

# Theoretical-Practical Approach to the Inclusion of Students with Intellectual Disabilities in Colombia

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## Objective

To examine the theoretical-practical approach to the inclusion of students with intellectual disabilities in Colombia.



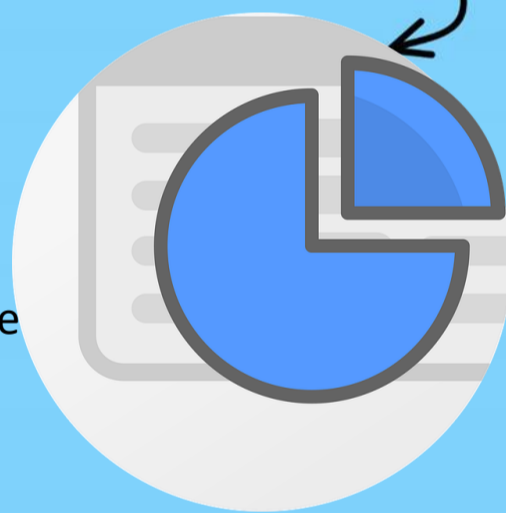
## Methodology

A quantitative and descriptive approach with a positivist methodology was used, surveying 59 teachers.



## Results

The results revealed discrepancies between the theory and practice of inclusion. While a significant percentage of teachers believe that the 'Right to equality' and 'Non-discrimination' are addressed, few indicated that individualized learning plans are always developed..



## Conclusion

There is a disconnect between perception and practice in the implementation of educational inclusion in Colombia.

