

TEACHERS' SUBJECTIVE THEORIES ABOUT THE EMPLOYMENT INTEGRATION THEIR BLIND STUDENTS

Maritza Fajardo ¹; Pablo J. Castro-Carrasco ^{1,2}

ABSTRACT

Even though research has been conducted on the employment integration at blind people, studies have failed to consider what teachers think and know about their blind students' difficulties entering the workforce after completing their education. The aim of this qualitative study was to understand the subjective theories of six teachers from a school in La Serena, Chile. In-depth interviews were used to collect data, which were subsequently studied using *grounded theory* coding procedures and subjective theory content analysis. The main finding of this study was that participants regarded the inadequate education of blind people as the key reason for their employment difficulties. This study can provide valuable information for policymakers focusing on visual impairment.

Keywords: subjectivity; blindness; employment.

Teorías subjetivas de docentes sobre la inserción laboral de sus alumnos con ceguera

RESUMEN

La inserción laboral de las personas con ceguera ha sido investigada, pero no existen trabajos que indaguen sobre lo que piensan y conocen los docentes que forman a estas personas y sobre las dificultades de sus estudiantes para insertarse laboralmente después de su educación. El objetivo de esta investigación cualitativa fue comprender las teorías subjetivas de seis docentes de un establecimiento educacional de La Serena, Chile. El método de recolección de datos utilizado fue la entrevista en profundidad y el estudio de los datos se realizó a través de los procedimientos de codificación de la *grounded theory* y el análisis del contenido de las teorías subjetivas. Se encontró, como principal resultado que, para los participantes la educación inadecuada del ciego es la principal causa de la dificultad para la inserción laboral. Esta investigación puede aportar información valiosa para aquellos encargados de las políticas públicas entorno a la discapacidad visual.

Palabras clave: subjetividad; ceguera; trabajo.

Teorias subjetivas de docentes sobre a inserção laboral de seus alunos cegos

RESUMO

A inserção laboral das pessoas com cegueira foi pesquisada, mas não existem estudos que perguntem sobre o que pensam e conhecem os docentes que formam estas pessoas e sobre as dificuldades de seus estudantes para inserir-se no mercado laboral depois de sua educação. O objetivo desta pesquisa qualitativa foi compreender as teorias subjetivas de seis docentes de um estabelecimento educacional de La Serena, Chile. O método da coleta de dados utilizado foi a entrevista em profundidade e o estudo dos dados realizou-se por intermédio dos procedimentos de codificação da *grounded theory* e a análise do conteúdo das teorias subjetivas. Encontrou-se, como principal resultado, que para os participantes a educação inadequada do cego é a principal causa da dificuldade para a inserção laboral. Esta pesquisa pode aportar informação valiosa para aqueles encarregados das políticas públicas entorno à incapacidade visual.

Palavras-chave: subjetividade; cegueira; trabalho.

¹ Universidad de La Serena – Coquimbo – Chile; mary_cecifajardo@hotmail.com

² Universidad Católica del Maule – Talca – Chile; pablocastro@userena.cl



INTRODUCTION

In Chile, people with blindness have been formally educated since 1875 with the establishment of the first school of the blind. However, it is currently common to see blind people who work as street vendors, relegated to their homes or living in charity, and only in exceptional cases they have been seen working at a professional or formal level.

Several studies have investigated the labor insertion of the blind and associated variables, especially in the United States and Canada (Bell & Mino, 2013; McDonnell, 2016; Overbury & Wittich, 2011; Wittich, Watanabe, Scully, & Bergevin, 2013), these are mainly quantitative. Bell and Mino (2013) established that only 37% of the blind population is employed in the United States. In Canada, only one third of the population with visual disabilities is part of the workforce (Wittich et al., 2013), in Chile we know in general that 57.2% of people with disabilities are inactive in the workplace (National Disability Service, 2016).

The teachers of blind children accompany them from their entrance to the school system until the end of this, and in many cases, they continue to maintain contact with them. These teachers are aware of the family and social context in which their students develop, so they are a source of relevant information to understand the reasons for this problem. Studies about the beliefs of teachers in general, show the relationship they have with their practices and student learning (Fang, 1996). Therefore, in this work we are interested in a type of beliefs that have been studied in teachers (Brighenti Bortoluzzi & Catalán Ahumada, 2014), Subjective Theories (ST), that is, the explanations that teachers have elaborated about why there is a difficulty in the labor insertion of the blind.

Despite the relevance of the labor insertion of the blind and their relationship with the education received, there is no qualitative research that explores the labor insertion of blind people and even less, there are researches that account for the ST that support teachers in relation to the difficulties that his students present to insert themselves in the labor world.

Education of the Blind People in Chile

In Chile, three periods are established in the history of Special Education (Caiceo, 2010): a) the period of Special Education and the great efforts (1852-1926), in which the first school for the teaching of blind people is created; b) the period of development and the main precursors of Special Education (1927-1964) and, c) the period of consolidation and major scientific achievements (1964-1980). At this stage, the systematic training of teachers in the area of Special Education at the University of Chile and the approval of plans and

programs of Study for Special Education, Visual Deficit.

Employability Factors of People with Blindness

Several factors determine the labor insertion of the blind. One of the factors that we can find in the bibliography is related to the existence of a vocational rehabilitation counselor in a company and its relationship with the employer. On the other hand, training in specific techniques of blindness to commercial relations personnel also significantly improves the possibility of blind people being employed (McDonnell, 2016).

