



Sensibilización docente en la atención a estudiantes con necesidades educativas especiales: revisión sistemática

Teacher awareness in the care of students with special educational needs: systematic review

Sensibilização docente na atenção a estudantes com necessidades educacionais especiais: revisão sistemática

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ABSTRACT

Introduction: teachers' attitudes toward inclusion are mediated by factors such as perceived self-efficacy in teaching in diverse contexts, prior experiences with students with special educational needs, the quality of teacher training received, and the level of available institutional support.

Objective: to determine whether teacher awareness programs improve inclusive attitudes, skills, and practices among teachers responsible for working with students with special educational needs.

Methods: a systematic review of the scientific literature was conducted across various databases. The search was carried out using an algorithm with keywords and Boolean operators, allowing the identification of relevant sources. The selected studies, after applying inclusion and exclusion criteria, were critically analyzed considering timeliness, methodological quality, and thematic relevance, and were integrated into the final synthesis of the review.

Development: teacher awareness of special educational needs is a crucial element for building truly inclusive pedagogical practices. However, this awareness does not operate as an automatic or linear phenomenon, but rather as a complex process that articulates attitudes, beliefs, emotions, institutional contexts, and significant training experiences. When awareness processes are designed intentionally and sustainably, significant improvements are observed in teachers' attitudes, perceptions of professional self-efficacy, and willingness to work inclusively.

Conclusions: building shared ego-conscious mindsets is fundamental, enabling teachers to consider decisions from the perspective of their collective impact and recognize that awareness, more than a starting point, is a continuous process of ethical, social, and human responsibility.

Keywords: Teacher Awareness; Educational Inclusion; Special Educational Needs.

INTRODUCTION

Inclusive education is recognized as a fundamental right and an unavoidable obligation for contemporary education systems. This recognition, supported by international declarations and increasingly robust regulatory frameworks, has driven significant transformations in the education policies of many countries. However, despite the regulatory and programmatic advances accumulated in recent decades, daily classroom practice continues to show a considerable gap between what policies prescribe and what actually happens with teachers in their daily work.^(1,2)

In the Ibero-American experience, access to and retention in regular education settings for students with special educational needs have progressively increased, demonstrating a growing commitment to educational equity. However, structural and pedagogical obstacles persist that hinder a timely, relevant, and sustained educational response.^(3,4) These obstacles are not merely technical or administrative; they represent complex challenges involving formative, attitudinal, organizational, and cultural dimensions of the education system.

Among the main critical issues identified in the literature are, firstly, teacher training that is fragmented or poorly situated in real teaching contexts, with little articulation between initial and continuing training.^(5,6,7) Secondly, the insufficiency of systematic pedagogical support in the real classroom context, which limits the development of capacities for informed pedagogical decision-making.⁽⁸⁾ A third critical factor is the lack of protected institutional time to collaboratively plan, design reasonable adjustments and continuously evaluate the effectiveness of the strategies implemented.^(9,10)

Additionally, there is an unequal availability of support technologies and accessible pedagogical resources, with marked differences between urban and rural contexts, as well as between public and private institutions.^(4,11) Finally, there persists a weak articulation between regular classroom teachers, specialized support professionals, guidance teams and families, which fragments the continuity of the educational response and hinders the establishment of shared goals.^(12,13)

In this complex and multidimensional scenario, teacher awareness, understood as informed awareness, professional empathy and the active willingness to transform teaching to effectively address student diversity, becomes a decisive factor in converting declarative frameworks and political intentions into observable, systematic and sustainable inclusive practices.^(14,15,16)

Among the inclusive practices that require solid teacher awareness are curriculum planning based on the principles of Universal Design for Learning (UDL), which offers multiple forms of representation, expression and engagement for all students;^(17,18) the implementation of co-teaching models that promote interprofessional collaboration and simultaneous attention to diversity, the design of accessible assessments that allow learning to be evidenced without the barriers of the instrument limiting the demonstration of competencies; and the pedagogically sound use of technological resources and visual, manipulative or communicative supports that eliminate barriers to access to the curriculum.^(19,20,21,22)

The literature has also identified that teachers' attitudes toward inclusion are mediated by factors such as perceived self-efficacy to teach in diverse contexts, prior experiences with students with special educational needs, the quality of training received, and the level of available institutional support.^(21,22,23,24) Likewise, it has been shown that the mindsets or interpretive frameworks that teachers hold about learning capacity, specifically whether they adhere to a fixed or growth mindset, significantly influence their expectations about the progress of students with disabilities and, consequently, the learning opportunities they offer them.^(3,22, 24,25)

The overall objective of this research is to determine whether teacher awareness programs improve inclusive attitudes, skills, and practices in teachers who work with students with special educational needs.

