UNIDAD EDUCATIVA PARTICULAR JAVIER

BACHILLERATO EN CIENCIAS

MONOGRAPH

"HOW TO ACHIEVE AN EFFECTIVE INCLUSION FOR CHILDREN WITH

AUTISM SPECTRUM DISORDER IN EDUCATION SYSTEMS IN GUAYAS."

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Summary

The monographic work will deal about How to achieve an effective inclusion for children with autistic spectrum disorder in the educational systems of Guayas.

The work includes the institutions of Guayas, and specifically in the "Unidad Educativa Javier". The purpose of this is to determine how far an institution is prepared to teach children with ASD and know if they have what is necessary because all institutions have a special educational plan for children with disorders. However it is not always applied in the right way, not because they don't want to do it, but because some schools don't have specialized teachers in these cases.

In more than determining the preparation of the institution, the principal purposes of this monographic work are to inform people within the institution about autism spectrum disorder. The aim is to make ASD a common topic to talk about it inclusively and not as something weird.

One thing that should be clear is that this work is a basic guide to ASD and the teaching strategies that can be applied in these cases; however, there are extensive manuals and specialists who have dedicated their lives to discovering the methods necessary for the best development of a child with ASD. This is basic information that students, parents and mainly teachers should know.

The work is divided into parts. First it talks about what the ASD is explaining its characteristics, levels and how the process is for those children.
After making a little known about what ASD is, the work focuses on what inclusion is, identifying which variables do not allow a child with ASD to be able to relate.

There is also the issue of parents this is divided into, parents of children with ASD and parents with children without the disorder. Regarding the parents of children with ASD, the work shows what their process is, how they go through this situation, and concerning the parents of children without disorder is mentioned about how they greatly influence the inclusion of children who do have ASD.

The last topic is the analysis of the educational plan of the "Unidad Educativa Javier", which shows what are their teaching strategies, how they account for a possible case of TEA and to conclude, an interview with a teacher who talks a little about how the situation of ASD is in the institution.

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Content

Introduction

The present monographic work is a research and analysis about ***How to achieve an effective inclusion for children with autistic spectrum disorder in the educational systems of Guayas***, the purpose of this work is to find ways to improve the teaching method of the institutions and to determine if these are really qualified to be able to educate children with this disorder.

The study of this topic has great importance, because besides being a source for people to know about the ASD, the difficulties it presents, its characteristics, levels, among other things in a synthesized way, teaches how institutions, teachers, students and even parents should act in these cases. In a certain way it serves as a teaching guide for teachers and a knowledge guide for students and their parents.

Ecuadorian legislation protects the inclusion of children with disabilities in the conventional education system by making institutions by law accept children, however, not all of them have the economic resources, infrastructure or training necessary to develop this type of inclusion.

Based on this fact, this monographic work takes as an example the education plan in the "Unidad Educativa Javier", which went through an analysis procedure to determine its level of effectiveness and whether it is really being applied. In this way, with the information gathered, make a complementary proposal or approach that leads to improve this inclusion, taking into account the considerations that should be taken according to the levels of ASD presented by each child.

The monograph will consist of 3 chapters: The first one deals with what is the autistic spectrum disorder or ASD, in which levels it is presented, the characteristics of each level and a little of how is the learning of them; the second one, talks about what is the educational inclusion, which affects the children with ASD at the moment of being introduced with the other children, also mentions what happens with the other students without the disorder and their parents, and the process of the parents with children with ASD; and the third one, mentions the educational plan for children with tea present in the "Unidad Educativa Javier", the strategies it employs, an interview with a teacher specialized in the subject and a small conclusion about it.

Chapter I

The Autism Spectrum Disorder

1.1. Definition

Autism Spectrum Disorder (ASD) is a neurobiological disorder that generally manifests during the first 3 years of life, although there are cases in which it appears before the age of 10, that is why we don't know with certainty in which moment it can appear, the only sure thing is that it will last for a whole life.

According to the Diagnostic and Statistical Manual of Mental Disorders (1995), it is stated: The essential characteristics of the autistic disorder are the presence of a development markedly abnormal or deficient interaction (...). The manifestations of the disorder can vary a lot depending on the level of the development and the chronological age of the subject. (p.70).