Another factor that determines employability is the development of pre-employment programs, which can allow people with visual disabilities to insert and remain in their jobs. In addition, the level of education, knowledge and use of technology contribute to a successful job for these people (Wittich et al., 2013).

Another important aspect in the labor insertion of the blind is related to their degree of knowledge of rehabilitation programs, which depends on their educational level (Overbury & Wittich, 2011).

In summary, training, the existence of a vocational counselor and knowledge of rehabilitation programs are the most important factors that determine the employability of people with visual disabilities (Bell & Mino, 2013; Blackshaw, 2014; Wittich et al., 2013).

Subjective Theories

For Groeben and Scheele (2000), ST are beliefs that allow people to explain their surroundings and themselves. These ST are characterized by: a) an argumentative structure that is expressed explicitly or implicitly and b) have as functions the prediction, subjective explanation (Groeben & Scheele, 2000), interpretation, justification, orientation and evaluation of events, experiences, relationships with others and actions (Catalán & Castro, 2016; Flick, 1992).

It has been established empirically that the ST influence the actions of teachers (Bien, Merten, & Schnotz, 2015). Cuadra and Catalán (2016) analyze the TS in teachers and their professional training, throughout their career. The authors were able to confirm that teachers value non-formal learning a lot, that is, the one that emerges from experience before, during and after initial training. The central ST found was oriented to the action and maintenance, in which the teachers argue, for example, that their training was focused on what to teach and not how to teach. Similarly, in Mexico the implicit theories of the teachers were explored regarding of their teaching practices and it was found that, when observing their practices, they were based on the contents, that is, on what to teach (Cossio Gutiérrez & Hernández Rojas, 2016).

In these studies (Cuadra & Catalán, 2016; Cossio

Gutiérrez & Hernández Rojas, 2016), professors express the need to train to change their ST. In this regard, the investigation by Castro, Krause and Frisnacho (2015) reports the subjective change in professors participating in a course. His main findings were that the subjects identified internal and external causes of the change, through reflection. They also established differences between personal and professional life. Additionally, teachers admit the need for change in them to improve professionally. In relation to this, it is important how teachers consider themselves in the face of their daily difficulties and the solutions found.

In this context, the present investigation entered an unexplored area, through the approach of the following question: What characteristics do the subjective theories of teachers have regarding the difficulty of the blind people of the IV region, to join the labor field?

According to this question, the research sought as a General Objective: To understand the ST that teachers have regarding the labor insertion problem of the blind. The above through the reconstruction of their ST for the development of a comprehensive model, which accounts for the explanations of teachers about this problem.

METHOD

As a research design, the case study was used. The methodological orientation of the study was qualitative.

Participants

The sample included six teachers, from an educational institution in La Serena that serves students with visual disabilities throughout the IV region and concentrates the specialist teachers. The criteria for inclusion of the sample were that teachers: a) have a minimum experience of 5 years in the education of the blind, b) have the specialty or training in the area and, c) maintain contact with graduated students.

Data Collection Procedure

The in-depth interview was used for data collection, as it was the most appropriate technique for this investigation. This is supported by what Catalán (2010) states: "the fundamental thing is to look for what is under the surface; for this purpose, the interview is an instance of reflection, in which the subject progressively makes his subjective theories explicit" (p. 114). Data were analyzed using the grounded theory procedure (Glaser & Strauss, 1967). The data analysis was carried out with the Atlas Ti 7.0 program and the analysis was carried out in three stages: **Stage I**. The teachers' STs were reconstructed, through **open coding**. The interviews were searched for quotes that could be reconstructed in propositions of the type "if then" (Dann, 1994) or similar, these constituted the codes. Thus, the grouping

of the ST (codes) according to their thematic proximity, gave way to the formation of categories. This coding also incorporated the categorization of ST according to the categorization system suggested by Catalan (2010) to analyze characteristics of the TS (action orientation, explanatory orientation and theoretical status). **Stage II Axial coding** was performed where a central phenomenon was identified and its interrelation with the other categories. **Stage III Selective coding** giving rise to an integrative model.

Scientific Rigor Criteria

Systematic and methodical work gave scientific research to this investigation, along with the scientific criteria of credibility, transferability and dependability. The credibility was given by the written documentation of the in-depth interviews. Transferability was established by the characteristics of the sample, which are similar to the contexts of other teachers of blind schools in the country. Regarding the dependability (Lincoln & Guba, 1985) the data were submitted to other people's judgment, through the review of researchers who are dedicated to this type of research.

Ethical Issues

By submitting an informed consent document, the participants were assured of confidentiality and were informed of the objectives of the investigation, as well as the advantages and disadvantages that could exist with their participation in the investigation.

RESULTS

The research results are organized in three stages: open, axial and selective coding. In the open coding through the analysis of the interviews, the teachers' TSs were reconstructed and categorized to know their structural characteristics. In the second place and with the objective of interpreting the results in the axial coding, two models were created and in the third place, the selective coding shows the final model. Some text quotes are included in the explanation of these models, which, for reasons of space, only correspond to a sample. Next, we will present the findings of open coding.

Open Coding

Through open coding 43 TSs were reconstructed, which were grouped according to emerging categories. These categories are: *inadequate education of the blind, difficulty of labor insertion, personality of the blind, ignorance of the community and family behavior*. Some of these categories also contain subcategories.

Inadequate education of the blind. Through the in-depth interview the subject of the education of the blind was approached, here the teachers were able to present

their beliefs in this regard and thus three subcategories appeared: *lack of teaching skills*, *rejection of inclusion and inadequate state system*.

