

THE SPECIAL EDUCATION IN SPAIN: FROM THE LEGISLATIVE-POLITICAL ACTION TO THE EDUCATIONAL ACTION

The special education in Spain has answered, and it is still answering now, to the socio-political requests claimed by the disabled people's rights. Thus, the educational policy and the social policy go together.

The starting of the school integration in Spain has needed quite a number of formulations and continuous reconsideration with the aim of approaching and reconverting the legislative-political action into a real socio-educational action with real name and surnames.

1. The sixties: the development policy

The sixties in Spain were times of development policy regarding to the educational issues, mainly, to the building of primary schools premises, and to the special education problem, too. At the time, there were different types of centres:

- ?? Centres of special education and special classrooms depending on the Ministry of Education working as primary school centres.

- ?? Centres with a special regime, in partnership with local and private authorities, considered as primary school centres, too.

- ?? Welfare centres that, admitting boarding disabled children and young people, follow a special regime, independent of the Ministry of Education.

The Decree of October 16th 1965 '*that rules the actions of the Ministry of Education regarding Special Education*' is the first official document that regulates the Special Education in Spain:

'The centres, school programmes, and methods of Special Education will be addressed to children and young people who, due to their physical, psychic, schooling or social deficiencies, are unable or have difficulties to follow with a normal progress the school curriculum corresponding to their age at the primary and secondary schools, and at the professional centres... '

(Art. 1 D. 2925 16 October, 1965)

The aim of the Ministry brought about, between 1965 and 1967, an important increase of centres and classrooms. We must identify these years as a resurgence of the interest in this issue, which becomes clear with the need of defining and classifying, as well as pointing out, the most suitable educational methods.

The concern for the Special Education did not only reach the building of new centres. There was also an underlying concern for the teaching staff formation that would be destined to those centres. Thus, in 1964, the first courses on Therapeutic Pedagogy were announced.

2. The seventies: The General Act of Education and the National Plan of Special Education

The General Act of Education and the Financing of the Educational Reform of 1970, no more, no less, came to legitimise those reforms that had been introduced along the sixties, raising, for the first time, the necessity to take care of the pupils with special needs.

The Act collected the results, hopes and contradictions of a weakening political regime, and, with respect to the special education, this was formed as a parallel system to the ordinary educational system, responding to a model of segregation far from the ongoing laws ruling in another countries. As opposed to the integration movements that were becoming stronger and stronger in the northern countries, North America, and even Italy, the General Act of Education was a differentiating Act, since it came to promote the creation of special centres and classes. This Act of 1970, however, did not represent the basic framework for the definitive organisation of the special education. Its novel contribution was the definition of 'special education' as an educational modality of the general basic education, as well as the consideration of the creation of new classrooms addressed to special education.

The new administrative reorganisation created, in 1975, the National Institute of Special education (INEE), an organism in charge of executing orders related with especial education. This was defined as '*an integrating process of different activities, which require, with the teaching functions' help, the personalised assistance in the most varied fields, in order to overcome the differences and lack of adaptation and to achieve the full integration*'. It was characterised by the heterogeneity of centres of special education (created by associations of disabled children's parents) and a considerable lack of planning'.

We would like to make a parenthesis with respect to the Spanish legislation, and we would like to talk about an important event occurred in the United Kingdom that inspired, to a large extent, our theory and practice carried out in Spain. That important event was the *Warnock Report*, published in 1978, and ordered by the Secretary of Education from the United Kingdom to a commission of experts led by Mary Warnock. This report produced an authentic revolution of the conception of special education. The *Warnock Report* supposed an important turn to the conceptualisation and programming addressed to pupils with learning disabilities. The *Warnock Report* focussed on these conclusions:

- ?? No child will be, from now on be considered uneducable.
- ?? Education is a good everybody has the right to have.
- ?? The aims of the education are the same for everybody.
- ?? The Special Education will consist in the fulfilment of every child's needs with the aim of approaching to the object of those aims.
- ?? The special educational needs are common to all the children.

- ?? There will be no longer two types of children: deficient pupils who receive Special Education, and non-deficient pupils who receive simply ordinary education.
- ?? If the Special Educational needs form a continuum, the Special Education must also be understood as a continuum of benefits, going from temporary aid to permanent adaptation, from the short-term adaptation to the long-term ordinary curriculum.
- ?? Special educational benefits, whenever they take place, will have an additional or supplementary character and not an alternative or parallel one.
- ?? At the moment, children are classified according to their deficiencies, and not according to their Special Educational Needs.
- ?? The legal classifications of deficient people should be abolished.
- ?? The term learning disability (DA) will be used, nevertheless, to describe those pupils who need some special aid.
- ?? A new registry of pupils needing a special aid will be adopted, in which the term deficiency will not prevail, but an explanation of the required benefit instead.