1.1.1. Characteristics.

People with ASD may show a variety of behavioral symptoms related to a person's behavior, including hyperactivity, impulsivity, aggressiveness, self-harm, and temper tantrums. "Autism is a disorder of development that is characterized by the presence of alterations in three main areas: in social interaction, in communication and in behavioral, cognitive and interest flexibility". (Vázquez, 2015, p.08).

Alterations in eating behavior and sleep, bipolarity, epilepsy, lack of response to deadly dangers, or in the opposite case, unmotivated fear to stimuli that are not dangerous are also frequently observed.

Within the types or degrees of autism that exist, in certain cases, the most common indicative symptoms that it represents are:

- Alterations in the abilities to communicate.

- Difficulty in non-verbal communication patterns.

- Repetitive behavior, which is an imitation.

- Presence of auditory deficit.

- Little visual contact.

- Literal language, they may not understand jokes, sarcasm, double meanings or metaphors.

- Lack of interest for other kids, they do not share an interest.

- They avoid physical contact.

- They usually have tactile, olfactory, gustatory and auditory hypersensitivity.

- There is often little sensitivity to pain.

1.2 Different levels of ASD

1.2.1 Who classified autism levels.

There are several types of childhood autism; one of the best known is the Angel Riviere, based on the areas of development identified the types of autism, according to its intensity and symptoms. The other types are derived from Riviere's, since they are guided by the levels of help that a person within the spectrum will need to perform at home, at school, and in other vital contexts.

1.2.1.1 Autistic or grade 1 disorder.

Also known as severe autism or requiring very remarkable help, it is the deepest degree of the autistic spectrum, this being the most difficult to handle, is characterized mainly by the lack of language development. Happe (1998) said: "One of the main objectives is to help the child to develop an effective form of communication. Pedagogical interventions should be based on knowledge about the specifies in the way of learning of children with autism" (p.44). Besides, they manifest stereotyped movements, how to repeat some gestures or expressions of another person, have little contact with other children, lack of interest in common activities, isolation from their environment and an ability to express emotions practically null.

1.2.1.2 Regressive or grade 2 autism.

Also known as child disintegrative disorder or requiring significant help, is an alteration that unlike the other types or degrees of autism that exists, takes a little longer to appear because the child in the first develops normally, but as it grows at a certain point begins to gradually lose the skills it has acquired.

> This disorder is a genuine bio psychological difficulty in achieving the development of social, communicative and adaptive capacities (...), it is not that they do not want to, it is that they cannot or it is much harder for them to achieve a better integral psychological development. (Vázquez, 2015, p.18)

Generally, regressive autism occurs before the age of 10, and thanks to this regression, the same signs of severe autism appear, but with a lower intensity. On the other hand, repetitive behaviors appear, both motor and mannerisms and stereotypes, together with the isolation of the people around him.

1.2.1.3 High functioning autism.

High-functioning autism, or autism that requires help, is the mildest because its symptoms are not profound. Unlike the others, in this case, the development of language in the child is

normal, as their cognitive processes, staying within the parameters, also if it has the proper attention can be integrated without a problem.

Children diagnosed with this condition are easy to identify, their memory capacity is very good, however, they tend to have mental rigidity that can be accompanied by motor clumsiness.

Torrencillas (2016) affirms:

> When an individual presents mental rigidity, it means, they don't understand or don't want to understand a different point of view from their own. On the contrary, as long as they are right, they lose a little bit of their nerves when they try to convince us of our error. (sp)

Specific language disorders, SLD, are classified into two, expressive and receptive.

Children with ELD frequently have difficulties interacting with their schoolmates, they speak in an unflowing way and show hearing problems, in contrast, children with RLD are more difficult to distinguish, their problems go beyond speech, their social and imaginative abilities are greatly oppressed, and they create their atmosphere away from reality.