Difficulty of labor insertion. From the analysis of the TS of the teachers on the labor insertion of the blind, the following three subcategories emerged: first, *inadequate labor policies* where the teachers established the lack of participation of the blind in the elaboration of these; second, *rejection of the employer* due to ignorance and the high competitiveness of the business world and, third, *unfavorable events* such as pity, conformity and lack of opportunities.

Personality of the blind person. In this category and the following subcategories did not emerge. Teachers described the main characteristics of the blind person's personality and argued for their existence and how they influence the moment, they join work.

Ignorance of the community. Many of the teachers' arguments, which we will see later, are based on the ignorance of the community or society in general, regarding the real abilities of the blind and the reality they live.

Family behavior. The family is elementary in the formation of the human being and in the case of the blind, it is even greater. Teachers' beliefs in this regard hold that their families are often absent and their expectations are above the real competences of their children.

Finally, in the analysis of the characteristics that make up the ST, it was found that, according to their explanatory orientation, they appear similar in their appearance, both the regressive and the progressive ones, that is, they have both the ability to predict and justify. With respect to their orientation to the action, they were mostly maintainers and to a lesser extent inhibitory. The theoretical status corresponds to a restricted theoretical level, where only hypothetical approaches appear.

Axial Coding

Next, we will announce the two models resulting from axial coding.

Model 1. In Figure 1, the first model to explain TS of teachers in relation to inadequate education of the blind is shown.

Inadequate education of the blind was determined as a central phenomenon. According to the explanatory beliefs of the teachers, the causes of this phenomenon would be given by subcategories and the first one would be the *inadequate state system*. The teacher's TS in this regard states that:

ST (e8): *Education fails because it is made for people who see.*

According to teachers, the *inadequate state*

system causes the central phenomenon of *inadequate education of the blind*, but in turn, teachers also explain that the *inappropriate state system* causes, *lack of teaching skills* and *rejection of inclusion*.

ST (e5): *The education system does not work because it allows untrained teachers to work with "the blind person."* (E2, E4, E5, E6).

The rejection of the inclusion of people with blindness is due to several factors. According to teachers' beliefs, one of the ST that supports the above is the following:

ST (e18): *If the students integrate, then there is a fear of the specialist teachers of running out of work.* (E1, E2)

During the in-depth interview, teachers took charge of their share of responsibility for the central phenomenon, that is, the inadequate education of the blind, attributing it to *insufficient pedagogical practices*, and its consequences would be manifested in the *personality of the blind*, *family behavior* and *ignorance of the community*.

ST (p4): *If there is no development of social skills, then labor insertion does not happen.* (E2, E3, E4, E6)

Family behavior is always an important factor and in this regard, teachers support the following TS:

ST(f3): *The expectations of the family exceed their child's abilities, because the institution does not guide them.* (E2, E3, E4)

Finally, the TS of the teachers about the ignorance of the community, in relation to the abilities of the blind person, expresses the following:

ST(c3): *If we show the community the capabilities of "the blind person", then it can be integrated.* (E2, E3, E4, E6)

Model 2. Figure 2 shows the second model to explain the teachers' ST regarding the difficulty in insertion of the blind.

The second model shows as a central phenomenon the *difficulty of labor insertion*. According to the explanatory beliefs of the teachers, the causes that could be generating this phenomenon emerge as subcategories of it. The first one is called *inadequate labor policies*, according to which teachers hold the State responsible for generating inadequate laws, since legislators would not be considering the opinion of the blind in their elaboration. The TS of the professors expresses that:

ST(t1): *If the "blind" participated in the creation of policies, they would be effective.*

In order to express their beliefs regarding policies, teachers are based on the recent Law 21.015 (Ministry of Social Development, 2017), which establishes the reserve of a minimum quota of 1% for people with disabilities and decree number 83 exempt (Ministry

of Education, 2015), which establishes the attention of students with special educational needs in state-regulated establishments. In this regard, the teacher's ST expresses:

ST(t7): *If there are no exclusive policies for the blind, then labor insertion is difficult.* (E2, E4)

The policies, according to teachers are geared towards disability in general and do not mention according to the deficit.

Other ST in relation to inappropriate policies is the following:

ST(t8): *If the employer is obliged to hire, then the law does not favor labor inclusion.* (E1, E3)

This *inadequate policy inevitably* leads to two other causes that are, the *rejection of the employer*, which, according to the beliefs derive from the competitiveness that employers must face today, and from the ignorance of the real capabilities of the blind. In this regard, the