Continuing with the historical legislative process developed in Spain, one of the most important mandates carried out by the INEE was the creation, in 1978, of the National Plan for Special Integration (PNEE) with the intention of undertaking the difficult task of regulating this educational sector, which supposed to recover 'the time lost'. The plan started with the recognition of the disabled children's rights to be educated (regardless their disability degree), rights that the figures seemed not to fulfill. Likewise, the Plan recognised that any child should be educated, regardless his /her disability degree, so the State should comply with the criteria of free and compulsory education.

The PNEE supposed a new way of thinking and feeling the education issue, because it established the criteria for a future policy for the especial education, criteria that in fact were utopian principles.

✍✍ *Normalisation of services*, understood as the tendency to use, when possible, the ordinary resources in the most possible normalised and less restrictive context, without confusing normalisation with normality. Disable people cannot become normal people, but we have to accept their diversity and appreciate more their capabilities than their lacks or limitations. According to Nirje, normalisation is

'The mental retarded person should be provided with living conditions and a way of life that approaches the most possible to the circumstances and way of life of our current society, in as much as delayed people must be located in the social context as the normal people, impregnated of a rich atmosphere and full of stimulation'. (Ortiz, 1988: 32).

✍✍ *School integration*. The PNEE formulated it in the following way:

'The Special Education should be given, as far as possible, in the ordinary centres of the general educational system. Only, when it turned out to be absolutely indispensable, would it carried out in specific centres, and the structure and state of these centres should be reshaped so that they make easier the integration of their pupils in ordinary centres. The services should start as easily as possible. In general basic education (EGB), the compulsory character of this level cannot be understood only as the obligation of providing schooling for the children in the ages belonging to such levels in order to give them the

basic formation, but also the responsibility of a public effort to make it general, and therefore, integrating. Some flexibility and modifications of the ordinary educational system are required, providing such a system with organising, personal and material resources'.

✂✂ *Sectorization of the educational attention:* Understanding the sector as the geographical and population unit, the sectorization consists in the application of the principle of normalisation to the provision of the pupils' services in their surroundings with the consequent specifying conceptualisation, functionality, and sectorial co-ordination of functions. The idea is to provide the corresponding services in the physical and in the social environment of the person who needs them. The PNEE sectorized the functions of prevention, early detection, pluridimensional diagnosis and assessment, orientation, programming and monitoring, special education services and support to the ordinary educational system, as well as a systematic evaluations of every single case. This principle acquires full meaning if we bear in mind that the children's socialising process is preferable to be developed in contexts that are close to their families, friends or their community.

✂✂ *Teaching Individualisation:* Whenever this principle does not block or hinder the socialisation process, it is highly adequate to prioritise the didactic individualisation according the learning pace and the characteristics of the pupils with learning disabilities.

The Plan elaborated a document emerging from the discussion of different sectors: Administration, centres, associations, expert and scientific companies. This document defines for the first time the people whom the special education is addressed to:

'The people who need special Education are, stricto sensu, all those that during a significant period of their lives, cannot follow the ordinary education rhythm... . All those people will be called deficient: mental, physical or sensorial'.

(National Plan on Special Education, 1978).

This Plan will also refer to the pupils with learning disabilities, offering them support services and combined programmes. In other words, those psycho-pedagogical treatments related to deficiencies or educational impediments. These services or treatments will be provided in the school framework and, as far as possible, in the same school that the subject attends.

(National Plan on Special education, 1978).

The main aspects born from the educational policy about Integration are the following:

- ?? Introduction of Early Intervention and Early Attention.
- ?? Teaching-Staff formation (University Schools, University, etc)
- ?? Increase of the relationship between Special education (as philosophy) and the praxis in the Centres (Primary School centres, Specific Centres, etc.)
- ?? Promotion of the integration from the very classroom, from the Ministry of Education and Science, and from other authorities.
- ?? Urgent creation of Centres of Resources.
- ?? Inclusion of the talented and highly gifted students.

