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Teaching support material

Improvement of the initial teacher on the socio-educational inclusion of students with autism spectrum disorders

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Initial teacher training on the socio-educational aspects of those with autism spectrum disorders

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SUMMARY

Among the actions undertaken in the special education field are those carried out to



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promote the development of inclusive education. To this end, a transformation process must be developed based on the available technical, material, and human support services. In light of the aforementioned, the initial teacher's progress in the socio-educational inclusion of students with autism spectrum disorders was assessed. To this end, an assessment instrument was applied to verify the current state of professional development of the teacher under study on the relevant topic. Overall, the cognitive dimension was evaluated poorly because of the four indicators comprising it, three were evaluated equally, highlighting the teachers' lack of knowledge about the psychopedagogical characteristics of students with autism spectrum disorders. Similarly, the instrumental dimension was evaluated poorly because the two indicators comprising it received the same rating, as the teachers did not demonstrate the required professional performance. The comprehensive analysis of the attitudinal dimension allowed the evaluation to be categorized as regular, since it was evident. Educators' willingness to transform their performance was evident, but not all showed interest in seeking information related to the topic. In conclusion, the assessment was poor, due to the multiple shortcomings in addressing socio-educational inclusion for students with autism spectrum disorders. This reflects the need to implement avenues for improvement.

Keywords: Teacher; Special Education; Professional Development; Autism Spectrum Disorder.

ABSTRACT

Among the actions undertaken from special education, there are those carried out in favor of the development of inclusive education. To this end, a transformation process must be developed regarding the available technical, material and human support services. In response to the aforementioned, the initial teacher's improvement in the socio-educational inclusion of students with autism spectrum disorders was diagnosed. To this



end, the evaluative instrument was applied with the purpose of verifying the current state of the professional improvement of the teacher under study in the relevant topic. In general sense, the cognitive dimension was evaluated poorly because of the four indicators that comprise it, three were evaluated in the same way, evidencing the lack of knowledge that teachers have about the psycho pedagogical characteristics of students with autism spectrum disorders. In the same way, the instrumental dimension was evaluated poorly because the two indicators that make it up obtained the same rating, since the teachers did not demonstrate the required professional performance. The comprehensive analysis of the attitudinal dimension allowed the evaluation to be categorized as regular, given that the educators' willingness to transform their performance was evident, but not all showed interest in searching for information related to the topic. In conclusion, the diagnosis made obtained the evaluation of poverty, due to the multiple insufficiencies in the care of socio-educational inclusion in learners with autism spectrum disorders. This reflects the need to implement ways for its improvement.

Keywords:Teacher; special education; Advanced professional; Autism spectrum disorder.

SUMMARY

Among the actions undertaken from special education, are those carried out in the development of inclusive education. For this, a transformation process must be developed between the technical, material and human support services available. In response to the above, the professor's initial diagnosis was made in the socio-educational inclusion of students with autism spectrum disorders. Therefore, the evaluative instrument is applied for the purpose of verifying the current status of the professor's professional training in the study of a relevant topic. In general, the cognitive dimension was poorly evaluated because two four indicators that together comprise three formats evaluated in the same way, evidencing or disconcerting that teachers have about the psychopedagogical



characteristics of students with autism spectrum disorders. In the same way, the instrumental dimension was poorly validated because there are two indicators that together obtain the same classification, once the professors do not demonstrate the required professional performance. A comprehensive analysis of the attitudinal dimension allowed us to categorize the assessment as regular, given that it was evident that two educators were available to transform their attitude, but not all of them showed interest in seeking information related to the topic. Concluding, the diagnosis made obtains an assessment of poverty, due to multiple insufficiencies in the care of even the socio-educational care of students with autism spectrum disorders. This reflects the need to implement ways for your happiness.

Keywords: Professor; special education; Advanced professional; Autism spectrum disorder.

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Introduction

The term early childhood education refers to the period from birth to age six. The positive effects of early childhood education programs are evident internationally, so much so that in recent decades the concept has taken priority in the region's education systems. The Dominican curriculum divides the early childhood education level into two cycles: the first from birth to age three, and the second from age three to age five. (1,2)

In full agreement with the results obtained by Desena et al. (3) in the research entitled "Improving the continuing education of early childhood education teachers in reading and writing", the hypothesis is supported that students who begin education at three years of



age have a greater probability of cognitive development and academic success. The study concludes that Dominican students who enter early childhood education programs have better academic performance and greater chances of going to university.