METHODS

A literature review was conducted, focusing on the systematic compilation of scientific articles available in the PubMed, SciELO, Scopus, ERIC, and Redalyc databases. The search strategy was based on the following PICO question:

Q: Teachers who serve students with special educational needs (SEN).

I: Programs, strategies or training for raising teacher awareness in educational inclusion.

C: Absence of awareness programs or traditional methodologies.

O: Improvement in inclusive attitudes, skills, knowledge and practices.

The following descriptors supported this review, from which the search algorithms were developed, were then identified, depending on the language used: ("teacher awareness" OR "teacher training") AND ("educational inclusion" OR "inclusive education") AND ("special educational needs" OR "students with disabilities") ("teacher awareness" OR "teacher training") AND ("educational inclusion" OR "inclusive education") AND ("special educational needs" OR "students with disabilities")

Based on the search strategy described, 102 records were initially identified in the selected databases. The inclusion criteria (articles published between 2015 and 2025; studies evaluating teacher desensitization programs, strategies, or methodologies in inclusive education; publications in Spanish or English) and exclusion criteria (studies unrelated to teachers or students with special educational needs; narrative reviews, editorials, or letters to the editor; articles without full text access) were considered.

After removing duplicates and progressively applying the inclusion and exclusion criteria, 60 full-text articles were evaluated, of which 20 were discarded for not providing empirical data, not focusing on teachers, or not sufficiently describing the awareness-raising interventions. Finally, 40 studies were included in the qualitative synthesis. This process was represented in a PRISMA-type flow diagram (Fig. 1).

Data extraction and analysis focused on key variables such as author, year, and design. Methodological approach, study population, type of intervention, and main results. The synthesis is The study was conducted qualitatively, integrating findings on clinical impact, quality of life, and the role of nursing in geriatric palliative care. A meta-analysis was not performed due to the Heterogeneity of the studies, although consistent trends were identified that support the importance of a comprehensive and multidisciplinary approach.

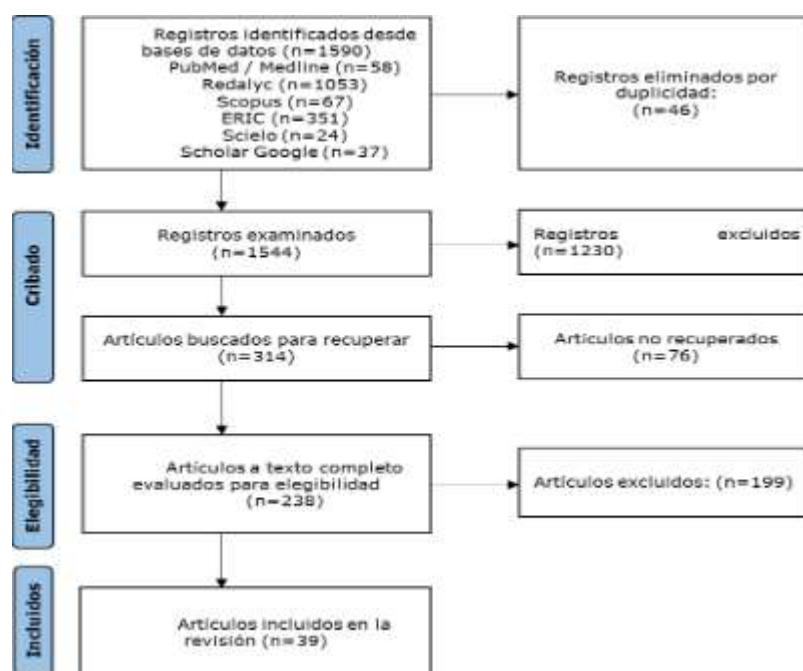


Fig. 1Prism Diagram.