With respect to the pupils, the Plan advises not to establish differences in the school phase. When dealing the issue of special schooling, the plan states that the maximum possible integration can be carried out through special classrooms in the ordinary teaching centres. Regarding to the centres, the plan considers that the creation of special classrooms in ordinary centres will avoid the massive creation of specific centres and, consequently, the special education centres (also called 'specific centres') will be devoted to those cases 'whose education is or must be so special that the special context of an ordinary classroom isn't the appropriate place' (page 121). It is also necessary to point out the attention given to the process of detection, diagnostic assessment, and monitoring and early intervention. Among the other principles of practical order, there are the global assessment of the needs and the planning of the special education, not only based on figures, but based on the criteria of quality of the educational answer; and among the principles of theoretical order, the plan emphasises the right to the education, to an adequate education. (PNEE, 1978)

The Plan should be analysed as an important and agreed document that introduces for the first time, terms such as integration, normalisation, sectorization although these terms had not the same meaning as they have today.

3. The new democratic regime (The Constitution of 1978) and the Act 13/1982 of Social Integration of the Disabled Persons (LISMI).

Understanding the process of integration in our country, Spain, is understand the socio-political circumstances in which it was originated, because this process was part of the own consolidation of the democratic system. So much so that, between 1978 and 1985, the social effect was such that it would serve as a basis to advance in the process of integration, or, as García Pastor points out (1995:276) this phase was considered as a *'take-off phase of the integration, not only evaluable from the perspective of the administration's intervention, but also from the analysis of its social impact and from the interaction given between the new legislative framework and the real action'*.

Our Constitution (1978) propoled an urgent need to act in two senses when dealing the discriminatory treatment of the differences:

?? By means of the public power's implication collected in the article 49 of the Spanish Constitution, in which the public powers compromise themselves to *'a policy of revision, treatment, rehabilitation, and integration of the physical, sensorial an psychic disabled people, the ones that will be given the special attention they require...'*.

?? By means of the education, *'that will consider as the main aim the development of the human personality in the respect to the democratic principles of the coexistence...'* (Art. 27).

As for the implication of the public powers (Article 49 of the Constitution), this became effective by means of the promulgation of the Act 13/1982 of Social Integration of the Disabled Persons (LISMI). LISMI supposed the public answer to the problems and needs of the different collectives of disabled persons. It was arranged in titles that fitted in with large intervention areas that already, in germ, appeared quoted in article 49 of the Constitution: Prevention, Social and Common Benefits, Rehabilitation, labour Integration and Social Services. All these interventions are necessary and were interrelated seeking the same purpose that gave them sense and coherence: *the*

social integration, mainly through an active participation of the disabled people playing those roles that correspond to their age (school integration, labour integration, etc.)

In 1982 LISMI conceived the Special Education as a dynamic, flexible, and integrating process that should be applied in a personalised form in the different levels and degrees of teaching and, particularly, in those considered compulsory and free.

The objectives presented by LISMI for the Special Education are essential for our investigation. These are:

- ✍ The acquisition of knowledge and skills of the disabled people (handicapped in the LISMI terminology) and the harmonic development of their personality.
- ✍ Incorporation to social life and to the labour systems that allow the disabled people to support and develop themselves.

LISMI, in the normative sphere, gave origin to the Real Decree 334/1985 of regulation of the special education.

4. The improvement of the integration: The Real Decree of 6 March 1985

The Organic Act of the Right to the Education (LODE) of 1985 allows the participation of all the educational sectors in the programme and control of the teaching, regulation, among others, the special education without discrimination regarding intellectual, sensorial or motor capacity.

The Real Act of March 1985 constituted a determining milestone with regard to the integration of the pupils with some type of disability in the ordinary classrooms, thus giving a quality shift to the way of confronting the education on them, by means of the establishment of more normalised psycho-pedagogical and social criteria. Considering the lack of resources of the Real Decree of 15 October 1982, the Real Decree of 18 October 1985 came to substitute the former, contemplating more extensively the educational problem of the disabled persons and the ways used to channel and solve their problems:

'In this order of ideas, the fundamental guidelines of the present Real Decree can be summarised, in the prevention, in the first place, that the ordinary school institution is provided with such services that they have a clear effect in its dynamics, with the aim of favouring the educational process, avoiding the segregation and facilitating the integration of the disabled pupils in the school; in the second place, that the institution considers the existence of special centres of Special Education to allow the progress of the disabled pupils; in the third place, that there is an establishment of a necessary co-ordination (in a permanent way) and inside the educational centres between the centres of Special education and the ordinary centres'.