The authors believe that the aforementioned results constitute fundamental reasons for focusing attention on children in conditions of socio-educational inclusion, particularly for designing and implementing educational initiatives aimed at pediatric patients with autism spectrum disorders.

Important documents have defined and proposed universally applicable actions that support significant conceptual and practical transformations in education related to quality education for all. These documents address the protection and guarantee of the rights of persons with special educational needs associated with disabilities, as well as the most effective ways to raise the professional level of teachers in order to educate students in any context. (4-6)

The term "special education" has had a conceptual approach to the theoretical positions of pedagogy and attention to diversity. According to Martínez and Saldar, (7) it is a way of teaching enriched by the use of resources, support materials and other elements of creativity. In this sense, each moment requires enriching actions that guide, transform and develop at the unique pace of each student, but in a permanent manner, optimizing their possibilities.

In full agreement with Valarezo and others, (8) education is inclusive in nature, supported by its structure, operation and legal framework. The term educational inclusion is understood as a concept that recognizes the right of each citizen to a quality education, depending on their particularities. The elements that condition the variabilities in its development, promote the social inclusion of the person as a full individual, in conditions to be able to enjoy the possibilities that it offers and thus contribute to its improvement.

According to the authors, special education pursues as its main objective the maximum



possible comprehensive development of individuals with special educational needs, whether or not associated with disabilities, in any context. This process should allow for the independent approach to social inclusion, consistent with the purpose and objectives of each educational level.

Among the actions carried out in the field of special education are those aimed at developing inclusive education and diversity pedagogy. Inclusive education involves a process of transformation across the entire school and requires a flexible information system regarding educational needs and the available technical, material, and human support services. (9-11)

The strategic conception of professional development finds its theoretical and methodological aspects in various documents. However, in this research, the criteria of the theory of advanced education, addressed by Borbón et al. (12), are considered. They consider it a process aimed at satisfying the development needs of working human resources, in order to achieve greater productivity, efficiency, effectiveness and quality at work.

In this sense, the comprehensive training of preschool teachers takes on unparalleled value and takes into account their fundamental role of providing in-depth knowledge of socio-educational inclusion for children with autism spectrum disorders, including the specific procedures required for successful implementation. The preliminary results of the diagnosis, combined with the authors' practical experience, made it possible to identify the shortcomings teachers face in addressing socio-educational inclusion for children with autism spectrum disorders.

In relation to the above, it was decided to carry out this research with the objective of diagnosing the initial teacher's improvement regarding the socio-educational inclusion of students with autism spectrum disorders.



Development

An evaluation instrument was designed to diagnose the current state of professional development of teachers at the initial level aimed at the socio-educational inclusion of students with autism spectrum disorders. For this purpose, the theoretical references of Rodríguez et al., (13) Pérez et al., (14) and Báez et al., (15) were taken into account, who proposed the analysis of the cognitive, instrumental and attitudinal dimensions with their respective indicators.

The diagnosis was applied to 13 purposively selected preschool teachers working at the "El Prado" Evangelical Center in the province of Azua, Dominican Republic. The following criteria were used: all teachers were practicing preschool teachers, had completed a university degree, had more than five years of experience in their roles, and had students with autism spectrum disorders in their classrooms.

It is important to emphasize that even though all of them worked as preschool teachers, they were not graduates in special education. They acknowledge that they did not receive the theoretical foundations for addressing socio-educational inclusion for children with autism spectrum disorders through their undergraduate training, which affects the performance of their duties.

The results derived from the diagnosis carried out are evident in the analysis of the proposed dimensions and indicators:

In the cognitive dimension (Fig. 1), the basic knowledge required by preschool teachers to address socio-educational inclusion in students with autism spectrum disorders was explored. Indicator 1 confirmed teachers' knowledge of the psychopedagogical characteristics of students with autism spectrum disorders. Only one (7.7%) preschool teacher received a good rating, because they were familiar with the psychopedagogical characteristics of children with autism spectrum disorders. A further 38.3% received a fair



rating, because they were familiar with some of the characteristics, while 54.0% received a poor rating because they lacked knowledge.