DEVELOPMENT

To understand the teaching population that serves students with educational needs specials at various educational levels and contexts; as well as training interventions specifically designed to promote awareness and skills development inclusive,^(26,27) and the measurable results in terms of attitudinal changes, development of professional skills and transformation of observable practices in the classroom;^(2,20,28) it is important to understand that at the international level, normative milestones such as the Salamanca Statement (1994) and the Convention on the Rights of Persons with Disabilities (2006) laid the foundations for a renewed vision of educational inclusion, centered on the recognition of inalienable rights, the full participation of all students in common environments and the systematic elimination of physical, pedagogical and attitudinal barriers.^(29,30) These international frameworks not only established guiding principles, but also generated binding obligations for the signatory States, promoting legislative reforms and the creation of public policies aimed at guaranteeing the right to a quality education in inclusive contexts.

The global agenda for education, expressed in initiatives such as Education for All and more Recently, in Sustainable Development Goal 4 (SDG 4), it has reinforced the need to consolidate teacher training as a strategic lever for pedagogical change and as a necessary condition to move towards more equitable and quality education systems for all.^(16,31)

In this context, from 2015 onwards, the scientific literature on educational inclusion increased substantially the attention devoted to flexible and accessible curriculum planning models, such as Universal Design for Learning,^(17,18) to interprofessional collaboration and co-teaching models and to the pedagogically sound use of assistive technologies and accessible digital resources.^(12,13)

One particularly relevant aspect in recent literature is the emphasis placed on the transformation of teaching beliefs and attitudes as an indispensable condition for the Sustainability of inclusive practices.^(14,24) Various studies have shown that attitudes towards inclusion are not static or merely reactive, but can be modified through well-designed training interventions that combine theoretical knowledge, supervised practical experiences, guided reflection and constructive feedback.^(22,27) Likewise, it has been identified that teacher self-efficacy to teach in inclusive contexts constitutes a critical mediator between favorable attitudes and effective pedagogical practices, being a robust predictor of the intention to implement reasonable adjustments and differentiated strategies.^(19,20,32)

In the Ibero-American regional context, the legal frameworks and technical guidelines for the The implementation of inclusive education has advanced considerably over the last two decades, reflecting a growing political commitment to educational equity. However, the effective implementation of these regulations has been heterogeneous, with significant variations between countries, between regions within the same country, and between educational institutions of different ownership or geographical location.^(4,25)

Teacher training universities and school systems have begun trajectories various initial and continuing training programs in inclusive education, gradually incorporating Contents on attention to diversity, accessible curriculum design, and differentiated teaching strategies. However, significant differences are still observed in the depth, systematicity, and practical approach of these training programs, as well as in the opportunities for in-service support that teachers receive once they enter the profession.^(7,29,33)

Evidence published since 2015 indicates a considerable expansion of descriptive qualitative and quantitative studies, which have made it possible to map attitudes, beliefs, Concerns and levels of self-efficacy of teachers in multiple national contexts.^(10,34,35) In parallel, there has been a gradual growth of mixed designs that integrate quantitative and qualitative data to offer a more nuanced understanding of the phenomena studied, as well as an emerging interest in longitudinal studies that allow capturing trajectories of attitudinal and professional change over time.⁽⁸⁾

However, a still limited presence of experimental or quasi-designs persists. experimental studies with control groups, pre-post measurements and temporal follow-up, which allow Establishing robust causal relationships between specific training interventions and changes in teaching practices or in student learning outcomes.^(2,26) This limitation represents an important challenge for the generation of high-quality evidence that can more robustly inform educational policy decisions and the design of teacher training programs.

The findings accumulated in the literature converge on several consistent trends. First, situated training that incorporates direct observation of inclusive practices, supervised practice in real classrooms, and constructive evidence-based feedback significantly increases both teachers' empathy and perceived self-efficacy in addressing diversity.^(19,33) Second, co-teaching and interprofessional collaboration models promote real-time pedagogical decision-making, the exchange of specialized knowledge, and the building of professional learning communities.^(12,13)

Third, peer support and systematic mentoring strategies. They contribute to stabilizing changes in practice beyond the initial training period, facilitating the transfer of learning to the everyday classroom context.⁽²⁷⁾ Fourth, assistive technologies and accessible digital resources improve access to the curriculum and learning opportunities for students with special educational needs, provided that there are adequate technical, training and organizational conditions for their pedagogically sound implementation.⁽¹¹⁾

Additionally, research has identified teacher self-efficacy as a key predictor of behavioral intentions and effective inclusive practices implemented in the classroom.⁽¹⁹⁾ Teachers with greater self-efficacy tend to set higher expectations for their students with special educational needs, to persist in the face of pedagogical difficulties and to experiment with varied teaching strategies.