(Real Decree of 6 March of 1985 of the Regulation of Special Education)

Assuming the right of all persons to be educated, the Decree defined the special education '*as an integrated part of the educational system*' and defines it exactly '*as the collection of adaptations that allow these pupils to make effective their right to be educated*' (MEC, 1994: 17).

Though the Decree of 1985 does not contributed new ideas, it did enclose ways to carry out a systematic action urging the regulated establishment in which the integration should take place: the

teacher / pupil ratio in the centres of integration; ratio of support teachers for the pedagogical support; etc.

The Decree would be carried out gradually along 8 years, predicting in the academic year 1985-1986 the integration of the pupils in pre-school and first course of EGB in ordinary schools.

'These centres will be selected to such purpose among those that allow, on one hand, the pursuit of integration of those pupils in the following courses until they finish the EGB and, on the other hand, to start again or renew the integration in the following courses, by means of the admission, along these courses of new pre-school and first EGB pupils, pupils that, likewise, will have to finish their educational process until the end of it'.

(Real Decree of 6 of March of 1985
of Regulation of Special Education)

Just as Sánchez and Torres point out (1995)¹:

'It is not the disabled people the ones who should adapt and be satisfied with what a general teaching planned and developed to meet the habitual educational needs of the majority of the pupils, but it is the teaching the one that must adapt itself so that every single pupil can progress according to their capacities and their needs, whether special or not.'

Thus, in the mentioned Decree of 1985, two types of action were proposed as action guidelines to support the integration: The creation of an important infrastructures of support to the special education, and the prediction of the adaptations of the ordinary curriculum.

5. The Act of General Regulation of the Educational System (LOGSE) (1/1990 of 3 of October): curricular proposal for a comprehensive school

The first document that, at a national level expressed the political will to organise the special education from an advanced and coherent approach was collected in the Libro Blanco (*White Paper*) for the reform of the Educational System:

"...The fundamental change lies in the introduction of the special education concept of needs. Starting with the premise that all the pupils need along their schooling diverse pedagogical support of personal, technical or material type, or having the aim of assuring the achievement of the general finalities of the education, the educational needs are the ones that the pupils who apart from a complementary form, they need also another type of less usual support. To say that a specific pupil has got special educational needs is a way of saying that he / she requires special pedagogical support services to achieve the educational goals".

¹ Sánchez Palomino, A. and Torres González, J.A. (1995). *De la educación especial a las necesidades educativas especiales: aproximación histórica, marco conceptual y legislativo.* (From the Special Education to the special educational needs: historical approach, conceptual and legislative framework). In A. Sánchez Palomino and J.A. Torres González, *Educación Especial I. Una perspectiva curricular, organizativa y profesional* (Special Education I: A curricular organising and professional perspective). Madrid: Pirámide.

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(Libro Blanco:
1989)

'The Special education is not longer understood as that education provided to a type of people, and it is not longer centred on those people's deficiencies. It is rather understood as the assembly of educational resources available to the pupils who, in some cases, in a temporary form, and others in a permanent or continuous form...'

(Libro Blanco: 1989)

LOGSE (1/1990 of 3 of October), regarding special education, confirmed the issues established in the Real Decree 334/1985 of the regulation of the special education but with the innovation of substituting the term 'special education' by that of 'special educational needs'¹:

"To say that a pupil presents special educational needs is a way of saying simply that, or the achievement of the educational goals, the habitual actions developed by his/her teacher with the majority of the groups of pupils are not enough, and because of that, the teacher has to revise his educational action and adapt it to the needs of the pupil concerned" (MEC, 1994:22).

In the following diagram, we illustrate the conceptual classification existing between *special education* and *special educational needs*.

Group of means and human and material resources ready to support the educational system, in order to attend the special educational needs that any pupil may require along his /her schooling	
SPECIAL EDUCATION	SPECIAL EDUCATIONAL NEEDS
EE Addressed to the pupil who had physical, sensorial, psychic deficiencies or serious personality problems.	EE Conception of the differences as a continuum of physical, intellectual, and socio-cultural differences.
EE Based on the classification of pupils according the deficiencies suffered and on the assignment to the corresponding schooling modalities.	EE The key to decide the most convenient educational modality in every case and for the educational endowment to the centres is based on the special educational needs of the pupils. Likewise, it has passed from a diagnosis based on the determination of categories of pupils to the psycho-pedagogical evaluation that determines the curricular competence level of the pupils and helps to the decision making about the curricular adaptation required
EE This concept of special education segregated the pupils regarding their deficiencies EE	EE This concept starts from the existence of a single school curriculum that must be modified and adapted to the particular needs of the pupils.