1.2.2 First ASD diagnostic.

The first case of autism was from patient Donald Triplett treated by Dr. Leo Kanner, it is impossible to talk about ASD without mentioning him. Kanner along with Asperger began to work with the term autism, it is not known who was the first to use it but their ideas came to a common characteristic; "difficulties in social relationships, in communication, the pattern of mental inflexibility and restricted interests, and the early onset of the disorder" (Martinez, 2013, p.27).

In his article entitled Autistic Disturbances of Affective Contact, he showed the cases of 11 boys in which Donald was number one. The cases were very helpful in clarifying the idea that he was dealing with a type of disorder that had not been discussed before in medical books.

Donald was an introverted child who never showed an interest in playing with other children. All the time he was in a world apart and his language was special. He could speak and imitate words; his parents knew he was an intelligent child.

At the beginning Kanner didn't know how to start, he wasn't sure where Donald's medical chart fits psychiatrically, but after several visits and dealing more cases with similar behaviors, he published a document in which he established the terms for a new diagnosis.

1.3 The learning process of autistic children

The learning of autistic children will vary according to their level or grade, and depending on it, the difficulties they present can be of greater or lesser intensity, but generally, they always show problems about the acquisition of social skills and communication.

As a consequence, their interaction with other children is complicated, some schools are not prepared to receive children with disabilities, making their educational inclusion negative, Riviere (2001) mentions that educational experiences can have an impact on the very development of the brain, so the educational process should begin in the first six years of life and continue throughout the following years.

Chapter II

The processes for evidencing learning in school

2.1 What is educational inclusion?

To define educational inclusion we need to take into consideration the following terms: inclusion, include, educative and educate. According to the Spanish Royal Academy, the word inclusion is the action and effect of including. To include to put something or someone into a thing or a group. Educational: is belonging to or relative to education. In addition, to

educate: to develop or to perfection the intellectual and moral faculties of the child or young person by using rules, exercises, examples, etc.

By which we can intuit that educational inclusion refers to providing an education in which all people have access, and in this way, they are given the same opportunity to learn.

The United Nations Educational, Scientific and Cultural Organization (2017) tells us that educational inclusion is to guarantee equality regarding the education of all people, without excluding them because of any disability they may present, providing them a high-quality education because it is indispensable and a right that should be conceived for everyone.

2.1.1 Characteristics of the child that affect at the time of inclusion.

In a few cases some of the characteristics, which stop the correct development of children with ASD in front the society, are:

- Social development
- Communication and language
- Behaviors

A characteristic aspect of the disorder is the possible deficit of cognitive and linguistic development, being one of the first signs presented in the children with ASD, giving parents a warning signal.

Concerning linguistics, the use of neologisms appears frequently. They give a special meaning to words creating their vocabulary; they do that to be able to express them better. Murillo (2001) tells us:

> All people with ASD show alterations in communication and language. Despite the great heterogeneity shown by people with ASD in their forms of communication and language skills, they all share, on a greater or lesser extent, many characteristics that form part of the core definition of ASD. (p. 41)

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The difficulties they present at the time of interacting with other children are one of the most striking and definitory characteristics of the disorder because they can isolate themselves from the environment and sometimes seek interaction.

Some children with ASD show repetitive behaviors, an example is the routine things. They somehow accustom themselves to doing things in a certain way, resisting change in their environment; this is known as mental inflexibility.

This behavior also occurs in other disorders, however in the case of children with ASD is much stronger, limiting their learning and participation in the environment.

Another example of repetitive behavior is the Motor Stereotype, as its name says, is the repetition of movements. The exact reason for this behavior is not known, but some authors say that it is caused by the lack of brain maturation.

Another behavior they exhibit is a lesser expression of affection, some children don't show affection but that doesn't mean they don't feel, they love and show it in their way. For example, a boy without the disorder to show love gives hugs, kisses, invites you to play with him, etc.

In a boy with the disorder what happens is that his mood changes showing pleasure, he plays not with people but next to them to have their presence or makes imitation games.

These are some of the characteristics that don't allow children with ASD to coexist in the school environment. However, these characteristics don't occur in all cases of ASD, some children develop a very high IQ and artistic skills that they use to express themselves.