For its part, the mindset or interpretive framework on learning capacity (growth mindset versus fixed mindset) is associated with better attitudes towards functional diversity and with a greater willingness to attribute learning difficulties to modifiable factors of the pedagogical environment, rather than to intrinsic and immutable deficits of the student.⁽²⁶⁾

At the local and institutional level, both in higher education institutions that train teachers and in educational centers at compulsory levels, the awareness of teachers towards inclusion is critically conditioned by factors such as explicit institutional policies on inclusion, the pedagogical leadership exercised by management teams, the availability of specific human and material resources, and the existence of an organizational culture of collaboration and continuous learning.^(28,35) When these factors are aligned coherently and synergistically, the probability of effective implementation of reasonable adjustments, significant curricular adaptations and accessible assessments increases appreciably.^(33,35)

However, significant methodological and substantive challenges remain. Among the challenges Methodological considerations include the need for standardization and cross-cultural validation Robust instruments to measure awareness, attitudes and teacher self-efficacy, considering the linguistic and cultural specificities of different contexts.⁽³⁶⁾

Regarding methodological designs, the quantitative approach of a descriptive type predominated. correlational or comparative, supported by standardized scales of attitudes and self-efficacy towards inclusion.^(37,38) A relevant subset of studies implemented quasi-experimental or pre-test/post-test designs to evaluate the impact of specific training programs.^(20,39) To a lesser extent, qualitative studies were found based on interviews, focus groups or case studies,^(12,13) and systematic or scoping reviews that integrated previous evidence on attitudes and teacher training.^(23,25,26) Taken together, this methodological diversity allowed a broad view of both the measurable changes in psychological variables and the experiences lived by teachers.

In relation to the above, Table 1 shows the main findings made by the studies included in the review developed.

Table 1. Synthesis of results on awareness/teacher attitudes and inclusive practices among findings.

Fountain	Findings
Main S et al.,(2016) ⁽¹⁾	Analyzes ideological frameworks that influence inclusive policies/practices; suggests balanced approaches.
Florian L(2014) ⁽²⁾	Discuss what counts as “evidence” in inclusion; value classroom studies and pedagogical design.
Lacruz- Pérez I et al.,(2021) ⁽³⁾	Positive trend conditioned by training and institutional support; need for more studies with robust designs.
Tamayo M et al.,(2017) ⁽⁴⁾	Urban-rural differences in inclusion indicators; need for targeted policies and resources.
Forlin(2010) ⁽⁵⁾	It proposes reform curricula for prepare to teachers in inclusion;emphasisin reflective practice.
Loreman et al.,(2013) ⁽⁶⁾	Many teachers do not feel fully prepared; early practice and support improve readiness.
De Vroey A et al.,(2012) ⁽⁷⁾	Gaps in preparation for inclusion; proposes redesigning training with authentic practices.
Mintz J(2018) ⁽⁸⁾	Formative interventions increase self-efficacy; situated feedback is key to transfer to the classroom.
Subban P et al.,(2017) ⁽⁹⁾	Concerns about resources and classroom management limit implementation; training reduces barriers.
Schwab S(2018) ⁽¹⁰⁾	Generally positive attitudes; barriers in resources and time; differences between educational levels.
Fernández-Batanero JM et al.,(2021) ⁽¹¹⁾	Digital competence promotes inclusion; specific training for accessible technologies is lacking.
Arriagada-Hernández CR et al.,(2021) ⁽¹²⁾	Co-teaching promotes reasonable adjustments and collaboration; it requires joint planning and managerial support.
González-Laguillo B et al.,(2022) ⁽¹³⁾	Co-teaching as a lever for inclusion; it requires coordination, clear roles and joint evaluation.
Avramidis E et al.,(2002) ⁽¹⁴⁾	More favorable attitudes with experience, training, and support; barriers: resources and workload.
Florian L Et al.,(2011) ⁽¹⁵⁾	It sets out principles for teaching everyone; focus on participation and achievement; avoid labeling.
Loreman T(2017) ⁽¹⁶⁾	It synthesizes inclusive pedagogical principles; a guide for training and policy educational.
Díaz- Vega M et al.,(2020) ⁽¹⁷⁾	DUA offers useful training alternatives; structured training is urgently needed and resources for sustained implementation.

