'How can I do it?' Inclusive faculty members make recommendations for carrying out inclusive teaching practices

Abstract

Inclusive education at the university requires a commitment from staff and faculty to guide higher education towards equality and equity. The scientific literature suggests that the success of students with disability depends, to a large extent, on the attitude of faculty members and their willingness to make adjustments. Faculty who carry out inclusive practices are characterised by being accessible, making adjustments and adaptations, and providing adapted materials and flexible assessment. Therefore, the learning context is basic to the educational inclusion of these students and depends largely on the role played by the faculty. The aim of this study was to provide recommendations made by 42 inclusive Education Science faculty members to other faculty members who have students with disability in their classrooms for the first time. A qualitative methodology was followed. Specifically, the biographical-narrative methodology was used, and the analysis of the data was defined by its narrative nature. The faculty recommended their colleagues to interact constantly with their students, adjust their teaching to respond to their needs, be interested in training, gather information about disability issues, and learn about certain characteristics related to the teaching role that favour the educational and social inclusion of students with disability. This study allowed identifying several keys related to inclusive teaching practices in higher education.

1. Introduction

Inclusive education is a process that involves and commits the transformation of educational institutions in order to attend to all students. To this end, educational contexts must offer inclusive pedagogical models where no student is excluded. In order to achieve an inclusive education in the university context, it is necessary that university managers and faculty members are involved in a moral commitment to guide quality higher education (HE) toward equality and inclusion. In this way, it will be possible to teach with reason and heart in diversity (Leiva & Pareja, 2019). In Spain, as in other European countries, attention to diversity and to university students with disability is established by national legislation. In fact, the recent Organic Law of the University System establishes that universities must guarantee that persons with disability have universal access to buildings and their physical and virtual environments, as well as to the teaching-learning and evaluation process (Organic Law of the University System, 2023). In recent years, universities have made a great effort to include students with disability, since their presence in university classrooms is a growing reality (Fundación Universia, 2021).

Today's university contexts are becoming increasingly inclusive. However, students with disability still face some barriers in their academic development (Babic & Dowling, 2015), although they also have some facilitators. In the processes of educational inclusion, faculty members are central actors, since they are the ones in direct contact with the students, and they are the ones who can facilitate the educational inclusion of those with disability (Lovet et al., 2014). Polo et al. (2018) stated that the role of faculty members is essential to achieve truly inclusive teaching-learning processes.

Faculty members can serve as an aid or, on the contrary, as a barrier (Moriña et al., 2015). Hamour (2013) stated that the success of students with disability is significantly influenced by the positive attitude of faculty members and their willingness to make adjustments to respond to their needs. Kezar & Maxey (2014) pointed out that the interaction between students and faculty members seems to have an impact on the success of students at any stage of education. Therefore, the quality of the relationships established between faculty members and their students is fundamental to the academic success of the latter, given that they are related to increased completion rates, better qualifications, the development of critical thinking, greater professional aspirations and increased self-confidence and self-esteem (Moriña, 2019a).

Alderman (2008) analysed the interactions between students with disability and their faculty and identified some characteristics of faculty members that make students feel close to them. Among others, this author highlighted: accessibility, friendliness, concern for students´ individual needs, and leadership skills. If students feel they are understood, respected, welcomed and safe, learning can happen more easily (Booker & Campbell-Whatley, 2018). Therefore, it is necessary to promote trusting relationships between students and faculty members (Lubicz-Nawrocka & Bunting, 2019). In this line, Arguedas et al. (2016) pointed out that emotional variables are determining factors in learning processes. In fact, some authors talk about the Pedagogy of Care (Motta & Bennett, 2018) or the Pedagogy of Emotion (Walker & Palacios, 2016), where experts emphasise the importance of maintaining positive emotional relationships to improve cognitive processes. Students with disability themselves claim that maintaining close relationships with their faculty members contributes to their academic success (Russak & Hellwing, 2019; Stein, 2014). Therefore, the learning context is basic to the educational inclusion of these students and depends largely on the role played by the faculty (Inda-Caro et al., 2018), which connects directly to the social model of disability (Oliver, 1986) and moves away from the medical model that is often prevalent in universities (Holloway, 2001).