2.2.1 What about the other students and their parents?.

A very important factor that influences during the process of formation of a child with special abilities is the environment that surrounds them. For them to feel comfortable in the

classroom it is necessary to achieve an ideal environment, with all the physical and social conditions that allow them to develop properly.

On many occasions, the treatment they receive from their classmates is a highly decisive factor for their good development.

The educational institutions by legislation they must comply with an educational plan that generates an adequate inclusion and contemplates the necessary guidelines that guarantee their appropriate treatment.

For obvious reasons the children with ASD need more attention than the other students; nevertheless, in the majority of the cases the school doesn't consider a fundamental aspect that is to educate the students in general with respect to the treatment that they must offer to their partners with a disability. In general, the smallest students are afraid of what they don't know and in some cases of ASD the behaviors are different becoming shocking for them. One measure that should be taken into consideration is to provide proper information, not only for the students, also for the parents through talks oriented to promote inclusion and to teach them about the situation of the parents of children with ASD.

2.2 Parental process

When someone becomes a parent for the first time, they don't know how to raise a child. Being a parent can be complicated and scary, you don't know how the children will be as they grow up but it is a responsibility to take care of them and put them on the right track.

Now imagine how harder it will be to become a parent of a child with a disorder, the situation for them gets more complicated, their kids are children who require special care, they can't be treated the same way as a child who doesn't have any disorder, and the treatment will depend on the type of disorder.

Martínez & Cuesta (2013) mention: "Families who have a child with ASD find themselves faced with an unwanted, unthought-out, unimagined reality, an existence full of fears and uncertainties." (p.135).

As parents, they don't prepare to have a child with a disorder, they don't know what care they need, they like any other parent want the best for them and they are terrified of not knowing if they are giving them what they need.

It should be remarked that even if a child has a disorder, a parent will always love him or her. A child comes into their lives as a blessing. However, they will have this fear of not doing things right, they will always try to give them full support, to help them feel good.

There are guidebooks for parents of children with ASD that can help them to approach the different situations that can arise and make better decisions; however, each child is a different human being, who may act in different ways in similar circumstances.

Chapter 3

Pedagogical planning and intellectual cognitive development of students ASD

3.1 Educational plan for children with ASD (at UEJ)

The booklet of adaptations for students with special educational needs (2019) tells us that: ASD is a disorder that is noticeable according to the degree of affectation or difficulties such as lack of social and emotional reciprocity, a rigid attachment to routines and a repetitive motor behavior, one can evidence a very simple language and almost always reduced to single and repetitive words.

3.2 Educational Strategies

At "Unidad Educativa Javier", the teachers have some support guides on special educational needs. As his name says, it is a support material, which tells them how they should educate children with special needs.

> These are educational difficulties presented by students in their learning process, in access to the regular curriculum needing some type of adaptation and support for the development of their learning. These SENs may or may not be associated with the disability, which may also be permanent (usually disabilities) or transitory. (Guia de Apoyo sobre las Necesidades Educativas Especiales, 2019, p.101)

For obvious reasons, they cannot learn in the same way as other students. In the case of students with ASD, the plan applied is the same for the different degrees of affectation, with the variable that the greater the affection, the greater the care given.

Among some strategies, these are the main ones at the time of educating.

3.2.1 Establish a bond with the child.

It is very important to establish a friendly relationship with the student. The main thing is to call him by his name that helps to attract his attention so that he feels more confident and can develop better. The bond should not be forced or pressured, so that the student sees that the teacher really does not do it out of obligation.

A tip is to know more about him and thus be able to talk about topics certain topics of interest for the child.

3.2.2 Assign a place near the teacher's desk.

As the teacher is close to the student, it allows him/her to have a greater visualization of the student and, therefore, he/she can be aware of what he/she is doing and see if he/she needs

help. Many times children with ASD have practically no communication and may not say if they do not know how to do something, but being close to the teacher, he will notice without him telling him.

3.2.3 Use visual material in order to decorate the classroom.

Using eye-catching things will help get the student's attention more. Decorations may have educational information so that they learn while they are entertained.