De la Fuente-González (2025) ⁽¹⁸⁾	DUA contributes to accessibility and design; recommends integrating DUA into curricula and supervised internships.
Sharma U et al.,(2016) ⁽¹⁹⁾	Self-efficacy and attitudes predict intention to teach inclusively; training improves predictors.
Miesera S et al.,(2018) ⁽²⁰⁾	Strong relationships between self-efficacy and willingness to engage in inclusive practices; Concerns reduce intention.
Savolainen H et al.,(2012) ⁽²¹⁾	Model shows that self-efficacy and support predict inclusive practices.
MacFarlane K et al.,(2013) ⁽²²⁾	A growth mindset is associated with better attitudes towards inclusion; Implications for training.
De Boer A et al.,(2011) ⁽²³⁾	Positive attitudes, but conditioned on resources, support and training; Policy implications.
Sharma U et al.,(2016) ⁽²⁴⁾	Positive attitudes linked to self-efficacy and previous experiences; demand institutional support.
Yang M et al.,(2021) ⁽²⁵⁾	National overview: progress in attitudes, gaps in resources and specific training.
Almeqdad QI et al.,(2023) ⁽²⁶⁾	Global evidence suggests positive effects of UDL on learning and accessibility; moderate heterogeneity.
Forlin C et al.,(2011) ⁽²⁷⁾	Initial training with practical components improves disposition and confidence to include.
Ainscow M et al.,(2012) ⁽²⁸⁾	System-level strategies for equity and inclusion; distributed leadership and school networks.
Garzón Castro P et al.,(2020) ⁽²⁹⁾	Moderately positive attitudes; ongoing training and experience with SEN it strengthens them.
Echeita G et al.,(2011) ⁽³⁰⁾	It frames inclusion as a right; coherent political demands and continuous professional development.
Malinen OP et al.,(2013) ⁽³²⁾	Identifies dimensions of inclusive self-efficacy; diagnostic utility for in-service training.
Cardona Moltó MC(2015) ⁽³³⁾	Teachers with specific training report more favorable attitudes and differentiated strategies.
Saragoça MJ et al.,(2026) ⁽³⁴⁾	Favorable attitudes, with variation by experience and school context; suggests targeted training.
Alquraini TA(2012) ⁽³⁵⁾	Factors (training, experience, support) predict positive attitudes towards inclusion.
Sisto M et al.,(2021) ⁽³⁶⁾	More favorable attitudes exist when there are policies and school support; differences between educational stages.

Kurniawati F et al.,(2012) ⁽³⁷⁾	Scale adaptation/validation; results support its use for measuring inclusive attitudes.
Alnahdi GH(2019) ⁽³⁸⁾	Evidence of construct validity; useful scale for Arab contexts.
Fernández-Bustos JG et al.,,(2022) ⁽³⁹⁾	Spanish adaptation of scale: valid properties; usefulness for measuring attitudes towards inclusion.

In relation to the first dimension analyzed, the attitudes and beliefs of teachers towards inclusion, the results showed a general tendency towards moderately positive attitudes, but with ambivalences and resistance associated with certain types of SEN, the perception of lack of resources and the complexity of the cases.^(14,23)

In several studies, participation in awareness programs and specific training was associated with significant improvements in attitudes, especially when theoretical information on inclusive education was combined with real case studies, family testimonies, and collaborative work experiences.^(1,29,36) However, some studies indicated that these improvements were less consistent when classroom conditions were still characterized by high student-teacher ratios, a lack of specialized support, or school cultures that were not very inclusive.^(10,13)

Regarding teacher self-efficacy in supporting students with special educational needs in regular classrooms, the evidence indicated that awareness and professional development programs focused on inclusion produced significant increases in perceived competence to plan, teaching and managing diversity.^(32,37)

