Abstract

From the perspective of inclusive education is a reading of the theoretical references and methodological teachers and in-service teachers at a public university graduates in Costa Rica. We used qualitative research with an ethnographic method, whose techniques were interview, participant observation and documentary analysis. We worked in two public educational institutions, which provided educational research by graduates that they had the attention of children with significant curricular adaptations. Finally, among the findings is presented, how the teachers despite the good intentions mystical and base their opinions, beliefs and methodological practices in a theoretical framework that responds to different distances, thus the fundamental principles of inclusive education.

Keywords

EDUCATIONAL INCLUSION, DIVERSITY, SIGNIFICANT CURRICULAR ADAPTATIONS, BELIEF, IN-SERVICE TEACHERS.