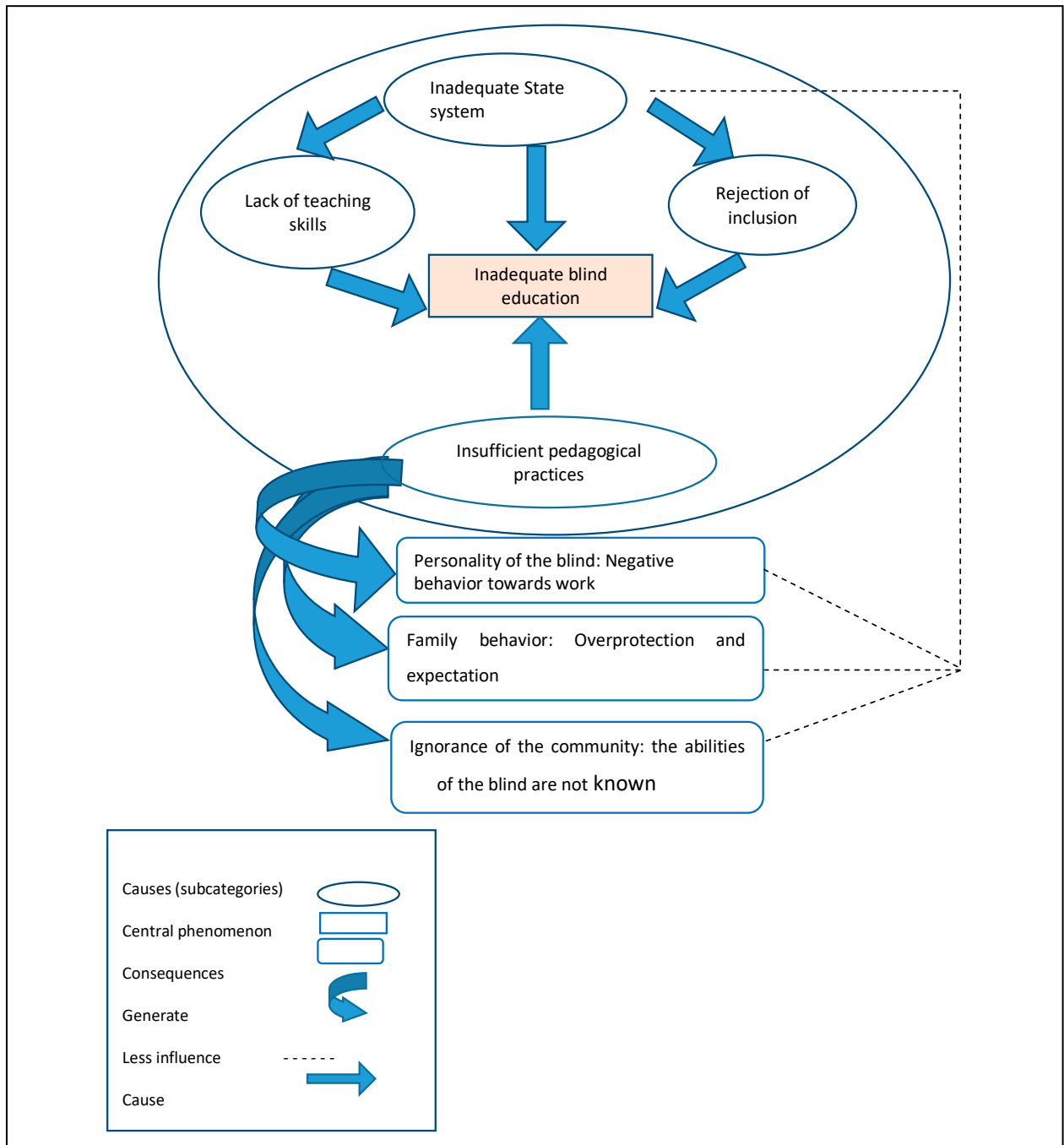


Figure 1. Axial coding. Source: The authors.

teacher's ST expresses that:

ST (t3): *The labor insertion of the blind is hindered, because the employer wants to compete and requires multifunctional workers.* (E1, E2, E3, E4)

The employer's rejection is present in the following TS:

ST (c2): *People who is not blind feel fear or reject "the blind person" because they do not know their abilities.* (E3, E4, E5, E6)

The second cause corresponds to *unfavorable events* conformed by the *pity* towards the blind man,

the *conformism* of this and the lack of opportunities. These facts also favor employer rejection. In this regard, teachers theorize that:

TS (t5): *If there is pity towards the blind man, then this limits his effort to overcome himself.* (E2, E1).

Finally, in this model teachers consider that the intrinsic characteristics of the blind, the *personality of the blind* are an element that increases the difficulty of insertion of the same. The ST found and who affirm the above will say that:

ST (p1): *The blind man fails to integrate successfully, because he takes advantage of his condition.*