Studies that used adapted versions of the TEIP and other self-efficacy scales showed that, after structured training interventions, teachers felt more capable of designing individualized support, collaborating with guidance teams, and adjusting activities and evaluations.⁽²⁴⁾ However, it was also observed that this self-efficacy was influenced by contextual factors such as leadership support, resource availability, and prior experience with students with SEN; in contexts with less institutional support, gains in self-efficacy tended to fade over time.^(8,16)

The results indicated that interventions that integrated theoretical and practical components supervised in real-world contexts and guided reflective spaces generated deeper and more sustained changes in attitudes and self-efficacy.^(20,27) Unlike courses exclusively expository experiences that included collaborative work, analysis of video lessons and situated feedback fostered a greater understanding of inclusion as an improvement to ordinary teaching and not just as a response to exceptional cases.^(2,15)

From the perspective of observable inclusive practices in the classroom, several studies reported increases in the use of differentiated instruction strategies, more flexible assessment methods, and the incorporation of visual and technological supports following training and awareness-raising processes. Experiences implementing Universal Design for Learning (UDL) and curriculum adaptations were described, which expanded access, participation, and demonstration of learning opportunities for students with special educational needs.⁽¹⁸⁾

In some contexts, co-teaching between regular classroom teachers and specialists allowed diversifying support within the classroom and moving towards less segregated models was observed in some cases, while in others, greater use of accessible digital resources and peer support was documented to encourage participation.⁽⁴⁾

Finally, the studies agreed in pointing out the relevance of organizational factors and educational policy to sustain the effects of teacher awareness training. Research on more systemic approaches showed that improvements in attitudes, self-efficacy, and inclusive practices were more consistent when articulated with clear regulatory frameworks and school leadership. Committed and interprofessional support networks.⁽¹⁶⁾

Conversely, in contexts where segregating school cultures persisted, mechanisms for monitoring and evaluating inclusion were lacking, or access to ongoing professional development was limited, the transformations resulting from awareness programs proved more sporadic and fragile. In short, the evidence from the 40 reviewed studies showed that teacher awareness training is a necessary but not sufficient condition: its impact was enhanced when it was integrated into broader institutional processes for improving inclusive education and accompanied by specific resources, support and time for planning and pedagogical reflection.

The studies analyzed agree that raising awareness is not the same as informing or providing technical training. On the contrary, it is a process that involves the critical review of prejudices, attitude modification, and the restructuring of deeply ingrained mental frameworks, both at the individual and institutional levels. From this perspective, awareness-raising involves a progressive deconstruction of normative paradigms that regulate educational and social interaction forms, which inevitably challenge habits, dispositions and belief systems embedded in personality and culture or organizational.^(14,28)

The educational space is configured, as well, as a privileged social microcontext, where conceptions converge. Traditional teaching methods are being replaced with approaches that recognize cognitive, emotional, and functional diversity not as deficits, but as legitimate and diverse ways of processing experience and responding to the environment. Within this framework, awareness-raising takes on a transformative character, enabling the reconfiguration of practices, attitudes, and representations. social, fostering more understanding, equitable and humanized educational environments.⁽¹⁶⁾

From a macro perspective, the reviewed studies warn that the construction of a culture of inclusive education cannot depend exclusively on isolated training activities. Conferences, workshops, or training sessions contribute to strengthening knowledge, but they rarely manage, on their own, to modify deeply ingrained mental patterns.⁽²⁸⁾ Authentic awareness requires sustained, coherent, and coordinated actions that permeate the institutional culture and translate into everyday practices.

The central question raised by this research, following the studies found, is about how to promote in a sustained, articulated and systematic way the transformation metaphorically described in the human being, starting with awareness and that this forms an integral part in a transversal way in the development of the curriculum of teaching competencies integrating diversity as a source of empowering growth, emphasizing once again that human transformation and development cannot be understood as spontaneous or isolated processes, but as the result of an integral and co-responsible action that considers multiple actors and levels of intervention.

In this sense, the coordinated participation of educational entities is required, public and private organizations, the media, digital socialization ecosystems, and community support networks, both formal and informal.