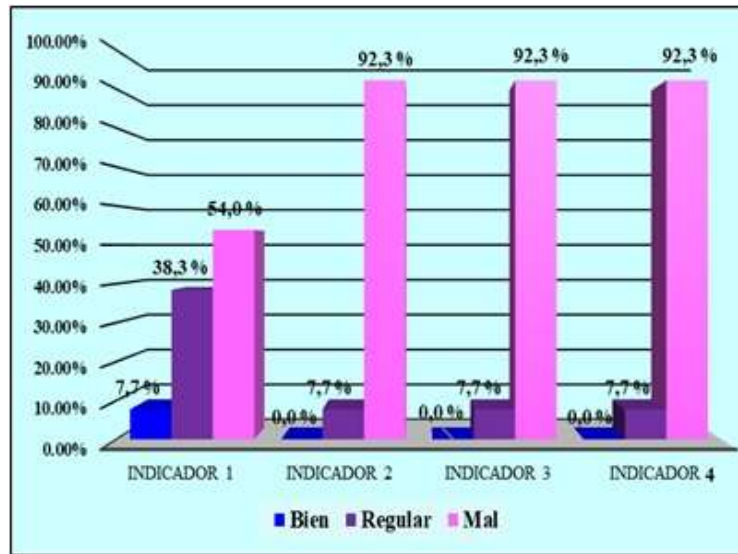


Fig. 1. Cognitive dimension.

Indicator 2 assessed knowledge of the levels or degrees of autism spectrum disorder and aid design. 7.7% received a fair rating because they had a general understanding of the elements being analyzed. Meanwhile, 92.3% received a poor rating because they were unfamiliar with the levels or degrees of autism spectrum disorder or aid design.

Knowledge of how to proceed with socio-educational inclusion for children with autism spectrum disorders was assessed in indicator 3. 7.7% received a fair rating, as they knew some specifics about how to proceed with socio-educational inclusion for students with autism spectrum disorders. The remaining 92.3% received a poor rating.

Indicator 4 determined knowledge of support systems in the school, family, and community settings. It was found that 7.7% of teachers received a fair rating because they were familiar with some of the support systems in the school, family, and community settings. The remaining 92.3% received a poor rating because they were unfamiliar with

them.

Overall, the dimension was evaluated poorly because of the four indicators comprising it, three were evaluated equally. It was evident that preschool teachers lacked knowledge about the psychopedagogical characteristics of students with autism spectrum disorders, the levels or degrees of autism spectrum disorder, and the design of support services. This included addressing socio-educational inclusion for students with autism spectrum disorders and the support systems available in school, family, and community settings.

The instrumental dimension (Fig. 2) was designed to assess the professional performance of pre-primary school teachers in addressing socio-educational inclusion for students with autism spectrum disorders. In indicator 1, referring to the professional performance achieved in planning inclusive care, it was found that 7.7% were rated as fair because they demonstrated certain skills. The remaining 92.3% were rated as poor because they did not demonstrate professional performance in planning socio-educational inclusion for students with autism spectrum disorders.

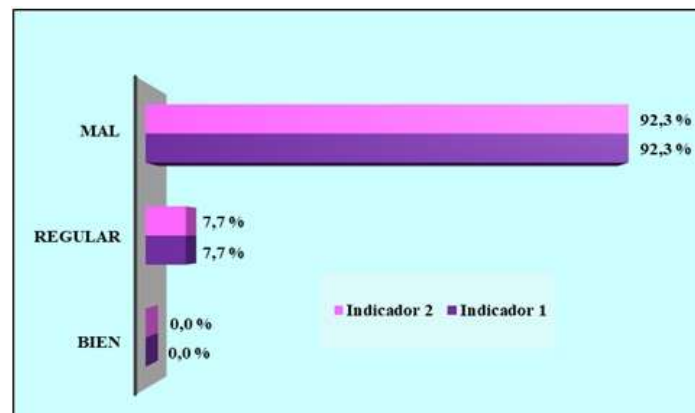


Fig. 2. Instrumental dimension.

In indicator 2, referring to professional performance achieved in implementing socio-educational inclusion for students with autism spectrum disorders, it was determined, as

in the previous indicator, that 7.7% were rated as fair. 92.3% received a poor rating because they did not demonstrate professional performance in implementing socio-educational inclusion for students with autism spectrum disorders.