Moreover, it is also necessary to take into account that teaching methods and procedures should be thought about and designed from the beginning, considering the needs of all students (Black et al., 2015). Thus, curricula must be flexible and adjusted to the requirements of the entire student body, eliminating the barriers of a rigid programme that makes it difficult for some students to access and participate in the teaching and learning processes (Meyer et al., 2014). Faculty members who implement inclusive education practices are characterised for being accessible, providing adjustments and adaptations, facilitating diverse and adapted materials, offering clear and concise information, and assessing in a flexible way (Kioko & Makoelle, 2014; Morgado & Sánchez-Díaz, 2023). All of these actions are examples of good educational practices that benefit the teaching and learning processes of the entire student body (Moriña, 2018).

In this sense, the Universal Design for Learning (UDL) enables the design of teaching so that no student is left out. This approach is based on three principles, offering multiple forms of: i) representation – information, presented in different ways (master classes, videos and group workshops); ii) action and expression, students can express their knowledge in different ways (presentations, analysis of practical assumptions and projects, among others); and iii) motivation and commitment, different ways of involving and motivating students (starting from previous ideas, participatory-active methodologies or debates). The implementation of UDL brings significant benefits to the students, such as increased performance, participation and expression (Dalton, 2017), although UDL should be used in combination with other strategies to carry out a genuine inclusive pedagogy. In the field of higher education, research has shown that, for education to be truly inclusive, it is necessary to know the interests and needs of students, to avoid prejudices, to be empathetic and approachable, to maintain individualised teaching, to have adequate support, and to have flexible methodologies and evaluation systems (Moriña, 2022).

In parallel with aspects related to the classroom climate and flexibility of the curricula, university students with disabilities recognise that they face more difficulties than their peers in basic academic tasks, such as maintaining attention in class, taking notes and working with conventional teaching materials (Madriaga et al., 2010). Therefore, the use of traditional teaching methodologies, where the role of the student is passive, is a barrier for students with disability, especially for those with a sensory or intellectual disability (Moriña et al., 2015a; Sánchez-Díaz & Morgado, 2023). Similarly, it has been found that rigid assessment systems are among the greatest obstacles encountered by students with disability at university (Hanafin et al., 2007). In this regard, students with disability state that it is necessary for faculty members to receive specific training in the use of different methodologies and evaluation systems (Majoko, 2018). Likewise, faculty members themselves recognise their training needs to attend to students with disability and their lack of knowledge about inclusive teaching practices and inclusion policies (Gelbar et al., 2015).

On the basis of this knowledge, the aim of this work was to gather practical recommendations that inclusive faculty members offer to other faculty members to facilitate the inclusion of students with disability. Specifically, the present study aims to know the recommendations that 42 inclusive faculty members who taught at different Faculties of Education Sciences offer to other faculty members who have students with disability in their classrooms for the first time.

2. Methods

This study assessed the actions and, more specifically, the recommendations made by faculty members who carry out inclusive practices to new faculty members who have students with disability in their classroom for the first time. To this end, a qualitative methodology was followed. The biographical-narrative method was used to give a voice to the inclusive faculty who were selected by students with disability. This method allows faculty to share their knowledge with other colleagues by conducting interviews focusing on their experience in order to understand their reality through the reflection and analysis of their own history and background (Carter, 1993; Martí & Balaguer, 2004).

2.1. Participants

This study involved 42 faculty members who taught in the Faculty of Education Sciences at six different Spanish universities. In order to access the participants, the Disability Support Services (DSS) of the different universities were initially contacted. These services contacted the students with disability via email, informing them about the study and requesting their participation. In addition, using the snowball technique (Dusek et al., 2015), different members of the university community (faculty, students and other agents) were asked to spread the project among other students with disability. Once the students were contacted, they were asked about the faculty members who had contributed to their educational inclusion in the university. To facilitate this task, they were provided with a list of criteria that these faculty members were

required to meet: they facilitate the learning processes; they use different teaching methodological strategies; they care for the learning of all their students; they are flexible, willing to help; they establish a close relationship with their students and favour the interactions among them; and they make their students feel important, as part of the class.