The reviewed studies identify clear trends, but also significant gaps. While teachers' attitudes toward inclusion are generally positive, these are frequently nuanced by concerns related to a lack of resources, the complexity of cases and workload.^(10,23) This reinforces the idea that awareness-raising depends not only on individual disposition, but also on the organizational context that enables, or limits, pedagogical action. Research such as that by Echeita G et al.,⁽³⁰⁾ and Ainscow et al.,⁽²⁸⁾ They emphasize that clear institutional policies and an inclusive school culture enhance the sustainability of attitudinal and pedagogical changes.

Another relevant finding is the role of teacher self-efficacy as a predictor of practices inclusive.^(20,21) Training programs that integrate theory, situated practice, and reflection Accompanying factors show more sustained positive effects, although these effects tend to be diluted in the absence of pedagogical leadership and consolidated communities of practice.^(8,31)

Regarding pedagogical strategies, Universal Design for Learning is positioned as a high-impact approach, by proposing the planning of educational processes considering diversity from the beginning and not as a later adaptation.^(17,26) Co-teaching and work Collaborative practices between teachers and specialists also emerge as facilitating practices evidence-based pedagogical decisions.^(12,13)

The findings derived from this systematic review allow us to affirm that awareness The teacher's approach to special educational needs is a crucial element for the Building truly inclusive pedagogical practices is crucial. However, this awareness-raising is not an automatic or linear phenomenon, but rather a complex process that integrates attitudes, beliefs, emotions, institutional contexts, and significant educational experiences. The evidence analyzed suggests that when awareness-raising processes are intentionally and consistently designed, significant improvements are observed in teachers' attitudes, perceptions of professional self-efficacy, and willingness to engage in inclusive work, especially when pedagogical approaches such as Universal Design for Learning are incorporated.^(14,28)

One of the most consistent contributions of this review is the identification of teacher self-efficacy as a key predictor of inclusive intentions and approaches. The studies analyzed concur. Teachers who perceive themselves as competent to respond to diversity show a greater willingness to implement pedagogical adjustments, explore innovative strategies, and sustain inclusive practices over time.^(20,21) This underscores the importance of educational models that integrate situated theory and practice, critical reflection, and direct experiences with students with SEN, moving beyond merely declarative or normative approaches.⁽³¹⁾

Within this framework, Universal Design for Learning emerges as one of the approaches More robust pedagogical approaches are needed to promote accessibility, participation, and student engagement. However, their impact depends on systematic implementation, aligned with institutional strategic plans and supported by adequate resources and trained teams. Similarly, co-teaching, peer support, professional learning communities, and collaborative work between teachers and specialists are becoming established strategies that foster sustainable change by enabling evidence-based pedagogical decisions and the collective development of proactive, rather than reactive, solutions to diversity.⁽¹²⁾

From an integrative perspective, the results suggest that teacher awareness training only reaches its true transformative potential when it is part of a systemic effort. This involves the formulation of clear institutional policies, committed pedagogical leadership, provision of adequate resources, continuous staff training, and the strengthening of a collaborative culture that sustains long-term change.⁽³⁰⁾

CONCLUSION

Conditions must be created so that mindsets can transform themselves. Furthermore, this transformation cannot be conceived individually: authentic change is only possible in relation to others, in social dynamics where one's own well-being does not hinder the well-being of others. From this perspective, the proposal is to move towards building shared, ego-conscious mindsets, capable of considering decisions in terms of their collective impact, recognizing that awareness, more than a starting point, is a continuous process of ethical, social, and human responsibility. Ultimately, raising awareness means learning to see others without hierarchies and recognizing ourselves in the heterogeneity we share.

RECOMMENDATIONS

The review recommends institutionalizing teacher awareness as a permanent focus of educational organizations, integrating it into strategic planning and policies academics. Universal Design for Learning is proposed as an articulating framework for sustained inclusive practices, accompanied by committed pedagogical leadership that ensure consistency between regulations and everyday practices. Emphasis is placed on the need for innovative approaches, critical use of technologies, and continuous training that combines theory and situated practice. Promoting critical reflection and teacher self-efficacy. Co-teaching, interprofessional collaboration, and inclusive learning communities strengthen support networks and institutional culture. Furthermore, it is necessary to allocate specific resources and expand research in diverse contexts, consolidating an ethical and systemic vision of inclusion as a continuous process of transformation.

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Authorship Contribution

MDAN: Conceptualization; Drafting and Approval of the final version.

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