The overall dimension was rated poorly because both indicators were evaluated equally. It was found that preschool teachers did not demonstrate the required professional performance in planning and implementing socio-educational inclusion for students with autism spectrum disorders.

The attitudinal dimension (Fig. 3) was designed to assess the attention paid to socio-educational inclusion among students with autism spectrum disorders. Indicator 1 explored the interest shown by teachers in seeking information related to addressing socio-educational inclusion among students with autism spectrum disorders. It was found that 7.7% received a positive evaluation because they consistently expressed interest in seeking information related to the topic. 92.3% expressed some interest related to addressing socio-educational inclusion among students with autism spectrum disorders.

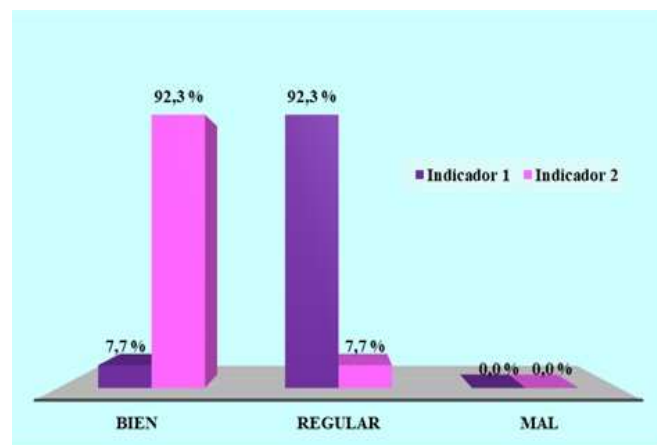


Fig. 3. Attitudinal dimension.

Preschool teachers' willingness to transform their professional performance in addressing socio-educational inclusion for students with autism spectrum disorders was rated as

good in 92.3% of cases. The remaining 7.7% received a fair rating because they expressed little willingness to transform their performance in caring for these students.

The comprehensive analysis of the dimension allowed it to be given a regular evaluation, because it was evidentThe willingness to transform their work into addressing socio-educational inclusion for students with autism spectrum disorders. However, in all cases, there was no interest in seeking information related to the topic.

After analyzing the results, it was confirmed that there are shortcomings in the professional development of preschool teachers in addressing socio-educational inclusion for students with autism spectrum disorders. In this regard, some strengths and weaknesses were identified.

In the former, there is a willingness to transform their role into advising preschool teachers on addressing socio-educational inclusion for students with autism spectrum disorders. In the latter, there is a lack of knowledge on the part of preschool teachers about the psycho-pedagogical characteristics of students with autism spectrum disorders, the levels or degrees of autism spectrum disorder and the design of aids, how to proceed in addressing socio-educational inclusion for students with autism spectrum disorders, and the support systems in school, family, and community settings.

Likewise, mention can be made of the insufficient professional performance in planning and implementing socio-educational inclusion for students with autism spectrum disorders. The lack of interest in seeking information related to the topic is a negative aspect that deserves significant attention.

Conclusions

The assessment of the current status of the professional development process for preschool teachers confirmed the presence of shortcomings in addressing the socio-



educational inclusion of children with autism spectrum disorders. This reflects the need to implement avenues for their development.

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Annex (Evaluation instrument)

Dimensions and indicators

Cognitive dimension: This dimension took into account the basic knowledge that preschool teachers must possess to address socio-educational inclusion in students with



autism spectrum disorders.

The dimension of:

Good:If all three indicators are rated as good, there may be one that is average, but none that is bad.

Regular:If more than one indicator is evaluated as regular, it may have one as good and one as bad.

Evil:If three or more indicators are evaluated as poor.

Indicator 1: Knowledge of the psychopedagogical characteristics of students with autism spectrum disorders.

This indicator was designed to assess the knowledge that preschool teachers have about the psychopedagogical characteristics of students with autism spectrum disorders.

To evaluate this indicator, the following scale was used:

Good:When you know the psychopedagogical characteristics of students with autism spectrum disorders.

Regular:When you only know some of the psychopedagogical characteristics of students with autism spectrum disorders.

Evil:When you do not know the psychopedagogical characteristics of students with autism spectrum disorders.

Indicator 2: Knowledge regarding the levels or degrees of autism spectrum disorder and the design of aids.

