education makes it relevant to point out what is related to the school context, from all aspects and dimensions of its nature, both theoretical and practical, and which, in this case, welcomes or seeks to incorporate, within this environment, the entire population

under the premise of the right to be educated, within a system that embraces diversity and individuality. This allows specific care centers to be established with qualified specialists, with a specialized structure, resources, and materials adapted to the specific deficiency manifested by the subjects. According to Arnáiz's (1997) review, which takes into account an essential component in this discussion, such as the curriculum, this is proposed from the understanding that any child can feel and live the experience of educational difficulties, that is, in their learning process. This perspective gives the teacher a more important role in the teaching process and involves them in inclusive action through participation, cooperation, and a responsibility of their function as a researcher in new forms of attention to the individuality of each student.

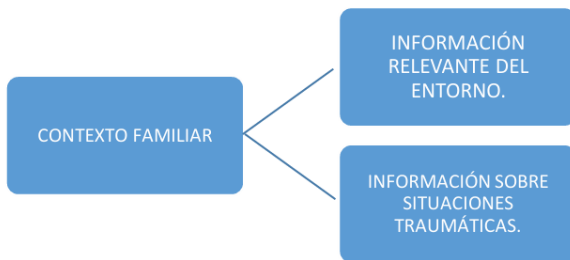
Focusing on the categorical references of the study, conception: the PIAR in Inclusive Education, which is conceptualized as the Individual Plan of Reasonable Adjustments (PIAR) that becomes a valuable didactic tool for the teacher, where they develop it, in communion and collaboration with other support entities, becoming a network of help and interdisciplinary synchrony aimed at serving the student population with disabilities.

For Ferrer and Rivera (2019), the educational characterization should be carried out addressing the following dimensions: a. Context and family life; b. Intellectual abilities; c. Emotional well-being; d. Adaptive behavior and personal development; e. Health and physical well-being; f. Participation and social inclusion;

g. Learning goals.

**Figure 1**

Dimension: Family context. Description



Note: Representation of the Dimension: Family context. Source: Ministry of National Education. (2017); Technical, administrative, and pedagogical guidelines for the educational attention of students with disabilities within the framework of inclusive education.

The objective of this dimension is to collect all pertinent data about the students, encompassing aspects of their home, the person responsible for their care, a view of their environment, and each of the circumstances that have affected their quality of life. Therefore, an attention study by the different teachers involved in the student's instruction is warranted, in which they must analyze their character and abilities linked to special educational needs at different moments of the study and, based on the information collected, carry out an evaluation that identifies the learner's strengths and weaknesses.

**Figure 2**

Dimension: Intellectual abilities.  
 Description



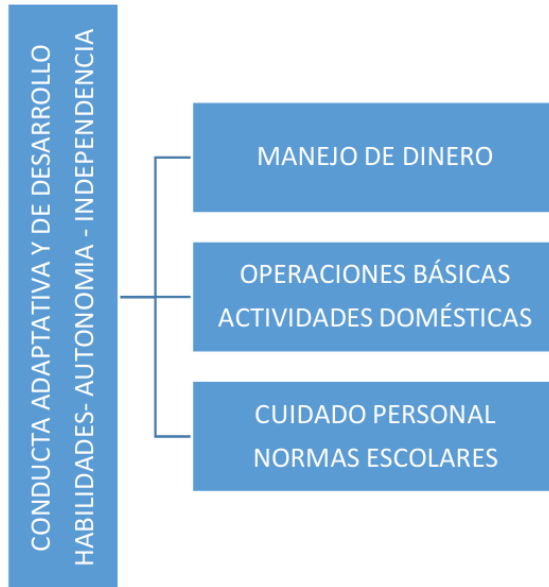
Note: Representation of the Dimension: Intellectual abilities. Source: Ministry of National Education (2017); Technical, administrative, and pedagogical guidelines for the educational attention of students with disabilities within the framework of inclusive education.