3.2.4 Use systems such as PECS.

PECS or Picture Exchange Communication System is a system developed as a unique, augmentative or alternative training package that teaches children and adults with autism or other communication difficulties to initiate communication. The material used is the communication book, which contains a series of images that will help you in the process. The PECS consists of 6 phases: Each phase has been taught with specific strategies such as teaching, reinforcement error correction, and generalization strategies.

3.2.4.1 *"How" to communicate.*

Students are taught the rules of communication, basically consists of approaching a communicative receiver to deliver a message and receive the desired object in return. What is done is to make the student take the image of the object he wants to have, the delivery and the other person gives him the object of the image. The important thing is that they learn to identify and that they can initiate the request of the wished object, this helps that when having the initiative they can have a greater spontaneity at the time of the communicative interchange.

Two tutors are needed for this phase, one who assumes the role of the communicative receiver, this shows the student the object for him to take it, but for this the physical corrector must ensure that shows the correct image, otherwise corrects his action.

3.2.4.2 Distancie and persistente.

Unlike the previous phase, the level of difficulty rises a little more, now to get the object he wants must travel a short path, the communicative receiver has something he wants but to give it to him he must give the image. What he must do is go to look for it at the table that is 2 meters away, take the image and deliver it in his hands, or is also the example that the receiver becomes distracted but has something of the boy, in that case he must find a way to get his attention. In this phase he is taught to be persistent in order to attract the attention of the receiver when he turns his back.

3.2.4.3 Picture discrimination.

In this phase the student learns to discriminate between specific images, that is to say to learn to choose the correct image.

This phase is divided into 2 pairs

3.2.4.3.1 Simple discrimination.

Teaches to discriminate between images of preferred and non-preferred objects. You put two images. One of your favorite object and another one that you don't like and in addition to that you put those objects on the table so that she can indicate what she wants. This gives the motivation to the student to choose the right one and get her favorite object. In the opposite case, if the student takes the image of the non-preferred object he will get what he showed, he will most likely react in a negative way by not receiving what he wanted.

3.2.4.3.2 Complex discrimination.

In this stage only images of his favorite objects are used, unlike the simple one that they used objects that he liked and others that he didn't. In this stage only images of his favorite objects are used, unlike the simple one that they used objects that he liked and others that he didn't. In this stage, the student gives to the receiver the image of the object and must continue to choose the object of that image, in case of incorrectly caching is used the correction procedure of 4 steps.

It teaches to discriminate between multiple images of preferred objects

3.2.4.4 Sentences structure.

Here the student is taught to communicate without speaking. The level of difficulty increases more, not only must deliver the image in the hand, but must formulate the sentence. is given an additional image that says "I want", this must be pasted on a cardboard and next to that image puts the image of the object he wants so you have the sentence i want and then object you want. And this strip must deliver to receive the object.

3.2.4.5 Responsive requesting.

This phase teaches the student to look for an answer format that leads him to comment, the receiver will ask the question you want, and each time increases the intensity, that is to say that he will ask a little faster so that he can answer faster and get to do it independently.

3.2.4.6 Commenting.

In this phase they are taught to answer simple questions so that they learn how to use responsive commenting and thereby implement strategies to encourage spontaneous commenting. At the end of the phase, the objective is to get the student to answer questions such as: what do you want, what you see what you have, what do you listen to, what is.

- Implement play therapies, to improve their process of interaction and imagination.

- Develop sensory integration: through the use of sounds, textures, videos, songs and thus activate the senses of smell, taste, hearing and visual, using concrete materials such as sponges, tires, swings, pillows, mattresses, balls that allow the development of the child in the room.

3.1.2 Observable indicators.

The way the institution realizes a possible case of ASD is by how the student acts, the use of his or her voice, gaze, treatment of bodies or objects, and interaction.

With respect to the voice, the signs that show are usually the repetition of words or phrases that say their peers are expressed with noises, permanent silence, and are expressed in third person.

Their gaze is usually elusive and fixed on something specific.

The treatment of bodies or objects are those that most demonstrate a rate of tea have repetitive movements of the hands, feet and swing, cannot be still, walk on tiptoe. The movement of objects arrives to fixed manipulation of the objects of the classroom, achieving to be outside of the class, has apprehension of a specific object without being able to separate of this one.