¹ The concept of EEN has its origin in Great Britain in the Warnock Report. (1978).

Special Education versus Special Educational Needs

LOGSE proposed in articles 36 and 37 the new regulation of the school system from pre-school to secondary school. This started from the respect and attention to the individual differences of the pupils- due to their social or school background or due to their ethnic origin or their religion or their personal disability or highly-gifted condition-. (Giné, 1996)¹.

Thus, LOGSE proposed both a comprehensive school and education, opened to diversity and to an action for the compensation of all the inequalities. Comprehensive in the way of carrying out a single curricular basic proposal for all the pupils of the same age, and a common and diversified culture, since this intended to be adapted to the peculiarities of each group to their social context, to the peculiarities of each subject, and respecting, at the same time, their individual differences. Before that, Guerrero (1995b)¹ states that:

'Not all of us we do the same things, because we all are different. Diversity is not an intangible and indefinable construct. It is composed of diverse persons with unique and unrepeatable idiosyncratic capacities'.

6. The Real Decree 696/1995, of Regulation of the education of pupils with EEN.

EEN supposed the culmination of the legislative process started in 1970 with the General Act of Education 696/1995 of 28 of April. Regarding with the persons needing special education, and opposed to the Real Decree 334 / 1985 that applied that definition to those people with any type of deficiency (physical, sensorial or psychic) or to those with problems of adaptation (it is understood social adaptation), the Real Decree 696 /1995 talked about pupils with temporal or permanent ENN, of personal or circumstantial origin. Its innovation lay in dealing with aspects related with pupils with ENN in secondary education and in everything related with the preparation to the adult life.

In relation with the centres, it contemplated that the specific centres should go deriving gradually to resources centres of special education. In relation with the adaptation and support aid, these issues should be incorporated to the curricular project of the centre and should be elaborated by the advisory teams and by the tutor-teacher all together.

It stressed the importance of a more reduced teacher / pupil ratio, a suitable infrastructure, and the incorporation of support teachers who should become specialists teachers. The evolution of the terminology used is expressed schematically in the following table:

¹ Giné, C. (1996). *Trastorns del desenvolupament i necessitats educatives especials. (Development disorders and special educational needs)*. Barcelona: UOC.

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General Act of Education (1970)	Transition phase	LOGSE (1990)
<ul style="list-style-type: none"> - Priorities to instructive aspects. - Homogeneous classes - Gradual system of teaching - Educational technicism <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> - Specialised centres for deficient people. - Specific classrooms for deficient people. 	<ul style="list-style-type: none"> - Aspects of socialisation are priorityzed. - Change of norms: Repetition of course. - Change of GAE stiff curriculum into renovated programmes. <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> - Different modalities of integration. 	<ul style="list-style-type: none"> - Balance between instructive and socialising aspects (concept or development). - Diversity in the classrooms. - Structure of cycles. - Pedagogical humanisation <p style="text-align: center;">↓</p> <ul style="list-style-type: none"> - Resources to attend differences. - Organisation of the resources continuum to attend the needs continuum.

Special education	Integration	Attention to diversity
<ul style="list-style-type: none"> - Parallel systems - Based on deficiencies - Label, measure / quantify 	<ul style="list-style-type: none"> - Add up, join, sum up to the 'normal' people. - Strive for attending them in a normal state. - Goes on labelling. 	<ul style="list-style-type: none"> - It mustn't be spoken about integration but about 'schooling for all' and about resources to make the curriculum possible.

Evolution of the terms

We think that the legislative development facilitates the basic premise that as professionals of education we present as priority, What do we prepare our pupils with or without disabilities for? The answers are multiple but essentially, we intend to orientate them to their incorporation and adaptation to the society, so that they achieve the maximum autonomy and personal independence, so that they develop at their best their potentialities and capacities and, above all, we try to intend to provide them those strategies and self-regulating mechanisms that allow them to interact with other people in a positive, respectful and friendly way and, at the same time, mutually satisfactory.