It refers to the teachers' perspective regarding school mastery based on: Attention: whether the student can specifically focus their attention; Thinking Processes: ability to formulate hypotheses or explanations about various phenomena; Reading and writing competencies: whether the student can read fluently, recognize arguments and ideas, make inferences; their writing is precise and there are no omissions or additions of letters; Memory: whether the student can remember acquired knowledge without major difficulty; Language and communication: what means of communication they use (Spanish, sign language); whether it is easy for them to adapt to modifications; Mastery of specific content: whether the student has assimilated the subject's knowledge; Mastery of specific content: whether the student has

assimilated the subject's knowledge;  
 Mastery of specific content: whether the student

**Figure 3**

Dimension: Adaptive behaviors and skill development. Description.

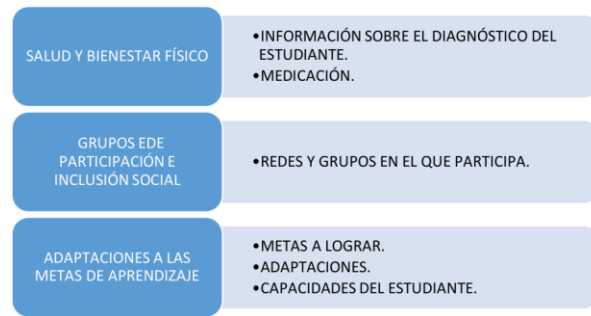


Note: Representation of the Dimension: Adaptive behaviors and skill development. Description. Source: Ministry of National Education (2017). Technical, administrative, and pedagogical guidelines for the educational attention of students with disabilities within the framework of inclusive education.

This section compiles information about social skills and practice. It is essential to recognize the resources that the student may possess to increase their quality of life, identify their interaction with the environment, academic norms, personal care, and behaviors that allow them to adapt to the social context.

**Figure 4**

Dimension: Health, society, and goals. Description.



Note: Representation of the Dimension: Health, society, and goals. Source: Ministry of National Education. (2017). Technical, administrative, and pedagogical guidelines for the educational attention of students with disabilities within the framework of inclusive education.

In these final dimensions, it is necessary to identify the type of diagnosis the student has, detailing the therapies they receive and their involvement in support groups or communities. Once all the data has been collected, the teaching team and support staff must determine the objectives and adjustments that the student requires in each of the areas and at the different levels of the institution.

### 3. Methodology

This research is conducted according to fundamental characteristics, under the Interpretive Paradigm, which is based on Interpretive theory, based on what Sandín (2003) maintains, arguing that knowledge in human beings is not discovered, but is built from the creation of concepts, models, and schemes that give meaning to experience, and which, in turn, is altered and verified from the same experiences. Furthermore, the current research is oriented toward the Hermeneutic

method, with the objective of discovering forms of discourse, voice, and expression that can unravel the meaning and sense that transcends its paradigmatic episteme. From this perspective, hermeneutics, defined by Gadamer (1998), seems to be quite receptive to the experiences recounted by the actors, facilitating immersion in the universe of experiences and verbal expressions that any individual provides, adjusting the method, which, due to its applicable roots. This followed the paths of Gadamer's (1998) hermeneutic method:

### Phase 1. Interpretation: The Research Setting

The context is the Carlos Ramírez París Educational Institution, located in the urban sector of the city of Cúcuta, department of Norte de Santander, Colombia, specifically in the neighborhoods of commune 8. This institution serves a population of approximately 400 students, most belonging to socioeconomic levels 1 and 2. Additionally, it has a teaching team composed of 120 teachers, who work in four different campuses (main campus, Nuestra Señora de Monguú campus, Don Bosco No. 88 campus, and Rafael Pombo No. 74 campus); and sessions to offer education at the levels of transition and basic primary, basic secondary, and technical secondary, thus guaranteeing an organized and efficient distribution of educational resources.

### Informant Subjects

The essential informants for this research, considering six (6) subjects, described as follows:

One (1) Coordinator who is a specialist in

education, has more than 20 years of work at the institution, and is part of the Inclusion committee; one (1) Counselor-Psychologist by profession. She is in charge of the inclusion committee, manages and classifies the different characteristics of the students, in addition to the care route and the pedagogical processes of the students within the inclusion program. Four (4) lead teachers from each Campus. They are teachers from different areas and sessions. They provide their service on the committee by vocation, participate, and help other colleagues in the different filling out of forms, compilation of information, and evidence of the inclusion process at each campus and in each session.