A total of 66 faculty members were contacted, of whom 42 agreed to participate. The personal information of the participants was coded and kept in order to comply with the criteria of anonymity and confidentiality (Organic Law on Personal Data Protection and the Guarantee of Digital Rights, 2018). Regarding the profile of the participants, they were between 33 and 59 years old, with an average age of 41.2 years (SD = 7.2). Seventeen were men (40.5%) and 25 were women (59.5%). Their teaching experience ranged from 7 to 32 years, with an average of 15.8 years (SD = 3.5). They belonged to different fields of knowledge: social sciences (40%), arts and humanities (31%), health sciences (17%) and science (12%).

2.2. Instruments

Two ad-hoc semi-structured interviews were designed for the study based on the analytical dimensions of Inclusive Pedagogy (Gale & Mills, 2013; Florian, 2014). The first interview was focused on the analysis of beliefs and knowledge of the faculty about disability and the second interview was focused on the design of teaching projects and actions developed in the classroom to facilitate inclusion.

The present study reports on the analysis and results of the second interview only. The question asked to the faculty members was: If you had to advice to faculty members who, for the first time, had students with disability in their classroom, what recommendations would you make to them?

2.3. Procedure

The interviews were conducted by the members of the research team, who were trained for this purpose. Most of the interviews were conducted face-to-face (n=34), six were held through Skype (n=6) and two via phone call (n=2). The average duration of the interviews was between 60 and 90 minutes. The interviews were recorded and the information was transcribed for later analysis.

2.4. Data analysis

The data obtained from the interviews were analysed in two stages. Firstly, a structural analysis was carried out following the recommendations of Miles and Huberman (1994). From this analysis, a system of categories and codes (Table 1) was deductively created following the proposals of Creswell (2009) and Gale et al. (2013). Secondly, the data were analysed. The analyses were carried out using the MaxQDA 12 software.

Table 1 here

3. Results

The aim of this study was to discover practical recommendations made by inclusive faculty members to other colleagues who have students with disabilities in their classroom for the first time. The findings of this study were structured in three sections in order to facilitate their understanding. In addition, the recommendations and examples of how to put them into practice are given in Table 2.

Teacher-student relationship

The results indicated that the participants considered it to be very important for faculty members to maintain direct contact with their students from the beginning, to be communicative and receptive in order to have the opportunity to get to know them, and to ask them about their needs.

Some participants recommended that this willingness to address the needs of students should be shown to all students regardless of whether they have a disability or not, in order to ensure the participation and learning of all students. They pointed out that this first approach should be a natural one, bearing in mind that it is the responsibility of teachers to attend to the needs of all their students, assuming diversity as something natural and common in all learning contexts.

"I believe that we should begin by assuming that they are not different students... there are students who need special and punctual attention at a particular time, helping them to connect again to learning, since these students, like others, at some point, may need that little help… We don't have to do anything more special than guaranteeing that the student who enters the class learns just like the rest of his/her classmates" (Faculty member 38).

They also recommended not to be afraid and to leave prejudices behind. In this way, the inclusive faculty emphasised the normalisation of disability, moving away from the medical model. For the participants of this study, disability, instead of being a reason for feeling blocked and insecure, should be considered as part of the heterogeneity of the classroom, as another characteristic of the students which, far from being stigmatised, should be treated as a natural part of the classroom. The inclusive faculty encouraged their colleagues to be fearless and learn from the overcoming attitudes of students with disability.

"Have no prejudices and communicate directly with the person; try not to make unnecessary adaptations and study the particular case. Do not let yourself be influenced by prejudices about the supposed capabilities that such a person has or does not have" (Faculty member 32).