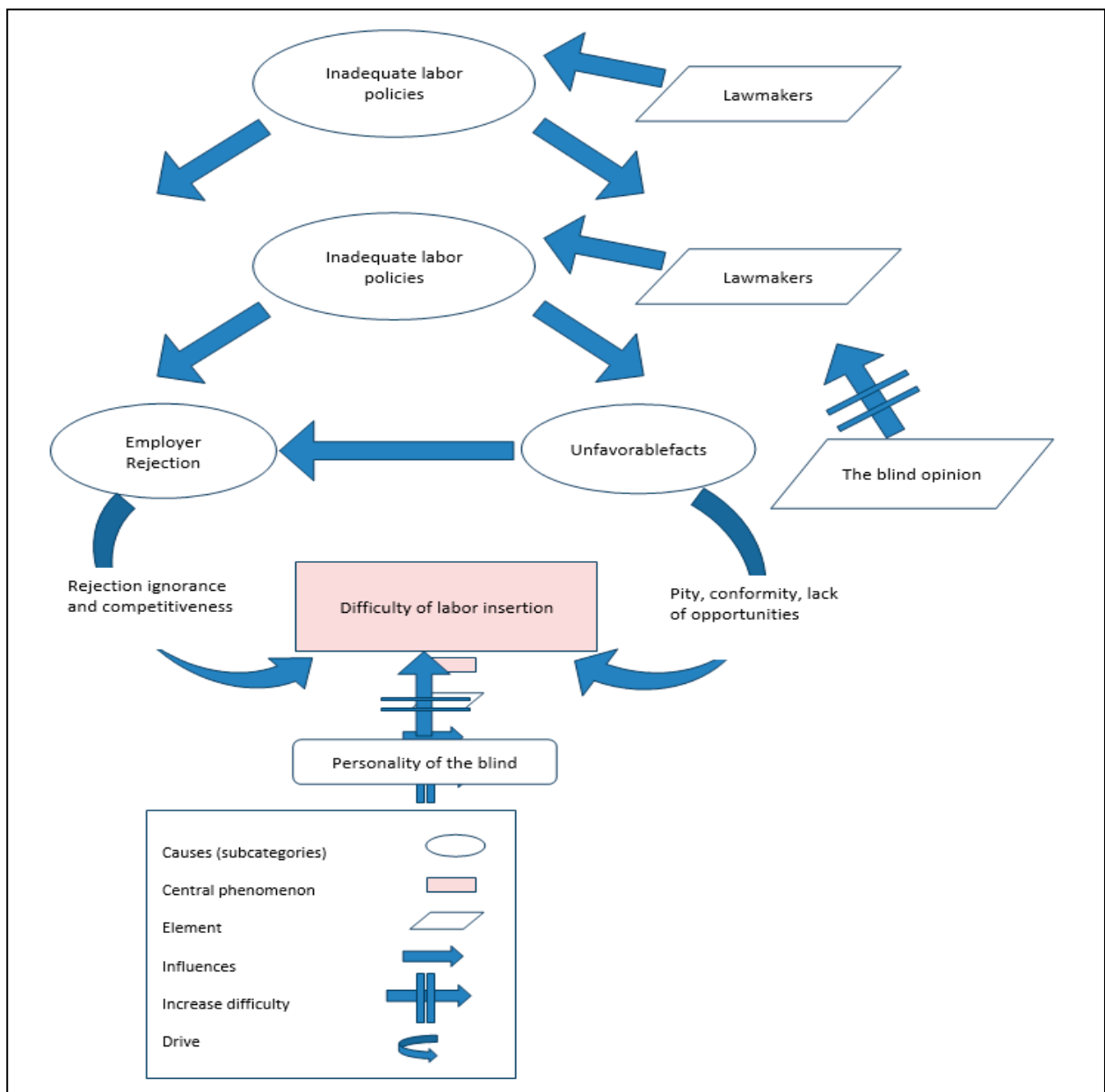


Figure 2: Axial coding. Source: The authors.

ST (p5): *The blind man conforms to the minimum, and then ends in the street trade.* (E1, E5, E6)

In short, there is a central phenomenon, according to the ST of the teachers called labor insertion difficulty of the blind. This phenomenon is caused by three causes that are maintained over time and interact as follows: inadequate labor policies cause employer rejection, as well as unfavorable facts, all of the above accompanied by a negative factor, the *personality of the blind*.

Selective Coding

Model 2. In Figure 3, the second model is shown to explain the teachers' ST regarding the difficulty in insertion of the blind

Selective coding model. The results of Figure 3 show the emerging theoretical model through the interrelation of categories and phenomena.

This model integrates the codifications presented above and gave way to a final model, where the central phenomenon, *the inadequate education of the blind makes labor insertion difficult*, is a reconstructed ST based on the phenomena of these models. Following the "codification paradigm" (Strauss & Corbin, 2002), the background causes that lead to the central phenomenon, correspond to the *work environment (unfavorable facts and employer rejection)* and the *educational field (lack of teaching skills and rejection of inclusion)*. According to teachers, these previous causes