### Description of informant subjects

**Table 1. Research Informants.**

Informantes	Descripción	Código
Docente Líder en la sede	Docente de área y de comité 1	INDC1
Docente Líder en la sede	Docente de área y de comité 2	INDC2
Docente Líder en la sede	Docente de área y de comité 3	INDC3
Docente Líder en la sede	Docente de área y de comité 4	INDC4
Coordinador-docente	Coordinador del comité de Inclusión	INCCI
Orientadora- Psicóloga	Manejo de los comités de Inclusión	INOPSCI

Note: Description of Informants

### Phase 2. Comprehension: Application of the Hermeneutic Circle.

In this context, what is proposed in the Hermeneutic Circle will be followed, which according to Gadamer (Op. Cit.), is defined as the movement of understanding that goes from the whole to the part and from the part to the whole, where discourse is woven from analytical comprehension.

The early creation of ideas and prejudices is proposed, in a prior process of applying comprehension, in this case, of the individuals' statements, with the objective of evaluating their legitimacy and consistency and initiating the development

of the circle, transferring the concepts; this is the approach adopted and adjusted to carry out the implementation of the interviews.

### **Information collection techniques**

The organizing strategy of the research is based on the individual and group interaction of the researcher with the participants, through conversations with each of them, creating a path toward the expression of their experiences, reflections that will be achieved through empathy and cordiality.

### **Phase 3. Theorization: Paths to follow.**

According to Gadamer (1991), to formulate a theory, the following routes will be taken. Thus, it is highlighted that this theory is developed in two stages: one that originates in the understanding and comprehension of the PIAR design and everything that encompasses this world of ideas and actions, which facilitates the organization of the teacher's didactic reality in their work as an inclusive educator and its impact on the current teaching and learning process for students with disabilities. Another moment will occur that, as this reality emerges, is grounded in each problematic situation detected, organizing how the teacher's practice can be based on the suggested theory.

## **4. Conclusions**

The study becomes pertinent and fundamental in establishing the didactic management of singularity as the central

axis of inclusive pedagogical praxis, surpassing the vision of didactics as mere content adaptation. By proposing didactic equilibrium, the research validates the need for the teacher to constantly operate in the tension between the Universal Design for Learning (UDL) and individualized intervention (PIAR), according to the theories of Vygotsky and Tomlinson.

This didactics becomes a tool of justice, where planning no longer responds to the standardized curriculum, but to the singular learning experience of the student in basic secondary education. The relevance lies in the call for didactics to be assumed as an intentional, reflective, and documented act that materializes the right to education of each student.

This vision of this didactics allows projecting its transformation toward a socio-critical dimension, where pedagogical action becomes a direct confrontation of structural barriers. The future of inclusive didactics will not only consist of adjusting, but of auditing the system's deficiencies (rigid curriculum, lack of experts or technology). These prospective didactics, assisted by systemic articulation, will transcend the walls of the classroom, demanding from governance concrete and cross-cutting responses (health, culture, technology). The teacher will be profiled as an agent of political and social change, using the PIAR record to drive permanent institutional reform, migrating from tolerance to the celebration of difference as the engine of the teaching-learning process.

In this way, the study is crucial for

secondary education in Colombia, a level traditionally marked by curricular rigidity and the departmentalization of knowledge, which exacerbate exclusion barriers. By focusing on this level, the research exposes how the Socio-critical Dimension of Didactics becomes vital for confronting a curriculum that prioritizes standardization. The relevance is based on the didactic management of singularity as a practical and urgent proposal for secondary teachers, demonstrating that the law (Decree 1421, Law 361) must be materialized in the flexibilization of academic content. The study stands as a course of action for an educational level historically deficient in its responses to diversity.

The prospective for teaching is a liberated and contextualized teaching, where the teacher operates with a renewed professional autonomy. The future of teaching will be systemically articulated, requiring continuous training in UDL and in the critical reading of the PIAR. Therefore, didactic equilibrium will become the key professional competency, forcing teacher training programs to integrate critical and socio-critical reflection in their curricula. The teacher will no longer feel alone facing diversity, thanks to the systemic articulation that will connect them with a network of experts and support (Resolution 2565) who will work in a coordinated manner, ensuring a collegial didactic management.

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