Abstract

The objective of this study was to describe and analyze the meaning of actions implied in teachers' concepts and expectations regarding their students with special educational needs. Study was also made of the meaning such conceptions have as symbolic constructions in an institutional setting. In-depth interviews were carried out with thirteen elementary teachers who volunteered to participate. The purpose of the interviews was to research the teachers' forms of understanding and relating to children with special educational needs. The results indicate that teachers label undisciplined students with special educational needs as antisocial and maladapted, without possibilities for academic benefit. Yet they see docile students with special educational needs as easier to keep in the classroom, regardless of their academic learning. The conclusion is that teachers' concepts as well as expectations are a function of the feasibility of these students' disciplined behavior.

Keywords

Concepts, expectations, educational integration, institutional research, teaching work, Mexico.