In addition to being unafraid of disability and putting aside prejudices, the inclusive faculty members also recommended being patient, loving, understanding and empathetic, offering security to the students.

"Here in psychology we talk a lot about empathy, so I would say to people... that they should understand the situation of students with disability, that they should value it, awareness, facilitation... in my perspective, in the classroom there are three pillars, which are security, affection and understanding" (Faculty member 26).

They also pointed out that it is important to be close and flexible and to facilitate access to information. They even encouraged their peers to foster a cooperative and supportive classroom climate where relationships based on respect, interpersonal connections and feelings of security prevail.

"... They should try to get close to that person, get interested, find ways to organise the information so that it is easier to access it... I would encourage all faculty members who have students with disability to work on the classroom atmosphere, the cooperation, to get the students to learn how to build social networks where people can feel supported..." (Faculty member 24).

The faculty members added that the experience of attending to these students was very enriching, both for the faculty and for the rest of the students. Therefore, they recommended other faculty members to welcome attention to diversity as a process of personal enrichment and enjoyment, with which they will improve and learn new teaching strategies.

"You will also benefit from it...because they are sensitive people, with beautiful thinking and they contribute a lot; you will see what these people are going to bring to you, because they are going to bring a lot to the class and to you... this diversity brings us a lot and enriches us all" (Faculty member 23).

Finally, the participants made other recommendations beyond the academic scope, which were related to teaching from the heart, showing the most human side of the faculty. In this way, some faculty members advised their colleagues not to be afraid of the situation, to enjoy the challenge of caring for students with disabilities, to do so with love and affection, and to learn from it.

"Enjoy the experience; everything you are going to receive from these students will allow you to become better in terms of didactic strategies and problem solving, because, if this experience did not take place, you could not consider that barrier that we need to improve. In other words, it is a whole process of improvement and personal growth thanks to this kind of student" (Faculty member 40).

Adjustments and accommodations in the teaching-learning process

All these recommendations on the type of relationship that faculty members should established with their students with disability are closely linked to the teaching role: to know how faculty members should act in order to foster the educational inclusion of students with disability. In this regard, the participants noted that it is important to act as a guide of the teaching and learning process, offering the necessary assistance to respond to their needs and promoting their intrinsic motivation. To this end, the participants stressed the importance of tutorial action to provide more individualised guidance and attention.

" To be a bit of a guide, a mentor... to arrange a tutorial where you can talk about anything, about how they're doing in the class... how they're feeling and tell you their problems. I think that's fundamental" (Faculty member 20).

"Firstly, understand that he/she is a person and that, no matter how important the subject or content is, it doesn't matter if he/she is a little bit slow or if he/she needs adaptations... it is more important that the student is very motivated to continue" (Faculty member 37).

The results indicate that making certain adjustments in the methodology is one of the keys to attend to the needs of students with disability. In particular, the participants advised that reasonable adjustments should be made, such as using different types of materials, providing them in advance, and making them accessible. In this respect, the inclusive faculty considered that some modifications are very simple and effective and require very little effort.

"...provide them with the material in advance... In general, with these students, I can think of many things. They (the faculty) don't have to change anything in terms of content or make any significant adaptations in their subject, but they can make adaptations in their way of working, in the resources, in the materials available to the students, which can come in handy and are very easy to do" (Faculty member 29).

In addition, they highlighted the importance of using an inclusive discourse in the classroom, where all students, without exception, have a place. This will help all students to feel that they belong to the group, that everyone has a place and feels represented.

"I do an inclusive speech in general, inclusive speech of gender, of sexual orientation, of origin, of disability, but without mentioning it. I mean, it's like accepting and embracing diversity, you know?" (Faculty member 33).

Aware that not all support is helpful, the inclusive faculty members recommended their colleagues to check whether the assistance they offer works and, therefore, fits the needs of students with disability.

"...the task of the faculty would be to see to what extent the student responds to the effort we make to adapt the methodology so that they feel fully included and achieve the objectives" (Faculty member 5).