As we have been able to appreciate, the educational and social policy goes together. The former understands the school integration as a means for the social integration, while the latter conceives the school integration as a consequence of a wider social integration. The presence of pupils with special educational needs in the ordinary schools has caused a disturbing mismatch between the educational system and the educational practice. As a result of this situation, a whole social interest to redefine the subject has arisen and rises again the feasible applicability of the existing laws, as well as some reflection on the reasons and purposes of a school for all.

An education of quality is claimed, an education for all the pupils, ready to offer everything the pupils need, and understanding that this type of education benefits:

- ?? The pupils with special educational needs, since the relationship with their peers gives them rich initiatives and suitable models for the optimisation of their cognitive and social-affective processes.
- ?? The 'normal' pupils, developing their attitudes of respect, solidarity, and acceptance of the diversity.
- ?? The ordinary teaching staff and the special educational teaching staff, since the interdisciplinary task increases the professional competence, as well as the effectiveness in their educational task.
- ?? The educational system, renewing stagnant and obsolete educational concept, being this renewal a social reform as well.
- ?? The whole society, channelling the efforts to reconvert the democratic process into a real and tangible socialisation that promotes respect to the diversity, promotes the right to the education for all, and the adequate attention to each person regarding to his/her needs.

Understanding that the school is a reflection of society, and an institution that empowers the cognitive, social, and affective development of people, the professionals of the education, the parents, and the pupils have no doubt about the integration of those pupils. The provision of formation, the attitude of the teaching staff, the multidisciplinary co-ordination among the different professionals, the material and human resources, the infrastructure of the school, the type of disability and the pupils' characteristics, the parents' participation and involvement, among other factors, favour and make possible the challenge of the integration.

These are too many pieces for gears not exempt of complications, a gear with relatively little running in, and a gear with these components doesn't always guarantee the success of the action. Nevertheless, the professionals, the pupils, the families, and the whole society in general, must keep on committing themselves for a plural, open, flexible, and not segregated school that is willing to accept the services and resources for all. We must take into account their personal needs, recognising that the school institution has the purpose of developing the cognitive and emotional-affective capacities that promote the personal autonomy that allows boys and girls to manage themselves in the society.

Legislation about attention to diversity

- ?? General Act of Education and Financing of the Educational Reform, of August 4th 1970 (BOE 187, 6-8-1970).
- ?? Declaration of Rights of the Subnormal (UN, of December 20th, 1971).
- ?? Declaration of Rights of the disabled Persons (UN, 1975).
- ?? Decree 1151/1975, of May 23rd, by the one the National Institute of Special Education is created.

- ?? Functions of the National Institute of Special Education (BOE 132, 3-6-1975).
- ?? Real Decree 2276/1978, of September 21st, by the one the Real Patronage of Education is created and Attention to Deficient (BOE, 25-9-1978).
- ?? National Plan of Special Education of 1978.
- ?? Real Decree of the Presidency of the Government 2828/1978, of December 1st, by the one the Real Patronage of Education and Attention to Deficient is regulated (BOE, 7-12-1978).
- ?? Spanish Constitution of 1978, articles 27 and 49.
- ?? Social Act of Integration of the disabled Persons. Act 13/1982 of 7 of April (BOE 103, 30-4-1982).
- ?? Organic Act 8/1985, of July 3rd, regulating of the Right to the Education (LODE) (BOE, 4-7-1985). Currently this Act, so many times debated, has been expanded for the Organic Act 9/1995, of November 20th, of the participation, the evaluation and the government of the educational centres (BOE, 21-11-95), more adjusted to the LOGSE.
- ?? Ministerial Order of January 30th of 1986, by the one, in accordance with the first final disposition of the R D. 334/1985, of March 6th, the Special Education is regulated and the proportions of personal students in this educational modality are established (BOE, 4-2-86).
- ?? The publication of the *Libro Blanco (White Paper)* for the Reform of the Teaching of the Education (1989) established as theoretical framework the new Special Educational concept of Needs and dedicated the Chapter X to their study.
- ?? Organic Law 1/1990 of October 3rd, of General Ordering of the Educational System (LOGSE). The Members of Parliament passed it on September 13th, 1990) (BOE, 4-10-1990). It contemplated the Special Education in its Articles 36 and 37, paying special mention to the Curriculum Diversification in the Art. 23.
- ?? Real Decree 696/1995, of April 28th, of Regulation of the Education of the Students with Special Educational Needs (BOE of 2 of June) It supposed the abolition of the Real Decree 334/1985 of Regulation of the Special Education.

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(It brought up to date to the new legislation LOGSE, the Real Decree of Integration of 1985).