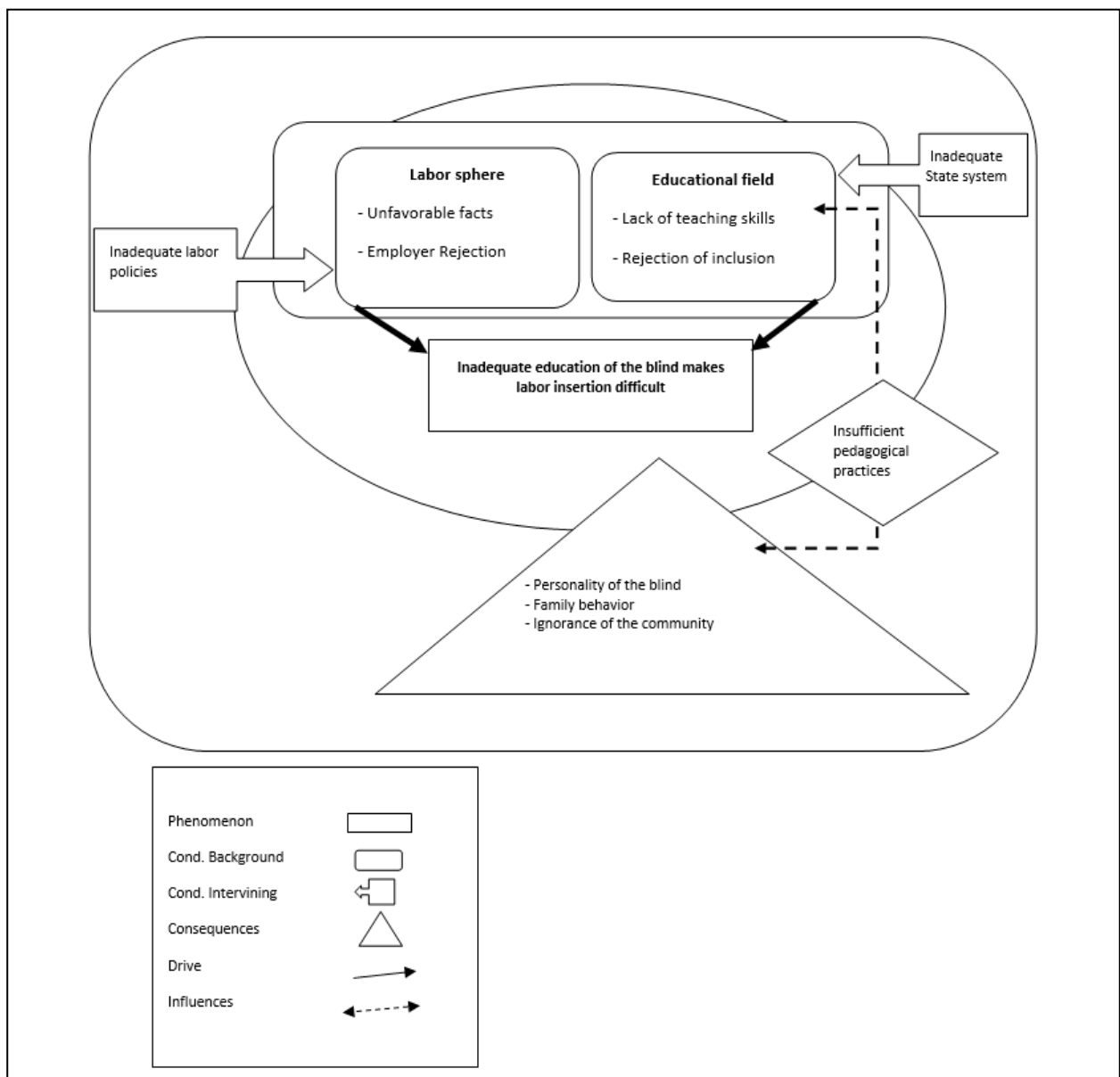


Figure 3. Selective coding. Source: The authors.

make it difficult to incorporate “the blind person” (E2) into work through facts or attitudes such as compassion and overprotection, not allowing them to develop social skills, essential for inclusion. Thus, “the blind person” (E2) would be satisfied with what is delivered and a spirit of self-improvement would not be observed.

E4: “Many times we have very overprotected children and maybe we have given them everything, we have solved the problems a lot”

Regarding the employer’s rejection, teachers express that they want and must constantly compete, so hiring a blind person would only hinder this work and also express that it is mainly due to the lack of knowledge of the skills that a blind person can have. The antecedent causes are given by the intervening conditions that correspond to *inadequate labor policies and inadequate State system*.

The teachers state that although the new quota law is positive, the disabled person was not involved in its elaboration and added to this they see as negative the fact that the employer is forced to hire against his will.

E3: “They do not favor it because they are obliging according to the new policies to include a person with not only visual disability, but also all disabilities”

Consequences of the above are the *personality of the blind, family behavior and ignorance of the community*. We will finally say that there is a recognition of insufficient pedagogical practices, by those interviewed in the consequences and that they would be generating a personality with negative elements, such as laziness, that would not be helping to include work, a family that does not have an orientation. With respect to the real possibilities of work to which the blind person can aspire and an uninformed community on the part of the institution.

DISCUSSION

The results of this study indicated that an important aspect is the *inadequate education* offered to the blind, this is consistent with studies (e.g., Lorenzo & Silva, 2017; Wittich et al., 2013), which conclude that schooling is essential for people with disabilities get a job. Low schooling leads to basic jobs, with low pay and makes it difficult to complete the quotas for work assigned to these people. The cause identified by teachers is the *inadequate state educational system* that would lead to the lack of teacher competencies, given that non-specialized teachers are allowed to educate blind people and because of the rejection of teachers themselves to educational inclusion. The teachers become participants in this rejection, for fear of losing their source of work, this being, according to them, part of their *insufficient pedagogical practices*. These practices would have as consequences the *personality of*

the blind person, ignorance of the community and family behavior. Regarding *family behavior*, Riaño, Rodríguez, Garcia and Álvarez (2014) indicate that families of disabled people have high expectations regarding their socio-labor insertion and highlight the need for the development of social skills, which is consistent with our results.

As for the *difficulty of labor insertion*, the cause assigned by teachers to this phenomenon would be given by inadequate labor policies, which in turn would lead to other causes such as employer rejection and unfavorable events such as pity, lack of opportunities and the conformity. Similar manifestations were found by Brite, Nunes and Souza (2015), who argue that charity affects the work performance of the disabled and that the conception of managers is that these people must be in places determined for them, due to their limitations and lack training. His research has the look of the employer and not the teacher, but that coincides with the ST of the teachers interviewed with respect to the employers.

From these results, we hypothesize that, since there are inadequate labor policies and an inadequate state system, and then the labor inclusion of the blind is not achieved.