Faculty training

The experienced inclusive faculty members also recognised that, to carry out inclusive pedagogy, it is necessary to be qualified. In this regard, the participants recommended requesting information directly from students with disability in order to adapt to their specific needs. The inclusive faculty considered that the information that comes from the students with disabilities is more effective and useful than any other.

"... because I have been helped more by the guidelines that the students have given me directly, than by other information, because that helps more" (Faculty member 35).

The lack of specific training on disability is one of the main barriers that the inclusive faculty faced in their professional development. For this reason, some participants recommended carrying out specific training courses on disability and attention to diversity, as they provide many keys to attend to these students in university classrooms.

> "...They should go to external experts on the subject, if there is a support office in the centre... They should be always informed, do the courses that are offered in the permanent training programmes for the faculty, related to disability, which provides many guidelines to be able to offer quality attention to these students" (Faculty member 29).

In addition to formal training, the inclusive faculty encouraged faculty members who have students with disabilities for the first time to use other reliable sources of information in order to be able to provide inclusive responses in their classrooms. These recommendations were aimed at requesting information from experts, either by contacting colleagues whose lines of research address attention to diversity, or by consulting associations or staff of disability support services.

> "If the student needs some adaptations, the faculty should consult the service in charge of this matter. I think that a professional who can help you in this regard is fundamental and, if in this case, we can count on them, I think that's basic." (Faculty member 11).

> "Go to a group that is working on or specialised in that (inclusive resources), so that they can advise you on how to do those things, how to adapt the contents, the schedules..." (Faculty member 42).

Table 2 here

4. Discussion

The aim of this study was to discover practical recommendations that inclusive faculty members make to other colleagues who have students with disabilities in their classroom for the first time (see Table 2). In this sense, based on the results of the present study, being an inclusive faculty member and integrating all students in their diversity requires managing different resources (Vacarella, 2015). According to Moriña and Orozco (2020) and Hamour (2013), the social skills and empathy of faculty members to interact with students with disabilities are fundamental. The participants in this study showed special attention in this regard and considered that closeness and receptive communication constitute a first essential step for the inclusion of students with disability. Aspects such as knowing their needs in personal conversations with them and giving the support they need to overcome the barriers they encounter are among the first actions that inclusive faculty members recommend to other faculty members with no experience when working with students with disability.

The participants of this study also stated that special attention should be paid to establishing positive relationships with the students, as they allow students with disability to feel confident in asking for help to overcome the barriers they encounter. This type of relationship is also highly valued by students with disability themselves (Moriña et al., 2015a). This finding is in alignment with the current literature (Moriña, 2019a; Kezar & Maxey, 2014), which suggests that connecting with students (with or without disability) is crucial in the learning process, as it motivates students to be more active and engaged with themselves and the subject. To this end, inclusive faculty members integrate different strategies, such as closeness (e.g., knowing the names of their students) and peer-to-peer relationships, both in the classroom and outside (Moriña, 2019a). In addition, the emotional connections between faculty members and students promote the generation of feelings of belonging thanks to the creation of bonds (Almarghani & Mijatovic, 2017).

In this line, other recommendations from the participants are aimed at the idea of educating with both reason and heart in diversity, as pointed out by Leiva and Pareja (2019). These recommendations refer to the development of a number of teaching characteristics that improve the well-being, safety and confidence of students with disabilities. The faculty members that participated in this study pointed out understanding and empathy as important characteristics

for attending to these students, which favour the development of inclusive teaching practices (Kioko & Makoelle, 2014; Morgado & Sánchez-Díaz, 2023).

Regarding the role of the faculty, the results obtained indicate that, in order to achieve the inclusion of students with disability in the university, a change in teaching performance is necessary, as stated by Mas and Olmos (2012). The inclusive faculty understood that, in order to achieve inclusion, it is essential to follow a flexible pedagogical model that implements initiatives that cater to students' different ways of learning and being, taking into account that each and every student in a classroom brings richness to the learning environment (Gale & Mills, 2013; Moriña et al., 2020). To this end, it is essential to use participatory learning methodologies (Carballo et al., 2021a), as well as to avoid rigid approaches and a traditional conception of the teaching-learning process.