3.2 Interview

An interview has been conducted with an EU teacher:

Interviewer: What does the institution mean by inclusion?

Interviewee: the issue of inclusion is that these children can be compared to the regular school.

Interviewer: how can we make education effective for children with special needs, in this case autism?

Interviewee: It is important to first train teachers, it is necessary that the level of teaching has continuous training so that the teacher incorporates it as part of their daily work, because it is something that they do know but do not dominate.

Interviewer: How do you see the case of a child with tea?

Interviewed: In the case of autistic children is more complicated depending on the level, because not everyone has access to what is reading or communication, in these more complex cases. I see that the regular program of schools is not the best space, because you lose the ability to stimulate them in the way they need, they do not give themselves in depth what they require for their socialization mainly.

Interviewer: How does the differentiated educational system in the Guayas institutions show achievements and stimuli in the learning of students with some level of autism?

Interviewed: With the rubrics, it has to do clearly with the results of the children's progress, the entry and exit profiles, which are the skills or abilities that the child requires.

Interviewer: Do you think the UEJ is prepared for cases like this?

Interviewed: Our teachers are not specialists, at the teaching level they are teachers by practice and not by training, in a classroom with 30 children it is very difficult to give adequate attention, instead a center, which has a support classroom where they work with children with these kinds of needs.

3.3 final conclusion of the answers (condense)

The answers have led to the conclusion that although an institution has a support plan for children with these needs, it is going to be difficult to implement them if you do not have specialized teachers in these cases. No matter how discriminatory it may sound to make a classroom or a school for special children is something that will help them to be able to

develop in a better way, and stimulate it in the way they need. The only way to include a child, in this case with tea to a regular institution is if their level is minimum or if you have the necessary personnel to educate them, like the shadow teachers.

Conclusion

At the end of this monographic work it is concluded that:

- ASD is a disorder that is difficult to detect because the child's personality may be introverted or extroverted.

- The learning process of a child with ASD will depend on the level of the disorder. The levels are Autistic or grade 1 disorder. Regressive or grade 2 autism and High functioning autism.

- At the time of including a child with ASD with the rest of the classmates the factors that act are social development, communication, language and their behaviors.

- Children are usually not accustomed to these different kinds of behaviors, which causes them to fear and exclude children with disorders.

- Adequate training is needed for: teachers, students and their parents, they intervene directly and indirectly in the proper development of the child with ASD and they need to be clear about the child's situation.

- Parents go through a difficult process, at first the fear is terrible, but with the assistance of specialists and support guides for parents they can take the situation more calmly. The main reason for their fear is that they do not know if they are giving their children what they really need, they do not know if what they are doing is right, children with ASD require more attention and care.

- In the "Unidad Educativa Javier", even they have an adequate inclusion program, in the case that the grade is very aggressive, it cannot be put into practice, because in cases of greater gravity the parents themselves choose to retire them from school in order to send them to a special one.

- Every institution has a special educational plan for children with disorder, however it is not always applied in the right way, not because they do not want to do it, it is because the some schools do not have specialized teachers in these cases.

- The way to include a child, in this case in a regular institution is if the level is minimal or if you have the necessary staff to educate it, like the shadow teachers.

Recommendations

At the end of this work it is recommended:

1. Faced with the existing situation of exclusion of children with disorders, it is necessary that the correct measures are taken to keep the whole community informed about these issues so that these cases are normalized and the child with ASD is in a calm environment.

2. Properly train teachers and if possible that they all have their certificate with mention in special education.

3. To implement special classrooms with the purpose that the children with disorder can receive special classes. No matter how discriminatory it may sound to make a classroom or a school for special children is something that will help them develop better and stimulate them in the way they need it, the attention of the teachers is always going to be direct to them, which would improve the teaching.

4. From an early age to teach children about other children with disorders, not only with ASD but in general, because that way it would become more common and normal so to speak to those issues.

5. To have in the institutions a shadow teacher for each student with disorder, in that way the institution can make sure that the child really understands what is happening in the classroom.

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