In this regard, in Chile, the recent Law 21.015, dated June 15, 2017, establishes a work quota for people with disabilities, but according to the arguments of the interviewees, this does not favor inclusion, since the employer is obliged and many times, he prefers to pay the fines established by the Law. In this regard, we believe that as long as these phenomena are maintained, the investment of additional resources for the education of the blind will not be reflected in a better quality of life for this, ending the vast majority in their homes or as street vendors. This differs from the study conducted by Hästbacka, Nygard and Nyqvist (2016), in which, based on the analysis of 32 investigations, it was determined that a habitual facilitator concerned legislation and disability policies for the labor inclusion of disabled people. It should be noted that these investigations correspond to European realities that are quite far from the Latin American context. Mainly this difference could be due, among other factors, to the fact that Europe has been investigating for a long time regarding the labor insertion of the person with disabilities and this has allowed improvements in legislation, which in turn has allowed the person with a disability, have gained a place in society with rights and obligations, which is not clearly observed in our continent. We believe that regardless of legislative improvements, a deep reflection of the teacher is needed to allow the change of their ST, in order to perhaps change their inappropriate practices, admitted by them in this study. Since only

the change in legislation does not ensure the change of their subjective theories or their practices.

A result of this study determined that teachers indicated that one of the difficulties was that non-specialist teachers work with students with visual disabilities, this is still relevant, and that the system allows it to be even more serious, so supervision by part of the state also plays a preponderant role in this fact happening over time.

The theoretical status, explanatory orientation and action orientation of the ST were analyzed. Regarding the explanatory orientation, both regressive and progressive ST were presented, the presence of progressive ST, that is, with proactive characteristics (Catalán, 2010) opens the possibility that the ST of these teachers guide changes in their practices, which it is consistent with the content of these related to the internal attribution they make of the difficulties in the education of their students. In relation to their orientation to the action, they were mostly maintenance and to a lesser extent inhibitory. These results are consistent with other studies, for example, a study of ST in differential educators and speech therapists (von Keyserlingk, Castro, & Carrasco, 2013) also related to students with special educational needs, however, in this research they did present ST initiators of action. The similarity could be due to the tendency of teachers to justify their teaching work for better or worse and the difference to the different types of phenomena studied. It should be noted here that the presence of ST maintainers of action is considered an impeding factor in the reflection and professional development of the teacher (Catalan, 2011).

In relation to the theoretical status of the reconstructed ST in this study, it was of a restricted type, that it was not the ST of a higher level of elaboration could be due to the lack of instances of reflection, in fact, the participants of this study commented on the need that there was individual and collective reflection and they were grateful to do so in this study, as it allowed them to perform a self-analysis of their professional work and recognize failures and achievements in this. It also allowed them to think about possible strategies to reverse the situation, such as the development of social skills, vocational guidance of the blind, family orientation, and early integration into regular education, among others. Another cause could be due to the lack of continuous improvement by teachers, plus the routinization of the teaching exercise (Díaz Quero, 2006). In relation to the latter we will say that the ST are relatively stable structures and that are related to teaching procedures and learning that occurs in highly automated compression environments (Linsner, 2009), but through programmed and induced actions, it is possible to change them (Krause, 1998).

A limitation of this research could be the fact that teachers from a single institution were studied, we consider it relevant to investigate in the future the ST of other teachers of special schools or of those who teach students with blindness in regular education, regarding the problem raised. This would allow triangulating and transferring the results obtained with greater ownership. The strength of the study is the depth reached in the analysis of the data and the fact that it is the first study in Latin American of teachers' beliefs about the labor insertion of people with blindness.

It would also be relevant to study the TS of the other actors of the labor insertion problem of people with blindness, the people with blindness themselves, executives or employers and the family. We hope that this study contributes to those who wish to investigate to understand and modify this work reality, not only of the blind, but also of the disabled person in general. In the absence of specific research in relation to education and difficulty of labor insertion of the blind, it becomes necessary in the first instance to make this reality visible. This study achieves through its results that a dire situation is known that is maintained over time and that legislators should know when creating labor laws aimed at the inclusion of people with blindness.

REFERENCES

- Bell, E. C.; Mino, N. M. (2013). Blind and visually impaired adult rehabilitation and employment survey: Final results. *Journal of Blindness Innovation & Research*, 3(1), 1-35.
- Bien O.; Merten S.; Schnotz W. (2015). The Individual Theories of Teachers about Vocabulary Work with Mono- and Plurilingual Students in the German Language Classroom. In Schnotz, W.; Kauertz A.; Ludwig H.; Müller A.; Pretsch J. (Eds.), *Multidisciplinary Research on Teaching and Learning* (pp. 129-145). Palgrave Macmillan, London.
- Blackshaw, B. (2014). *Working in the dark - what contributes to and supports the employment of people who go blind in midlife?* Master's thesis, University of Technology Sydney.
- Brighenti Bortoluzzi, M.; Catalán Ahumada, J. (2014). Teorías subjetivas de profesores en reuniones de trabajo: un estudio descriptivo-interpretativo. *Psicología Escolar e Educativa*, 18(1), 151-159.
- Brite, R.; Nunes, F.; Souza, D. (2015). Labor inclusion of individuals with disabilities: Managers' conceptions as a contributing factor. *Work*, 50(4), 553-561
- Caiceo, J. (2010). Esbozo de la educación especial en Chile: 1850-1980, *Revista Educación y Pedagogía*, 22(57), 31-49.
- Castro, P. J.; Krause, M.; Frisancho, S. (2015). Teoría del cambio subjetivo: aportes desde un estudio cualitativo con profesores. *Revista Colombiana de Psicología*, 24(2), 363-379.
- Catalán, J. (2010). *Teorías Subjetivas. Aspectos teóricos y*