Among the recommendations put forward by the participants in this study, the importance of mentoring action for the development of inclusive practices was underlined, ensuring that the aids offered to these students are as individualised and specific as possible. These results are similar to those found by Ghenghesh (2018), who highlighted the importance of mentoring for these students, as it helps to improve their academic performance, their success and even retention, reducing the possibility of early drop-out. This is especially relevant, since it has been shown that university students with disability have a higher dropout rate than students without disability (Cage & Howes, 2020). Furthermore, the participants highlighted the need to make changes in the teaching methodology: adaptation and accessibility of the material, flexibility in times and different types of assessment, among others. These recommendations are closely linked to the principles of UDL (Schreiber, 2017): offering multiple types of representation, different ways of action and expression, and different forms of involving and motivating students. With these resources, it is possible to reduce the barriers of a rigid programme that makes it difficult for some students to access and participate in the teaching and learning processes.

Other guidelines offered by the faculty are focused on the use of inclusive speech in the classroom, where all students feel comfortable and all diversity is included. Despite the small number of studies that address the need to use an inclusive language in educational institutions, Yupanqui et al. (2014), among other authors, pointed out the importance of inclusive discourse at all educational levels, including HE, which is considered to be one of the most exclusionary environments.

Regarding faculty training in the field of inclusion, the participants in this study recommended, firstly, obtaining information directly from the students with disability themselves, arguing that this is a very valuable source for adapting their teaching and making the proper adjustments. In this sense, authors such as Booker and Campbell-Whatley (2018) found that communication between faculty members and students influences their well-being and success. Specific training on disability and attention to diversity is another recommendation that the participants made to faculty members who have students with disability in the classroom for the first time. Studies show that faculty training is essential to achieve the inclusion of students with disability (Carballo, et al., 2021b). However, the availability of training on disability and diversity remains insufficient (De los Santos et al., 2019). Moreover, most training programmes have not been tested, thus their effectiveness could not be verified (Moriña, 2019b). Other suggestions from the faculty related to the search for training and information are in line with having experts in attention to students with disability, either by seeking support from colleagues specialised in the study of inclusion processes or by requesting help from the staff of the service for students with disability. Numerous studies support the latter recommendation, concluding that the technical staff that work in these services offer very valuable specific actions to adjust the teaching to the needs of students with disability (e.g., De los Santos et al., 2019).

Finally, the participants in this study advise faculty members with no previous experience working with students with disability to consider inclusion as a learning process from which to continually learn (Moriña & Orozco, 2020). In fact, they encourage the application of inclusive pedagogy, remembering that, in order to be an inclusive teacher, it is not necessary to be an expert in disability and inclusion, as inclusion is a process that is achieved progressively, for which they recommend getting informed and trained.

Limitations

This article has certain limitations. The first limitation is related to the sample, since the participants were considered as a single group, without taking into account the different areas of knowledge in which they taught, the differences by sex, or the different types of disabilities of the students that these faculty members had in their classroom. Future studies could take into account all these variables to determine whether there are differences among these faculty members.

Conclusions

Inclusive faculty members stress on the importance of asking naturally to students with disability about their needs, to maintain an attitude characterised by patience, closeness, affection, empathy and flexibility. Moreover, these faculty members recommend adopting a guiding role in the teaching and learning process, providing the necessary support to meet the needs of their students and promoting intrinsic motivation in their students. They indicate that one of the keys is to make small and easy adjustments in the teaching methodology. Finally, inclusive faculty members recommend taking time to ask students with disability about the support they need, attending disability-related training courses, and making use of the universities' disability services.

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The authors report no declarations of interest

Data, materials, and code

Materials and analysis data for this study are available by emailing the corresponding author on reasonable request.

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Table 1. System of categories and codes used.