This indicator took into account the verification of knowledge related to the levels or degrees of autism spectrum disorder and the design of aids.

To evaluate this indicator, the following scale was used:

Good:If you know the levels or degrees of autism spectrum disorder and the design of aids.

Regular:If you have a moderate understanding of the levels or degrees of autism spectrum



disorder and the design of aids.

Evil: If you are not familiar with the levels or degrees of autism spectrum disorder and the design of aids.

Indicator 3: Knowledge of how to proceed in addressing socio-educational inclusion in students with autism spectrum disorders.

This indicator was taken into account to verify knowledge of how to proceed in addressing socio-educational inclusion in students with autism spectrum disorders.

To evaluate this indicator, the following scale was used:

Good: When you know how to proceed in the care of socio-educational inclusion in students with autism spectrum disorders.

Regular: When you have a moderate understanding of how to proceed in addressing socio-educational inclusion in students with autism spectrum disorders.

Evil: When you do not know how to proceed in addressing socio-educational inclusion in students with autism spectrum disorders.

Indicator 4: Knowledge of support systems in school, family and community environments.

This indicator was designed to determine whether preschool teachers are familiar with support systems in school, family, and community settings.

To evaluate this indicator, the following scale was used:

Good: When you know the support systems in school, family and community settings.

Regular: When you know some of the support systems in school, family, and community settings.

Evil: When you are unaware of the support systems in your school, family, and community settings.

Instrumental dimension. This dimension was designed to assess the professional



performance of early childhood teachers, translated into the provision of socio-educational inclusion to students with autism spectrum disorders.

The dimension of:

Good:If both indicators are evaluated as good.

Regular:If more than one indicator is evaluated as regular, you may have one as good.

Evil:If both indicators are evaluated as poor.

Indicator 1: Professional performance achieved to plan the care of socio-educational inclusion in students with autism spectrum disorders.

It took into account the professional performance of early childhood teachers in planning the socio-educational inclusion of students with autism spectrum disorders.

To evaluate this indicator, the following scale was used:

Good:Demonstrates professional performance in planning socio-educational inclusion care for students with autism spectrum disorders.

Regular:Demonstrates certain professional performance in planning the care of socio-educational inclusion in students with autism spectrum disorders.

Evil:Does not demonstrate professional performance in planning socio-educational inclusion care for students with autism spectrum disorders.

Indicator 2: Professional performance achieved to implement socio-educational inclusion care for students with autism spectrum disorders.

It took into account the professional performance of early childhood teachers in implementing socio-educational inclusion care for students with autism spectrum disorders.

To evaluate this indicator, the following scale was used:

Good:Demonstrates professional performance in implementing socio-educational inclusion care for children with autism spectrum disorders.

Regular:Demonstrates a certain professional performance that is achieved to implement



socio-educational inclusion care for students with autism spectrum disorders.

Evil: Does not demonstrate professional performance to implement socio-educational inclusion care for students with autism spectrum disorders.

Attitudinal dimension. This dimension was designed to assess the importance of socio-educational inclusion in students with autism spectrum disorders.

The dimension of:

Good: If both indicators are evaluated as good.

Regular: If more than one indicator is evaluated as regular, you may have one as good.

Evil: If both indicators are evaluated as poor.

Indicator 1: Interest shown in searching for information related to the attention of socio-educational inclusion in students with autism spectrum disorders.

Good: He shows a constant interest in searching for information related to the care of socio-educational inclusion in students with autism spectrum disorders.

Regular: He expresses some interest in searching for information related to the attention to socio-educational inclusion in students with autism spectrum disorders.

Evil: Shows little interest in searching for information related to socio-educational inclusion in students with autism spectrum disorders.

Indicator 2: Willingness to transform the performance of the initial level teacher in addressing socio-educational inclusion in students with autism spectrum disorders.

Good: Expresses willingness to transform its role in addressing socio-educational inclusion in students with autism spectrum disorders.

Regular: He shows little willingness to transform his role in addressing socio-educational inclusion in students with autism spectrum disorders.

Evil: He does not show any willingness to transform his role in providing socio-educational inclusion to students with autism spectrum disorders.



Conflicts of interest

The authors declare no conflicts of interest.

Authorship contribution

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Formal analysis: Elisangela Luiza Barbosa Paulo de Aquino and Elizabeth Gómez Núñez.

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