- prácticos*. La Serena: ULS Editorial.
- Catalán, J. (2011). Del pensamiento al conocimiento profesional del profesor. In Catalán, J. (Ed.), *Psicología Educacional. Rumbos, problemáticas y aportaciones* (pp. 187-215). La Serena: Editorial ULS.
- Catalán, J.; Castro, P. (2016). Reflexión colectiva sistemática: un estudio orientado al desarrollo profesional docente. *Psicología Escolar e Educacional*, 20(1), 157-167.
- Cossío Gutiérrez, E. F.; Hernández Rojas, G. (2016). Las teorías implícitas de enseñanza y aprendizaje de profesores de primaria y sus prácticas docentes. *Revista mexicana de investigación educativa*, 21(71), 1135 -1164.
- Cuadra, D.; Catalán, J. (2016). Teorías subjetivas en profesores y su formación profesional. *Revista Brasileira de Educação*, 21(65), 299-324.
- Dann, H.-D. (1994). Pädagogisches Verstehen: Subjektive Theorien und erfolgreiches Handeln von Lehrkräften. In Reusser, K.; Reusser-Weyeneth, M. (Eds.), *Verstehen: psychologischer Prozess und didaktische Aufgabe* (pp. 163-181). Bern: Huber, S.
- Díaz Quero, V. (2006). Formación docente, práctica pedagógica y saber pedagógico *Laurus*, 12, 88-103.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47-65. doi.org/10.1080/0013188960380104
- Flick, U. (1992). *La perception quotidienne de la santé et de la maladie. Théories subjectives et représentations sociales*. Paris: L'Harmattan.
- Glaser, B.; Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publishing Company.
- Groeben, N.; Scheele, B. (2000). Dialogue-hermeneutic method and the "research program subjective theories". *Forum Qualitative Social Research*, 1(2). Recuperado de <http://nbn-resolving.de/urn:nbn:de:0114-fqs0002105>.
- Hästbacka, E.; Nygard, M.; Nyqvist, F. (2016). Barriers and facilitators to societal participation of people with disabilities: A scoping review of studies concerning European countries. *European Journal of Disability Research*, 10(3), 201-220
- Krause, M. (1998). Construcción y Transformación de Teorías Subjetivas a través de la Psicoterapia. *Terapia Psicológica*, 7, 29-43.
- Linsner, M. (2009). *Prototypische routinen von lehrkräften im umgang mit unterrichtseinstiegen, experimenten und schülervorstellungen im biologielehrunterricht*. Inaugural-dissertation doktorgrades. Recuperado de [https://duepublico.uni-duisburg-essen.de/servlets/](https://duepublico.uni-duisburg-essen.de/servlets/DerivateServlet/Derivate-29376/diss_MLinsner.pdf)
- Lorenzo, S.; Silva, N. (2017). Contratación de Personas con Discapacidad en las Empresas en la Perspectiva de los Profesionales de Recursos Humanos. *Revista de Educación Especial*, 23(3), 345-360doi.org/10.1590/s1413-65382317000300003
- Lincoln, Y. S.; Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publications, Inc.
- McDonnall, M. (2016). The relationship between vocational rehabilitation professional's interactions with businesses and employment outcomes for consumers who are blind or visually impaired. *Rehabilitation Counseling Bulletin, Hammill Institute on Disabilities*, 59(4), 203 -212.
- Ministerio de Desarrollo Social (2017). *Ley Núm. 21.015. Incentiva la Inclusión de Personas con Discapacidad al Mundo Laboral*. Chile: Recuperada de: <https://www.leychile.cl/Navegar?idNorma=1103997&idParte=>
- Ministerio de Educación (2015). *Decreto 83 Exento. Aprueba Criterios y Orientaciones de Adecuación Curricular para Estudiantes Con Necesidades Educativas Especiales de Educación Parvularia Y Educación Básica* Chile: Recuperado de: <https://www.leychile.cl/Navegar?idNorma=1074511>
- Overbury, O.; Wittich, W. (2011). Barriers to Low Vision Rehabilitation: The Montreal Barriers Study. *Investigative Ophthalmology & Visual Science*, 52, 8933-8938.
- Riaño, A.; Rodríguez, A.; García, R.; Álvarez, E. (2014). La transición a la vida activa de las personas con discapacidad: expectativas familiares y grado de ajuste al trabajo. *Revista Brasileira de Educação Especial*, 20, 283-302. doi.org/10.1590/S1413-65382014000200010
- Servicio Nacional de la Discapacidad (2016). *II Estudio Nacional de la Discapacidad 2015*. Chile: Ministerio de Desarrollo Social, SENADIS. Recuperado de: https://www.senadis.gob.cl/pag/355/1197/ii_estudio_nacional_de_discapacidad
- Strauss, A.; Corbin, J. (2002). *Bases de la investigación cualitativa: Técnicas y procedimientos para desarrollar la teoría fundamentada*. Antioquia, Colombia: Universidad de Antioquia.
- Von Keyserlingk, L.; Castro, P.; Carrasco, J. (2013). Teorías subjetivas de profesionales de escuelas de lenguaje en Chile sobre el trastorno específico del lenguaje. *Revista CEFAC*, 15(4).
- Wittich, W.; Watanabe, D. H.; Scully, L.; Bergevin, M. (2013). Development and adaptation of an employment-integration program for people who are visually impaired in Quebec. *Canada. Journal of Visual Impairment & Blindness*, 107(6), 481.

This paper was translated from Spanish by Ana Maria Pereira Dionísio.

Received on: August 28, 2018
Approved in: November 23, 2018