Category	Subcategory	Indicators	Code
Recomendations from inclusive faculty members	Relationship between faculty members and students with disability	Direct contact with students to find out their needs	RSD1
		Teaching responsibility: providing adjustments for all students	RSD2
		Avoiding prejudices and fears	RSD3
		Personal characteristics: empathy, understanding, security	RSD4
		Professional characteristics: approachability, accessibility, flexibility	RSD5
	Role of faculty members who apply inclusive practices	Guide to the Teaching-Learning Process	RFM1
		Promotion of intrinsic motivation	RFM2
		Importance of Tutorial Action	RFM3
		Adjust teaching methodologies	RFM4
		Time and dedication to teaching	RFM5
		Use of inclusive discourse in the classroom	RFM6
		Checking that the adjustment is correct	RFM7
	Importance of disability-related training	Direct acquisition of information from students	DRT1
		Attendance at specific courses on disability and attention to diversity	DRT2
		Request for support from experts (other faculty members, organisations, etc.)	DRT3

Table 2. Recommendations made by faculty members and examples of how to put them into practice

RECOMMENDATIONS	HOW CAN I DO IT?
Relationship with students	
1. Knowing the students	Be receptive and communicative with your students, particularly with your students with disabilities. Talk to them, ask them about their needs and get to know them. This will allow you to adjust your teaching to the diverse needs of these students.
2. Take care of the classroom climate	Ensure that all your students feel comfortable in your classroom. This will help them feel confident and communication will be effective. If students feel comfortable, they will probably have less difficulty in communicating to you what adjustments they may need.
3. Be natural in your approach to the students	Students with disabilities may need accommodations in teaching just like other students without disabilities. Try to avoid treating them differently from their peers. Furthermore, it is important to remember that ensuring the principles of equality and non-discrimination for all learners is a right of learners and a teaching responsibility.
4. Enjoy the process and do not be afraid	Lack of training or previous experience can lead to insecurities in adapting the teaching process to the needs of the Students. Ensure feedback from your students through constant communication. If you have any doubts about which adjustment is more suitable, ask the student directly, avoiding unnecessary adjustments due to prejudices about certain disabilities. Do not underestimate your students' abilities.
4. Foster a comfortable and confident learning environment	Show yourself to be patient, caring, understanding, empathetic, open, approachable and flexible. These characteristics of inclusive faculty members will contribute to creating a classroom environment where your students will feel comfortable and confident. In addition, a positive atmosphere will generate feelings of cohesion, cooperation and support among your students.
5. Show your most human side and embrace inclusion as a process of enrichment and personal growth	Enjoy the experience of having students with disabilities in class and live it as an opportunity to learn new ways of teaching.
Adjustments and accommodations in the teaching-learning process	
6. Guide the learning process of your students	Offer the necessary aids to respond to the needs of your students and encourage their intrinsic motivation. Tutorial action is very important to offer individualised attention to each student.
7. Make minor adjustments to facilitate accessibility and student participation	Providing your subject material in advance, using different resources to deliver the content of your subjects while ensuring that they are accessible (e.g., editable texts, subtitled/audio-described videos) or being flexible with deadlines for assignments and assessment tests,

	are small actions that promote accessibility and equal participation among the students.
8. Use an inclusive discourse in the classroom	This will help all students to feel that they belong to the group, that everyone has a place and feels represented.
9. Check that the adjustments are working, and redirect your practice if necessary	Checking whether the modifications you have made to meet the needs of your students are working is an action that promotes students' academic success. Evaluate periodically whether students are achieving their academic goals and whether the adjustments are working. Ask your students if their needs are being met.
Faculty training	
10. Collect information directly from your students	Not all students with a particular disability require the same accommodations. Asking students directly about the accommodations they need helps to ensure that those needs are met (and not others that are not necessary). Students are a very important source of information.
11. Seek specific training and information on disability and attention to diversity	Take training courses in your faculty to learn some keys that will allow you to adjust the teaching-learning process. You can also participate in trainings of specific associations dedicated to disability, or consult with experts in disability (colleagues whose lines of research are focused on this topic or technical staff of the Disability Support Services of the university). All this information will make you feel confident in making the necessary accommodations.